

AMBASSADORS GIRLS SCHOLARSHIP PROGRAM, REGION 3

Annual Report, Year 4: October 1, 2007 to September 30, 2008
Contract No: RLA-C-00-04-00074-00

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Africa Education Initiative (AEI)

Initiative pour l'Education en Afrique ❖ Iniciativa Educacional na Africa

ANNUAL REPORT
Project Year Four



WINROCK
INTERNATIONAL

AMBASSADORS GIRLS SCHOLARSHIP PROGRAM (AGSP)

Programme des Ambassadeurs des Etats-Unis d'Amérique en faveur de la Scolarisation des Filles

Programa de Bolsas dos Embaixadores Americanos para Meninas

October 1, 2007 - September 30, 2008

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The learners at Vooruitsig Junior Secondary School in Namibia celebrate the launching of the boys' inclusion in AEI-AGSP in the presence of the US ambassador.

Credit: ELCAP, 2008

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Africa Education Initiative (AEI)

Ambassadors Girls Scholarships Program (AGSP)

Annual Report

October 1, 2007–September 30, 2008

Executive Summary

Winrock International has continued to manage implementation of the USAID Africa Education Initiative AMBASSADORS GIRLS SCHOLARSHIP PROGRAM (AEI-AGSP) in 13 countries in southern and central Africa, known as Region 3. The fourth year of program implementation was marked by a major expansion to reach boys in all 13 countries. All but one partner (the Salesianos de Dom Bosco in Angola) was excited to add boys to their program, and did so primarily in the schools and communities in which the girls were already being served by the scholarship and mentoring activities. The Salesians lacked the capacity and interest in expanding their program, however other partners in Angola successfully expanded to include boys.

This year, a total of 29,282 vulnerable children in the region benefitted from scholarships offered through AEI-AGSP. This included 22,238 girls and 7,044 boys, which exceeded Winrock's targets of 20,833 girls and 7,000 boys for the fourth year. Mentoring was provided to nearly all the children in the program, including 20,912 girls (94%) and 6,436 boys (91%). Mentoring on HIV/AIDS was provided to even more of the scholars, and reached 21,323 girls (nearly 96%) and 6,501 boys (92%). These are the highest percentages since the start of the contract. Winrock believes that this reflects the increasingly high value that partners, communities and scholars place on this aspect of the program.

Winrock International and its subcontractor, Weidemann Associates, worked with a total of 29 local NGO partners during the year. Weidemann continued to oversee implementation by the partners in Botswana and Swaziland, while Winrock oversaw implementation by the 27 partners in the 11 other countries. Winrock added two partners this year to the program. In Angola, due to continuing concerns about implementation by the Salesians, Winrock directed them not to replace any girl leaving the program at the end of Project Year 3. In order to ensure the overall number of scholarships did not drop in Angola, Winrock identified a strong new partner who has reached new scholars this year: Associação para a Ajuda de Desenvolvimento de Povo para Povo (ADPP). ADPP is affiliated with Humana People to People and Winrock now has three partners with country offices of this organization including Mozambique, South Africa, and now Angola. In South Africa, Winrock reestablished a presence in Western Cape Province by signing an agreement with Natural Botanicals. Natural Botanicals tracked down scholars that had previously been supported by Ikamva Labantu until their withdrawal from the program at the end of PY2. In addition to the 97 former AGSP scholars, Natural Botanicals reached 202 girls and boys.

In addition to the new partner, Winrock decided against renewing a partnership with one partner in Gabon that participated in PY3. MINAPYGA did not demonstrate the requisite organizational capacity for their work, and in fact scholarship distribution only occurred with significant direct implementation by Winrock during a site visit.

Since the program had such a significant expansion—both in terms of the numbers served and in terms of the scope of the program through the inclusion of boys—Winrock felt that it would be important to bring implementing partners together to learn more about how to effectively integrate boys and to share experiences. Winrock organized and convened an AEI-AGSP All-Partner Conference for its partners in Region 3 with the theme: *AGSP at a Turning Point: Sharing Successes and Bringing Boys on Board*.

Two representatives from each partner were invited to attend the two-day conference in Johannesburg, South Africa, and all but one partner was represented (Cáritas Regional de Chokwé's staff in Mozambique were accosted en route and had their passports stolen, which prevented them from attending). The conference was the first time that Winrock brought its implementing partners together for any event, and participants expressed tremendous satisfaction at the result. The focus was on effective mentoring, which was acknowledged to be a key aspect of the program. Building upon the concept described in Winrock's proposal for the boys' expansion, the conference offered participants training on gender and school-related gender-based violence that was delivered by Winrock and a representative from USAID's EQUATE project.

Draft copies of the *Girls' Mentoring Resource Guide* were distributed to partners in English, French and Portuguese. This manual had been originally developed and pilot tested by Winrock and had been modified through a joint review and editing process with USAID and the other contractors. Partners greatly appreciated having a comprehensive tool to support their mentoring activities. Winrock also developed and distributed two modules focusing on boys' health and drug and alcohol abuse during the conference. These modules had not yet been pilot-tested, so feedback forms were provided along with the modules.

The impact of the conference continues to be demonstrated by partners. Most partners will be implementing activities from the *Girls' Mentoring Resource Guide* and many more partners are raising issues of gender-based violence in the course of their mentoring. Furthermore, partners were tremendously inspired by each other, and some of the strongest learning occurred in the partner-led sessions and the discussions that ensued, as these colleagues realized they how they could enhance and strengthen their own programs by hearing about how others have implemented AGSP.

In anticipation of the award of the Option Year, Winrock continued to move ahead with implementation through the end of the project year, rather than commencing close-out. In September, USAID exercised the Option Year for the girls, and awarded Winrock additional funding to continue support to the boys in the fifth year of the contract.

Annual Report

I. Introduction

This report covers the twelve months of the fourth year of implementation of the Africa Education Initiative AMBASSADORS GIRLS SCHOLARSHIP PROGRAM by Winrock International. Through a contract awarded by the US Agency for International Development (USAID), this Presidential Initiative provides funding that enables Winrock International to award approximately 83,333 scholarships to vulnerable girls in up to 15 countries in Sub-Saharan Africa (Region 3) over four years. In September of 2007, USAID awarded an expansion of the program to Winrock International to reach 7,000 vulnerable boys with scholarships and mentoring. As directed by USAID since the program's inception, Winrock has implemented this program in 13 countries in Region 3: Angola, Botswana, Republic of Congo, Gabon, Lesotho, Madagascar, Malawi, Mozambique, Namibia, São Tomé and Príncipe, South Africa, Swaziland and Zambia. USAID has not instructed Winrock to implement the program in either Comoros or Mauritius, and therefore no activities have been carried out in those two countries.

The objective of the program is to help girls and boys who are not in school or who are at risk of dropping out to enroll and stay in school to obtain a basic education. Primary school girls remain the focus of the program, although boys are now an important population served by AEI-AGSP, and there are some secondary school girls and boys receiving assistance. Winrock partners with local nongovernmental organizations (NGOs) in each country to provide scholarships and mentoring services to vulnerable children, i.e., girls and boys who are economically disadvantaged, handicapped, affected by HIV/AIDS, and/or orphaned. Two cross-cutting themes of the initiative—parent and community involvement and HIV/AIDS prevention and mitigation—are woven into the program through the scholar selection process and through mentoring and monitoring activities conducted by partners.

Winrock utilized the services of a small-business subcontractor, Weidemann Associates, Inc. to oversee implementation in Botswana and Swaziland, develop and maintain an online reporting system, and provide technical HIV/AIDS support for partners. At the request of USAID, Winrock decided to move its database to a system that is managed by another small business that currently manages the data for the other two contractors, thereby making the ultimate consolidation of data easier in the future. This move is scheduled to occur in Project Year 5.

II. Table of Current School Year Scholars by Country

Current School Year					Cumulative		
Country	School Year	Girls	Boys	Total	Girls	Boys	Total
Angola	Jan08/Dec08	3,750	418	4,168	9,006	418	9,424
Botswana	Jan08/Dec08	150	100	250	253	100	353
Congo	Oct07/June08	545	150	695	775	150	925
Gabon	Oct07/July08	600	100	700	1,270	100	1,370
Lesotho	Jan08/Dec08	172	100	272	301	100	401
Madagascar	Oct07/June08	1,000	150	1,150	2,197	150	2,347
Malawi	Jan08/Dec08	3,293	2,000	5,293	4,332	2,000	6,332
Mozambique	Jan08/Dec08	6,000	1,575	7,575	10,614	1,575	12,189
Namibia	Jan08/Dec08	1,046	200	1,246	1,961	200	2,161
São Tomé and Príncipe	Oct07/June08	600	400	1,000	1,142	400	1,542
South Africa	Jan08/Dec08	1,782	841	2,623	3,156	841	3,997
Swaziland	Jan08/Dec08	1,300	350	1,650	1,830	350	2,180
Zambia	Jan08/Dec08	2,000	660	2,660	5,837	660	6,497
Totals		22,238	7,044	29,282	42,674	7,044	49,718

To provide an overview of progress towards Life-of-Project targets, the following table illustrates the number of scholarship awarded to date, and the associated mentoring with those scholarships over the first four years of the project. As illustrated, Winrock has exceeded its targets for the first four years of the program, both in terms of the number of scholarships awarded and the percent of scholars who were mentored.

Chart Showing Year 4 Progress towards Targets

Region 3 Results versus Targets	Target for Life of Project (2004 – 2008)	Progress Towards Target for Life of Project as of 9/30/08: Number	Progress Towards Target for Life of Project as of 9/30/08: Percent
Girls' Scholarships Funded in LOAs	83,333	87,125	105%
Boys' Scholarships Funded in LOAs	7,000	7,044	101%
Girl Scholars Mentored	75%	84,088	97%
Boy Scholars Mentored	75%	6,436	91%
Girl Scholars Receiving HIV/AIDS Mentoring	75%	80,127	92%
Boy Scholars Receiving HIV/AIDS Mentoring	75%	6,501	92%

III. Program Milestones by Country

US/Winrock's Milestones/Activities

- Contracted with 29 local NGOs in 13 countries to deliver scholarships to 29,272 girls and boys
- Reached more than 90% of these scholars with mentoring on HIV/AIDS and general mentoring
- Finalized the *Girls' Mentoring Resource Guide* for publication and distribution to AEI-AGSP partners throughout the continent
- Convened a two-day All-Partner Conference in Johannesburg, South Africa entitled *AGSP at a Turning Point: Sharing Successes and Bringing Boys on Board*
- Conducted monitoring visits to Angola, Botswana, Lesotho, Malawi, Namibia, South Africa and Zambia
- Negotiated a new subcontract with SageFox Consulting Group to transition the ORM into a database system that is used by the two other AEI-AGSP contractors

Angola Milestones/Activities

- **Impact on Learning**
Scholars in AGSP receive tremendous support through the mentoring program, and in particular through the exam preparation that partners have instituted. With study support, scholars are performing better and having the opportunity to progress with their education. The newest partner, ADPP, has set targets of 2% improvement in the pass rate, and now believes it will achieve a 4% improvement. As of the end of the reporting period, no AGSP scholars had dropped out, compared to a 12.5% rate for other students at the school.
- **Access**
Scholarships provided an opportunity to many war-affected youth who had been orphaned, displaced or otherwise traumatized by the war. Partners also advocated on behalf of scholars to secure scarce slots at schools, since the schools are overcrowded in Angola. ADPP has indicated that AGSP scholars' attendance is at 97%, compared with 70% in the general student body. ADPP was hoping to see 100% of the scholars continue

with their education in the coming year, although they believe the actual rate will be 95%.

- **Quality**

CHA has significantly enriched the quality of education by providing a broader curriculum that includes vocational, sporting, cultural and other activities. In addition, for the scholars attending their own school (some do study in neighborhood schools), they offer a stipend to the teachers to discourage absenteeism and transfers.

- **Equity**

Reaching the poorest of the poor and particularly street children, partners in Angola have leveled the playing field for vulnerable girls and boys who would otherwise struggle to gain an education.

- **Community and Parent Participation**

All partners reach out to the communities in which they work. Both CHA and OCSI have focused on this aspect of AGSP, and in fact work extensively with parents and guardians to create supportive home environments. Partners have leveraged private sector support and have engaged with municipal staff to enrich the program.

Botswana Milestones/Activities

- **Impact on Learning**

- The commitment to staying in school improves the long-term learning outcomes for the AEI-AGSP scholars. The 2006 and 2007 cohorts of girl scholars in Standard 7 attending Mahusane, Kang and Phuduhudu primary schools all completed Standard 7. No AGSP scholars dropped out or became pregnant and all of the scholars were accepted into secondary school. The trend appears to be the case with the 2008 cohort of Standard 7 girls who are currently writing their final primary school exams. With the commitment of the community and the families to the AEI-AGSP, the scholars are able to focus on their schoolwork and are not redirected to agricultural work or household duties.
- The Basarwa (San) primary scholars who began under the AEI-AGSP as preschool scholars show greater confidence in primary school than the students who did not attend preschool. With the skills learned in preschool, the primary San scholars are eager to answer questions, work well with others and take the lead in music and drama. In Serowe, through the additional funds made available for mentoring, according to one of the mentors, Sister Joan, the slow learners have greatly improved due to the extra assistance provided through the mentoring and tuition program.

- **Access**

- The Basarwa scholars receiving AEI-AGSP scholarships are attending school and participating in activities with other youth in ways not previously experienced in the San community. The program also enables scholars to fully participate in school activities like sports and thus brings out their talent and potential. In these communities, even the most basic sporting gear and clothing was a privilege for only a few. The benefits of participating in sports are important as sports build confidence, develop problem-solving skills and encourage teamwork.
- Currently, the government of Botswana provides no subsidy for preschool so NGOs or private individuals cover the costs. Through AEI-AGSP, extremely marginalized young children gain access to preschool education who may never

have been able to afford the fees. The preschoolers get exposure to Setswana and English (the official languages of Botswana) which allows them to interact with other children. At almost every opportunity, Mirriam Mwashayenyi, Education and HIV Advisor, encourages parents to enroll their young children in preschool as a way to introduce to them the value of education at an early age. Through the ongoing AGSP involvement in the community and partnership with the TXY Community Development Organization, more and more youth attend preschool with and without AGSP support.

- **Quality**

- In both Serowe and Kgalagadi, many of the teachers also serve as AGSP mentors. Both the teachers and scholars are benefitting from AGSP mentoring, which seems to be improving the overall teaching at the primary school level. Taking care of the basic needs has provided an opportunity for scholars to stay in school, perform to the best of their ability, and proceed to the next stages.
- In addition, Skillshare actively works with mentors and parents to support teachers to improve educational outcomes and build a responsible child. Feedback from the primary school teachers indicates that preschool graduates adapt to school easier, learned quicker and score higher marks in class compared to those who had not gone to preschool.

- **Equity**

- In order to ensure cohesion in the community and with AEI-AGSP scholarship recipients, Skillshare invites other students and community members to participate in mentoring events and activities. The mentoring and empowerment activities are not limited to AGSP scholars because the lessons and services are useful throughout the community. The program puts the scholars on equal footing with their fellow students.
- Basarwa children at the preschool level are able to learn and communicate in their own language while at the same time interact with Setswana-speaking children. This makes the transition from preschool to primary school much easier.

- **Community and Parent Participation**

- The community and parents show their support for the AEI-AGSP through daily involvement in the program. For the Annual HIV/AIDS-awareness event in August, community members prepared the food for the event, the Kang police escorted the Kgalagadi AGSP scholars and parents on a march through Kang, and a Boy Scout troop from the local secondary school led the march.
- As the AEI-AGSP becomes more imbedded in the community, more parents are volunteering at Kang Preschool and at the Botshelo Project in Serowe. They are working with the scholars in building confidence, strengthening their cultural identity, and changing behaviors both for pursuing educational excellence and in protecting themselves from HIV and other personally challenging issues. The preschool has a very strong PTA that provides considerable support to the school. There are parents/guardians who come to school daily to assist with the cooking, feeding, cleaning and other volunteer activities.
- On a wider community level, local businesses have been showing support for the AEI-AGSP and the schools in new ways. In February, the Manager of the BP

Filling Station in Kang donated meat pies and fresh chips (fries) for the preschool events.

Congo-Brazzaville Milestones/Activities

- **Impact on Learning**

Children who entered Aide à l'Enfance's program without being able to read and write are now out-performing their peers, both in terms of their academic achievement, but also as a consequence of the mentoring. These scholars recently participated in an academic competition where they won five out of the top ten slots. This achievement was written up in the local newspaper. Most of CUSAA's former AGSP scholars have earned slots at the university, and many are pursuing professional degrees in medicine, law and other rigorous degree programs.

- **Access**

The scholarships provide needed materials that enable scholars to do homework and study on the weekends, unlike some of their peers who have not had the chance to receive school materials with which they could study.

- **Quality**

CUSAA's scholars have achieved high marks, in part through the tutoring that they can receive as part of their scholarship. This tutoring enriches their understanding of the material and results in strong performance in school.

- **Equity**

The program has certainly underscored the value of equity, and has helped overcome the tendency to prefer to educate boys over girls.

- **Community and Parent Participation**

Aide à l'Enfance engages parents and community members quite effectively, and parents have formed active associations in each of the four schools in which the program has been implemented. As a prerequisite to receive a scholarship, the parents of the child must commit to walking their daughter or son to school to ensure her or his safety. Furthermore, the authorities have been consulted throughout program implementation, and as such the program enjoys strong support in the community.

Gabon Milestones/Activities

- **Impact on Learning**

Girls in the program have been able to overcome great challenges and even outpace their peers in terms of academic success. The scholarships appear to motivate the scholars and keep them focused on their studies.

- **Access**

Working in impoverished areas of the country, both in Libreville and outside the capital, the partners have made school possible for hundreds of girls and boys.

- **Quality**

Over time, the quality of the mentoring is improving as the partners begin to understand the impact of the mentoring on the girls' (and now boys') lives.

- **Equity**

FEGAB noted that even recognizing that they are a women's association, they have been constantly asked why vulnerable boys were not included, and in spite of their efforts to explain, many parents and community members remained unconvinced. However, now after one year of implementation with the boys, FEGAB is relieved and indicated that the integration of the boys was a success.

- **Community and Parent Participation**

Community members and parents participate in the scholarship award ceremonies and witness the distribution. Authorities are also present and able to share their expertise with the scholars.

Lesotho Milestones/Activities

- **Impact on Learning**

- The Herd Boys—with no formal school experience—learned to count and write their names. Night classes served as their first educational experience.
- Numerous students received awards in school for their academic achievements including: Ntsoaki Tolane at Morija Girls High School; and Malira Lesaoana and Kelibone Thithe at St. Thomas High School, among others.

- **Access**

- As AGSP expanded to boys, LSC identified the Herd Boys as a specific group that did not have access to basic education. LSC trained volunteers to teach the boys basic arithmetic, pre-literacy skills, HIV/AIDS and other mentoring topics.
- By providing shoes and uniforms, scholars can attend school without being ridiculed.
- LSC and a pastor talked with a principal about re-admitting a scholar after she had a baby. Prior to the discussion, the girl had been expelled.

- **Quality**

- Mentors and teachers had positive responses about the *Girls' Mentoring Resource Guide*. Mentors from other programs were impressed with the manual's resources and suggestions on how to work with children facing difficulties and teach coping skills.
- Lesotho Save the Children reported that the government provides no financial support, so AGSP has played a great role in awarding scholarships to the children of Lesotho. Furthermore, mentoring had never been a component of any scholarship programs, and the mentoring activities directly contribute to the girls' and boys' education. Most scholarship programs do not encompass psychosocial support; AGSP addresses this issue when supporting scholars.

- **Equity**

In some cases, LSC mentors boys and girls together; in other cases the groups are separated. LSC works with teachers and mentors to discuss how the mentoring topics should be addressed so that neither the boys nor the girls are uncomfortable.

- **Community and Parent Participation**

- Teachers and the community at large are educated on the source of funding for AGSP and the selection process. This takes place during site visits and community meetings. Village chiefs and community counselors have demonstrated support by arranging meeting space in classrooms.
- AGSP scholars made presentations and addressed government officials at the national launch of the Child Help Line.
- Village chiefs have advocated on behalf of the Herd Boys and have asked livestock owners to let the boys finish work earlier so they can attend classes.

Madagascar Milestones/Activities

- **Impact on Learning**
 - Scholars are more motivated to go to school due the reduction in their stigmatization on account of their poverty. Attendance rates have increased and the drop-out rate is zero, and improvement in the results for the AGSP scholars.
 - Through intensive study sessions organized as a part of its mentoring program, Pact/SIVE helps the scholars prepare more effectively for their exams. The pass rate for the AGSP scholars for the 2007–2008 school year was 73.9%, whereas the national rate is less than 50%.
 - Improvement of academic performance is made possible through the provision of school materials, the payment of exam fees, transport and the provision of nutritional supplements provided through the scholarship.
- **Access**
 - Marginalized boys now have access to education due to their access to the scholarships
 - By paying school fees, this eliminates a barrier to education for economically disadvantaged scholars
 - Through the HIV/AIDS and reproductive health trainings, the mentoring has led to a reduction in unwanted pregnancy and sexually transmitted infections.
- **Quality**
 - Scholars in the program have the opportunity to focus resources to their most pressing needs, which can impact the quality of their education simply.
- **Equity**
 - The project has eliminated the obvious differences between impoverished students and those with more money by providing all the school materials required, just like the other children in school.
 - The integration of the boys as also led to greater gender equity
- **Community and Parent Participation**
 - Parents participate in the identification of the girls’ and boys’ needs to help them wisely manage the scholarship.
 - Community members participate in the identification of scholars
 - They also participate in mentoring activities. For example, for the nutrition mentoring parents bring water and the PTA lends their utensils while the community protects the kitchen garden of the scholars.
 - The program includes commitments by each parent to allow the scholar to have to for their homework and to send their son or daughter to school regularly.
 - Parents are more willing to allow their children to study since their school fees have been defrayed.

Malawi Milestones/Activities

- **Impact on Learning**

The pass rate for girls in CRECCOM’s program improved from 85.5% to 92.3% and for boys from 98% to 99.4% in the first and second terms. Scholars are motivated to work hard by the possibility of attending one of the “Best Improved Scholars’ Retreats” organized by CRECCOM in each region.

- **Access**

Early marriage and child labor are large problems in many parts of Malawi, in part due to a relatively high number of AIDS orphans in the country. AEI-AGSP allows these children to attend school, when they might otherwise be married off or forced to drop out of school to earn their living.

- **Quality**

Since the advent of free primary education in Malawi in 1994, the country has struggled to find enough qualified teachers to staff classrooms across the country. Many primary school teachers lack the necessary qualifications, and AIDS has also taken a toll on the number of qualified teachers in southern Africa as a whole. The capacity-building in participatory pedagogical methods is therefore even more crucial in a country such as Malawi, which is struggling to provide quality teaching. Teacher-mentors can utilize the skills they learn through the mentor training in the classroom.



AEI-AGSP scholars from the area of Mzangwe in northern Malawi relax after participating in the pilot testing of a new mentoring module on hygiene practices for boys. (Credit: Winrock International, 2008)

- **Equity**

Greater awareness of gender equity is a result of the incorporation of the boys into the program in Malawi. CRECCOM has increasingly focused its mentoring efforts on gender and gender-based violence in the past year, and welcomed pilot testing of a newly developed module focusing on gender and boys' health issues.

- **Community and Parent Participation**

Community mobilization is CRECCOM's strong suit and it is becoming even more apparent as the program enters its fifth year and communities start to think about issues of sustainability. This year alone, more than a million Malawian kwacha in cash and in kind were donated to support scholars and 135 community-based retreats at which AEI-AGSP scholars were mentored.

Mozambique Milestones/Activities

- **Impact on Learning**

- As 75% of adult women in Mozambique are illiterate, mothers find it hard to offer their children very much support for the school work. Mentoring helps overcome this challenge.
- The provision of food helps learning and retention in direct ways. Furthermore, orphans living with extended families often find their relatives are willing to address the needs of a small girl who is not their own daughter.
- FAWEMO reported that a local commission analyzed the academic results of the scholars and found that the scholarship was very beneficial for their performance. They also reported that an assessment of the school results for all of the children. Revealed that more than 85% had improved their performance in school. Comparing this result to the children who have not received a scholarship, the

difference is big, in some cases reaching 25% in favor of the scholarship recipients.

- For scholarship recipients who have trouble in certain subjects (mainly in Portuguese and math) the mentors provide follow-up support to enable the children to succeed in the next steps and the final exams.
- **Access**
 - The girls and boys chosen for this program all come from poor families, and many of them have lost one or both parents and are living as orphans.
 - The direct support in terms of food and school material has had a significant importance for many scholars as it enable them to continue attending school instead of having to work for food.
 - There is no doubt that the percentage of girls attending school has risen where AGSP has been running, and that many of the girls receiving the support would not have managed to stay in school as long as they have. , and also that many would have learned less because they would go hungry, would have to work more, would have no help to understand the lessons, and also often would be sent around by their relatives with no patience for the needs of a small girl which is not their own.
- **Quality**
 - The quality of the education is better, because the scholars have notebooks and pens to write with. They have also benefited from the petroleum (lamp fuel) that enables them to do their homework in the evening, as most poor families do not have electricity in their home.
 - Many girls have benefited from extra help after school hours from their teachers, support that was promoted by AGSP.
- **Equity**
 - Many of the girls would ordinarily face a life where they would quit school early in order to do household chores, and very often marry while still a teenager.
- **Community and Parent Participation**
 - Mentors who are “Godmothers” have been trained in a host of topics to provide quality mentoring with accurate information.
 - Volunteers like nurses have been very helpful in organizing HIV/AIDS awareness campaigns in the course of the year.
 - Community members have been trained to become mentors and have participated in basic life skills, household management, basic hygiene and sanitation, counseling and peer education. Local Administrators and other government officials were also part of the training program.
 - “*Activistas*” have been important in mobilizing communities to support the program.

Namibia Milestones/Activities

- **Impact on Learning**
 - The provision of uniforms is a key aspect of the program in Namibia, and partners report that the scholars’ performance improves when they have the confidence of knowing that they are properly dressed for school. Formerly-shy students are seen raising their hands and coming up to the blackboard to participate in the lessons of the day.

- The principal at Uukwiyoongwe explained that other students are working harder because they want to receive scholarships the next year.
- **Access**
 - San girls and students from other traditional nomadic communities (Himba) are able to attend school.
 - San girls attended their own mentoring camp to address the specific issues they face as scholars coming from a unique culture. Topics included self-esteem, psycho-social support, HIV, careers and education.
 - By including boys, the scholarship program is beginning to address the issue of child labor.
- **Quality**
 - Mentoring training throughout the year helps mentors improve their skills and understanding of the program's goals and implementation. Training strives to give mentors accurate information to share with scholars.
 - Regular monitoring trips to schools to assess student progress and meet with teachers and mentors improves the overall quality of the program.
- **Equity**
 - FAWENA received letters from schools explaining that the boys are also vulnerable and affected by the HIV epidemic. The schools explained that the boys also need mentoring and would benefit from the program. They welcomed the expansion of the program.
 - There is a healthy academic competition between the AGSP boys and girls at Okashandja Combined School.
- **Community and Parent Participation**
 - Community members on school committees help in the selection process
 - During monitoring visits to communities, ELCAP shares information about AGSP with communities and families
 - Partners have explained the program to Ministry of Education and clarified any misconceptions
 - Families and communities members expressed support towards the inclusion of boys
 - A parent expressed that she has noticed difference in behavior and academic improvement over the three years that a scholar has received scholarship.

São Tomé and Príncipe Milestones/Activities

- **Impact on Learning**

Because of child labor issues and the general problem of guardians taking advantage of orphaned children in their charge as a source of domestic labor, STeP UP constantly raises awareness among parents and guardians about the need to provide students adequate time for study.
- **Access**

With the deaths of parents and the transient nature of many households in São Tomé that are headed by single women, many AEI-AGSP scholars find themselves being shuffled from household to household. STeP UP's staff and mentors track down scholars when they are moved and ensure that they are re-enrolled in school and in the program when they otherwise would be in danger of dropping out.

- **Quality**
STeP UP advocates directly to government officials about the poor quality of teaching in rural areas. It also works with teachers to improve their mentoring capacity.
- **Equity**
STeP UP also advocates to the government on the issue of gender equity. It raises awareness among its mentors and scholars on the subject as well.
- **Community and Parent Participation**
STeP UP involves community members and stakeholders in the scholar selection process. Parents also attend HIV/AIDS-awareness events conducted with São Tomé's principal family planning association.

South Africa Milestones/Activities

- **Impacts on Learning**
AGSP scholars in South Africa made great academic gains as a result of after school tutoring and academic support through educational mentoring activities. Some partners work with teachers to differentiate instruction by creating leveled reading groups during after-school sessions. Partners also collaborate with school officials to meet with teachers and discuss individual scholars' academic improvement. This year, several AGSP scholars were recognized in their schools for scholastic improvement, poetry and writing; many were selected to give oral presentations at community events and launching ceremonies. Scholars in South Africa engaged in learning activities outside the classroom visiting museums, national parks and participating in camps, sporting activities, music, dance and drama.
- **Access**
As many South African children are orphaned due to the HIV epidemic, children do not have the resources to purchase school uniforms, pay school fees or acquire basic school supplies. In some cases, students wanted to attend school, but without a school uniform, they were ridiculed and shamed by others. In order to provide needy South African children access to education, partners provide school fees, uniforms, shoes, food, school supplies and transportation money.
- **Quality**
Partner mentoring is a paramount component of AGSP. By engaging girls and boys in diverse mentoring activities, partners are enriching scholars' educational experience by providing new learning opportunities. In addition to learning and performing cultural dance, music and drama, scholars gain confidence by working in teams and participating in sports, debates, and making presentations. Mentors attend trainings designed by partners to enrich mentoring content and discuss program implementation.
- **Equity**
As AGSP invited boys to join the program, mentors used a variety of strategies (small group, large group, mentoring boys and girls together, mentoring them separately) to insure that girls and boys are able to participate and engage in activities without feeling marginalized. Many partners offer female-only mentoring sessions to discuss sensitive topics such as puberty, hygiene, and reproductive health. As boys and girls participate together in activities, partners reported improved relationships between the two groups. Some partners reported positive behavior changes as boys were observed supporting and encouraging the girls in activities. Throughout the country, when working with female

scholars, mentors continued to focus on leveling the academic playing field by promoting science and math.

- **Community and Parent Participation**

Community participation continues to strengthen AGSP implementation. All partners organized community meetings to discuss AEI-AGSP and increase transparency about the program. Often families and community members were invited to participate in mentoring events and sensitizations. Partners also collaborate with community services (including police, health professionals and social service workers) to mentor and sensitize scholars on topics.

Swaziland Milestones/Activities

- **Impact on Learning**

The ability to attend school without having to worry about fees, uniforms, food has changed the lives of many young Swazi people. One example is a young woman who requested a scholarship for her sister because she has done so well in school, (her class position has risen to number six). While she used to work at an industrial site and tailored clothes to save money for school fees, now she is planning a future as a police officer. She requested an AGSP scholarship for her sister, because she wants her sister to have the same chance at education, knowing how limited ones opportunities are without an education.

- **Access**

Overwhelming poverty in Swaziland prevents children from going to school as the government does not provide support for enough people to pay for their school fees, supplies, and uniforms. Therefore, with each AEI-AGSP scholarship, girls and boys are gaining access to education that was previously unavailable to them. With the food crisis and cost of fuel increasing the cost of school fees across Swaziland, AEI-AGSP reduces the burden for schools, teachers, and headmasters to determine ways in which to support their scholars, as they know that the AEI-AGSP bursary funds are reliable. Everyone hopes that more students will gain greater access to government supported education and to the AEI-AGSP.

- **Quality**

Through the support of parents/guardians, the AGSP scholars spent less time tending to duties at home and in the field and more time focusing on their schoolwork. The parents and guardians appreciate that the scholars have a special and unique opportunity to do more in life through education and are actively involved in school councils, mentoring activities and school-based events. The parents/guardians and grandparents spend time supporting and supervising homework so that the students excel, so that the scholars do not fail and risk losing their AEI-AGSP scholarships. One scholar during her first year receiving the AGSP scholarship ranked at the bottom of her class, this year Tenele ranks 2nd in a class of 65.

- **Equity**

Including boys in the AEI-AGSP has increased actual and perceived equity in many communities. Although it is not clear as to the cause, in some communities girls already had more opportunities for education, better attendance and better grades, so the original AGSP bursaries were not well received in some communities on the whole because many of the children with the greatest need were not girls but were in fact boys. Through the inclusion of boys, the gender disparity in these communities has lessened.

- **Community and Parent Participation**
 - Community participation is at the heart AEI-AGSP in Swaziland. The selection of each child to receive an AEI-AGSP scholarship occurs through discussions with parents/guardians, teachers, community care workers, local CBOs, NGOs working in the area, and local faith-based groups. Each year, scholar selection is determined based on the need in the community and in each homestead, to ensure effective targeting of each bursary.
 - Education is a high priority among the Swazi. As parents/guardians, grandparents and other relatives no longer worry about covering school fees, they can now focus their attention on the household issues like proper nutrition and support to their children. Guardians spend less time balancing the need to make children work to cover their basic subsistence needs with the need to educate them for the future. In many households, the guardians attend mentoring sessions and learn about hygiene, abuse, violence, and HIV prevention that they are able to take home and incorporate into their own lives. Also, even without education themselves, many parents are active in ensuring that their children complete their homework and have good attendance.

Zambia Milestones/Activities

- **Impact on Learning**
AGSP scholars in Zambia benefit from academic support through the SAFE Clubs mentoring program. FAWEZA reports high pass rates for scholars in the six regions. Twenty-one percent of the AGSP scholars passed their exams and their scores qualified for honors of distinction. A total of 13% passed with honors of merit and 51% passed the exams and received credit. In addition to the academic improvements of Zambian scholars, students explained that they are more motivated in their school work as mentors, community members and teachers are interested in their academic achievement.
- **Access**
Scholars in Zambia are able to attend classes because of their school fees have been paid by AGSP. School supplies and uniforms are also important components that make education accessible to these students. By supplying girls with sanitary pads, girls are able to attend school even when menstruating.
- **Quality**
By providing educational mentoring through the SAFE clubs, scholars engage in a rich mentoring program that challenges scholars to think about their futures and the importance of education. Both adult mentors and peer mentors are trained by FAWEZA to facilitate an active learning environment for scholars to access relevant information not always taught in the classroom. Peer-educator trainings groom scholars to become leaders and impart skills to effectively share information.
- **Equity**
School personnel and communities report that boys are just as vulnerable as girls and are equally at risk of not attaining a basic education. With the inclusion of boys to AGSP, communities, teachers and boys were excited about the educational opportunities made available to both boys and girls. FAWEZA works with SAFE club mentors and teachers to use a variety of strategies to reach girls and boys during mentoring and classroom activities. FAWEZA actively monitored the inclusion of boys into AGSP, making

adjustments and changes to mentoring implementation in order meet the needs of scholars and make both boys and girls comfortable during mentoring activities.

- **Community and parent participation**

In Zambia, community members are active participants in the scholar selection process. Community members often witness transactions to insure payments are accurate. SAFE Clubs organize community outreach events for scholars and families. In Munyeu, 330 community members were sensitized on HIV/AIDS prevention and transmission, the dangers of early marriage, and the importance of education through song, dance and skits.

IV. Assistance from US Missions, US Embassies, Peace Corps, by Country

The US embassies, USAID missions and Peace Corps offices provided important support to the implementation of AEI-AGSP.

Angola: The US embassy extended an invitation to two staff members of Centro Horizonte Azul to attend the Independence Day celebration on the grounds of the US embassy. The mission has remained supportive of the program, and has facilitated the procurement of visas for Winrock's monitoring visits, which would otherwise be quite difficult, if not impossible.

Botswana: In August, Skillshare met with Luke Purdon, the new self-help coordinator and Joan LaRosa, the new PEPFAR coordinator to discuss potential partnerships and expansion of the AEI-AGSP and HIV prevention strategies in Botswana. Their interest and commitment to the AEI-AGSP is apparent and Skillshare looks forwarding to site visits and brainstorming with them to support the Basarwa San and other aspects of the AGSP in Botswana.

Congo-Brazzaville: Over his years in the Republic of Congo, Ambassador Robert Weisberg has visited Aide à l'Enfance's AGSP program twice, reinforcing ties between the program and the Embassy. On July 8, 2008, the Chargé d'Affaires, Ms. Cynthia Gregg, met with the head of Aide à l'Enfance, Mr. Aimé Sangou, to discuss the program and review AGSP activities.

Gabon: The US embassy continues to provide support to the partners in Gabon, including AFEG in discussions with local partners. Ambassador Eunice Reddick attended the scholarship distribution and mentoring ceremony organized by FEGAB in May. This event was also attended by the director general of the Ministry for the Fight against HIV/AIDS.

Lesotho: The US embassy remained deeply committed to the success of AEI-AGSP, and has conducted monitoring visits. The embassy receives queries about the program and works with Lesotho Save the Children to address these questions. The embassy supported Special Projects Assistant Malipholo Sepitla to enable her to attend the All-Partner Conference in May in Johannesburg at the invitation of Winrock.

Madagascar: Both the US embassy and the USAID mission in Madagascar have been tremendously supportive of AGSP. Ambassador Nils Marquardt has made two visits to program sites in Fianarantsoa and Vatomandry in June and also visited scholars in Moramanga. The Ambassador was accompanied on his trip to Fianarantsoa by USAID Mission Director Gerald A. Cashion and other USAID officials. Furthermore, the ambassador and Doreen Robinson of

USAID welcomed AGSP girls and boys at the Best Scholars Retreat held in Antananarivo in August. USAID Education CTO Roland Ramamonjisoa paid a call on the Ministry of Education in August in support of AGSP. The US Peace Corps teaches all its incoming volunteers about AGSP and opportunities to assist. Currently one Peace Corps volunteer in Mahanoro is teaching AGSP scholars English and life skills.

Malawi: The USAID/Malawi mission has reached out to ensure that AEI-AGSP's activities are incorporated into mission activities. The mission director has expressed an interest in visiting implementation sites. The USAID mission supported Program Management Assistant Florence Nkosi to enable her to attend the All-Partner Conference in May in Johannesburg at the invitation of Winrock.

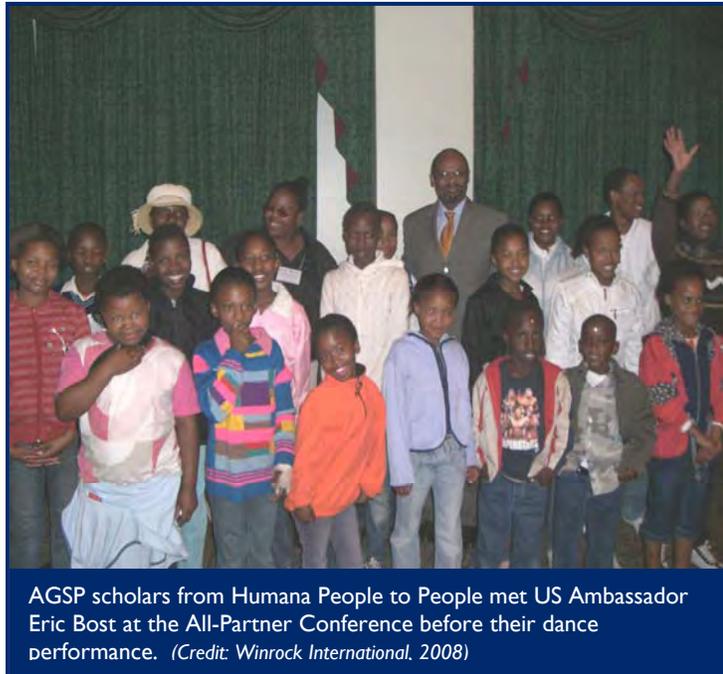
Mozambique: The HIV/AIDS-related work of USAID/Mozambique complements and supports AEI-AGSP implementation by providing expertise and helping to build capacity amongst AGSP implementing partners.

Namibia: Ambassador G. Dennise Mathieu and the USAID Mission Director Gary Newton attended the Boys' Launching Ceremony in Rehoboth on April 9, 2008. Deputy Minister of Education Becky Njozo Ojo also attended the ceremony. Ambassador Mathieu also attended the opening of the All-San Girls' Conference April 20–24, along with the deputy minister of education and the USAID assistant education officer. In February and March, USAID Assistant Education Officer Matthew Goagoseb attended workshops for focal teachers to provide training and orientation for them. He has continued to host and encourage partner meetings, and has conducted various monitoring trips. The USAID/Namibia office has been deeply committed to the success of AGSP, and has provided significant support including the donation of vehicles and two computers to AGSP partners. In addition, USAID/Namibia helped ELCAP secure a tax waiver on the US dollars entering the country for AGSP. The Peace Corps has posted a volunteer with ELCAP to serve both partners on the project. His services have helped the partners overcome challenges, build capacity and institute stronger management, financial and administrative systems to support AGSP implementation. The USAID mission supported Matthew Goagoseb to enable him to attend the All-Partner Conference in May in Johannesburg at the invitation of Winrock.

São Tomé and Príncipe: The US embassy in Gabon serves São Tomé and Príncipe. On March 27, 2008, the embassy representative and a representative of the minister of education met with school directors to discuss the integration of boys into AGSP and to improve STeP UP's involvement in the education system.

South Africa: Ambassador Eric Bost was generous with his time, attending the All-Partner Conference on May 16, 2008 to close the conference, offer some remarks and award certificates to the participants who had come from 13 countries in the region and the United States. Prior to that, the ambassador had visited the Humana People to People AGSP site in Gauteng on October 24, 2007. He was accompanied by two USAID/South Africa representatives including the Education Team Leader Cynthia Chassy, and M. McLaughlin. On January 10, 2008, a delegation of congressional spouses visited the Humana site as well, accompanied by the vice consul general. The Peace Corps has assisted with capacity building and organizational development of

AGSP partner Masoyi, and the US embassy donated educational books to Masoyi's center for orphaned children. A student club at the University Of Stellenbosch which is funded by USAID, partnered with Natural Botanicals to build AIDS awareness within AGSP. The education team at USAID has continued to maintain a great interest and provide support and guidance in implementation of AGSP. Cynthia Chassy attended the All-Partner Conference in Johannesburg, and helped Winrock reach out to the Regional OVC Advisor, Kirk Felsman, who was able to attend part of the conference, as well as Jamela Robertson, the gender advisor at the Department of Education.



AGSP scholars from Humana People to People met US Ambassador Eric Bost at the All-Partner Conference before their dance performance. (Credit: Winrock International, 2008)

Swaziland: Ambassador Maurice Parker, Mrs. Constance Parker and Assistance Coordinator Desire Diallo attended the AEI-AGSP Community Awareness and Advocacy Event at Piggs Peak in Hhohho with various members of the local government and from several government ministries. Ambassador Parker told the youth and community members how excited he is to support them in pursuing their education and strengthening Swaziland. Mr. Diallo meets regularly with Peter Dube and the Caritas Orphanaid staff to support the AEI-AGSP. Mr. Diallo accompanies the Caritas staff on site visits to schools to monitor the progress of the AEI-AGSP scholars and to meet with school officials to discuss the needs of the community around education, nutrition, and health. For larger meetings and events, Mr. Diallo supports the AEI-AGSP with vehicles, drivers, and coordinating meetings with other interested community organizations.

Zambia: US Embassy Public Diplomacy Officer Keisha Lafayette attended a ceremony and mentoring session when girls received comfort kits. The USAID/Zambia mission provides guidance and coordination of the program, particularly as it relates to the Changes 2 program that provides follow-on scholarship assistance for scholars entering grade 10. The USAID/Zambia Mission supported Education Officer Katie Donohoe to enable her to attend the All-Partner Conference in May in Johannesburg at the invitation of Winrock.

V. Mentoring Program Development

With the expansion of AEI-AGSP to include boys, Winrock created a new Program Associate for Gender Integration and Program Support position. Winrock hired Dr. Julia Miller in November to fill this position, with the intent of having her focus on supporting the inclusion of boys into the program through effective mentoring of girls and boys.

One of her major efforts during the year was to devote considerable time and effort to supporting the completion of the *Girls' Mentoring Resource Guide*, a tool for AGSP partners which had been developed by Winrock stemming from its work on EDDI-AGSP and the continued implementation under AEI. Early in 2008, USAID decided that the mentoring guide should be finalized with input from USAID and the two other AEI-AGSP contractors and be disseminated and utilized by all AGSP partners in sub-Saharan Africa. Winrock actively participated in the process, and Julia undertook further revisions to build on the valuable input from our AGSP colleagues and her own significant insights. USAID contracted with SAIC to translate the manual into French and Portuguese and then do the graphic design and layout, printing and distribution of the manuals. The first drafts of these translations were completed in time for the AEI-AGSP All-Partner Conference that Winrock convened for its partners in May. However, due to the poor quality of the initial translation, Winrock devoted considerable time both before the conference and afterwards to correcting and significantly improving the translations to ensure the accuracy of the translations. Tracey Yuditsky worked on the Portuguese version while Julia worked on the French. Other contractors also worked on the extensive translation revisions to the French version.

Meanwhile, Julia developed two modules for mentoring boys and for use with coeducational groups. One module addresses boys' health and sexuality and the other module covers drug and alcohol abuse. Neither of these topics had been addressed in the *Girls' Mentoring Resource Guide*, and as such, the modules were designed to fill a gap. Other modules are planned for development in PY5. These modules were shared with USAID and other contractors, and then in September and early October, Julia conducted a pilot test of the modules with two communities in Malawi. Based upon the feedback and observations, these modules were revised and will be reviewed with the other contractors and USAID in early PY5.

Mentoring activities continued throughout the region during the reporting period, and expanded to include boys as they were selected as scholarship beneficiaries. Partners increasingly concentrated on home visits to enable them to better understand the scholars and to address issues that may not be readily apparent outside the home setting. Frequently, partners were able to refer scholars to counselors, social workers, health clinics, or other service providers to obtain special support.

Partners continued to focus on providing accurate and age-appropriate information about HIV/AIDS and many scholarship recipients have, in turn, educated their families and peers about the epidemic. Because the virus has touched the lives of so many of the scholars, mentors often become a source of comfort and strength through periods of sickness and death.

VI. Bringing Boys on Board

During the year, Winrock worked with partners to confirm their interest in and ability to add boys to their program implementation. Many partners had responded to an inquiry made in PY3 about whether they would be interested in adding boys to their programs. Based upon this information, and factoring in partner performance and capacity, Winrock drew up estimates of the numbers of boys that each partner might be able to add. Winrock presented this information

to USAID/AFR/SD/ED and sought guidance, which was used to modify the plan. In response to USAID's request, Winrock pursued the inclusion of boys in all 13 active countries. Winrock then contacted each partner and offered them the chance to add boys into their program. All but one partner – the Salesianos de Dom Bosco in Angola – readily agreed to add boys to their program. Many expressed great relief that they would be able to address the needs of extremely vulnerable boys.

Because contracting for PY4 girls was underway with most partners and in order to gain a clear picture of partners' strategies for adding boys, Winrock advised partners to submit a separate budget, program plan, scholar selection questionnaire, and responses to a set of questions about how they would add boys to their program. The Winrock team reviewed the partners' proposals, and carried on a dialogue until all parties were in agreement about all elements including: the number of boys to be added; how they were to be identified; in which geographic locations they would be found; the cost of the scholarships, mentoring and administration of the expanded program; and the mentoring plan for the boys. Winrock examined proposals with an eye to parity in funding, and where discrepancies were identified, Winrock reviewed the justification for such differences (either favoring the girls or the boys) and only approved those disparities that were adequately justified. Some cost differences sprang from the different uniforms that boys and girls wear. Winrock also questioned partners about how they planned to resolve any issues arising from joint scholarship and mentoring activities.

Winrock encouraged partners to work with boys in the same communities where girls were receiving scholarships so as to be more cost-effective and to respond to the expressed desires of community members who had previously questioned the girls-only approach. As a result, the boys were added primarily in schools where girls were already receiving scholarships. There were a few new schools that were identified in conjunction with the expansion to reach boys, particularly in communities where AGSP scholars attend girls' schools. In a few cases scholars were added at boys' schools. Most partners used the same criteria for the selection of boys as the criteria used for girls. However, some partners sought out boys who were particularly troubled, and may have been engaged in risky forms of child labor.

As the program actually expanded, partners experienced various challenges associated with the change. In a number of communities there was significant fear that the girls' scholarships would be compromised—either reduced or eliminated—and these fears were allayed through community dialogue and the equitable implementation that followed. In most communities the expansion of the program was strongly supported, and was viewed as a demonstration of the responsiveness of USAID to concerns that been expressed during the first three years of the program.

Winrock paid close attention to the mentoring program following the inclusion of the boys. Most partners conducted joint mentoring, but reserved single-sex mentoring to address topics that scholars might find difficult to discuss in coed groups, especially those relating to reproductive health and sexuality. A number of partners found it difficult to find men willing to serve as mentors, and this inhibited the program to some extent, with women serving as mentors for the boys as needed.

The expansion has created an opportunity to explore concepts of gender with the scholarship recipients, helping them to understand how differences between boys and girls may be biologically- or socially-based. Winrock hopes to help scholarship recipients understand that they have tremendous potential as individuals. Furthermore, by increasing the scholars' understanding about gender, AGSP can start to address some of the greatest problems—gender-based violence in all its forms, in and out of school. The mentoring activities are affording scholars an opportunity to challenge their notions of what is “acceptable” behavior, particularly when such behavior harms someone else.

Winrock continues to work with its partners to foster positive responses, yet we remain alert to potential problems including resentment, feelings of marginalization or undue desire to control or overpower other program participants.

VII. Local Partner Capacity Development

Winrock organized an All-Partner Conference entitled *AGSP at a Turning Point: Sharing Successes and Bringing Boys on Board* on May 14–17, 2008 at the Indaba Hotel in Johannesburg, South Africa. Winrock extended invitations to two representatives from each of its partners. *Cáritas Regional de Chokwé* did not arrive due to an attack in which their passports were stolen. One of the representatives from *STeP UP* in São Tomé did not get his visa in time to come, but his colleague, the program manager, attended. *ADPP/Angola*, signed its agreement too late for Winrock to be able to make the necessary arrangements for their participation, but materials were given to them during a subsequent monitoring visit. In addition, Winrock invited the *AEI-AGSP CTO*, Sharon Mangin Nwankwo, and representatives from the *USAID* missions in Malawi, Namibia, South Africa and Zambia, as well as a representative from the *US Embassy* in Lesotho, all of whom accepted and attended.



CTO Sharon Mangin Nwankwo offered guidance to AGSP implementing partners. (Credit: Winrock International, 2008)

Partners were canvassed about their priorities for the conference and their feedback was solicited and utilized in designing sessions. In addition, specific partners were asked to lead or contribute to some of the sessions, recognizing their unique perspectives and implementation insights. Participants arrived from all 13 Region 3 countries on Wednesday evening, May 15 and were met at the airport and transported to the hotel. Upon arrival they collected their binders which included a draft copy of the *Girls Mentoring Resource Guide*. All materials had been translated into French and Portuguese so that each participant could read materials in their own language. Winrock utilized the services of professional interpreters who set up booths in the back of the room in which they sat and translated all the proceedings. Participants wore headsets and spoke into microphones so that everyone could understand and be understood.

The conference consisted of two full days of sessions covering a variety of topics. The objectives for each session are found in Annex E:

Day One

- Session 1: Bringing Boys on Board Part 1: How we got here
- Session 2: Understanding Gender Dynamics
- Session 3: School-Related Gender-Based Violence (SRGBV)
- Session 4: Bringing Boys on Board Part II: Issues and Opportunities
- Session 5: The Girls Mentoring Resource Guide Roll-out
- Session 6: Innovative Scholarship Practices
- Session 7: Mentoring Success Stories
- Session 8: Parent and Community Involvement

Day Two

- Session 1: How reporting Can Help You!
- Session 2: Visibility and Branding
- Session 3: HIV/AIDS: Age-Appropriate Lessons
- Session 4: HIV/AIDS: Dealing with Stigma and Discrimination
- Session 5: Mainstreaming Child labor into Education
- Session 6: Empowering for the Future
- Session 7: Empowering for the Future: Part 2
- Session 8: Evaluation, Wrap-up, Certificates
- Cultural Event: Humana People to People Scholars and Mentors

Presenters included CTO Sharon Mangin Nwankwo, Winrock staff, selected partners, and Sabeen Hassanali with EQUATE who focused on gender-based violence as it relates to the expansion of the program to boys.

The conference was the first opportunity for partners to meet implementing staff from other countries and to gain an appreciation for the richness of the program. While there were many sessions held in the large session, break-out groups organized by language group were also an important strategy to increase participation and interaction between participants. Several partners showcased innovative practices and these sessions were very well received. In fact, by far the largest number of responses to the question “What did you like most about the conference?” was the response “sharing ideas and experiences, interaction with other partners.”

“It’s not only the AEI- AGSP scholars who benefited from the program; I and Sinthia also attended the AGSP at a Turning Point: Sharing Successes and Bringing Boys on Board Conference, in Johannesburg, South Africa. It was something out of this world, the plane ride, the food and just the organization of the conference. Everything was in place and there was not one dull moment. This enabled us to broaden our horizons; it was the first time on the plane for both me and Sinthia. We were afraid at first, but we gathered more courage as the plane ride proceeded. This is probably how the learners also feel, when beginning on the on the program. One feels so out of place with all the people who are so used to flying and they are so at ease. While you the newcomer feels that you still have a lot to learn and that you are behind all else, but when you also get the chance to at least get a feel of the benefits that are bestowed upon others in life, you start to take charge of the situation. During this workshop we were able to learn a lot of new ways in which we can insure the sustainability of the programme, even when the funds run dry. ELCAP would benefit a lot from this seeing as we will embark on a number of new ideas for example the idea of AEI- AGSP graduates mentoring their peers who are still in the programme. The idea of the bakery was also very striking. A lot of friendships were made; we were able to share various stories on best practices amongst implementing partners throughout the region.”

—Caroline !Goases, ELCAP

Winrock brought its Program Officer for Child Labor, Jason Befus, to the conference and he led a session that explored the definition of child labor and how to incorporate strategies on the prevention of child labor into current and future programs. He also distributed a new Winrock publication *Best Practices in Preventing and Eliminating Child Labor through Education*. The discussion about this topic was lively, as many partners had not recognized the dangers associated with many common forms of child labor.

HIV/AIDS: Age-Appropriate Lessons was another session that sparked great debate and interest amongst partners. The presentation from Botswana where AGSP supports preschoolers offered strategies for addressing HIV/AIDS in an appropriate manner even for young children.

The evaluations were quite strong vis-à-vis the content and delivery. The full evaluation is included as Annex F; however some highlights are included below:

How satisfied were you with the conference materials provided? Overall Rate: 4.48 (out of 5)
Overall, how satisfied were you with the speakers/presenters? Overall Rate: 4

INDIVIDUAL SESSION RATINGS:

Rate each session according to how useful or informative they were to you
(4) Extremely (3) Very (2) Somewhat (1) Not at All/Not Applicable

Empowering for the Future	3.71
Parent & Community Involvement	3.62
HIV/AIDS: Age-Appropriate Lessons	3.6
Bringing Boys on Board I	3.55
Gender-Based Violence	3.53
Bringing Boys on Board II	3.52
Mentoring Guide Roll Out	3.51
HIV/AIDS: Stigma & Discrimination	3.45
Innovative Scholarship Practices	3.37
How Reporting Can Help You!	3.37
Mentoring Success Stories	3.33
Child Labor	3.33
Visibility & Branding	3.08

The improvements in implementation have been visible since the conference, with many partners trying new, more interactive mentoring approaches, including the widespread adoption of the mentoring manual.

In addition to the All-Partner Conference, Winrock conducted a number of monitoring and capacity-building visits to the following countries:

Angola – February and May
Botswana – August
Lesotho – November
Malawi – September

Namibia – May–June
South Africa – November and May
Swaziland – August
Zambia – May

During site visits, Winrock and Weidemann met with partners, discussed specific implementation approaches, successes and challenges and offered solutions. Furthermore, these trips included visits to scholars to discuss the program with the beneficiaries and ensure that the materials and support has been provided.

Apart from the site visits and conference, Winrock maintains close contact with all partners, following up on reporting anomalies or issues that emerge in the course of implementation.

In addition, this year Winrock continued its push to have partners enter scholar and school data into the Online Reporting Mechanism (ORM), developed and managed by Weidemann Associates under the direction of Winrock. The ORM accommodates the reporting needs of AEI-AGSP's 35 local partners (over time) in 13 different countries to complete their monthly, annual, and periodic reporting online within a secure site. The ORM currently holds records for 38,688 scholars who have participated in AGSP over the past four years. Using the system, Winrock and Weidemann are able to monitor the local partners' reporting progress and advise them what still needs to be done in order for the reporting to be complete. The system also provides secure access for reviewers (authorized by Winrock) to view country and program reports generated by the system.

The system was designed with detailed user instructions online, page-specific instructions, and Help files for each type of user. Local partners are given a choice of three languages when they log on to the system (English, French or Portuguese) and are then able to do their data entry and reporting in whichever language is easiest for them. Weidemann Associates also operates a Help Desk for local partners. Questions and concerns are fielded through the Help Desk on a daily basis. In addition to powering the system, the team at Weidemann Associates regularly checks the system for bugs and responds to feedback from users. Because user error is such a significant obstacle to partner reporting, both Weidemann Associates and Winrock International are constantly brainstorming ways to make the system more user-friendly and reduce the risk of error.

With the guidance and encouragement of Winrock and Weidemann, local partners are completing and correcting data from previous project years. Before partners can begin entering data for the current project year, all of the data for the previous project years must be complete and accurate. Although a number of partners are still behind on their reporting, Weidemann and Winrock are encouraged by the tremendous progress made by many of the partners over the past year. Beyond simply helping with the reporting, further support is given to partners on an as-needed basis. For example, Weidemann offers helpful tips to partners in need of additional support because of limited computer skills or technological malfunctions.

Winrock and Weidemann have worked with a number of partners to help them complete reporting on scholars at the end of each project year. For example, Winrock and Weidemann

worked extensively with World Relief in Mozambique and Skillshare International in Botswana to identify and remove duplicate scholar records from the ORM. On their trip to Swaziland in August, the Weidemann team worked with Caritas Orphanaid to identify a number of duplicate schools and have since been working to move all of the AGSP scholars assigned to the duplicate school to the correct school. Several new local partners who joined AGSP in PY4 have already made significant strides on their ORM reporting, most notably ADPP Angola. Weekly teleconferences with various partners have been held at the Winrock office throughout the project year. Winrock invited Weidemann to participate in these weekly meetings in order to solidify the team's efforts to help partners update data from the previous project years.

As data completion rises, the ability to use the ORM as a tool for monitoring also increases.

VIII. Advocacy/Public Diplomacy

Several ambassadors participated in activities relating to the program, and heightened the profile of the program. The program was featured on television in São Tomé and Príncipe (STeP UP) and Mozambique (Caritas) and there are radio messages in many countries publicizing the program, the availability of scholarships, and some of the core messages promoting girls' education, preventing HIV transmission and empowering future leaders through education and mentoring. Furthermore, the focus this year on branding and appropriate name usage, while still not perfect, has improved. Following the All-Partner Conference partners do seem to be making a more concerted effort to inform scholars, their families and their communities of the source of funding and this change can be seen in the many thank-you letters written by scholars and the comments during site visits.

In Congo, AGSP scholars participated in a regional academic competition and were awarded five of the 10 top positions. Their achievements were publicized in the local paper and testified to the strong performance of the AGSP scholars.

IX. Program Administration (including staff change, contracts, selection of scholars, partners, etc.)

As noted above, Winrock expanded its team in PY4 to include Julia Miller as program associate for gender integration and program support. Her experience in Peace Corps and her years of work as an editor of scholastic materials augmented the team in important ways. In July, Michelle Salmen resigned to return to graduate school. Winrock hired Sandra Holmberg, an educator with Peace Corps and refugee experience in West Africa. Sandra joined the Winrock team in September as a program associate.

The partners also experienced staff changes. Most of the volunteers who serve as the Salesianos de Dom Bosco's field-based coordinators left Angola, and were replaced by new volunteers. In Namibia, ELCAP hired a new AEI-AGSP programme manager, Caroline !Gaoses, to fill the position left vacant when Kaino Kambala accepted a position at FAWENA to follow up on the NFPDN girls. In Zambia, FAWWEZA hired Yvonne Mulundu as the programme manager for advocacy and HIV/AIDS, and Mwazanji Phiri as the new monitoring and evaluation officer. Yvonne resigned in August, and Mwanzanji took on additional responsibilities for program

management. The accountant at Lesotho Save the Children departed and was replaced with an individual who has contributed to improved communications between the finance and program units. Most tragically, Feliciano “Caetano” Jose Simbine, the program manager for Kulima in Mozambique was killed in a car crash shortly after attending the All-Partner Conference. His untimely death was a shock to all, particularly his children and family. Kulima promoted António Rodão and restructured the management and their performance did not flag, a huge credit to Caetano’s legacy and the capacity he built and left behind. Winrock has worked with the new staff to orient them to AGSP and provide training on the ORM and other reporting duties, and offer support and guidance, as needed.

Prior to contracting with partners for the fourth year of implementation, Winrock assessed the performance of partners in the region and made a decision to continue with all but two partners, MINAPYGA in Gabon and NFPDN in Namibia. In Gabon, MINAPYGA (Mouvement des Minorités Indigènes, Autochtones et Pygmées du Gabon) had never demonstrated the capacity to implement independently of Winrock. The scholarship distribution and mentoring took place exclusively during a Winrock monitoring visit in PY3. In Namibia, Winrock had suspended its partnership with NFPDN (the National Federation for People with Disabilities of Namibia) due to nonperformance and financial irregularities. NFPDN did not carry out a planned external audit on a timely basis (although an audit was finally conducted in 2008), leaving Winrock no possibility of resuming the partnership. Fortunately, FAWENA (Forum for African Women Educationalists in Namibia) was able to continue serving the disabled girls that NFPDN had reached in prior years. FAWENA provided scholarships and mentoring to the NFPDN scholars, strengthened the overall quality of services provided to those beneficiaries previously served by NFPDN in PY3, and continued to support these scholars into PY4.

In Angola, Winrock has continued to face challenges working with the Salesianos de Dom Bosco. After two monitoring trips to Angola during the reporting period, Winrock decided to renew the partnership, but limit the number of scholarships to those girls who were still in school. This strategy ensured that girls in the program would not be dropped from the scholar rolls. The total number of girls that they were contracted to support dropped from 3,200 to 2,950, reflecting the departure of 250 girls from their program at the end of PY3 as the girls graduated, dropped out of school, or moved away. Knowing that there would be a reduction in the number of scholarships awarded in Angola, Winrock negotiated with Ajuda de Desenvolvimento de Povo para Povo (ADPP) in Angola. Winrock has strong partnerships with their counterparts ADPP/Mozambique and Humana People to People in South Africa and was impressed by the work ADPP/Angola is doing to reach needy boys and girls throughout Angola. Winrock and ADPP/Angola concluded an agreement after extensive discussions and ADPP/Angola was able to reach 350 girls and 150 boys in the community of Cazenga on the outskirts of Luanda.

A priority in South Africa was identifying a suitable partner to assume responsibility for implementing the program in Western Cape following Ikamva Labantu’s decision to cease implementation of AEI-AGSP. Ultimately, Winrock was able to identify an NGO, Natural Botanicals, which has focused on economic empowerment of women through the production of soap and toiletries. Although a seemingly unusual partner, they had the benefit of a well-conceived proposal, a good track record with the USAID/South Africa Mission, and a responsiveness and flexibility during negotiations. Winrock concluded an agreement with

Natural Botanicals in early 2008, and they were able to offer scholarships to 97 girls previously served by Ikamva Labantu at three schools in Khayelitsha, a township outside of Cape Town. Furthermore, they were able to reach marginalized girls and boys in rural areas from their base in Stellenbosch.

The first Letters of Agreement (LOAs) for PY4 were signed in October. The last agreement was finalized ADPP/Angola in May, unfortunately too late to include them in the All-Partner Conference. A monitoring trip to Angola immediately after the conference was helpful in sharing the mentoring materials with the newest AGSP partner. As with PY3, Winrock did not extend the duration of the prior years' LOAs. Funds needed from October 1st onwards were budgeted in the PY4 agreements signed with partners. Proposals for PY4 tended to include requests for additional funds to cover rising costs of scholarships and mentoring activities. Winrock evaluated each request individually, and was able to provide support where warranted. The falling value of the dollar in most of the region was partially mitigated by the rising value of the dollar relative to the South African rand, which in turn is tied to the currency in Lesotho and Namibia. Increasing fuel and food costs may have significant impact on scholarship packages and implementation. Winrock had to provide additional funds to partners for implementation in Congo, Gabon, and Zambia.

X. Constraints/Challenges

The year was filled with the challenge of adding another 7,000 recipients to the program while remaining focused on providing quality services to the girls originally in the program. Partners worked feverishly to accomplish this large task, and exceeded expectations both in terms of the number of boys served as well as the success of the integration, and the problem solving that partners utilized.

Resource constraints were significant this year, and were particularly acute due to the sharp rises in the price of fuel and food coupled with the devaluation of the dollar. Many partners provide food to scholars, and found they had to provide less.

Organizing the All-Partner Conference, while extremely beneficial, was a major undertaking, and required significant planning and organization, particularly with the language requirements and the need to have all materials translated prior to the conference. The effort paid off well, however, with the lead interpreter commenting on how well-organized the conference was in comparison to most that she has worked on.

XI. Expected Results for Next Six Months by Country

Country	Milestones/Activities
US/Winrock	<ul style="list-style-type: none"> • Complete contracting with partners for PY5 • Complete pilot testing of boys' mentoring modules in Malawi • Conduct monitoring visits to Congo, Gabon, Lesotho, Madagascar, Malawi, Mozambique, São Tomé and Príncipe, and South Africa

	<ul style="list-style-type: none"> • Provide support to the AEI evaluation team • Increase project visibility through participation in the Comparative and International Education Conference, Charleston, South Carolina in March, 2009 by participating in a panel on girls' empowerment with a presentation entitled <i>Integrating Boys into Programs for Girls' Education and Empowerment: A "Best Practice?"</i> • Feature AEI-AGSP on December 1st as part of a World AIDS Day event being co-hosted by Winrock International, the Heifer Project and the Clinton Foundation in Little Rock, AR, that will feature Stephen Lewis as the keynote speaker. Mr. Lewis is a former UN Special Envoy to HIV/AIDS in Africa who served under Kofi Annan. President Clinton has taped an introduction to the event that will be broadcast for the participants. • Review financial and narrative reports from partners and closely monitor implementation, following up on challenges and offering solutions • Provide updates to US embassies and USAID missions on AGSP activities and progress • Sign a subcontract with SageFox Consulting Group • Phase out the use of the ORM, capture and transfer the data, and launch <i>FieldLink Southern Africa</i> with support from SageFox Consulting Group • With SageFox Consulting, develop a case study to focus on one of the Region 3 countries
Angola	<ul style="list-style-type: none"> • Award scholarships to 2,143 girls and 418 boys for the school year beginning in early 2009 • ADPP will continue to provide mentoring to its scholars, with a special focus on sports and on building up its peer-education program. • CHA will continue to provide both individual and group mentoring, including both cultural activities as well as psycho-social support provided by a newly recruited psychologist. • OSCI will continue to provide group mentoring that is appropriate for the age and gender of the learners. It plans on incorporating activities from the <i>Girls' Mentoring Resource Guide</i>. • The Salesianos de Dom Bosco will continue to provide mentoring in the form of its daily chats with the girls, the literature that it hands out on various life-skills topics, and the periodic crafts activities it offers to some scholars.
Botswana	<ul style="list-style-type: none"> • Award scholarships to 150 girls and 100 boys for the school year beginning in early 2009 • Provide one-on-one mentoring and small-group mentoring with monthly school-based events

	<ul style="list-style-type: none"> • Enlist the involvement of speakers from the San community as role models • Assist scholars with homework • Incorporate games, crafts, needlework, basic nutritious cooking lessons, cultural activities, sports, drama, music and dance when mentoring scholars, and have girls participate in activities or sports that are traditionally for boys and vice versa.
Congo-Brazzaville	<ul style="list-style-type: none"> • Award scholarships to 545 girls and 150 boys for the school year beginning in October 2008 • Aide à l'Enfance will provide mentoring based on the <i>Girls' Mentoring Resource Guide</i> to coed groups of scholars and also to its "clubs," which disseminate the information to parents and community members. • CUSAA will continue its monthly mentoring on the local level as well as its large HIV/AIDS workshops for the scholars.
Gabon	<ul style="list-style-type: none"> • Award scholarships to 600 girls and 100 boys for the school year beginning in October 2008 • AFEG will continue to provide mentoring through its yearly mentoring missions as well as the activities of its local representatives. • FEGAB is planning on providing mentoring through its "mini-mentoring" sessions and will be incorporating activities from the <i>Girls' Mentoring Resource Guide</i>.
Lesotho	<ul style="list-style-type: none"> • Award scholarships to up to 172 girls and 100 boys for the school year beginning in early 2009 • Scholars will attend large group, conference-style mentoring workshops for boys and girls together. The design of the workshop will reflect curriculum and activities from the ASGP <i>Girls' Mentoring Resource Guide</i>. • Scholars will also be mentored through one-on-one counseling sessions. Scholars will be referred to social service agencies when necessary and additional follow-up sessions will be scheduled to monitor scholars' emotional health. • LSC will also train older students to serve as peer mentors to younger students in order to provide additional support. Peer to peer mentoring will take place in both small group settings and one-on-one sessions.
Madagascar	<ul style="list-style-type: none"> • Award scholarships to 1000 girls and 150 boys for the school year beginning in October 2008 • Pact and SIVE will continue to provide both individual and group mentoring and home visits.
Malawi	<ul style="list-style-type: none"> • Award scholarships to 3,322 girls and 2,000 boys for the school year beginning in early 2009 • Provide CRECCOM will continue to provide individual and group mentoring, meetings with role models, and educational

	visits for its scholars.
Mozambique	<ul style="list-style-type: none"> • Award scholarships to 5,850 girls and 1,575 boys • Mentoring will be provided by a wide range of individuals, including teachers, trained mentors, “Godmothers” and professionals with expertise in content areas.
Namibia	<ul style="list-style-type: none"> • Award scholarships to 1,051 girls and 200 boys for the school year beginning in early 2009 • Provide mentoring through focal teachers • Mentors will be trained using the ASGP <i>Girls’ Mentoring Resource Guide</i> in December in order to start mentoring activities on time in January. • Partners will provide guidelines to schools for mentoring activities, such as using peer educators, large group mentoring activities, smaller group mentoring sessions. Focal teachers and schools are required to turn in mentoring lessons and action plans. • AGSP Plus scholars will serve as peer educators to younger scholars, providing additional mentoring support to students. • A Peace Corps Volunteer will work with educators to improve their ability to teach reading and English.
São Tomé and Príncipe	<ul style="list-style-type: none"> • Award scholarships to 600 girls and 400 boys for the school year beginning in October 2008 • STeP UP will provide individual and group mentoring as well as conduct home visits. It plans on incorporating activities from the <i>Girls’ Mentoring Resource Guide</i>.
South Africa	<ul style="list-style-type: none"> • Award scholarships to 1,840 girls and 930 boys for the school year beginning in early 2009 • Partners will continue to mentor students using a variety of strategies including co-ed sessions, large group sessions, and small group sessions. Mentoring activities will take place at After School Centers, mentoring camps, field trips and other off-site trips to expose scholars to different learning environments. • Partners will also organize joint parent/guardian and scholar workshops and motivational presentations from or role models. • Social workers will continue to address scholars’ emotional health needs and make home visits. Social services and other helping organizations will be contacted for follow up and referrals for individuals cases. • The ASGP <i>Girls’ Mentoring Resource Guide</i> will be used when organizing mentoring activities.
Swaziland	<ul style="list-style-type: none"> • Award scholarships to 1,300 girls and 350 boys for the school year beginning in early 2009 • Scholars will be mentored through individual one-on-one counseling sessions, and larger mixed group sessions. Topics will be chosen by mentors, teachers, community members and

	<p>scholars themselves.</p> <ul style="list-style-type: none"> • Scholars will be mentored on HIV/AIDS through dramas, role-plays, other interactive teaching aids. Also community members will be invited to speak to mentees about living with HIV and coping with the loss of a family member or friend due to HIV. • Mentors will be re-trained using the <i>Girls' Mentoring Resource Guide</i>. • Caritas Orphanaid together with teachers and guardians will monitor scholars' academic performance.
Zambia	<ul style="list-style-type: none"> • Award scholarships to 455 girls and 471 boys for the school year beginning in early 2009 • Group mentoring will primarily take place through SAFE Club activities. • Trained SAFE overseers will provide one-to-one mentoring to girls and boys to address specific challenges. • Trained peer mentors within the SAFE Club will provide mentoring to mixed groups of AGSP recipients either at organized events or during SAFE club meetings. • Study groups and academic assistance will be organized within the schools to improve academic performance.

Annex Introduction

Annex A provides detailed information on the program in each country, including information on scholarships, mentoring, community participation, and solutions and lessons learned. The maps illustrate provinces or districts where the program was active (in hues of blue) and the location of Region 3 partners' headquarters (with red diamonds). The data is presented by school year.

Annex B provides information on the value of Letters of Agreements and advances made to partners to date during the fourth year of the program.

Annex C is the Partner and Mentor Contact Directory.

Annex D is the All-Partner Conference Participant List

Annex E is the All-Partner Conference Agenda

Annex F is the All-Partner Conference Evaluation Summary

Annex G is the School Directory. This only includes schools for which we had received information. Additional schools that participated this year will be added to the ORM as data becomes available. Schools that no longer host AGSP recipients have been removed from the directory, where such information was available.

Annex A: Country Profiles for Angola, Botswana, Congo, Gabon, Lesotho, Madagascar, Malawi, Mozambique, Namibia, São Tomé and Príncipe, South Africa, Swaziland and Zambia

Annex B: LOA Financial Summary

Annex C: Partner and Mentor Contact Directory

Annex D: AEI-AGSP All-Partner Conference Participant List

Annex E: AEI-AGSP All-Partner Conference Agenda

Annex F: All-Partner Conference Evaluation Summary

Annex G: School Directory

AEI-AGSP Profile ANGOLA



October 2007 through September 2008



CHA scholars dress up in traditional clothing and dance in celebration of Africa Day on May 25th. (Credit: Winrock International, 2008)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Scholarships (School Year January–December)

In Project Year Four, Winrock International continued its partnership with three local partners in Angola from previous years, and established a new partnership with Ajuda de Desenvolvimento de Povo para Povo to support scholars in Cazenga, a vulnerable community on the outskirts of Luanda. During the year, these four partners provided a total of 3750 scholarships to girls, and, through the expansion of support provided by USAID, extended their services to provide 418 new scholarships to boys.

PROJECT DATA	YEAR 1 (actual)	YEAR 2 (actual)	YEAR 3 (actual)	YEAR 4 (approved)
	Girls Only			Girls & Boys
Number of Partners	4	3	3	4
Total Funds Approved (USD)	\$271,965	\$201,579	\$296,318	\$344,041 Girls: \$278,999 Boys: \$65,042
Total Scholarships	4,230	3,626	3,665	4,168 Girls: 3,750 Boys: 418
Schools with Scholars Enrolled	64	39	43	49

In their inaugural year with AGSP, **Ajuda de Desenvolvimento de Povo para Povo (ADPP)** awarded scholarships to 350 girls and 150 boys in Cazenga. After reviewing the needs of the scholars, it was decided that all eighth- and ninth-grade scholars would receive a history book, and



the seventh-grade scholars would receive five notebooks each for their studies in addition to the payment of school fees. All ADPP scholars attend the Escola de Formigas do Futuro, a secondary school. Most of the scholars already have a uniform but do not have the proper attire to wear to sports practice, which is a required activity at the school, so ADPP also provided the scholars with athletic t-shirts. The scholars each received a hygiene kit that included two toothbrushes, two tubes of toothpaste, and four bars of soap.



An ADPP scholar receives her materials for the school year. (Credit: ADPP, 2008)

Centro Horizonte Azul (CHA) provided scholarships to 350 girls and 218 boys at Centro Horizonte Azul and in the surrounding communities. As part of the scholarship, the scholars received payment of school tuition and testing fees, school supplies, uniforms, funds for transportation to and from school, boarding fees, and food. CHA provided lunch at the center as a part of the scholarships and as an incentive for children to come to school and stay throughout the day. Only those boys and girls who attend class are eligible to receive lunch.

Obra de Caridade da Criança Santa Isabel (OCSI) awarded 100 scholarships to girls and 50 scholarships to boys in Viana and Cazenga. In addition to payment of school fees, the girls and boys received uniforms and essential school materials such as notebooks, erasers, and pencils. The scholars also received food throughout the school year. For those scholars who live with their families, food is distributed

monthly in “kits” to their homes, so they are able to contribute to their family’s well-being without having to sell things at the market. Those scholars who live at OCSI’s orphanage receive daily meals.

Salesianos de Dom Bosco (SDB) provided support for 2,950 girls in Luanda and in three provinces in the interior. They opted not to integrate boys into their program this year and did not replace any of the girls who had graduated or left the program for other reasons in the previous year. The Salesians used scholarship funds to pay for school and exam fees, identification cards, and provided other school materials that the girls need in order to succeed in school.

Mentoring (including HIV/AIDS)

ADPP has two levels of mentoring in their program: working with teachers and working with community mentors. They have selected 10 female teachers (referred to as *madrinhas*), each responsible for 50 students, to provide life-skills training and instruction in the Health & Hygiene program. The Health & Hygiene program was conducted once a month and was based on an Exxon-funded curriculum being implemented for all students at the school. The life-skills training focused on questions about HIV/AIDS and prevention of early pregnancy. A two-day seminar to train the *madrinhas* was held in September. When asked why she wanted to be a *madrinha*, one of the teachers, Alzira Domingos, answered, “I have a lot of experiences to share with young people. My sister got pregnant by the age of 14 and she is still living with my family. I would like to have the opportunity to tell other girls these experiences so they can prevent pregnancy and be more prepared for it. I would like to help others to prepare for their future.”

In addition to the teachers, ADPP selected 100 community mentors who are responsible for five scholars each, and who are the same sex as their mentees. They meet with the scholars weekly to follow up on their progress in school and



Sister Domingas, the General Director of OCSI, sits with AGSPI scholars at the orphanage in Viana. (Credit: OCSI, 2008)



Mentors perform a drama for OCSI scholars on stigmatization related to HIV/AIDS. (Credit: Winrock International, 2008)

progress within the life-skills program. Each scholar receives a “progress book” in which they work with their mentor to record goals and track their advancement towards those goals. The mentors are also available to discuss any issue that scholars are concerned about apart from planned mentoring topics, such as gender, ethics, how to avoid violence, and how to react if they are being abused.

CHA’s mentoring program consists of many extra-curricular activities offered at the center. During the year, the scholars are able to participate in vocational training courses in small-scale agriculture, baking, sewing, English, and computer classes. There are also activities involving sports, dancing, and singing. Every Saturday at the center, there is an informal youth-group meeting held with the female scholars. At these meetings, girls have the opportunity to discuss their problems and to try to find solutions to them. Additional meetings with all of the

scholars broached topics such as self-advocacy, legal rights, community resources, and job hunting. In addition to the vocational classes, CHA offers classes in both the morning and afternoon, and provides lunch to those students who attended both sessions

In evaluating the impact of the mentoring program, CHA has seen many positive results. They have noticed that some of the students who hardly smiled in the past are seen smiling often. Also, CHA has noted that some of the older girls have approached their mentors seeking advice about relationships and sexuality, such as whether or not they should accept a marriage proposal. In addition, CHA has observed that the interaction between the girls at the center and one of the younger girls who is HIV-positive shows no sign of stigmatization, reporting that “they all socialize nicely with each other.”

OCSI’s mentoring program is comprised of a combination of individual visits to the scholars’ homes and monthly seminars on various topics. The seminars—which are led by social educators, mentors, and field staff—deal with topics such as behavior, HIV/AIDS, the importance of education, love and early pregnancy, careers, and the rights of children. For individual scholar mentoring, each mentor is assigned to specific areas in the community so that they can build relationships with the families and follow up on issues from visit to visit. During home visits, the mentors communicate with the families about announcements regarding the program, invite them to participate in upcoming events, and discuss any problems in the performance of the scholar. The mentors also visit each of the 24 schools to check on the performance and attendance of the scholars. For those scholars who are having difficulties in school, the mentors visit the schools once a week. For the others, they visit only once a month.

SDB implemented their mentoring program this year with new coordinators in each of the provinces. The girls start off each school day with a five-minute discussion on the topic of the month, which is accompanied by handouts. In March, in honor of International Women’s Day, the discussions focused on issues related to women. Additional topics such as health and hygiene, families, and HIV/AIDS were planned throughout the year. Some scholars were selected to have the opportunity to participate in extra-curricular activities, such as a two-month decoration and arts course.



Salesianos de Dom Bosco scholars in Moxico cheer along with their mentor after an activity. (Credit: SDB, 2008)

Community Participation

ADPP has included the community from the very start of the program. The scholar selection process involves a committee comprised of the school leader, three teachers from the school, two members of the parents' committee, and two representatives of area leaders (traditional leaders in the community who know almost every family). In addition, ADPP also works with a local theater group to provide performances in the community and the school about HIV/AIDS awareness and health and hygiene. ADPP has found that through education about HIV/AIDS



Members of ADPP's selection committee carefully review applications before selecting the first 500 scholars to benefit from AEI-AGSP. (Credit: ADPP, 2008)

and other topics, many students are encouraged to participate actively in providing information and awareness throughout the community.

In July, the communal administrator, the administrator and head of sports activities for the municipality, and a representative of the National Basketball Federation visited ADPP and the scholars at Formigas. The school was chosen as a frontrunner in the municipality with its sports and cultural programs. They were all very encouraged to see that the scholars were being supported by USAID through AEI-AGSP.

CHA involves the community in its programs throughout the year. Monthly meetings are held with scholars' parents or guardians to discuss their children's performance in school and to reinforce the message that parents themselves serve as important

role models to their children. In June, a special event was planned for scholars to visit the Capalanga Community Center to plant trees. After the planting, members of the municipal administration staff accompanied scholars to the Center, where they enjoyed a meal, music, and dancing. This was a great experience for the municipal staff, who were able to get a better understanding of the scholars' situation and the role of AEI-AGSP in changing their lives for the better.

In June, a three-day workshop, facilitated by representatives from the Mosaiko Cultural Center, was held at the OCSI office. The workshop goals were to provide more clarification on the rights of children, to explain how to legitimately defend a child, and to discuss when a child is considered to be an adult. A total of 30 people participated in the workshop, ranging from mentors, field staff, and project coordinators to the director of OCSI. Also in June, OCSI revised its scholarship material distribution process. Rather than simply distributing the materials to the scholars, OCSI took the opportunity to visit each community, meet with the family, and have a discussion with them and the scholar to review the scholar's grades and performance in the first trimester.

The schools where SDB works are integrated at the community level. Coordinators in each province talk with community members to inform them about the project. Some of the mentoring activities occur out in the communities where the girls pass through on their way to school. SDB invites specialists, such as representatives from the health centers, to some of the lectures to give the girls more precise information from experts on the mentoring topics.

Solutions and Lessons Learned

All of the AEI-AGSP partners in Angola experienced setbacks and delays in program implementation this year due to the legislative elections held on September 5th. All teachers were recruited by the Angolan National Electoral Commission to be trained as polling officers and assistants for the elections, which negatively affected scholar distribution schedules. However, all partners worked hard to make up for the time lost by distributing scholarships as quickly as possible after the elections were completed.

ADPP faced additional challenges with the election period because its Formigas school was selected as a voting location, and as a result, no school activities were able to be held during that time. However, ADPP was able to get special permission to continue with the sports activities, and invited all of the scholars at the school to participate.

These activities took place in the mornings during the week and on occasional weekends. Also, since this was the first year of AGSP implementation for ADPP, the organization has reported that it now has a better understanding of the program and scholarship process, and is looking forward to having a longer period of implementation for the next year. Due to the busy schedules of the *madrinhas* with their normal teaching duties, ADPP is going to explore the possibility of replacing some of the individual mentoring from the *madrinhas* with peer education between scholars, so as to alleviate the burden on the teachers.

CHA has found that the issue of teacher retention has been a recurring problem which negatively affects the scholars' performance. Teachers often switch from school to school, and the quality of scholars' education suffers as a result. CHA hopes that the small bonus they give to the teachers at their schools and at their center will persuade them to stay in their positions for a longer period and will encourage them to be more creative when planning their school program.

OCSI encountered some problems getting sufficient meeting time scheduled between teachers and OCSI staff to discuss the home situation and performance of each scholar. The teachers are overloaded with tasks such as teacher meetings and with correcting homework and exams. OCSI will continue to try to schedule time with the teachers in order to get the information that they need. When OCSI was able to talk with the teachers, they learned that a number of students waited until the last minute to study for exams, which resulted in poor performance. OCSI decided to meet more often with the students to discuss the importance of regular study habits because their scholarships partly depend on their performance. OCSI reports that these meetings seem to have had an impact on the students, as they have noticed study groups being formed in the schools and communities where they live. The scholars that live at the orphanage also received special tutoring in the subjects that they found most difficult.

Throughout the entire project year, SDB struggled with getting complete, substantive information from the provinces. As a result, SDB's reporting to Winrock has been sporadic and uninformative. During much of the year, SDB also experienced frequent disruptions in their internet service, which hampered their progress in online data reporting. However, SDB has reported that they have contracted a new internet service provider and the problem should be resolved moving forward.

In The Spotlight

Turning Point

Januário António, known as "Janu," was born in 1993 in the province of Malange. He witnessed his father's death during the Malange War in 1999. Originally living with his mother and three siblings in the rough Seis-Estalagem neighborhood, the family moved to Luanda, where they lived in the house of an uncle. The family's relationship with the uncle was not very good, however, and the situation in the house was very tense.

Janu began selling goods on the street and at the market, which enabled him to earn money so he could provide food for his family. Janu eventually was able to find a small parcel of land where he and his family built a small house, allowing them to leave his uncle's house. Soon after building the house, Janu's oldest brother passed away, leaving him as the oldest in the family and with responsibility to care for his mother and two younger siblings. To help support his family, Janu went to the



CHA scholars attending one of the additional lessons provided at the center. (Credit: Winrock International, 2008)



Januário António, one of the new boys selected as part of AGSP's expansion this year, takes a moment to think during one of OCSI's mentoring activities. (Credit: Winrock International, 2008)

market with his mother to sell soda and beer and to polish shoes, walking several kilometers each day. He said that it made him very sad and angry to see other boys his age going to school when he was unable to join them.

In 2002, Janu came across one of OCSI's social workers talking to street children who sold goods at the market. Soon after, he joined the "Meninos da Rua" (street boys) project hosted at the Estalagem Catholic church, where he took part in literacy classes, attended lectures on drugs and alcohol, and participated in recreational activities. In 2005, the Nguitalele Center for the Reintroduction of Minors was built and the activities of the "Meninos da Rua" project were moved there. Janu's siblings also joined the program, and all three children would spend their mornings participating in the various activities and then studying and have a meal in the afternoons. Once Janu joined the Center, he stopped selling at the market and focused on his studies.

In 2005, Janu's mother, who had not been healthy for some time, passed away. With support from the Center and OCSI, Janu's two siblings moved into the orphanage, and Janu lives alone in the house that he built with his mother.

This year, Janu started working as one of the sewing and crochet instructors at OCSI, teaching 83 students ranging in age from eight to 18. When AGSP expanded the program to include boys, Janu was selected as a scholar based upon his difficult situation and strong motivation. Joining AGSP this year has made a huge change in his life. He and his siblings receive all the materials they need for school. The program also helped find a school where they could attend classes. Janu is no longer sad when he sees other boys his age attending school. He is now one of those boys himself! As he says, "I know and believe that for a normal growth and a better future, I need to study and work hard. To guarantee health, clothes, and food for my family, I ask that everyone read this story and help us however they can. For me, everything that happens in my life and the life of my siblings is a miracle and a gift from God."

AEI-AGSP Profile BOTSWANA



October 2007 through September 2008



Phuduhudu primary school girls and boys performing traditional dances.
(Credit: Weidemann Associates, 2008)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Scholarships (School Year January–December)

This year, Skillshare Botswana provided 150 scholarships to girls and, with USAID’s expansion of the program, awarded scholarships to 100 boys who are orphaned, lack economic resources, or are otherwise vulnerable and disadvantaged. Forty of the girls’ scholarships went to preschoolers and 110 went to primary school scholars. Skillshare and its regional partners, the Botsehlo Project and Tquii Xu Yani (TXY), also embraced the addition of boys to the program, with 77 of the boys’ scholarships distributed to primary school scholars and 23 to preschool boy scholars. Of the 250 total scholarships distributed to boys and girls, 46 went to orphaned and vulnerable Basarwa San scholars in the Central District while the remaining 204 went to children in Kgalagadi District.

Scholarship items for all scholars include uniforms, tracksuits, shoes, underwear, school supplies, toiletries and transportation stipends. Preschool scholarships also include food. Throughout Project Year 4, Skillshare representatives devoted a majority of their time to completing the distribution of uniforms to the new scholars at Phuduhudu and Mahumane Primary School, and replacing uniforms and winter clothes for the scholars at

PROJECT DATA	YEAR 1 (actual)	YEAR 2 (actual)	YEAR 3 (actual)	YEAR 4 (approved)
	Girls Only			Girls & Boys
Number of Partners	1	1	1	1
Total Funds Approved (USD)	\$31,038	\$31,700	\$31,700	\$48,723 Girls: \$29,674 Boys: \$19,049
Total Scholarships	150	150	150	250 Girls: 150 Boys: 100
Schools with Scholars Enrolled	4	6	6	6



Kang Primary School. The Botshelo Project scholars also received their uniforms, although distribution was slightly delayed because of a lack of qualified tailors to produce the uniforms.

Mentoring (including HIV/AIDS)

Skillshare's mentoring program aims to encourage girls and boys to stay in school, build their self-esteem, and give them skills that will empower them to face challenges in their lives. With that purpose in mind, a "Prize Giving Day" was held at Mahusane Primary School in October for students who achieved the best grades in any given activity throughout the school year. At the ceremony, HIV/AIDS Mentoring Coordinator Mirriam Mwashayenyi gave a speech in which she emphasized the importance of support from parents and teachers in helping scholars develop their maximum potential. Emphasis was also given to the vital role of education at an early age and registering children in preschool. Scholars were encouraged to concentrate on their studies and to take full advantage of the benefits that come with a good education.



Mahusane Primary School scholars performing an HIV-prevention song. (Credit: Weidemann Associates, 2008)

In November, Masimonyana Rabatho, TXY secretary, Mirriam Mwashayenyi, and Keadiretse Pego, TXY chairperson and mentor, visited with the Phuduhudu scholars to talk to the girls about the upcoming holidays. The holidays have been identified as a risky time for girls, when they are more vulnerable and more precautions are necessary. The TXY staff discussed the link between alcohol and unprotected sex, as well as the potential consequences of unprotected sex such as unwanted pregnancies and/or becoming infected with HIV/AIDS. The girls were also made aware of the dangers of traveling at night on their own and the risk of rape.

Throughout March, mentors resumed their weekly after-school mentoring. During one mentoring session, a guidance counselor and preschool staff met with the Kang and Mahusane primary girls to train the students in traditional dance. By teaching AEI-AGSP scholars traditional dance, children can become a part of preserving tradition even as the country develops and modernizes rapidly. Both girl and boy scholars enjoyed participating in the dances and celebrating their national identity.

In May, building on mentoring activities from the first half of the year, TXY worked with Kang Preschool staff to support the preschool scholars by reviving their community garden. The scholars contributed to weeding, repairing the beds, and irrigating the garden, and learned the importance of working with others. TXY also discussed gender roles with the scholars, such as the assumption by most girls that cattle herding is for boys. The scholars realized that they can do anything they wish to do, regardless of their gender.

After returning from the AEI-AGSP All-Partner Conference convened by Winrock International in Johannesburg in May, Skillshare held a meeting with all of the mentors to discuss the new developments from the conference. This also gave the mentors an opportunity to review and practice activities from the new mentoring guide distributed at the conference. Under the leadership of Mirriam Mwashayenyi and Tunda Omandi, UN volunteer and chairperson of the mentorship team, the mentors were encouraged to work together to meet the goals of the mentorship program and fully utilize the mentoring guide. Mentors also discussed new types of mentoring to reflect the different needs of boy scholars. Generally, boys in the program seem to be more outgoing than the girls, which has been a new challenge for the female mentors as they learn to integrate the boys into girls' mentoring activities. Skillshare is working to add more male mentors to respond to the new needs of an integrated program.

In July, AEI-AGSP scholars at Kang, Mahusane, and Phuduhudu Primary Schools developed skits for their August HIV/AIDS-awareness event. Mr. G. Maripe, comedian and drama specialist, trained the scholars in drama, music, kwasa kwasa dance, and storytelling. In Kang, Lydia Matlho in Standard 6 and Thabiso Mokhuthe in Standard 2 developed a drama skit called “Watch Out.” The boys in Kang were shy, but the mentors continued to encourage them to get involved in the drama activities. In Phuduhudu, scholars formed a traditional dance group and a choir. Both groups undertook activities that explained the risks and dangers of HIV/AIDS.



AEI-AGSP scholars and community leaders march through Kang. (Credit: Weidemann Associates, 2008)

Community Participation

Community participation is strong in Botswana and has not diminished since the program’s inception. Parents and guardians have been very involved in school activities and have been outspoken about what they believe could help better the lives of their children. Evidence of this commitment includes the dedication of funds from the parents of the preschoolers to buy presents for the children and for the lamination of their certificates for graduation day.

During the August Kang HIV/AIDS-awareness event, the community both benefitted from the event as well as contributed to its success. The theme of the event was “Children Have a Right to Information: Let’s Educate Them.” The scholars and various community groups provided information and entertainment through presentations of poems, dances, and drama, all focused on HIV-prevention messages. The event started with a march throughout Kang, in which the Kang police and Mastha Secondary School boy scout marching band escorted the AEI-AGSP scholars through town. More than 350 people attended the event, including Chief J. Phori, TXY Head Tebatso Xhite, and Head Western Region, Non-formal Education G. Koesimile.

Solutions and Lessons Learned

Integration of boys into AEI-AGSP in Botswana brought a lot of excitement to both the scholars and the community. One immediate challenge, however, was the fear expressed by some AEI-AGSP girls that their program was being taken away from them, and that there would be a reduction in their supplies and support. The girl and boy scholars felt better once they saw the equal distribution of the supplies and that neither was losing anything from the expansion of the program.



Lydia Matlho and Thabiso Mokhuthe practice their drama skit for the August HIV/AIDS-awareness event. (Credit: Skillshare, 2008)

While the boys’ integration brought some challenges, there were also quickly noted successes: Skillshare reported an increase in the participation of men in the scholarship program, particularly male teachers. Although community participation has been strong in Botswana, it has often consisted more of women than men. With the inclusion of boys, male teachers and other male community members became more involved in the program, saying that they no longer feel that the program only favors the girl child. The integration of boys also has helped to improve the relationship between boys and girls, and has allowed mentors to identify

their own negative gender-based behaviors, as well as those of teachers and community members, helping them rethink their own behaviors.

While AEI-AGSP features preschool education in Botswana, Skillshare believes that more lobbying is needed to boost preschool enrollment in the area. Skillshare and its partners have been reaching out to parents and guardians

at mentoring events in order to raise awareness about nurturing their children's emotional development through communication and more active participation in their schooling.

With AGSP becoming more and more integrated into the communities, there is an ongoing desire to include more primary scholars in the program to continue to support the scholars into secondary school. TXY members, community leaders and teachers hope that the type of mentoring provided to the primary AEI-AGSP scholars can continue into secondary school where students become exposed to more peer pressure and negative influences, particularly around sexual activity and drinking.

In The Spotlight

Mpho—Her New Hope!

Mpho Kgosiatsela is an AEI-AGSP scholar in Standard 7 at Phuduhudu Primary School. Mpho received her first AEI-AGSP scholarship in 2005 for Standard 4 and has been successful in school and the program ever since. She enjoys Setswana and English classes and plays on the school's netball team. Upon finishing her education, Mpho hopes to become a nurse. When speaking with Mpho about AEI-AGSP, she has a lot to say.

“We are two in our family. I never knew my mother. I was told that she died and left just my sister and me. We live in an extended family of 10 in which no one is working. All of us depend on my aunt who sells *chibuku* (beer). There is real suffering since we are just too many for her. Sometimes we are left with no food and we are forced to ask for food from other families. The council provides three people in our family with food, but still the rations are too little for the whole family.

“Before AGSP helped us, we were really suffering since we did not have clothes. Then the AGSP rescued us. Nowadays, we are like other town children because we have clothes and go to school. Before the provisions, when going on school trips, we had no soap and had to ask for it from other children. At home, we used to wash with water only. Now we are like everyone else.

“AGSP is really helping us with clothes and other basic needs such as soap and pads and allowing us to go to school. I thank the AGSP for the marvelous work they are doing.”

Mpho and her sister have benefitted from AEI-AGSP in ways beyond the monetary value. The confidence they have gained by attending school and participating in activities with the other children is evident in Mpho and her sister's dreams for the future.



Mpho Kgosiatsela happily attends classes at Phuduhudu Primary School.
(Credit: Skillshare, 2008)

AEI-AGSP Profile CONGO



October 2007 through September 2008



Congolese AGSP scholars enter their classroom in the district of Nkayi. (Credit: Winrock International, 2006)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Scholarships (School Year September–June)

Winrock International continued its partnership with two nongovernmental organizations to reach AGSP scholars in the Republic of Congo. With the expansion of support provided by USAID, 150 boys were added to the program for the first time, including 100 in primary school and 50 in secondary school. The partners continued to offer scholarships to 100 girls in secondary school and 445 girls in primary school.

Congo US Alumni Association (CUSAA) distributed 100 scholarships to secondary school girls. CUSAA recruited 50 boys in secondary school to add to its program this year. The program was implemented in 38 high schools. CUSAA’s program is highly competitive: more than 500 girls applied for 60 new scholarships this year, allocated as follows in the departments of: Brazzaville, 15 scholars; Pointe-Noire, 10 scholars; Dolisie, five scholars; Sibiti, five scholars; Nkayi, five scholars; Kinkala, five scholars; Gamboma, five scholars; Owando, five scholars; and Ouesso, five scholars. As for the boys, 35 were recruited in Brazzaville and 15 in Pointe-Noire. CUSAA scholarships provide funds to the scholars that, with guidance from the mentors, they use to pay school and exam

PROJECT DATA	YEAR 1 (actual)	YEAR 2 (actual)	YEAR 3 (actual)	YEAR 4 (approved)
	Girls Only			Girls & Boys
Number of Partners	1	2	2	2
Total Funds Approved (USD)	\$85,974	\$82,063	\$111,627	\$180,499 Girls: \$137,066 Boys: \$43,433
Total Scholarships	210	300	545	695 Girls: 545 Boys: 150
Schools with Scholars Enrolled	113	88	57	42



fees, purchase books, supplies and clothes, and even hire tutors. Another benefit of the scholarship for the scholars in Brazzaville is the free English classes offered at CUSAA's English Center located in the capital.

Aide à l'Enfance distributed 445 scholarships to primary school girls in Nkayi in Bouenza Region, Dolisie in Niari Region, Impfondo in Likouala Region, and Sibiti in Lékoumou Region. Aide à l'Enfance added 100 boys to its program this year, with the largest number (50) in Impfondo. Scholarship items include a uniform, school supplies, and a light breakfast several days a week during school. Boys were recruited according to the same criteria and using the same methods as the girls (radio, television, posters, word-of-mouth, the associations of scholars' parents, school principals, churches, social services, and the staff of Aide à l'Enfance).

Mentoring (including HIV/AIDS)

Aide à l'Enfance provides age-appropriate mentoring on HIV/AIDS, teaching more about nutrition for and acceptance of those with HIV for the younger students, while providing more detailed information on transmission and testing for those who are older. The organization decided to conduct these mentoring sessions jointly with boys and girls together, and reports that it has not encountered any problems with this strategy. Part of Aide à l'Enfance's mentoring on HIV/AIDS involves skits that the AGSP scholars perform for the other students in their schools as well as for the parents' association. According to staff at Aide à l'Enfance, the boys were initially reluctant to take part in the skits in front of the girls, but they have overcome their timidity and no longer shy away from participating.

Aide à l'Enfance also mentors scholars on life skills such as self-esteem, the value of work, and peace education and tolerance. Games such as sack races are incorporated to build teamwork and cooperation among scholars. Dance and art projects celebrate Congolese culture and frequently involve positive messages about life goals as well as messages thanking the American people for the chance to attend school.



AEI-AGSP scholars in the Republic of Congo show off their school supplies. (Credit: Aide à l'Enfance, 2008)



Aide à l'Enfance's mentoring activities include artistic activities that celebrate Congolese culture. (Credit: Aide à l'Enfance, 2008)

In one of the highlights of the year, scholars in Impfondo and Dolisie were able to take part in a week-long academic competition organized by the Ministry of Primary Education. With AEI-AGSP funding to cover food and their entry fees, the scholars took five of the top ten spots in Dolisie, and seven of the top ten spots in Impfondo. Aide à l'Enfance reported that the scholars "got very good results and received congratulations from local authorities present at the different ceremonies." The Congolese press covered the event, as seen in an article that appeared on July 9, 2008 in *Le Fanion*.

CUSAA organized three HIV/AIDS workshops this year. One took place from February 2–3 in Brazzaville. As boys had not yet been recruited, it was for girls only and was facilitated by Mrs. Jeanne Malomi, who is a professional HIV/AIDS trainer sent by the *Programme national de lutte contre le VIH/SIDA* (national anti-AIDS program).

The integration of boys took some time for CUSAA, but it has gone well. Another HIV/AIDS workshop was held in Brazzaville for the new boys from April 26–27, while the workshop held in Pointe-Noire over May 3–4 included both boys and girls. CUSAA produced a video showing significant portions of the all-boys workshop in Brazzaville and the coed one in Pointe-Noire. Judging by the footage, scholars in both trainings approached the subject with surprising candor and without embarrassment in spite of the sensitive nature of the topic and in spite of the fact that

one was coeducational. The video also revealed Mrs. Malomi as a warm and frank person who knows how to put the students at ease while at the same time providing much detailed information.

Community Participation

Aide à l'Enfance engages local stakeholders in the implementation of AEI-AGSP, particularly scholars' parents. Scholars' parents attend program meetings and mentoring sessions, and at each implementation site they have formed an association with a democratically elected board to direct it. These committees are composed of a president, a vice president, two secretaries, a treasurer, as well as a vice president and president of "inspection and verification," the latter of which shows parents' commitment to monitoring program implementation and the distribution of benefits. Members of some of the parents' associations have contributed funds with the goal of helping to sustain the program in the long term.

At their meetings, parents discuss the goals of AEI-AGSP, the support and monitoring of scholars, and the role of the association. According to Aide à l'Enfance, the parents "exhort each other" to monitor the school work of their children, take good care of their children's uniforms and school supplies, to make sure scholars follow good personal hygiene, and to continue to raise awareness on issues of hygiene, HIV/AIDS, and the importance of education for both boys and girls in their neighborhoods or villages.

Aide à l'Enfance Songs

*Merci au chef des USA,
Qui est venu calmer notre soif,
D'aller à l'école comme les autres enfants,
Filles et garçons des parents riches.
Nous vos enfants papa chef des USA
Nous vous oublierons jamais.
Mamans, venez toutes remercier cet amour,
Mamans, venez toutes remercier cet amour,
Papa aussi, venez remercier cet amour.*

Thank you to the leader of the USA,
Who came to quench our thirst
For going to school like the other children,
Girls and boys of rich parents,
We your children, Papa, leader of the USA,
We will never forget you.
Mamas, come say thank you for this love,
Mamas, come say thank you for this love,
Papa also, come say thank you for this love.

*Nous avons appris, nous avons appris les mamans,
Que le métier d'enseignant permet de gagner de l'argent.
Celui d'infirmier aussi.
Celui de militaire aussi.
Celui des sages femmes aussi.
Et nous pourrons exercer ces métiers,
Grâce à la bourse scolaire.*

We have learned, we have learned, mothers,
That the job of teacher allows a person to earn money.
That of nurse too.
That of soldier too.
That of midwives too.
And we can do these jobs,
Thanks to the scholarship.

Aide à l'Enfance also uses the radio to spread the word about AEI-AGSP in the communities. In August, the organization produced a radio show to publicize program results and the benefits of the program, with testimonies provided by scholars' parents.

Finally, another way Aide à l'Enfance involves the community and other stakeholders is through its official AEI-AGSP launch ceremony each year, at which local authorities, scholars' parents, and the press witness the distribution of school supplies and a uniform to each child. Such publicity fosters transparency and public trust regarding the proper allocation of benefits.

CUSAA involves the community particularly in the selection of the scholars. Members of the parents' association, school directors, mentors, and CUSAA committee members all take part in the selection process. Members of the community serve voluntarily as mentors for the scholars. CUSAA is also careful to alert local authorities of its activities so that they are aware of its implementation and benefits for the communities.

Solutions and Lessons Learned

Parents of primary school scholars in Impfondo were initially resistant to the idea of boys joining the program since they felt that it was a region of the Congo in which girls had been long marginalized. They were also afraid of sexual misconduct on the part of boys, fearing that they would make girls their "sexual prey." Aide à l'Enfance Director, Mr. Aimé Sangou, who was there on a visit, led a discussion that lasted several hours before parents finally agreed to let boys into the program. Resistance to the boys' inclusion amongst parents and girl scholars surfaced in some of the other implementation sites as well. Awareness raising and dialogue by Aide à l'Enfance and by its

mentors seem to have diffused any opposition, and Aide à l'Enfance reports that boys' integration has been going well since this spring.

Another challenge Aide à l'Enfance and CUSAA have faced this year are spikes in prices for food, school supplies, and other imported items. Aide à l'Enfance used to provide periodic meals to its scholars, but due both to the decline of the dollar and to the global rise in food and fuel prices, it was going to be difficult to provide the same amount and type of food as in the past. Winrock International and Aide à l'Enfance strategized to find a way to continue to provide some nutritional support to the scholars. After much discussion, it was decided that the most important thing was to provide scholars enough food in a cost-effective way that they could be alert and focused on their studies in class. It was therefore decided that Aide à l'Enfance would begin to provide *beignets* (locally produced doughnut-type breads) to the children before school several days a week throughout the school year rather than periodic and more costly meals. The distribution of *beignets* should also benefit the local women who produce them, for whom the income is economically significant.

CUSAA faced problems due to the depreciation of the dollar, which impacted in particular its members' ability to travel to each department three times over the year for the selection of scholars and disbursement of scholarships. CUSAA tried to work around this through the willingness of some of the members to use their own transport to distribute scholarships in the areas close to Brazzaville. They also planned on prepaying scholarships in some areas to save on transport costs.

In The Spotlight

An Open Letter from a Scholar in the Republic of Congo

"My testimony begins by the following quotation: 'In well-born souls, valor does not wait for age in years.' To tell the truth, things have not been easy for me, young girl that I am, born into a poor family, orphaned on the side of my father. To go to school is my first preoccupation. Animated by this will to succeed, I got my high-school diploma at age 16 and a half, a school route without too many difficulties. Since God doesn't sleep . . . my work, my seriousness, my will, my prayers were rewarded by a scholarship granted by CUSAA. It was a breath of fresh air because it permitted me to resolve a large number of problems, especially regarding school. It really helped me and spurs me on to pursue my university studies.

"It's not always easy, these types of opportunities; they are rare, very rare even. To be chosen for a scholarship in a large establishment with approximately 1,000 students: we were only two girls. My joy was immense to have honored my family—a family that is starting to hope, to believe in me and to value me.

"For me to be chosen for this scholarship, certain steps were taken to help obtain the outcome. To those who helped me, I present them with my very sincere thanks and my gratitude. In closing, I express my most ardent wish: that of going to continue my graduate-school studies in the USA."

—Christelle Ockanat

CULTURE

PROGRAMME DE SCOLARISATION PRIMAIRE DES FILLES DEMUNIES

Une scolarité gratuite à toutes les filles pauvres étroitement sélectionnées selon les critères du programme en collaboration avec les filiales des Nations Unies (Organisation internationale de la Francophonie, le Ministère de l'Enseignement primaire - Directeur départemental, les Maires de communes regroupées dans le projet, l'Association des parents des bénéficiaires.

La réussite de ce programme est que les filles bénéficiaires reçoivent gratuitement les fournitures scolaires, les livres scolaires, le matériel, l'encadrement etc., elles apprennent également des notions sur le VIH-SIDA, le paludisme, l'égalité des sexes, la coopération des nations.

A cette 3^e année d'application du programme en République du Congo, le projet couvre les régions de Doulo, de M'passa, de M'passa, de M'passa et de M'passa.

Au terme de la 3^e année scolaire 2007-2008, et à la période où son programme a pris de l'ampleur en République du Congo, compte tenu des ses écoles recrute des populations pauvres et vulnérables, le Ministère de l'Enseignement primaire, Directeur départemental de l'Enseignement primaire, a organisé de lancer un concours des meilleurs élèves élèves de l'enseignement primaire au niveau des filles de Doulo, et d'Impondzo, regroupées les élèves des différents établissements publics et privés dont nous publions ici les résultats.

ECOLE DE DOUJINE				
Noté et Prévu	Ecole	Classe	Moyenne	Rank
1.	BOUYA L'Enfance	USAD/AGSP	CE2 8,96	1 ^{er}
2.	BOUYA L'Enfance	USAD/AGSP	CE2 8,92	2 ^{ème}
3.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	3 ^{ème}
4.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	4 ^{ème}
5.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	5 ^{ème}
6.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	6 ^{ème}
7.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	7 ^{ème}
8.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	8 ^{ème}
9.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	9 ^{ème}
10.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	10 ^{ème}

ECOLE D'IMPONDZO				
Noté et Prévu	Ecole	Classe	Moyenne	Rank
1.	BOUYA L'Enfance	USAD/AGSP	CE2 8,96	1 ^{er}
2.	BOUYA L'Enfance	USAD/AGSP	CE2 8,92	2 ^{ème}
3.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	3 ^{ème}
4.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	4 ^{ème}
5.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	5 ^{ème}
6.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	6 ^{ème}
7.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	7 ^{ème}
8.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	8 ^{ème}
9.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	9 ^{ème}
10.	BOUYA L'Enfance	USAD/AGSP	CE2 8,88	10 ^{ème}

Les résultats de ce concours ont été publiés au public et à la communauté nationale et internationale. L'objectif de ce concours de l'enseignement primaire dans le cadre du programme AIDE - Aide à l'Enfance est de promouvoir le rôle de la femme dans la société et de lui donner également l'opportunité de voir ses enfants scolarisés, et de recevoir gratuitement leurs enfants au fil du programme et d'être également l'élève des meilleurs élèves.

Allocation de médailles de l'enseignement primaire décernées officiellement lors de la proclamation du concours des meilleurs élèves.

Membres de l'association des parents des élèves bénéficiaires.

LE FANION N° 954 09 Juillet 2008

The news of AEI-AGSP scholars' success in regional academic competitions made the press in the Republic of Congo. (Credit: Le Fanion, 2008)

AEI-AGSP Profile

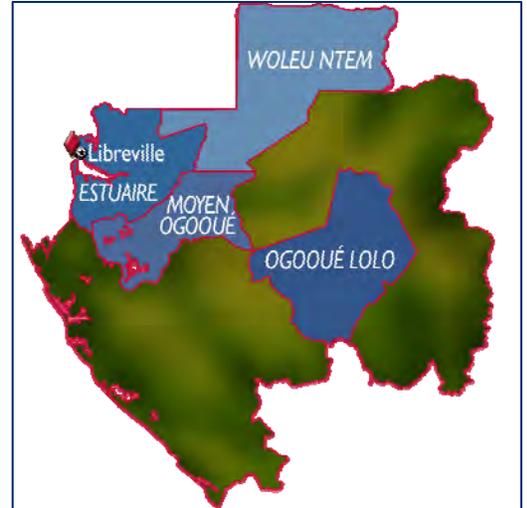
GABON



October 2007 through September 2008



US Ambassador Eunice S. Reddick listens to scholars singing the American and Gabonese national anthems at a scholarship distribution ceremony in Libreville, Gabon. (Credit: FEGAB, 2008)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Scholarships (School Year September–June)

Winrock continued to work with two partners in Gabon that awarded scholarships to 600 girls. When USAID provided additional funding to expand the program to boys, these partners added 50 boys each, reaching a total of 100 boys and 600 girls with scholarships.

Femmes Gabonaises (FEGAB) awarded scholarships to 300 girls in 71 schools in Libreville, in the province of Estuaire this year. Scholarships were composed of backpacks, dresses, t-shirts, shoes, schoolbooks, school supplies, and notebooks. FEGAB also integrated 50 boys this year who were selected on the same basis as the girls and received the same benefits.

PROJECT DATA	YEAR 1 (actual)	YEAR 2 (actual)	YEAR 3 (actual)	YEAR 4 (approved)
	Girls Only			Girls & Boys
Number of Partners	3	3	3	2
Total Funds Approved (USD)	\$39,588	\$57,508	\$87,365	\$134,214 Girls: \$115,916 Boys: \$18,298
Total Scholarships	161	516	650	700 Girls: 600 Boys: 100
Schools with Scholars Enrolled	52	134	90	93

Association des Femmes Educatrices au Gabon (AFEG)

provided 300 scholarships to girls and 50 boys in the provinces of Moyen Ogooué, Ogooué-Lolo, and Woleu-Ntem, for a total of 350 scholarships. Included in the scholarship package were dresses, notebooks, schoolbooks, school supplies, and breakfast before

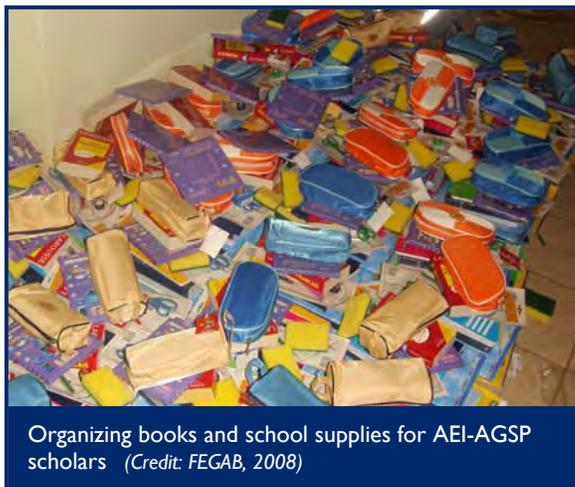


school for the girls. Due to a delay in selection and implementation, boys received books, uniforms, and t-shirts.

Mentoring (including HIV/AIDS)

Program implementation got off to a late start this year, according to FEGAB, because of a combination of factors: the integration of boys, the Gabonese elections held in April, and banking delays that impacted the organization. FEGAB still managed to provide all scholars with the full scholarship package, however.

FEGAB organized a large distribution ceremony for the boy and girl scholars on May 3, 2008 that celebrated the scholarship delivery as well as provided an opportunity for mentoring. Mentoring for the boys and girls on the subject of HIV/AIDS, organized in collaboration with the COLUSIMEN (the National AIDS committee situated within the Gabonese Ministry of Education), took place separately at the ceremony. The ceremony took place at the École Martine Oulabou in Libreville.



Whereas previously FEGAB provided mentoring primarily at such large events, within the past year, it has also added what it calls “mini-mentoring” sessions, some of which are held in classrooms and some in courtyards in the various disadvantaged neighborhoods where it implements the program. FEGAB members regard this strategy as successful because: smaller groups foster more open discussion; the younger scholars feel more at ease and more able to ask questions in their own environment; and because the sessions disseminate mentoring messages to scholars’ parents, neighbors, and non-AGSP students.

The organization conducted four such mini-mentoring sessions in the month of May and two in June. By experimenting with various types of mentoring in different environments, FEGAB has learned more about the ways students learn best, and will be incorporating these lessons learned into future mentoring plans. FEGAB is also planning on integrating the mentoring modules developed by Winrock International that will be published soon in USAID’s forthcoming *Girls’ Mentoring Resource Guide*. This guide was distributed in draft form to partners at the AEI-AGSP All-Partner Conference that Winrock convened in May in Johannesburg.



FEGAB organizes mentoring sessions for younger children in the neighborhoods to make them feel more at home and to spread awareness raising to parents, guardians, and neighbors. (Credit: FEGAB, 2008)

FEGAB promotes the goals of AEI-AGSP at the ceremonies it organizes, which are usually covered in the press. Members of FEGAB have also advocated for AEI-AGSP and education for all at events such as the commemoration on March 10, 2008 of International Women’s Day held at the residence of the US Ambassador to Gabon, Eunice S. Reddick, an occasion that was also heavily covered by the Gabonese press.

AFEG got off to a late start with its program this year as well, particularly for the boys. Indeed, according to AFEG, the boys only benefited from the first payment of their scholarship, which covered books, uniforms, and t-shirts for them, which were not delivered until August. The tardiness in implementing the boys’ program also meant that the boys did not receive any mentoring. The delay in scholarship delivery to the boys was due to the length of time that AFEG took to negotiate the

contract for this expansion. In theory, the provision of scholarships to the boys in the fifth year of the project should be timelier.

AFEG held selection, mentoring, and scholarship distribution missions for girls in the provinces of Moyen Ogooué from March 18–22, 2008, another in Ogooué Lolo from April 14–16, and one in Woleu-Ntem province from April 7–9. At these events, AFEG conducted most of the HIV/AIDS sensitization and a health professional explained to the scholars the difference between being HIV-positive and being sick with AIDS, the various modes of transmission, and

how to protect oneself against the pandemic. Brochures on the different causes of school drop-outs (e.g., early pregnancy, contracting HIV or being HIV-affected) were distributed to the scholars.

AFEG has representatives at each school who maintain contact with the coordinator in each regional capital and pass on any issues that may arise. The duties of these women also include: making sure that the girls receive their breakfast each day and that scholarship components are used by the scholars and not other members of the community; checking the scholars' grades and attendance; and organizing at least one mentoring event per month for the scholars. The coordinators stay in regular contact with the AFEG members in Libreville.

Community Participation

FEGAB holds meetings with the parents and the school directors to explain the program to them and to answer any questions they may have. Parents also played a key role in helping to organize the scholarship distribution ceremony and they opened their doors to host the mini-mentoring sessions in the various neighborhoods of Libreville.

FEGAB reports that it has a fruitful relationship with the president of an organization for handicapped women, Mrs. Cheyi. The president came to FEGAB's office in person to pick up scholar applications for the fifth year of the project and will pick up the application from each candidate and return the forms to the FEGAB office personally. According to FEGAB, Mrs. Cheyi is a very dynamic woman who attends all the mentoring activities, helps to organize the distribution of scholarship items, which takes three consecutive weekends to accomplish, and raises awareness of the AEI-AGSP program among the members of her association and the local schools for handicapped children to reach an under-served and very vulnerable population.

According to AFEG, the mentors sensitize parents on the importance of education and unintended pregnancy. Scholars' parents, village chiefs, and school principals attend the mentoring/distribution events.

Solutions and Lessons Learned

For a variety of reasons, FEGAB realized the value of the mini-mentoring sessions versus larger mentoring events and it is looking to further enrich its mentorship with more participatory activities from the *Girls' Mentoring Resource Guide*. The organization seemed particularly motivated after attending Winrock's AEI-AGSP All-Partner Conference. Sharing experiences and hearing success stories from other partners seems to have opened up new horizons for FEGAB.

Because it got off to a late start this year, FEGAB now intends to distribute its scholarships much earlier in the upcoming project year, aiming for December 2008.

AFEG continues to suffer from a number of challenges: in the frequency of its communications, in the time its officers in Libreville have available for implementation, and in its openness to change and willingness to take responsibility for the program. In its next monitoring visit, Winrock representatives will work to deepen the dialogue with AFEG to discuss ways in which new strategies for implementation and reporting can put into place.



FEGAB mentors older girls at school as they often feel more comfortable discussing sensitive topics, such as reproductive health, amongst themselves. (Credit: FEGAB, 2008)

In The Spotlight

Mentoring Breakthrough

A member of *Femmes Gabonaises*, Béatrice Ntsame is one of the mentors who leads mentoring activities in the various neighborhoods where AEI-AGSP scholars live in Libreville. According to her colleagues, "she has a natural

gift for making students talk,” to enable them to say things that they cannot discuss with the other FEGAB members or with their teachers. In a country where speaking of sexuality is taboo, Ntsame achieved a breakthrough of sorts when leading a mentoring session at the Batavéa school in May. It was the first time during one of these events when the students began to speak in detail of their problems touching on sexuality. FEGAB therefore relies on Ntsame to find out if scholars are experiencing school-related gender-based violence or violence in the home. Asked what has allowed her to achieve these mentoring successes, she says: “I gain their confidence at first by introducing myself and speaking of myself, telling them that we are going to have an exchange to get to know each other. I make it clear that I don’t want to harm them and their secrets will never be divulged. I seek to present myself to them as a friend, a confidant, a partner. Then in a question-answer-game, after they feel reassured, they express themselves as if in a game.” Ntsame says that her experiences have been very moving for her, and FEGAB is planning on having her share her skills in small training seminars with other mentors in the upcoming year.

Making the Grade

Michelle Angue Eyi entered the AEI-AGSP program in the 2005–2006 school year as a 14-year-old in the fourth year of school. Her parents are divorced and she is being raised by her grandmother who does not know how to read or write. Conscious of her lag in school compared to most students of her age and grateful for the chance she was given in getting a scholarship, Michelle worked hard and succeeded in scoring well on the exam administered to graduate from primary school as well as on the exam to gain entry to secondary school. She took the latter exam as a student in her fourth year instead of waiting another year to take it after her fifth year, as most students do. She effectively skipped her fifth year and caught up one year in her schooling. She is no longer an AEI-AGSP scholar, but she is in the equivalent of her last year of middle school in Angone. She is still thankful to AFEG and to the American people for the chance that she had and continues to visit the members of AFEG to show them her grades.



FEGAB mentor Béatrice Ntsame has succeeded in encouraging scholars to talk about sensitive subjects during small-group mentoring sessions. (Credit: FEGAB, 2008)

AEI-AGSP Profile

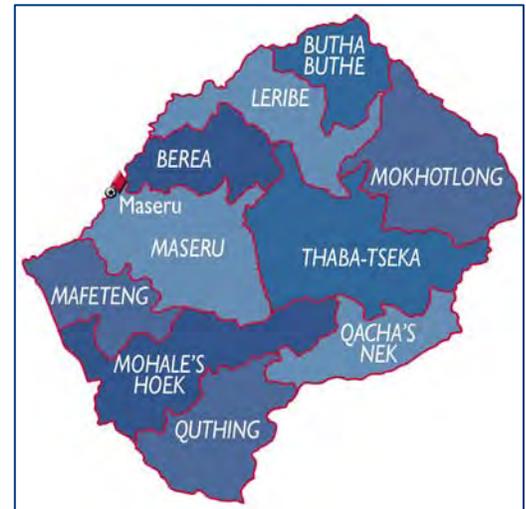
LESOTHO



October 2007 through September 2008



The Herd Boys from Paneng smile after a mentoring session on HIV/AIDS and the rights of the child. Mentors were pleased with the boys' success, as they have learned to write their names and count. (Credit: Lesotho Save the Children, 2008)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Scholarships (School Year January–December)

For the fourth year, Winrock International teamed with **Lesotho Save the Children (LSC)** to provide 272 scholarships in all 10 districts throughout the country to both primary and secondary school students. This year, through the increased funding provided by USAID and the support of the Embassy, LSC awarded 100 scholarships to boys in addition to the 172 scholarships already slated for girls. Forty-nine secondary school boys, 21 primary school boys, and 30 “herd boys” with no formal school experience became new members of AGSP. The herd boys are a unique population in the district of Mokhotlong, spending their days shepherding livestock in remote areas of Paneng. Because the boys do not have access to formal basic education, the scholarships for these boys are implemented through a night school, run with the help of three volunteer mentors.

PROJECT DATA	YEAR 1 (actual)	YEAR 2 (actual)	YEAR 3 (actual)	YEAR 4 (approved)
	Girls Only			Girls & Boys
Number of Partners	1	1	1	1
Total Funds Approved (USD)	\$54,840	\$61,185	\$70,333	\$170,290 Girls: \$110,607 Boys: \$59,683
Total Scholarships	161	167	172	272 Girls: 172 Boys: 100
Schools with Scholars Enrolled	38	42	58	81

Throughout the year, LSC distributed scholarship items to boys and girls, including uniforms, shoes, school supplies, and books. Secondary students also received tuition payments and, in some cases, additional assistance for transportation, hostel fees, and school examinations fees. Mentors working one-on-one with scholars



were able to identify children facing extreme personal difficulties at home, like the death of a parent, abuse, or the challenge of living with a sick parent or guardian. In these cases, LSC also provided additional food and other necessities like soap, cooking materials, and toiletries to support these children.

Mentoring (including HIV/AIDS)

In addition to scholarship items, all scholars received mentoring from trained volunteers that integrated a variety of strategies to best reach the scholars. Mentors conducted individual sessions with scholars after school and also advocated to parents, guardians, and relatives on their behalf. In some cases, LSC reported on individual scholars who needed additional health care, intervention from the Child Gender Protection Unit, or other formalized social services. Without dedicated adult mentors, these children would have great difficulty accessing the help they need.

The story of Maletsarsi, a double orphan living with her aunt, exemplifies LSC's commitment to mentoring individuals and working with parents, schools, and students. Maletsarsi gave birth over the winter holiday and was told that she was expelled from school. This news was devastating to Maletsarsi, as she had hoped to return to school and study and had even talked with another aunt about looking after her baby. LSC was able to advocate on Maletsarsi's behalf with the school principal and persuade him to re-enroll her in the next academic year. As LSC staff explained, "Maletsarsi is a bright girl who gets position one in class. We will not allow the baby to shutter her dreams."

Throughout project year four, LSC conducted a total of four mentoring workshops in the regions of Mokhotlong, Qacha's Nek, and Maseru. These mentoring sessions reached large groups of scholars, who discussed topics such as HIV/AIDS, reproductive health, self-awareness, and empowerment. LSC used mentoring modules developed by Winrock International that will appear in USAID's forthcoming *Girls' Mentoring Resource Guide*. Winrock distributed the guide in draft form at the AEI-AGSP All-Partner Conference it convened in May in Johannesburg. The mentoring manual served as a guide in organizing the multiple-day workshops and LSC experimented with different approaches to sessions. Sometimes boys and girls were mentored together, and other times the groups were separated for discussion of sensitive topics such as reproductive health and hygiene.

From June 23 to June 27, LSC organized an HIV/AIDS-prevention workshop for 75 scholars from the Lowlands. Through hands-on learning activities, scholars were able to speak freely and ask questions. Scholars especially enjoyed a session in which a former AGSP scholar served as a role model for the students by sharing her life experiences. She spoke about her personal struggles and how she overcame these obstacles. Scholars were touched by her story and reported feeling empowered to make better lifestyle choices.

In order to ensure quality mentoring experiences for scholars, LSC facilitated regular training sessions for mentors and teachers. LSC also enrolled mentors working with the herd boys in a formalized training program at Lesotho Distance Learning Center so that these mentors could effectively teach the herd boys reading and writing. The mentors felt the additional training was extremely helpful as they acquired new basic literacy teaching skills.

LSC was proud to report that 10 of the 30 herd boys are now able to read and write their names, and most members of the group can identify the alphabet in their native language, Sesotho. The mentors also taught the boys to count to 100, a skill they can use daily as they watch the animals. Most importantly, the boys were empowered and felt accomplished in their newly-attained skills. The 30 boys also attended an HIV/AIDS mentoring workshop in



Maira Lesaoana, a 13-year-old student at St. Catherine's High School, wears her AGSP school uniform with pride outside her home in Maseru. (Credit: Lesotho Save the Children, 2008)

August. Skilled mentors and facilitators were able to make the new content comprehensible to the boys, many of whom had very little knowledge about the disease. They also discussed coping with the loss of parents and supporting those infected by HIV. In addition to HIV/AIDS education, the boys engaged in activities to understand children's rights. The topic sparked great debate as the boys realized that many of their rights had been denied because of their life circumstances.

In July, teachers working in schools with AGSP scholars were invited to a five-day workshop entitled "How to Be a Good Mentor." The aim of the workshop was to equip teachers with mentoring and counseling skills to meet the diverse needs of scholars. The teachers from four different districts across the country also discussed the challenges of the program and shared success stories. Teachers provided feedback on the use of the mentoring manual, which they found extremely helpful in implementing mentoring sessions. They reported that other colleagues have marveled at the manual and have asked to use it in their own activities, independent of AGSP.

Community Participation

As in past years, community involvement has continued to strengthen AGSP implementation in Lesotho. LSC collaborates with community members, parents, and teachers to identify underprivileged girls for academic scholarships and mentoring support. Through November and December, applications were received and reviewed by a selection committee comprised of village leaders, health workers, parents, teachers, and school board members. In January, when the boys' expansion was launched, LSC received direct referrals from communities identifying needy boys. Using the same selection criteria as the girls (economically disadvantaged, orphaned, physically handicapped and/or impacted by HIV/AIDS), the selection committee awarded scholarships to 49 secondary school boys, 21 primary school boys, and 30 "herd boys" with no formal school experience.

In addition to advising in the selection of scholars, community members played a valuable role in program implementation by serving as mentors and working with scholars individually. During community visits, LSC held meetings to sensitize parents and guardians on the funding source of AGSP. In addition, village chiefs offered traditional blessings at the beginning of several mentoring workshops. In the case of the herd boys, the village chief attended the workshop for the entire last day and closed the session by encouraging the boys to "take their education seriously." This chief later spoke with the livestock owners, asking them to release the boys earlier from their work so they could attend evening classes and continue their education.

Within the target communities, AGSP scholars are representing their peers at events. At the end of April, boys and girls addressed parliamentarians and government officials during the national launch of the Child Helpline. The emergency phone service is a partner project between LSC and UNICEF under the Ministry of Health and Social Welfare. AGSP scholar Mageorge Mokone from Maseru High School made a presentation at the event on the struggles of orphans. With help from AGSP, she was empowered to share her story with the public.

Solutions and Lessons Learned

At the onset of the project year, some of LSC's administrative challenges lengthened the contract negotiation process and prevented an on-time start for AGSP implementation in Lesotho. This delayed the distribution of scholarships, and put additional pressures on staff members who were already stretched working on the start up of the Child Helpline program. LSC also continued to experience internal communication difficulties between its finance and programmatic units. LSC established a system of monthly meetings between the units to review the financial status of the program, and this has helped the program unit access funds on a more-timely basis. Winrock has continued to provide guidance to LSC and is encouraging LSC to continue to make concrete progress.

In The Spotlight

Nurses in the Making

Kelibone Thithe is a double orphan at St. Thomas High School in Mohale's Hoek. With the assistance of AGSP, Kelibone has been able to stay in school and has discovered she loves math! This year her school recognized her academic achievement and awarded her first position in math. In addition to excelling in math, Kelibone was also elected to the position of school monitor to serve as a role-model to other students. Her teachers describe her as a

“bright girl and future leader.” Kelibone is excited about academics and her future; with hard work and dedication to her studies, she plans to become a nurse some day.



Puleng Makhasane from John Paul XXIII School in Qacha's Nek smiles for the camera as she describes her dreams of becoming a nurse. (Caption: Lesotho Save the Children, 2007)

LSC scholar Puleng Makhasane is in Form C at John Paul XXIII School in Qacha's Nek. She is 17-years-old and boards at the school. She likes living at the school because “I get enough time to read. At home, I have not time to read.” The Form E girls at the school help her with her homework and answer questions that she has. Puleng's family lives in a town called Matouley, which is not too far from the school so she is able to see her family often. She has had her school fees paid for as a part of her scholarship and has also received a windbreaker, a jersey, a jacket, a uniform, books, and school supplies. “ These materials helped me to attend school. I wouldn't have been able to attend my classes without them because my family cannot afford them,” Puleng noted. “I want to be a nurse because I enjoy math and science. To be a nurse, you have to study hard,” she said, and with her good study habits, Puleng is well on her way.

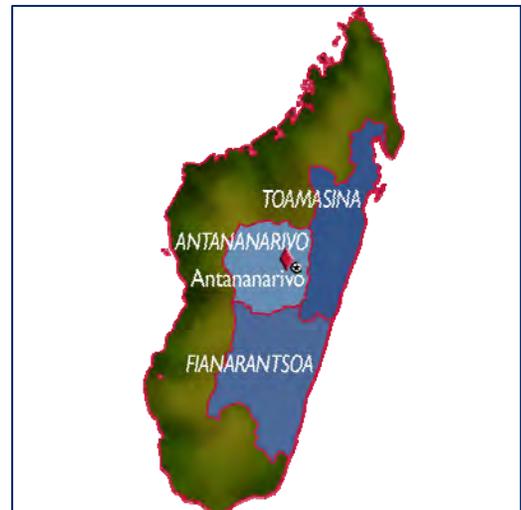
AEI-AGSP Profile MADAGASCAR



October 2007 through September 2008



The AEI-AGSP scholars enjoy cotton candy during the “Best Scholars and Mentors” conference. (Credit: Pact/SIVE, 2008)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Scholarships (School Year September–July)

Pact in collaboration with the local nongovernmental organization SIVE provided 1,000 scholarships this year to girls in 134 schools located in 10 regions three provinces in Madagascar. Five hundred forty five scholarships went to girls in primary school, and 455 to girls in secondary school. When USAID provided additional funding to expand the program to boys, Winrock International reached out to SIVE to directly implement the expansion, based upon SIVE’s strong performance implementing AEI-AGSP and in order to continue to build their capacity. SIVE provided scholarships and mentoring directly to 150 boys in 34 schools this year, 102 in primary school and 48 in secondary.

As SIVE began working with boys, they set up a bank account for each scholar and deposited funds directly into it on a periodic basis, just as Pact/SIVE has done for the girls in the program. Scholars are allowed to withdraw funds

under the supervision of his/her mentor and parent/guardian for things such as the payment of school fees, the purchase of uniforms and school materials, transportation costs, and other school-related essentials. Mentors and parents are trained on the proper use of scholarship funds and warned against misuse. Pact/SIVE

PROJECT DATA	YEAR 1 (actual)	YEAR 2 (actual)	YEAR 3 (actual)	YEAR 4 (approved)
	Girls Only			Girls & Boys
Number of Partners	1	1	1	2
Total Funds Approved (USD)	\$163,114	\$188,541	\$212,992	\$268,374 Girls: \$234,972 Boys: \$33,402
Total Scholarships	1,000	1,010	1,000	1,150 Girls: 1000 Boys: 150
Schools with Scholars Enrolled	164	143	134	134



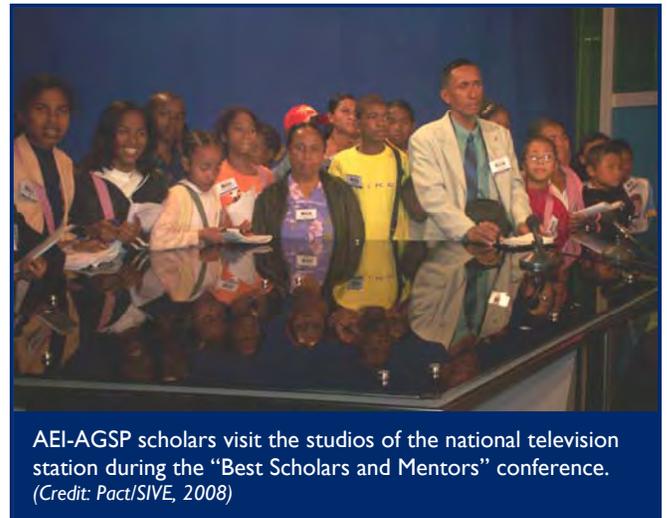
has also distributed nutritional supplements and has been implementing practical trainings this year for scholars, mentors, and parents on how to prepare enriched snacks to supplement their daily meals.

Mentoring (including HIV/AIDS)

Pact/SIVE mentors its scholars in the following subjects: HIV/AIDS, information technology, nutrition, and civic education. The organizations work with local partners with specialized knowledge in the execution of the activities in these areas, including the *Unité de Coordination de la Lutte contre le SIDA/MENRS* (Coordination Unit for the Fight Against AIDS, in the Ministry of Education), Microsoft/Projet LMI, the *Office National de Nutrition* (National Nutrition Office), and the *Office de l'Education de Masse et du Civisme* (Public and Civic Education Office). PACT/SIVE also broaches environmental issues with its students during various activities such as reading and writing practice.

The highlight of the mentoring activities this year was the organization of a “best scholars and mentors” conference in the Malagasy capital, Antananarivo. Launched as a way of motivating scholars and mentors and rewarding the best ones, PACT/SIVE brought 22 female scholars, nine female mentors, eight male scholars, and two male mentors to the city from August 17–24 for a week of sightseeing and educational tours. Scholars were chosen by their local school districts using strict criteria, including academic progress, good attendance at AGSP activities, and sound management of the scholarship funds.

Among the various sites visited were: the airport, the zoo, a high-school computer lab where scholars learned about word processing and the internet, the national television station, the university, and factories producing chocolate and soft drinks. Scholars also visited the American embassy where they met with US Ambassador R. Niels Marquardt, Special Program Manager Kerri Poore, and the new USAID Rural Development Team Leader, Doreen Robinson, to discuss career choices, the importance of education, life in America, and to watch a film on the environment in Madagascar. Scholars then visited the offices of USAID where they learned more about the agency’s work. Scholars followed up on their mentoring lessons in civics by visiting city hall, the Malagasy presidential palace, the National Assembly, the Senate, and the Ministry of Education.



AEI-AGSP scholars visit the studios of the national television station during the “Best Scholars and Mentors” conference. (Credit: Pact/SIVE, 2008)



US Ambassador R. Niels Marquardt visits an AEI-AGSP scholar who lives with her mother and five siblings in the foundations of an abandoned sports stadium. (Credit: Pact/SIVE, 2008)

Scholars discovered a host of new experiences, from modern bathrooms, to multi-storey buildings to pizza. Of the hostel where they stayed, one scholar said, “It’s funny to find oneself on the fourth floor and to look down and see everything as small.” A mentor commented that it was difficult to get the scholars out of the showers, and some of them asked to see the “large cooking pot and fire used to heat all that water.”

Earlier in the year, the AEI-AGSP program had another visit with Ambassador Marquardt, when he came to the town of Fianarantsoa in the region of Haute Matsiatra to celebrate World Environment Day as well as the 10th anniversary of Americano-Malagasy cooperation. The encounter was also attended by USAID Mission Director Gerald Cashion as well as USAID representatives in the fields of the environment, health, and education along with a number of Malagasy officials. Ambassador Marquardt visited the home of Chantal,

an AEI-AGSP scholar with good grades who lives with her mother and five siblings in the foundations of an abandoned stadium. The ambassador then observed some mentoring activities and a number of dances and songs by the scholars performed in his honor.

In addition to mentoring on specific topics, Pact/SIVE organizes intensive study sessions in the month of June, which is when students in Madagascar take their yearly exams. The review sessions are individually targeted at the weak points of each learner and are tailored to his or her level. Mentors observed that the boys have less facility with language and that this hampers their learning of other subjects. As a result, boys have been undergoing special mentoring sessions in reading and writing in order to help them progress.

The expansion of the program to boys has effectively taken off in the second half of this year. The boys chosen to participate are from seven to 19 years old, and range from the second to the eighth year in school. SIVE has awarded the majority of their scholarships to preadolescent boys (ages 9–13) since, according to many educators, it is at this age that boys begin to waver between studying and going out to play. According to SIVE, “It’s a crucial time in the education of boys because at this age, the desire for discovery and the feeling of no longer being a child pushes youth towards risky behaviors. [...] Boys want to distinguish themselves and are easily influenced by their peers. Parents start to lose part of their authority from this age on.” In addition, early adolescence is an age when boys begin to become strong enough to perform field labor, so many parents in disadvantaged households begin to pressure their boys to quit school and begin working. The mentoring and material support provided by AEI-AGSP helps to persuade parents to keep their children in school and motivates the scholars to work hard at their studies.

Academic results for the first year of boys’ integration have been impressive. Most scholars successfully passed their final exams this year, with a 100% passing rate in the east and southern zones, a 90% passing rate for the southeastern zone, and 98.43% for the central zone thanks to the scholarship and to the academic support provided in the form of special study sessions. There was not one case of a boy leaving school or the program.

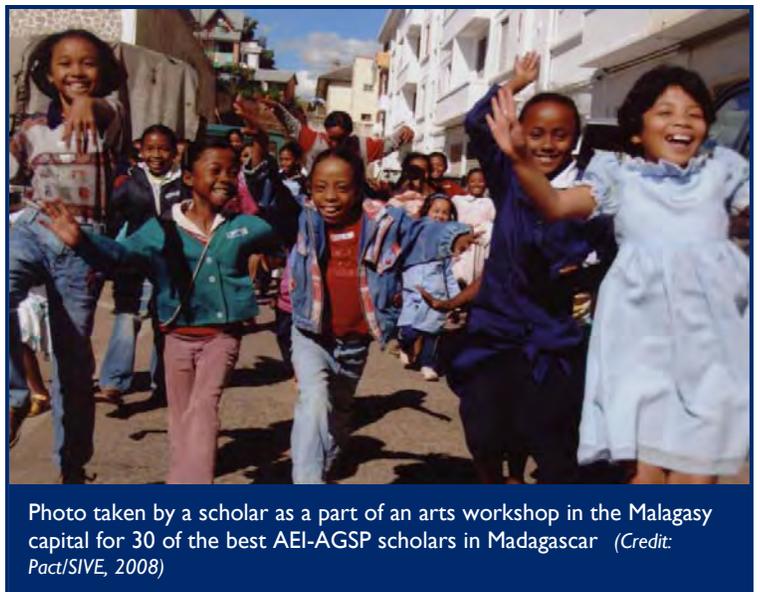
With the addition of boys to the program, Pact/SIVE has decided to conduct coed mentoring sessions on HIV/AIDS. The organizations have found that some of the boys are better informed about HIV/AIDS than the girls. They also speak more openly about the struggle against AIDS and respond more actively to trainers’ questions.

After one of SIVE’s HIV/AIDS trainings, Jean-Victor, a 14-year-old scholar, commented: “The explanations are clear and complement the information that we get at school, because at school, we don’t get a lot of time to talk about AIDS and so we can’t ask questions, whereas in this training we’re even encouraged to ask questions.” Twelve-year-old scholar Ernest said that he had thought AIDS was transmitted by mosquitoes and that because there are a lot of mosquitoes in his region, he was always afraid. “Now I know the ways it’s transmitted so I’m not afraid anymore,” he said.

Pact/SIVE has also continued its mentoring in civic education and nutrition. The latter involves learning about nutrition as well as practicing the preparation of enriched traditional Malagasy snacks. SIVE’s mentors reported a certain attitude of “discrimination” on the part of the girls towards the boys during this activity, so an introductory lesson on the concept of gender was added to stress to scholars that cooking can be performed by either sex. Mentors reported that boys enjoyed the activity, but often became impatient during the cooking time.

During the school vacation in Madagascar, many children help their parents by working in the field and doing chores. With few forms of entertainment available to children, Pact/SIVE organized mentoring activities over the vacation around the theme of “instructive vacation” involving reading, writing, and drawing practice as well as the showing of a film for the children.

Because of Pact/SIVE’s extraordinary success in mentoring and program implementation, SIVE Director Dr. Ravakiniana Ranivoarianja (“Dr. Ravaka”) was able to play a strong role at Winrock International’s AEI-AGSP All-



Partner Conference in Johannesburg in May, leading small-group work among the francophone partners and making valuable contributions to the discussion throughout the sessions.

Community Participation

Parental and community involvement continues to play an important part of Pact/SIVE's implementation of AEI-AGSP in Madagascar. Parents and other community members take part in the scholar selection process and attend meetings on the importance of education, HIV/AIDS awareness and prevention, how to prepare nutritious foods, and the proper management of scholarship funds. One of Pact/SIVE's latest initiatives is to translate its procedural manual into Malagasy so that parents can better understand the rules of the program.

Parents and other community members participate in the local scholar selection committees and they work with mentors to help them create mentoring plans. Parents also monitor the selection of scholars and bring any irregularities to the attention of Pact/SIVE. Community members also help out the scholars with the vegetable gardens that they have begun in some of the implementation sites.

Speaking of the program, the father of one of the scholars, a widower who is raising his son on his own, said: "Our heart is filled with joy for all that you offer our children...." He also expressed his appreciation of the work of school officials "because the discussions that have been led here are very beneficial for us and we are going to follow to the letter the advice that you have given us. May God reward you...."

Solutions and Lessons Learned

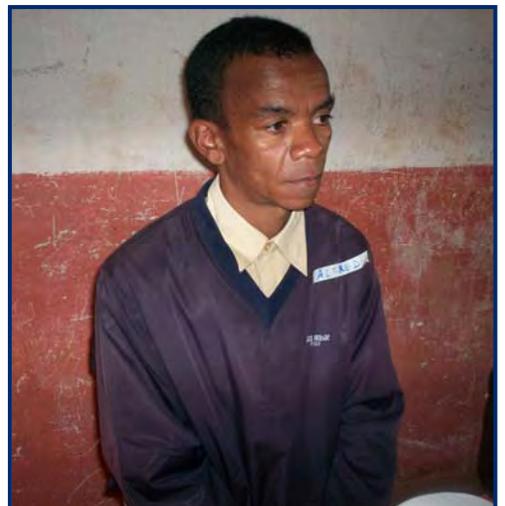
Pact/SIVE conducts most mentoring activities with boys and girls together. The addition of boys to the program has allowed SIVE to learn considerably about working with them. "The AGSP has improved its knowledge on the behavior of boys. Indeed, we have noticed that the boys participate actively in activities, but often lack patience. They need to be monitored and encouraged much more often than the girls. The boys are more motivated in activities in which they get to move around. When they decide to do something, they throw themselves into it and do a remarkable job." SIVE has thus adapted some of the activities for boys in an attempt to provide the right level of activity and stimulation for the boys' more limited attention spans.

One challenge that SIVE has faced is the recruitment of male mentors. It reports that men are reluctant to get involved and see education as a "feminine" field. So SIVE has been providing training to its male mentors (including a workshop in September covering ten school districts) and encouraging its more experienced female mentors to provide support to the newly recruited male mentors. In the meantime, some female mentors have stepped in to fill the gap and provide mentoring to boys.

In The Spotlight

"To help someone is not always a question of money."

Alfred Ratsimbazafy is a mentor in the school district of Ambositra at the Ankorombe Middle School. He has been a teacher of Malagasy since 1987. Speaking of AEI-AGSP, he noted, "The scholarship allows children to continue their studies and to ease the burden on poor parents. I did not hesitate to become a mentor when the principal asked me because, first of all, I was able to appreciate the role of the female mentors in the girls' program, and, secondly, I don't know what tomorrow holds and maybe one of these days, these children will be the ones to help me. There is also the solidarity between neighbors and between Malagasies: to help someone is not always a question of money. Since the launching of this program with boys, I have observed that the boys are more energetic and more serious about their studies with all their school supplies. They dare to ask for advice or help from teachers."



One of the newly recruited male mentors, Alfred Ratsimbazafy. (Credit: SIVE, 2008)

Academic Excellence in Madagascar: Two Scholars



AEI-AGSP scholar Yvon Rasolofoniaina is one of the top students in his class. (Credit: SIVE, 2008)

Yvon Rasolofoniaina is 15 years old. He is in his eighth year of school at the Ankorombe Middle School. He is the third of six siblings. In 2004, his father died of chronic alcoholism. His mother, Madame Rasolofinirina works as a laundress for the neighbors in the mornings and sells peanuts by the side of the road in the afternoons. They live in a nine-by-nine foot room rented at roughly \$8.50 per month. Yvon's brother dropped out of school and works as a fisherman. At noon, the meal consists of corn or manioc. Yvon would like to become an engineer or topographer later on. "I didn't dare to take Yvon out of school because he has always been first in his class..." said Yvon's mother. "In addition, my other children have already quit school. So I complained to the principal for a while. One day, thanks to God, he called me to tell me that an American program was proposing to help support children and that Yvon had been selected by the committee. I don't know what to say except thank you. I am

now sure that at least one of my children will succeed in going far in life."

Fourteen-year-old Ida Nambinina has never known her father, and her mother Francine sells juice in front of the school, earning a little over a dollar a day. During school vacations when the school is closed, Francine sells soup to passersby and earns even less. Ida and her mother live in a six-by-six foot room that Francine inherited from her grandfather. The room serves as both bedroom and kitchen.

Ida has a severe vision problem, leaving her almost blind without her thick-lens glasses. In spite of her visual handicap, she is a high-achieving student. In grade 7 at the Soamalaza Middle School, she enjoys science and English best. Ida would like to become a biologist or archeologist later in life. Ida's mother is grateful to AEI-AGSP for the support her daughter receives because, according to Pact/SIVE, "even if her own life has its difficult periods, her daughter will at least not drop out of school as so many other students do."



AEI-AGSP scholar Ida Nambinina gets very high grades in spite of her visual impairment. (Credit: Pact/SIVE, 2008)

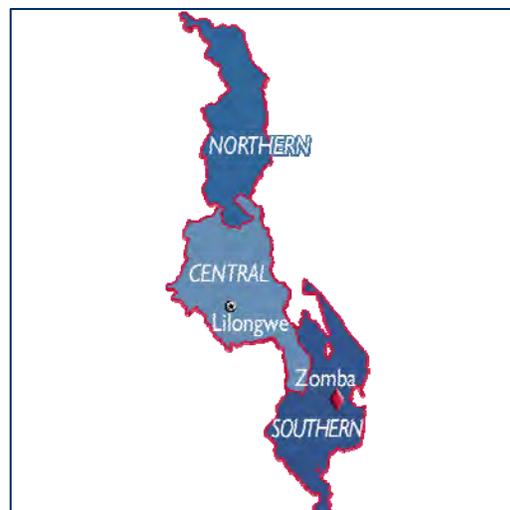
AEI-AGSP Profile MALAWI



October 2007 through September 2008



Two girls attend a pilot testing of new mentoring modules. (Credit: Winrock International, 2008)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Scholarships (School Year January–December)

Over the past year, **Creative Centre for Community Mobilization (CRECCOM)** has provided scholarships to 3,293 primary school girls in all 34 districts of the country. It also added 2,000 primary school boys to the program after USAID added supplementary funding for this purpose. The boys were selected according to the same criteria as the girls and chosen in the same way (by the local AGSP committee, composed of parents, teachers, mentors, and school officials). Scholarship packages for all participants include items such as: exercise books, school materials, shoes, socks, underpants, one school uniform, sugar, paraffin (for studying by lamplight), laundry and bath soap, petroleum jelly, a traveling bag, and a blanket. Girls received a traditional cloth overskirt and two petticoats, and boys received shoe polish, a shoe brush, and a lamp. (Girls received lamps in previous years.)

PROJECT DATA	YEAR 1 (actual)	YEAR 2 (actual)	YEAR 3 (actual)	YEAR 4 (approved)
	Girls Only			Girls & Boys
Number of Partners	1	1	1	1
Total Funds Approved (USD)	\$471,975	\$516,977	\$549,012	\$972,538 Girls: \$616,714 Boys: \$355,824
Total Scholarships	3,307	3,254	3,322	5,293 Girls: 3,293 Boys: 2,000
Schools with Scholars Enrolled	1,402	1,388	1,408	1,410

Mentoring (including HIV/AIDS)

CRECCOM's mentors play a vital role in making sure that the scholars stay in school and perform as well as they can. They check the scholars' academic performance, conduct home visits and advise parents and guardians on how to support the scholar, as well as



provide mentoring on issues such as the importance of education, study skills, health and hygiene, income-generating skills such as crafts or sewing, gender-based violence, HIV/AIDS mitigation and prevention, life skills and career guidance. They also work with parents on income-generation projects to pay for community-based retreats and educational field trips for the AEI-AGSP scholars and to set aside funds for scholars who need some support in secondary school when they leave the program.

CRECCOM works with both “teacher-mentors,” who are primary-school teachers, as well as “community-mentors,” who are community members interested in guiding and advising young people. Both groups receive training from CRECCOM, and they complement each other and cover a wide range of skill sets. Teacher-mentors often excel in facilitating more structured mentoring activities that often require stronger pedagogical experience. Because of their professional duties, however, they may lack the time to conduct the type of intensive home visits and sensitization of parents and guardians that community-mentors are able to do. Community-mentors also bring knowledge of the local population and customs, which teachers from other areas of the country may not possess; some of them are older people as well, which adds an element of breadth and respect in Malawi. The result is a rich pool of mentoring talent.

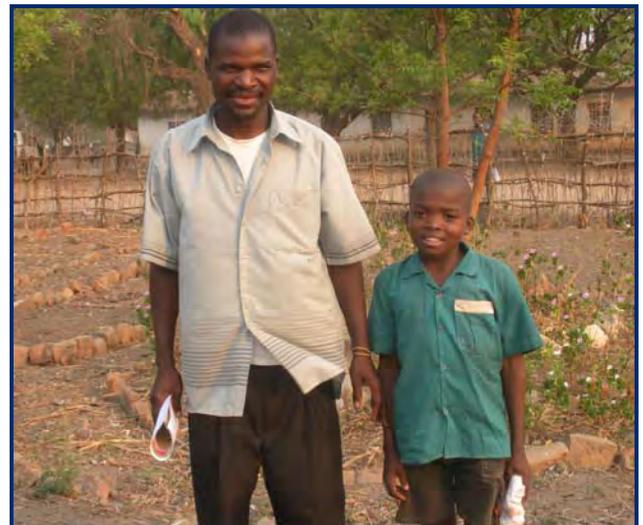
Mentors often intervene in cases of parents wanting to marry their children off, in cases when students drop out or are having problems with their guardians (who often burden them with excessive chores because they are orphans), or when they are having medical problems. One scholar in the Mangochi district had a serious menstrual problem that drove her to the verge of dropping out of school. Her mentor advised her to go to the hospital, the problem was resolved, and the scholar stayed in school.

Mentoring under the aegis of AEI-AGSP can have a ripple effect as well, such as in the case of Onia Banda, age 14, who is in standard 7 and has been in the program since 2005. Onia has lost both parents and currently lives with an aunt. She has six siblings. Two of her older sisters had dropped out of school and got married in standard 8, one as a result of a pregnancy. After being mentored by Onia’s mentor, they are now both back in school. In certain communities, mentoring activities are open to non-AGSP students, so that the life skills and messages are disseminated to a wider group of youth than just scholars in the program.

Mentors also work with parents and local school officials such as the primary education advisors, to organize community-based retreats. Community-based retreats are one- or two-day mentoring events in which scholars, parents, mentors, and education advisors come together to implement mentoring and recreational activities with scholars, share experiences, and forge ties among the various stakeholders.

While CRECCOM offers small grants to fund community-based retreats in certain areas as an incentive, the large majority are entirely community-funded. Parents and mentors contribute time and labor, food, and their own money to realize these events. Some communities organize such retreats every month, while others do so every two to three months. Depending on where they are held, some community-based retreats arrange for educational visits to local offices or sites of interest; others bring in role models to speak to the students about the importance of education and career choices. One such example is in the Echilumbeni zone in Mzimba North, where a female nurse, Ellina Mkandawire, who was orphaned at an early age, came to speak at a community-based retreat. She encouraged scholars to brave their circumstances and set goals for themselves.

Over the past year, 135 community-based retreats were organized throughout Malawi, attended by 595 boys, 3712 girls, 884 mentors, 221 primary education advisors (PEAs) and community development assistants, and more than 3000 parents/guardians. (Some of these various participants attended more than one retreat.)



Strong local mentoring is a hallmark of the AEI-AGSP program in Malawi. (Credit: Winrock International, 2008)

In addition to the community-based retreats, CRECCOM also organizes regional “most improved scholars’ retreats” as a reward for scholars who have been outstanding in their academic performance or who have shown significant progress. CRECCOM held three such retreats this year: two for girls only, and one for both boys and girls. A total of 600 scholars (495 girls and 105 boys) attended the events in the course of the year.

The chance to attend these retreats clearly motivates students to work as hard as they can: out of the 495 girls who came to these retreats, only 24 had attended one before; the rest were new high achievers. According to CRECCOM, the coed retreat (the first of its kind) presented challenges to the mentors in fostering an equal level of participation on the part of both boys and girls. The most improved scholars’ retreats offer mentoring activities on similar themes as those conducted in community-based retreats (leadership, life skills, gender and gender-based violence, reading and comprehension skills, and the physical and developmental changes that accompany adolescence). There is more opportunity for enriching educational visits, however, such as the visit to the Blantyre Museum for the scholars in the south, and for encounters with role models from a variety of professions. For many scholars, it is their first time leaving their rural areas and traveling to a large city.

CRECCOM succeeds in the area of mentoring largely because of the training and support it provides to its mentors. Much of this support is provided by the PEAs in each zone. CRECCOM therefore organized a three-day training for the PEAs in June. The PEAs not only train the mentors in pedagogy and mentoring content, they oversee their implementation of the program, provide advice, and report on activities to CRECCOM staff. Topics covered at the June workshop included: AGSP goals and lessons learned, mentoring, gender and gender-based violence, HIV/AIDS, stakeholder involvement, helping scholars to cope with stress, mentoring content on adolescence and reproduction, reporting, and planning. These PEAs then returned to their districts in the month of July and trained their local teacher-mentors and community-mentors. While the PEAs receive some compensation for their trainings, they do not receive any ongoing monetary support. Their high level of work and dedication is thus evidence of their commitment to education for all and the goals of AEI-AGSP.

Because of CRECCOM’s strong mentoring and implementation, Malawi was chosen as the site of pilot testing for new mentoring modules Winrock International is developing for boys and coed groups in the AEI-AGSP program. CRECCOM successfully organized pilot testing in Mpatsa and Mzangwe in September involving 24 mentors, four government extension workers (primary education advisors, community development assistants, and one desk officer from the district education management office), and 124 scholars. During the testing, mentors and primary education advisors were trained on the facilitation of sessions on boys’ health issues and the prevention of drug and alcohol abuse. For similar reasons, Winrock International chose CRECCOM’s Program Officer for AEI-AGSP, Thomas Kanjodo, to travel to southern Sudan earlier in September to teach mentoring skills and share experiences during the training of female mentors there for another USAID-funded girls’ education project implemented by Winrock International.

Community Participation

As mentioned above, the community-based retreats are ideal arenas for community participation and mobilization. They help to foster good relationships between scholars and parents/guardians, parents/guardians and mentors, and amongst the scholars themselves. Community members also play a key role in the local AEI-AGSP committees that select beneficiaries. They provide feedback to CRECCOM to determine what items are most needed in the scholarship package, and they also keep a close eye on how scholarship items are distributed and used. If a scholarship item is diverted by a guardian or family member, they alert the local committee and education advisors who then visit the family to sensitize them as to the proper use of scholarship benefits.

In many communities, stakeholders like village headmen have made significant contributions to the local committees as a way to ensure some sustainability for the



Thanks to CRECCOM’s awareness raising, communities across Malawi have contributed money and food to support their scholars, such as these village headmen in Mzangwe zone. (Credit: Winrock International, 2008)

program, to offer benefits to other needy students, or to provide some form of support to former AEI-AGSP scholars who have graduated to secondary school. In some cases, these scholars are eligible for a scholarship in secondary school from the department of social welfare, but often it takes months to begin to receive any support. CRECCOM begins advocating for such scholars and notifies local education and social welfare authorities who then take the advocacy upon themselves. In some cases, these scholars have received scholarships, but community support is needed to tide them over until the funds are disbursed.

In the Mzangwe zone, in Mzimba North, the local village headmen have donated over 50 fifty-kilogram bags of maize, which will be sold to contribute to the AEI-AGSP committee fund to support scholars in secondary school. The fund currently has approximately \$185 already. The same zone has begun cultivating beans as well to support its scholars during their community-based retreats. Communities in the Mwazisi zone in Rumphu have harvested 270 kilograms of beans from the community garden offered by one of the local chiefs. The zone is expecting to earn over \$500 from the beans that will be put in a revolving fund for the zone. Other zones are promoting crafts to raise money or making direct monetary contributions. Finally, in Ntaja in the Machinga district, the chiefs have even accompanied the mentors on some of their home visits. All told, more than a million Malawian kwacha (roughly \$7,142 USD) in cash and in kind have been contributed by communities this year to local AGSP funds. All of these efforts demonstrate the high level of buy-in achieved by CRECCOM working hand-in-hand with local stakeholders.

Solutions and Lessons Learned

One of the ongoing challenges is the toll of HIV/AIDS on the country. Although scholars' HIV status is not known, twenty-eight beneficiaries are known to be "chronically ill," which is often an indicator of HIV-infection. There are doubtless more HIV-positive scholars in the program given the large number of AIDS orphans in Malawi. CRECCOM is therefore making an effort to sensitize scholars, mentors, and community members on the importance of voluntary counseling and testing (VCT) for HIV and is currently looking into ways to make VCT more accessible to scholars and their families, although this is not easy in the remote, rural regions that CRECCOM serves. One issue that has not been resolved, however, is finding nutritional support for scholars who do suffer from chronic illnesses such as HIV/AIDS.

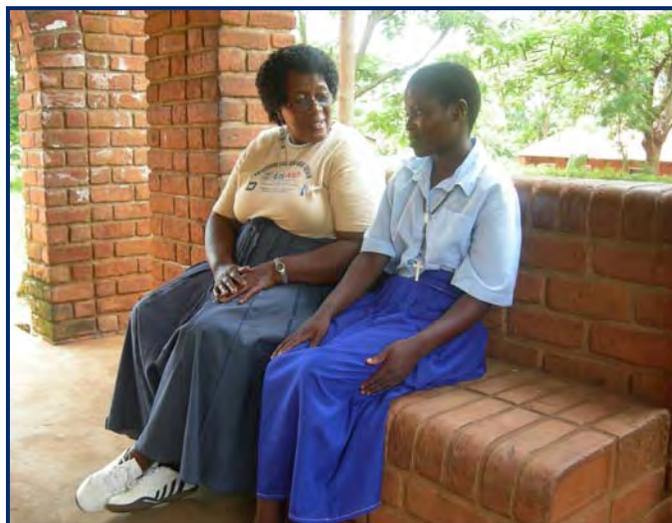
Two more challenges facing AEI-AGSP scholars and their communities are the intertwined problems of child labor and emigration to South Africa. In many disadvantaged communities in Malawi, boys are pressured or tempted to drop out of school to earn a living, particularly in the fishing industry along Lake Malawi or to emigrate to Johannesburg to find better-paying work there. The lure of good money not only encourages boys to drop out, but also creates problems for girls in the area as the latter are often enticed or pressured by their parents to abandon their studies to enter into early marriages with men and boys who are viewed as "good catches" because of their relatively high earnings. AEI-AGSP mentors in these areas are working hard to convince parents to keep their girls in school and avoid early marriages to men who, because of their money and the high-risk places they work, are often HIV-positive. According to Mrs. Bauleni, the PEA in Chimbende zone where there is a high drop-out rate due to girls marrying these emigrants in Johannesburg, the program has encouraged parents to let their girls stay in school and the retention rate has increased.

In The Spotlight

Scholars Excel in Malawi

Mercy Kachingwe is a former AEI-AGSP scholar from Dzunga Primary School in Dzunga Zone in Blantyre Rural zone. Mercy comes from a very poor family and lost her father while she was in standard I. Mercy's mother could not fully support her and her five siblings. Mercy worked hard in school, however, and was chosen for a scholarship in 2005.

Through AEI-AGSP, Mercy received a number of



Mercy, in the corridors of Lunzu Secondary School, receives mentoring from Primary Education Advisor Mrs. J. Chiromo. (Credit: CRECCOM, 2008)

scholarship items including food, clothes, school supplies, and a lamp. Of all these items, she values the lamp the most. “When I think of what a lamp has done for me, it’s something that I can’t imagine. I used the lamp to study at night, which could not have been possible [without the scholarship]. Thanks to my teachers who used to provide me with paraffin,” she said with a smile. Mercy was motivated enough to keep up her high academic achievement. As a result, she earned a place at Lunzu Secondary School. Mercy was one of only four students from her primary school selected to attend secondary school, and she was the only girl.

Her teachers and members of her community provided her with some support for her secondary schooling and, fortunately, a local Primary Education Advisor, Mr. Kadzuwa, helped her get a government scholarship from the department of social welfare. Mercy aims to become a medical doctor some day. CRECCOM cites Mercy as an example of “girl power”!

Ackim Kanyenda, an 11-year-old in standard 6 is an AGSP scholar in the Nkhotakota district. Ackim has problems talking, writing, and moving, but he is highly intelligent. Although he has never been diagnosed, he likely has some form of cerebral palsy or similar disability. In addition to his disability, he has no father, and his mother married another man and is no longer in Ackim’s life, so he lives with his grandparents and an aunt. Given his disability and his family’s lack of means, Ackim would likely not be in school if it weren’t for AEI-AGSP. With his scholarship, however, Ackim can now write, albeit with difficulty. His mentors look out for him and even encourage him to push himself in his studies. Ackim is a spirited person who enjoys soccer best of all the mentoring activities he participates in as a part of AEI-AGSP. He currently ranks second in his class of 42 students, and is interested in a career in aviation.



Ackim Kanyenda’s scholarship has allowed him to stay in school and thrive, in spite of his physical impairment. (Credit: Winrock International, 2008)

Janatu Puleni’s mother passed away and his father is an itinerant fish vendor and therefore often absent from the house. The 14-year-old AEI-AGSP scholar is nevertheless one of the top students in his class at Malindi Primary School on the shores of Lake Malawi. Given the proximity of the lake and his family’s constrained circumstances, he probably would have dropped out of school to help support his three younger siblings by fishing as do most of the boys in the zone. Whereas he used to rank 17 in his class before he received his scholarship, Janatu now fluctuates



Scholar Janatu Puleni has set himself high goals for secondary school and beyond. (Credit: Winrock International, 2008)

between first and third place out of 150 students. His goal is to be admitted to the prestigious Kamuzu Academy, widely regarded as the best secondary school in the country. There is already one former AEI-AGSP scholar from the area who managed to make it in to Kamuzu, so Janatu knows it is possible. Asked which mentoring activities he enjoys the most, he replies that he simply likes the six visits per month that he receives from his mentor and the chance to talk. Janatu aspires to be a pilot when he finishes his education.

AEI-AGSP Profile MOZAMBIQUE

October 2007 through September 2008



ADPP scholars color a poster on HIV/AIDS as part of the activities for International Children's Day, June 1. (Credit: ADPP, 2008)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Scholarships (School Year January–December)

During the fourth year of the program, Winrock continued to work with five partners in Mozambique. This year, these partners provided a total of 6,000 scholarships to girls throughout the country. When USAID provided additional funding to expand the program to boys, the five partners responded positively and were able to provide 1,575 scholarships to boys, reaching a total of 7,575 girls and boys in Mozambique.

Associação Moçambicana para a Ajuda de Desenvolvimento de Povo para Povo (ADPP) awarded 2,300 primary school scholarships to girls in Maputo, Sofala, Manica, and Nampula Provinces and 325 primary school scholarships to boys in Maputo, Manica, and Nampula Provinces. The scholarship materials included school books, school uniforms and shoes, pens, pencils and rulers, paraffin and paraffin lamps for studying at night, and food.

PROJECT DATA	YEAR 1 (actual)	YEAR 2 (actual)	YEAR 3 (actual)	YEAR 4 (approved)
	Girls Only			Girls & Boys
Number of Partners	5	5	5	5
Total Funds Approved (USD)	\$558,424	\$766,703	\$919,330	\$1,197,844 Girls: \$983,317 Boys: \$214,527
Total Scholarships	5,964	6,002	6,000	7,575 Girls: 6,000 Boys: 1,575
Schools with Scholars Enrolled	169	172	166	171

Kulima/IDR awarded 1,400 primary school scholarships to girls and 800 primary school scholarships to boys, all in Inhambane Province. Scholarship materials included clothes, school supplies, food and nutritional supplements, hygiene kits, and additional funds (such as transport



money for doctors' visits) for some scholars on an as-needed basis. Kulima added 177 new girls to the program, replacing those who completed primary school in 2007.

The **Forum of Women Educationalists in Mozambique (FAWEMO)** awarded primary school scholarships to 500 orphaned girls and 200 boys in Zambézia, Gaza, and Inhambane Provinces. These scholarships included textbooks for the recently-approved Mozambican national curriculum, bath and laundry soap, uniforms, pens, pencils, notebooks, and school supplies.



An AGSP scholar receives clothing and other scholarship materials from the FAWEMO scholarship committee at EPC Pamuane. (Credit: FAWEMO, 2008)

Cáritas Regional de Chokwé awarded primary school scholarships to 295 primary school girls, five AGSP girls who had reached secondary school, plus 50 primary school boys in Gaza Province. Scholarship items included school supplies, uniforms/clothes, food, shoes, and hygiene products such as soap.

World Relief awarded scholarships to 1,500 primary school girls and 200 primary school boys in Inhambane Province, including school supplies, books, transportation money for some of the girls, uniforms/clothes, school bags, underwear, shoes, food, blankets, mosquito nets, and money for participation in end-of-the-year school activities.

Mentoring (including HIV/AIDS)

Throughout the entire project year, ADPP hosted various lectures for the scholars. In July, for example, a lecture was presented in Xipamanine on “Coeducation and Sexuality,” which was chosen as a means of educating both the girls and boys on how to socialize with each other appropriately during and after school hours. In Cidadela, after several cases of scholar pregnancies were discovered over the course of only a few months, ADPP invited two officials from the District Department of Social Welfare and Youth to speak to all the scholars at the school in grades 5 to 7 about early motherhood. The lecture, entitled “Education and Social Life,” dealt with the necessity of education for all of the scholars as well as the consequences of becoming parents at an early age. In addition, ADPP’s information campaign on HIV/AIDS continued throughout the entire year. Information was delivered through lectures, as well as through pamphlets distributed to the scholars.

The mentors, or *madrinhas* (godmothers), and—with the addition of boys to the program—godfathers who work with ADPP make regular visits to the homes of the scholars to monitor the health, behavior, and academic progress of the scholars. In cases when several scholars were having difficulties in certain subjects, special make-up classes were scheduled to help them improve. The visits were also an opportune time for mentors to verify that the scholars had received their scholarship components and ensure that there were no problems being caused as a result of the scholarships. ADPP reported that there were very few cases of negative reactions to the scholarships; rather, the families were very happy for the support. The home visits remain one of the most important activities in the program, helping individual boys and girls as well as creating awareness about the importance of education among the scholars’ families and communities.



Kulima scholars enjoying a snack during a break at one of their mentoring events. (Credit: Kulima, 2008)

In Chimoio and Sofala, ADPP organized several after-school income-generating activities, both in agriculture and handicrafts. The scholars learn how to manage a maize field and vegetable gardens and how to embroider, among other activities. ADPP also created different cultural and life-skills groups at the beginning of the year that the girls

were encouraged to join, giving them additional opportunities to socialize and learn outside of the classroom. In Cidadela, the musical group that was formed performed very well, in spite of the age and quality of the instruments. The musical group in Maputo was the only group composed of young children. The theater group in Chimoio qualified to participate in the 5th National Arts and Cultural Festival in Gaza on June 11th. In Xipamanie, the modern-



Recreational events are a highlight of mentoring for Kulima scholars in Inhambane. (Credit: Kulima, 2008)

dance group participated in a dancing competition called “Fama Show,” which was organized by STV, a national television channel. Unfortunately, the dance group was eliminated after the sixth show, but they were happy with their performance and have resumed their normal practice sessions.

Cáritas Regional de Chokwé provided monthly mentoring activities the third week of each month. These activities ranged from lectures and theater productions to the distribution of educational material. All of the scholars participated in these activities, which were mostly held with girls and boys participating in separate groups. Cáritas also took advantage of the various national holidays throughout the year to provide additional mentoring on HIV/AIDS to the scholars. The messages were relayed by the mentors

and *activistas* (members of the communities selected to serve as a liaison to Cáritas), community leaders, members of the government, parents, and teachers using videos, song, and dance. In addition, Cáritas continued to moderate a one-hour radio program that airs at night and has a wide audience in the community, including many of the AGSP girls and boys. The program works to educate the community about various topics, most recently about voluntary testing and the “living positive” lifestyle.

As FAWEMO distributed scholarship materials, they concurrently conducted an assessment of the scholars’ academic performance. For those who were having difficulties in a particular subject (mainly Portuguese and math), the mentors made follow-up visits to help the scholars pass their next exams. FAWEMO’s mentors also led mentoring sessions throughout the school year, which were open to all of the students in participating schools, not just AGSP scholars. It was estimated that between 50 and 90 students in each of the nine schools participate in the weekly sessions on HIV/AIDS. Other topics that were covered included personal hygiene and the prevention of sexually transmitted infections and unwanted pregnancies. The mentors noted that they were even more eager to work with the scholars after receiving an initial training based on USAID’s *Girls Mentoring Resource Guide*, which Winrock International distributed in draft form at its AEI-AGSP All-Partner Conference in South Africa in May. Winrock played a key role in developing the guide’s ten modules, which address subjects such as mentoring skills, gender and girls’ rights, adolescence and reproduction, HIV/AIDS, and careers.

Kulima’s mentoring activities comprise the core of their program. Through focal point mentors and caregivers, AGSP beneficiaries receive several layers of mentoring. Each beneficiary receives regular home visits, which provided caregivers and staff with the opportunity to assess the scholar’s family situation and evaluate any improvements as a result of the scholarship. Caregivers and staff also visit the schools to monitor beneficiaries’ performance.



World Relief mentors in Mahumane meet to discuss the program. (Credit: World Relief, 2008)

In March, Kulima’s HIV/AIDS program officer and health assistant developed a joint mentoring plan, which included peer education, vocational training, and some income-generating activities. All of the mentors received a refresher course (or in the case of new mentors, a beginner training) on basic health care, peer education, and hygiene. The

course was broken down into ten sessions, twice a week, in each district. The training took place simultaneously with the school visits and included the new mentors for the boys.

In Homoine, the mentors have started including several life-skills lessons with the scholars, as well as sewing and embroidery. Kulima is hoping to spread these activities to other areas soon. Also, in Homoine as well as in Inhambane and Inharrime, Kulima worked with a local teachers' group, Tsuketane, to help convey important awareness-raising messages to the scholars.

This year, World Relief worked with 472 mentors who are responsible for approximately five scholars each. The mentors are a source of guidance on a day-to-day basis, and also visit the scholars' homes at least twice a month. During these visits, the mentors verify that parents allow time for the scholars to study. They also use that time to discuss issues with the scholars such as HIV/AIDS prevention, personal hygiene, and house chores. Mentors are encouraged to dress neatly themselves during the home visits so that they can serve as role models for the girls. In addition to individual mentoring, group activities are held with the scholars during holidays. World Relief is looking forward to the publishing of USAID's *Girls' Mentoring Resource Guide* in Portuguese so that they will be able to distribute it among the mentors to enrich the current program.

World Relief mentors also worked together to form a general fund to enable mentors to implement small income-generating activities. Each mentor contributed a small portion of his or her allocated mentoring monies to this fund. The intention of the fund is to enable the program to continue after the final year of AGSP. Plans for using of the funds include the purchase of animals such as pigs or chickens, or purchasing a sewing machine or baking supplies. The area of Gove has already developed a small vegetable garden.



Community Participation

ADPP continues to include various members of the communities in several aspects of the program. The *madrinhas*, parents, school representatives, and community leaders all participate in the distribution of the scholarship materials as well as in various meetings and lectures that take place throughout the year. In addition, on May 24th, a special event called "Open Day" was held in Chimoio, during which the entire community was invited to visit the school and witness how AGSP scholars are learning through the diversified programs being implemented in the school. In June, in Cidadela, the Arts and Sewing Club exhibited and sold some of their work at the Mozambique Association of Photographers in Maputo. In Sofala, four student interns from the ADPP Vocation School in Lamego worked in the three districts to teach the scholars how to spread information and mobilize communities through theater, singing, and dancing. After only two months of these activities, ADPP noted an increase in interest among not only the scholars and mentors, but also the surrounding community.

Cáritas involved members of the community in many aspects of the program, including awareness raising about the program, selection of scholars, and encouraging, counseling, and guiding the beneficiaries throughout the school year to help them keep up with their studies. The *activistas* work directly with the community and serve as the link between them and Cáritas. The community was also involved in mentoring activities held during national holidays. For International Children's Day on June 1st, Cáritas put together a video that was aired in public on television. Regional Coordinator for Cáritas, Cacilda Tam San, and the district administrator for Chokwé were among those featured in the video discussing the scholarship program supported by the American people.

FAWEMO works with scholarship committees that are comprised of 25 to 35 members who may include the school headmaster, teachers and students, leaders in the community, and relatives of the scholars. The committees assist FAWEMO with the selection of scholars as well as the distribution of school supplies, hygiene materials, and snacks. FAWEMO's targeted communities expressed their gratitude for AGSP, noting that the scholars would not be in school if it were not for these scholarships, which alleviate the economic strain on families.

Kulima relies on all sectors of the community to assist in the successful implementation of the program. Local community members and focal point persons who had previously received training assist with mentoring as well as with awareness raising about the program. During regularly-held evaluation meetings, Kulima staff discusses strengths and weaknesses of the program with members of the community, school directors, and representatives of the school governing bodies. They also discuss any obstacles to implementing the program or misunderstandings that may have occurred. Kulima also engages with the media to communicate to the public the objectives of the program and any news or events related to it.

The communities that World Relief works with actively participate in the various meetings that are held with the mentors. The communities of Mahumane and Nhabinde have been especially active. During a visit in May, the district administrator went to a community farm that AGSP mentors are a part of and congratulated the local leadership for assisting the mentors and teachers in times of need.

Solutions and Lessons Learned

ADPP has had to replace *madrinhas* and mentors throughout the project year for varying reasons. Some moved to other areas, some did not carry out their duties, and some had to leave the program due to illness. ADPP worked quickly to ensure that a new *madrinha* or mentor was found as a replacement as soon as possible to ensure smooth implementation of the program.

ADPP has sadly reported the deaths of a number of scholars and mentors. Marta João, a scholar who was involved in a terrible fire accident in Ussingue, passed away while receiving treatment in the hospital. Rebecca Marcos Jose, in the Buzi district, died at age 11 from cerebral malaria, and Eliza Antonio, of EPI Maconde, succumbed to cholera at the young age of 10. In these two last examples, the illness was already too far along for any medical treatment to help. This reinforces the need for regular visits by the *madrinhas* and mentors to monitor the health of the scholars, in hopes of avoiding future deaths.

After attending the AEI-AGSP All-Partner Conference in May, FAWEMO gained an even clearer vision of their goals for the program. They felt that the sessions on HIV/AIDS were particularly pertinent to helping them in the fight against the pandemic. Upon their return to Mozambique, FAWEMO shared the draft version of USAID's *Girls' Mentoring Resource Guide* with their mentors, who were excited to have an additional resource that could help them in their mentoring activities.

Kulima suffered a great loss this year when Program Director Feliciano Caetano Jose Simbine was killed in a car accident on June 15 in Xai Xai/Matimule. He was heavily involved with Kulima's community programs and will be missed by all of his friends and family. He was truly an asset to AGSP. Condolences poured in from other AGSP partners in Mozambique and from Angola, Lesotho, Malawi, Namibia, and South Africa. Most had just met Caetano (as he liked to be called) at Winrock's All-Partner Conference and were inspired by his work. Writing from Malawi, the director of AGSP partner, CRECCOM, expressed the sentiments of many others when he wrote, "It is only last month that he shared with the entire AGSP family the wonderful work that was being done in Kulima and its communities and to learn of this tragic accident that has led to his death is too hard to comprehend! May God rest his soul in peace! We would like to convey our condolences to the wife, the children and the entire Simbine family. May God take care of you and comfort you during this trying time. We are very sorry for the loss." In spite of this terrible setback, Kulima's staff and volunteers pulled together and reorganized their work to ensure that the scholars did not suffer from a disruption in the program.



Feliciano Caetano Simbine with colleagues from Mozambique and Michelle Salmen from Winrock during the All-Partner Conference held in South Africa in May 2008. (Credit: Winrock International, 2008)

World Relief has faced some challenges in finding and retaining mentors. Several mentors did not want to volunteer their time without being paid, so they tended to abandon AGSP to volunteer with another organization that provided a stipend or allowed them to work full time. World Relief does provide the mentors with a material incentive at the end of the year, in hopes that this will help motivate them. This year, each mentor was given a cooking pot and some fabric. World Relief has also had a difficult time locating male mentors to work specifically with the boys. They are working hard to motivate males in the community to participate and to understand that it will actually benefit them and their communities in the long run.

Some mentors with World Relief also expressed the need for more support with transportation, as some have to travel long distances to reach their scholars. World Relief is evaluating this situation and is considering reorganizing the mentors in such a way that they will mentor children close to where they live, thus eliminating the need to travel. They have already added more mentors to the program with the addition of the boys in order to help cover a larger geographic area.

In The Spotlight

Making the Most of What She Has



Angélica Lourenço Junior (left) sits with her sister as her mentor visits their home. (Credit: ADPP, 2008)

Angélica Lourenço Junior is fourteen-years-old and joined AGSP two years ago through ADPP. She lives in the Massane community with two uncles and her sister. Her father died when she was three and her mother died last year of tuberculosis. Now her uncles are caring for her, but neither they nor her sister has a job, and their only source of income comes from their garden.

Angélica is in the seventh grade at EP2 Buzi in Sofala. She likes to go to school and her favorite subject is Portuguese. She has more difficulty with English because she doesn't understand a lot, but she wants to improve so she can go to university when she graduates. One of her dreams is to be a nurse.

Angélica usually wakes up at five o'clock in the morning and does all the housework: washes the dishes, fetches water at the pump, prepares breakfast, sweeps the back yard, and prepares lunch. If she has time to play with her friends, she likes to play soccer and jump rope. After lunch, she goes to school and stays there until the evening. When she gets home from school, she prepares dinner and studies, using the petroleum lamp she received from AEI-AGSP.

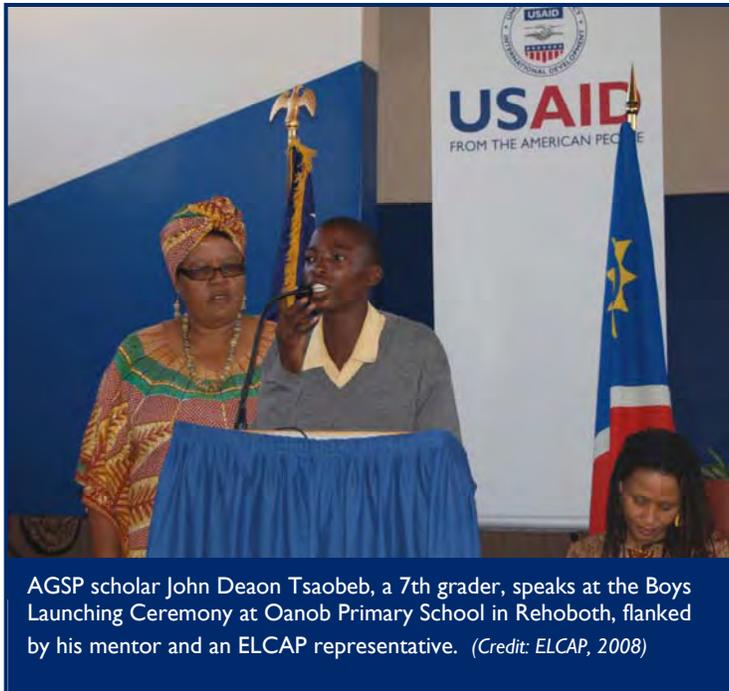
During her two years in the program, Angélica has participated in club activities such as learning sewing and embroidery with her *madrinha's* support. Angélica has a good relationship with her *madrinha*, Joaquina Semente, who visits her at home to speak about the importance of school, club attendance, sexuality, and her responsibilities at home. Angélica also receives food, school materials, clothes, hygiene materials, and fuel for the lamp that make her life easier in general. Angélica is happy to receive the scholarship items, but she knows that this assistance will not last forever, and so she works hard in school and tries to improve herself and her family's living conditions to the best of her ability.

AEI-AGSP Profile

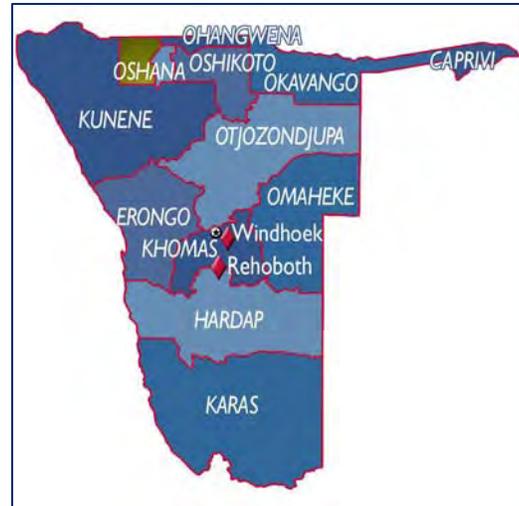
NAMIBIA



October 2007 through September 2008



AGSP scholar John Deaon Tsaobeb, a 7th grader, speaks at the Boys Launching Ceremony at Oanob Primary School in Rehoboth, flanked by his mentor and an ELCAP representative. (Credit: ELCAP, 2008)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Scholarships (School Year January–December)

Winrock International worked with two partners in Namibia, providing scholarships and mentoring to 1,046 girls in the fourth year of the program. This year, through the expansion of support provided by USAID, the AGSP partners added 200 boys to their rosters. Scholars represented 12 of the 13 regions of Namibia.

The Evangelical Lutheran Church AIDS Programme (ELCAP) provided scholarships to 429 girls and 100 boys this year. ELCAP distributed school tuition, transportation, books, uniforms, toiletries, and in some cases, food and hostel fees to scholars in Erongo, Hardap, Karas, Kunene, Oshikoto and Otjozondjupa. ELCAP also distributed 529 sleeping bags for the first time in June and July. Due to the cold weather, teachers and communities had been expressing great concern about scholars becoming ill and missing school. The scholars were thrilled when they received the sleeping bags and thanked the American people and USAID.

PROJECT DATA	YEAR 1 (actual)	YEAR 2 (actual)	YEAR 3 (actual)	YEAR 4 (approved)
	Girls Only			Girls & Boys
Number of Partners	3	3	3	2
Total Funds Approved (USD)	\$184,335	\$194,285	\$266,005	\$391,548 Girls: \$336,445 Boys: \$55,103
Total Scholarships	928	910	1,037	1,246 Girls: 1,046 Boys: 200
Schools with Scholars Enrolled	153	113	99	96

The Forum for African Women Educationalists in Namibia (FAWENA) provided scholarships and mentoring to 100 boys and 617 girls. FAWENA awarded scholarships to primary students in Caprivi, Khomas, Kunene, Ohangwena, Okavango, Omaheke, Oshana, Oshikoto and



Otjodzondjupa. As in prior years, FAWENA provided tuition, school uniforms, school supplies and toiletries. FAWENA also served special needs scholars by providing wheelchairs and other devices for handicapped children. In addition, FAWENA continued to award scholarships to children from the nomadic minority group known as the San. These scholars are challenged by a transient life, which often results in interrupted education. This year, FAWENA provided scholarships and mentoring to 173 San girls, and for the third year hosted the All-San Girls Conference in the capital city of Windhoek.



In June, AGSP scholars at Vooruitsig Junior Secondary School received sleeping bags to stay warm during the cold winter months. Focal teacher and mentor, Ms. Hildegard //Garoës, stands alongside her AGSP scholars to welcome the donations. (Credit: ELCAP, 2008)

Both implementing partner organizations also teamed up with the United States Peace Corps, which provided a volunteer to support AGSP implementation. Peace Corps Volunteer David Mayo played an integral role in AGSP activities, arranging scholarship logistics, strengthening financial and management systems, and supporting distribution plans for both organizations.

Mentoring (including HIV/AIDS)

In addition to providing scholarship items, ELCAP and FAWENA trained teachers and community members to mentor scholars. Throughout the year, focal teachers attended training workshops to learn and discuss project implementation and reporting. They also discussed how to support scholars and improve mentoring activities. Using their new skills, focal teachers conducted mentoring sessions in a variety of formats, including large-scale overnight workshops, after-school small group sessions, and one-on-one conversations between scholars

and focal teachers. Mentoring topics included empowerment, reproductive health, abuse, and children's rights. HIV/AIDS education was a paramount mentoring topic that was addressed regularly in sessions using the USAID *Girls' Mentoring Resource Guide* which was distributed in draft form at the AEI-AGSP All-Partners Conference which Winrock International convened in Johannesburg in May.

At the end of the last project year, ELCAP developed a new strategy for mentoring its scholars, who attend 49 different schools in the regions of Erongo, Hardcap, Karas, Kunene, Otjodzondjupa., and Oshikoto. ELCAP trained focal teachers within the school communities so that boys and girls could be mentored both after school and on the weekends. In project year four, ELCAP continued to use this model when sensitizing boys and girls on relevant topics such as HIV/AIDS, gender roles, hygiene and reproduction. ELCAP required teachers to submit detailed mentoring plans describing how they would mentor students and the topics they planned to discuss. ELCAP has created its own mentoring manual, but supplements this manual with additional information from the *Girls' Mentoring Resource Guide*.

In March, focal teachers were invited to an ELCAP mentoring training. ELCAP reported that the entire first day was dedicated to explaining program implementation, USAID funding, and the focal teachers' role in implementation. The teachers had numerous questions about the criteria and scholar selection process. They also discussed the importance of record-keeping and submitting data to ELCAP. As a result of this training, teachers reported a stronger effort to connect with families and communities to explain AGSP. During a follow-up training in May, teachers were challenged to focus on the mentoring component of AGSP, as they had completed giving out scholarship items during the first term of classes.

Over the last four years, FAWENA has focused its efforts on reaching scholars from the San population. The girls and boys from San communities are challenged in achieving access to formal education by a lifestyle of hunting and gathering in remote areas of Namibia. However, in recent years, the Ministry of Education has placed a priority on educating these children. For the third year in a row, FAWENA organized the All-San Girls Conference in the capital city of Windhoek on April 20-24. This year's conference focused on creating a welcoming environment for girls to discuss the challenges hindering their social and academic development; sensitization on topics such as HIV/AIDS; and most importantly, empowering the girls to make healthy decisions about their lives. U.S. Ambassador Denise Mathieu, Deputy Minister of Education Dr. Becky Ndjoze-Ojo, and other dignitaries welcomed the girls with

opening remarks of encouragement. Teachers also gave updates about the girls' progress, praising individuals for academic and social improvement. Mrs. Naris from Mangetti shared her pride in the girls, explaining, "Many girls graduated from grade 7; six are continuing in secondary school; and three girls are in grade 10. Maria Galisi has passed all grades since being in AGSP!"

The conference also included workshop sessions and presentations from role models from the San community. A young San woman currently attending the Windhoek College of Education, Ms. Menesia Oreses, delivered an inspiring message to the girls about education and resilience. The 49 girls also participated in hands-on learning activities. In one activity called *Drawing My Dreams*, the girls drew pictures of themselves at different times in their future. They then presented their pictures and discussed how they would achieve their goals. In another activity the girls identified what specific problems hinder their social and academic development, and then created skits, songs or stories that addressed these issues. Other activities included team building games and a tour of the city.

In addition to the San Conference, FAWENA conducted regular monitoring and evaluation visits to schools all over the country. Through these visits, FAWENA obtained and updated detailed records of the scholars' home circumstances and progress. By meeting regularly with scholars, teachers and principals, FAWENA had a clear understanding of the challenges and successes with program implementation at the different schools. The principal at Mulumba Primary, a school serving both mainstream learners and disabled learners, noted, "Before the scholarships, many learners did not attend school because they lacked clothes, supplies, fees and other basic needs. Since the school was added [to the program], the truancy rate has dropped, the learners' behavior is better, and their academic performance has improved."

In September, FAWENA reported that mentoring activities were impacting the boys in multiple ways. The boys were learning essential information about life style choices, reproductive health and the importance of education; and also mentoring sessions were influencing how the boys and girls interacted with each other. FAWENA observed boys showing more support and respect towards the girls. In addition, family, teachers and community members felt that the mentoring sessions had influenced boys' behavior and increased their commitment to academic improvement.

Community Participation

Teachers, principals, parents and scholars welcomed the news this year that boys would benefit from mentoring and scholarship packages. Communities throughout Namibia wrote letters to ELCAP and referred boys that needed the assistance of AGSP. During site visits, FAWENA spoke with communities about the addition of boys. Teachers from Ompaandakani Combined School in the northern region of Oshana explained that "the scholarship program would address the problem of child labor as boys often skip classes to work in the fields in order to pay school tuition." Now that the boys are receiving benefits and active in the mentoring program, teachers in Oshana have reported that the boys and girls encourage each other and there is academic competition between them, resulting in improved learning.



AGSP scholars from Ompaandakani Combined school in Oshana region. (Credit: FAWENA, 2008)

Both ELCAP and FAWENA relied on community participation in the scholar selection process. ELCAP developed and disseminated a standard selection criteria and guidelines for the scholarship committees. The guidelines required that community members, school board members, and focal teachers were all participants on the scholar selection committee to advise the principal who chairs the group. FAWENA used a similar approach and also harnessed resources from the Ministry of Education. Through regular communication and updates with district level education officers, FAWENA continues to strengthen their relationship with Ministry of Education.

To celebrate the boys' participation in AGSP, ELCAP, in partnership with FAWENA and USAID, held a boys' scholarship launching ceremony. U.S. Ambassador Denise Mathieu, the Deputy Minister of Education and the FAWENA Vice-Chair made presentations to 200 boys and girls, their families, focal teachers and principals from the Rehoboth area. In addition to presentations by different dignitaries, John Deon Tsaobeb a 7th grade scholar gave a speech about the importance of education. The event was a huge success in welcoming boys to AGSP in Namibia.

During monitoring and evaluation visits, ELCAP spoke with families and communities about AGSP and USAID funding. Numerous parents asked questions about the program, and ELCAP educated the communities about the selection process and the goals of AGSP. In August, ELCAP held variety show at Ernst Jager Junior Secondary School in Karasburg. The variety show raised awareness of AGSP within the community, and also raised funds for the school's soup kitchen, which serves food three times a week to AGSP scholars and students. Parents and teachers alike believe they can see an improved level of concentration of the scholars because of the meals.

In June and July, FAWENA continued to make regular monitoring and evaluation visits to schools all over the country and visited communities to sensitize parents and families about AGSP. When visiting Okaku Primary School, parents were excited about the program and the differences they were seeing in their children. One parent explained, "My child is being supported for three years now and I have seen that her behavior has changed and academically she has improved." A proud grandmother shared, "My boy used to only go half way to school because he did not have school uniform, but now that he is getting the scholarship, his teacher informed me that he is the best performer in the class. Thank you very much, USAID please keep on supporting our children, I cannot afford to pay for the school."

Solutions and Lessons Learned

In project year four, ELCAP focused on conducting site visits and regular communication with parents and guardians to explain AGSP funding sources and the scholar selection process to communities. Through conversations with teachers, ELCAP discovered that more monitoring trips and home visits are required. A teacher advised ELCAP that by meeting the families and guardians, ELCAP can verify that scholars are receiving their scholarship packages. It was also noted that home visits are a valuable way to assess and confirm the needs of the scholar. ELCAP plans to include more home visits and monitoring and evaluation trips into their calendar for the fifth year of the project. These trips will also facilitate improved record keeping, data collection and overall project transparency.

ELCAP and Winrock continued to communicate frequently and work together to improve ELCAP's administrative and office management. ELCAP has made great gains this year with the assistance of PCV David Mayo. David worked closely with new ELCAP staff to provide training on program management, financial record keeping and reporting. Winrock and ELCAP are collectively developing plans for the fifth year of implementation so that roles and responsibilities are clearly defined by the ELCAP team. Winrock looks forward to continuing to support ELCAP in the field as they reach boys and girls across Namibia.



AEI-AGSP scholars, Geneviva Haubab and Albertina Christiaans, are 7th grade students at Mina Sachs Primary School. They enjoy being in the program together. (Credit: ELCAP, 2008)

In The Spotlight

A Determined Scholar

Uaveruka Ngombe is a 15-year-old girl from Opuwo District in the Kunene region. Uaverku has five brothers and sisters, and comes from the Himba community, a nomadic ethnic group that lives by gathering wild fruit and herding

cattle. Uaveruka attended a nontraditional mobile school designed for nomadic populations providing basic education up to grade four.



Uaveruka Ngombe has persevered in order to attend school. After completing the highest grade (4th) at a mobile school for nomadic people, AGSP support helped her to enroll in a mainstream school and secure a place at the student hostel. (Credit: FAWENA, 2008)

Unfamiliar with the value of education, Uaveruka's family sent her to school at a later age, and her attendance was poor because of her family's lack of support. She completed grade four at the mobile school when she was 13 years old. She wanted to continue her education, but to do so, she would have had to leave her village and attend a "mainstream" public school. Unfortunately, her parents disagreed with the lifestyle changes that would be required for Uaveruka to continue her education. Uaveruka and her family argued and fought; but Uaveruka was determined to continue her education regardless of her parents' adherence to tradition. Given her determination to continue her education, Uaveruka found no other option than to leave her family and search for work in order to pay for school fees, supplies, and a uniform.

She found work at Ruiters Primary School, where Uaveruka helped cook for the students. When the principal of the school heard of her resolve to learn, FAWENA was contacted to nominate Uaveruka for an AGSP scholarship. Unfortunately, both the fourth and fifth grades were overenrolled, so Uaveruka was enrolled in the third grade. Given her previous nontraditional school experience, there may also have been concerns about her academic skills and her ability to adjust socially to a mainstream school. However, Uaveruka is flourishing. She lives in the school hostel and is thankful for the opportunity to study at night with electricity. She plays netball and enjoys mentoring sessions with her friends. Uaveruka loves her new school, her uniform, and her new life. She aspires to become a teacher as she wants to help more of her people to get an education as well.

AEI-AGSP Profile

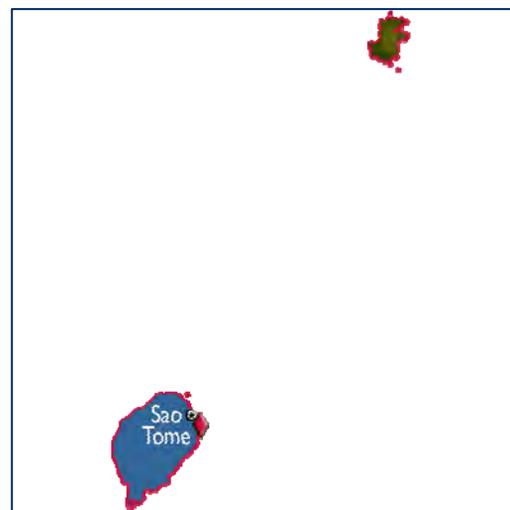
SAO TOME



October 2007 through September 2008



AEI-AGSP scholars from São Tomé attend a mentoring session on HIV/AIDS and domestic violence. (Credit: STeP UP, 2008)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Scholarships (School Year September–July)

AEI-AGSP local implementing partner São Tomé e Príncipe Union for Promotion (STeP UP) recruited approximately 160 new girl scholars to provide a total of 600 scholarships to girls this year, including 351 girls in primary school and 249 girls in secondary school. Through the expansion of support provided by USAID, STeP UP provided scholarships to 400 boys enrolled in secondary school this year. The boys come from the districts of Água Grande, Cantagalo, Caué, Lembá, Lobata, and Mé-Zochi. STeP UP implements its program in 57 schools throughout the island of São Tomé.

Materials provided through the scholarship include: a school uniform, food, school supplies, hygiene kits, and funds for additional expenses such as transportation, shoes, or clothes as needed.

PROJECT DATA	YEAR 1 (actual)	YEAR 2 (actual)	YEAR 3 (actual)	YEAR 4 (approved)
	Girls Only			Girls & Boys
Number of Partners	1	1	1	1
Total Funds Approved (USD)	\$57,994	\$72,940	\$95,566	\$205,929 Girls: \$129,600 Boys: \$76,329
Total Scholarships	400	500	600	1,000 Girls: 600 Boys: 400
Schools with Scholars Enrolled	50	52	57	57

Mentoring (including HIV/AIDS)

STeP UP implements its mentoring program through monthly visits that the mentors make to distribute scholarship items. The mentors visit the scholars in their homes as well as at school.



STeP UP has continued to team up on its HIV/AIDS activities with ASPAF, the São Toméan Association for Family Planning. ASPAF provides materials and volunteers to help STeP UP implement its HIV/AIDS activities with the scholars. Meetings were held with scholars who are 12-years-old and above. For scholars in primary school, these meetings were held with their parents or guardians in order to raise awareness on the part of the adults as well.

On April 3, STeP UP brought seven AEI-AGSP scholars from Ribera Peixe to visit the studios of the national television station TVS as a part of “Take our Daughters to Work Day.” Staff at STeP UP reported that the girls enjoyed the field trip very much as they were able to see how the programs they may have seen on TV are actually produced. The excursion also gave the girls the opportunity to think about future careers.

In addition to HIV/AIDS, STeP UP mentors in Neves and Guadalupe organized two sessions for parents and scholars on “domestic child violence.” Because of this awareness raising, STeP UP was invited to a local school to attend a celebration of International Children’s Day.

STeP UP also undertakes larger efforts at advocacy on the national level. The organization met, for example, with the officials from the Ministry of Education to discuss the subject of gender equity, the types of activities STeP UP had planned for the year, and the importance of education, particularly in rural areas. The lists of the scholars and numbers of girls and boys reached were also presented to the Minister of Education.

STeP UP advocates to the government on a variety of issues, presenting what it has learned in the field and making the case for action. When it met with government officials, the organization raised the issue of the quality of teaching in rural areas, the conditions in which students live, the needs of orphans, and child labor issues such as guardians exploiting orphans as domestic laborers. The latter is a subject that STeP UP also addresses in meetings with the communities to make them realize how important education is for orphans and how such children have a right not to be worked so hard at home that they end up dropping out of school.

In addition to STeP UP’s direct advocacy, the organization also successfully uses the media to get its message out to both the government and the public. It normally does radio interviews three times per year, and this year STeP UP was featured in a lengthy segment on the national news about AEI-AGSP.

Community Participation

STeP UP strives to involve the community and scholars’ family members in the implementation of the program. For example, community members—school directors, teachers, mentors, and parent representatives—meet and identify the children that they feel are most needy, and then STeP UP follows up to make sure that these youth meet all the selection criteria.

STeP UP held a one-day workshop in March with teachers, school principals, and mentors to address topics to be focused on during the school year, the role of the principals and teachers, the HIV/ AIDS program, violence, and harassment in the schools (by students towards other students, by students against teachers, and by teachers against students).

As mentioned above, some parents attend HIV/AIDS trainings with their daughters. Finally, mentors work with parents at the community level to develop plans for their mentoring activities.



STeP UP staff meets with teachers at the Santana Secondary School.
(Credit: STeP UP, 2008)

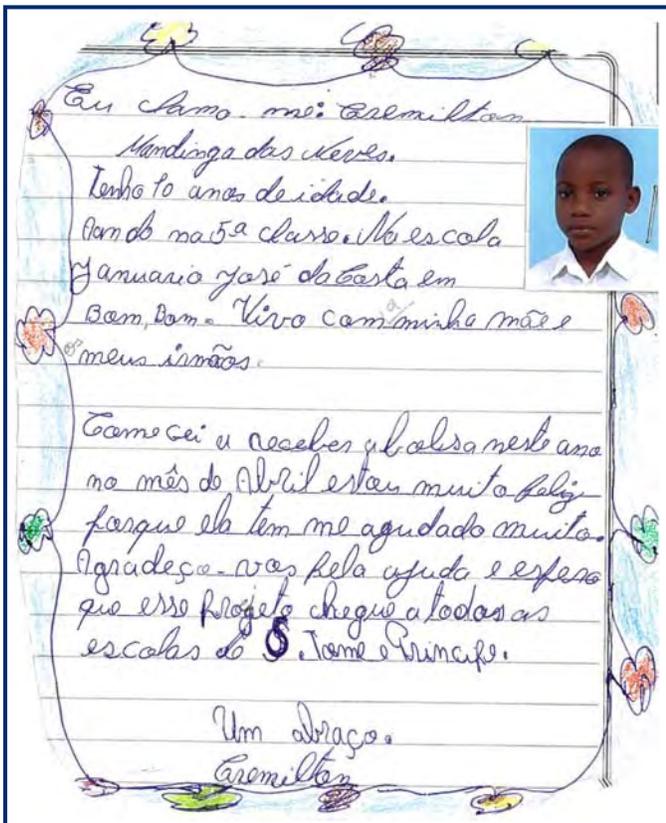
Solutions and Lessons Learned

Like many AEI-AGSP partners, STeP UP struggles with power outages and cuts in telephone/internet service. This can make it difficult for STeP UP to report on its program on a timely and regular basis. Other difficult issues cited by the organization are: the frequent displacement of its scholars, whose families move them about often without advising STeP UP in advance; and what STeP UP refers to as “family culture,” meaning families that face difficult domestic scenarios or who do not fully respect children’s rights. STeP UP reports that divorce is high in the families of its scholars, and that the resulting family situations can be hard for the children. STeP UP responds by sensitizing families as much as possible and by following up on scholars who are moved around a number of times.

In The Spotlight

In His Own Words

This touching letter from one of the newest AGSP scholars expresses his gratitude for his selection as a beneficiary this year.



“My name is Cremilton Mandinga das Neves. I am 10-years-old and in the 5th grade at Januario José da Costa School in Bom, Bom. I live with my mom and my siblings. I received the scholarship this year in April. I am very happy because it has helped me a lot. I appreciate the help and the effort that this project is giving to the schools in São Tomé and Príncipe.”
(Credit: STeP UP, 2008)

AEI-AGSP Profile SOUTH AFRICA

October 2007 through September 2008



One hundred and fifty mentees from Doornkop learned about an important chapter in the history of South Africa during a visit to the Apartheid Museum in Johannesburg. (Credit: Humana People to People, 2008)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Scholarships (School Year January–December)

In the fourth year of AEI-AGSP, Winrock International continued to partner with five non-governmental organizations and added a sixth NGO in Western Cape to provide scholarships and mentoring to 1,782 vulnerable girls in all nine provinces. Through the expansion of support provided by USAID, these partners also provided support to 841 boys throughout the country for the first time this year.

Heartbeat provided scholarships and mentoring to primary school students in two communities in the Free State Province: Botshabelo and Pieter Swart. This year scholarships were awarded to 230 girls and 75 boys in grades 1 through 7. Scholarship packages included school fees, uniforms, stationery and transportation money. Children attending the After-School Centre (ASC) for extra classes and homework assistance also received a meal every day. In Pieter Swart, due to increased crime and fear of muggings, some students opened bank accounts in order to keep transportation money safe. This experience taught money management skills and gave

PROJECT DATA	YEAR 1 (actual)	YEAR 2 (actual)	YEAR 3 (actual)	YEAR 4 (approved)
	Girls Only			Girls & Boys
Number of Partners	5	6	5	6
Total Funds Approved (USD)	\$149,627	\$260,704	\$379,031	\$695,542 Girls: \$486,413 Boys: \$209,129
Total Scholarships	1,229	1,659	1,496	2,623 Girls: 1,782 Boys: 841
Schools with Scholars Enrolled	116	138	122	172



scholars a sense of responsibility.

Humana People to People awarded scholarships to 300 girls and 300 boys in primary school in Gauteng and Limpopo Provinces, with 150 girls and 150 boys in each province. The scholarship package included: the payment of school fees, uniforms, school bags, raincoats, shoes, blankets, toiletries, and food. Humana worked specifically in fifty-four schools in the district of Bakenberg in Limpopo and in Doornkop in Soweto, Gauteng.

Life Centre delivered scholarships to 209 primary school girls and 11 AGSP girls who transitioned into secondary school, and added 80 primary school boys in Northern Cape. Life Centre focused on identifying orphaned scholars or those living in single-parent homes. As boys joined the program, Life Centre worked with community members to identify boys from the following schools: Beacon, Delta Primary, Flamingo, Frances Mohapanele, Kevin Nkoane, Letshego, Progress, and Warrenvale Combined Schools. Life Centre also identified scholars representing the San community. The San ethnic group has historically not benefited from formal education, living nomadic lives as herders and gathers. In recent years, non-government organizations such as Life Centre have targeted these San children for much-needed educational and support services. Scholarship items for the scholars included: transportation money, stationery, school bags, uniforms and supplies, school fees, and sometimes food.

Masoyi Home-Based Care partnered with Winrock International for the third year in Mpumalanga Province, awarding scholarships to a total of 319 children (220 girls and 99 boys). Scholarship items included: school uniforms, tracksuits, shoes, t-shirts, sweaters, school supplies, and stationery. Those scholars who are orphans living in child-headed households also received food as part of their scholarship package.



Boys in North West Province celebrate after receiving toiletries and hygiene items from MiET. (Credit: MiET, 2008)

Media in Education Trust (MiET) implemented AGSP in three provinces: North West, Eastern Cape, and KwaZulu-Natal. A total of 800 scholars, including 600 girls and 200 boys, received scholarship items and mentoring. One hundred boys each were added in Eastern Cape and North West Provinces, since boys in KwaZulu-Natal Province have been receiving scholarship assistance through the HERO program which MiET implements. AGSP scholarship items included: school fees, uniforms, sneakers, raincoats, school shoes, clothing, toiletries, and “sejo,” an enriched pre-cooked sorghum porridge for malnourished children.

Winrock International partnered with **Natural Botanicals** for the first time to implement AEI-AGSP in Western Cape beginning in December 2007. Scholarships and mentoring were provided to 212 girls and 87 boys, many of whom are the children of seasonal farm workers in the rural parts of Western Cape. Natural Botanicals selected new scholars, but

also served 97 girls who were previously receiving scholarships through former AGSP partner, Ikamva Labantu. Scholarship packages included: school fees, uniforms, stationery, and track suits.

Mentoring (including HIV/AIDS)

In the fourth year of the project, Heartbeat continued to follow its home-based care approach to mentoring scholars. Trained community volunteers make regular home visits to AEI-AGSP scholars living with grandparents or in child-headed households to monitor their living situation and provide support.

Heartbeat also mentors scholars at its After-School Centre (ASC) in both locations. As Heartbeat recently expanded the program to Pieter Swart, students meet for after-school help in a rented classroom. Here, scholars participate in mentoring activities, games and also receive tutoring. In Pieter Swart, Heartbeat ASC coordinator, Ms. Motislisi also spent time monitoring student progress by meeting with teachers. In Botshabelo, scholars participate in after-school activities at a Heartbeat-managed center, which also includes a library. At both after-school programs AGSP scholars have access to storytelling, drama, dance, athletics, and academic help. Heartbeat has found that the homework assistance and tutoring at the ASC improves scholars’ academic performance. Regarding the end-of-the-

year exams, Heartbeat reported that, “most of the girls passed their exams and they are ready for the next grade. This shows how interested they are and the potential that they have to be willing to work hard on their education.”

Social workers are also involved in Heartbeat’s various mentoring activities. In March, at Pieter Swart, two workshops were organized for scholars on HIV/AIDS and hygiene. The younger scholars, aged 7–10, participated in a mentoring session with a community social worker to learn about HIV/AIDS transmission and prevention. The older students, aged 11–15, had their own workshop to discuss hygiene and how to protect themselves from HIV infection. In Botshabelo, 71 girls and 29 boys participated in separate, single-sex mentoring activities on HIV/AIDS with a social worker. In addition to mentoring the scholars, the social worker invited family members to a second discussion in order to raise community awareness of HIV/AIDS prevention and mitigation strategies.

Scholars continued to receive mentoring on life-skills topics such as drug and alcohol abuse, teenage pregnancy, and Sexually Transmitted Infections (STIs). Heartbeat also organized a successful mentoring session focusing on girls’ feelings and emotions. The group discussed all the different emotions one might have and the importance of expressing emotions in a healthy way. Heartbeat explained that this was a sensitive session and many personal issues were discovered requiring the social worker and ASC coordinator to take further action.

On June 16th students from Pieter Swart participated in a Youth Day celebration. The celebration included dances from the popular musical *Sarafina!*, traditional dance, drama and music. With the assistance of a social worker, Heartbeat also organized a children’s workshop with specific mentoring sessions appropriate for scholars between the ages of 10 and 13. These sessions included discussions and activities to sensitize students on children’s rights, types of abuse, child-protection policy, drugs and alcohol, and HIV/AIDS.

By training young adults from local communities to serve as mentors, Humana provides mentoring and counseling to primary school students in Gauteng and Limpopo. Mentors meet regularly with scholars to discuss topics such as hygiene, HIV/AIDS, peer pressure, reproductive health, alcohol and drugs, and decision making. Mentoring is provided in a variety of ways, including thematic workshops for larger groups, small-group sessions, and sometimes one-on-one counseling. Mentors also monitor scholars’ progress by making home visits on the weekends. For example, in April, as a result of the knowledge gained from earlier mentoring training on disease and sickness, mentors visited the homes of mentees to educate guardians and families on basic health and disease-prevention strategies.

Humana’s mentors also provide academic support. At the close of last school year in October 2007, mentors in Limpopo helped AEI-AGSP scholars prepare for their exams by organizing daily after-school study sessions. In addition to the academic help, the girls participated in mentoring sessions on the importance of school and continuing their education.

While mentors meet regularly with AEI-AGSP scholars, special events are also planned throughout the year. Over the school vacations held from March 21st to April 14th, Humana’s mentors organized a holiday program to keep scholars engaged and learning over the school break. On the first day, scholars learned about health and hygiene issues like the importance of washing hands after using the toilet and brushing teeth in the morning. The next day a workshop was organized with a local organization called Community-Led Animal Welfare (CLAW). The organization taught the children how to take proper care of animals since many of the families keep domestic animals as either pets or sources of food. Lastly, firefighters taught the scholars what to do if a fire breaks out in the house. According to the staff at Humana, this was an important session because house fires are common during the winter months when households burn coal or wood for heating.

“What is ‘Sarafina’ dancing? June 16 is a very important date in South Africa as it marks the Soweto school children’s uprising. On this day in 1976 the famous 13-year-old learner, Hector Pieteron, was gunned down and killed by the Apartheid regime. The aim of the school children’s protest was to prevent the white government from imposing Afrikaans as the language of instruction for black pupils. South Africans normally protest by dancing and throwing their feet in the air. This dance can be very contagious because of its rhythm and sweet melody. This type of dancing could be witnessed during the last AGSP conference that was held in Johannesburg. Everyone in the audience was on their feet when our AGSP scholars stormed the stage with their Sarafina performance. In the same vein, Hector Pieteron found himself in the crowd in June 16, 1976 where he was later gunned down, not because he was protesting but because he was attracted by the Sarafina music performed by the protesting senior learners.”
—Roland Ngoh (*Humana People to People, South Africa*)

On May 12, 2008, Humana partnered with the local leaders committee and the Department of Social Development to celebrate children's rights with mentees, mentors and families in Bakenberg. Community members such as village leaders, respected elders and traditional healers also attended the celebration. The objectives of the celebration were to build awareness about children's rights. Discussions examined some of the practices that violate rights such as rape, corporal punishment, and not sending children to school. The keynote speaker of the day was Mrs. Marcy from the Department of Social Development. She encouraged parents and other community members to be role models to their children and to take responsibility for teaching children basic morals. She also encouraged the youth to focus on their education in order to pursue their life goals.

Through July and August, volunteer mentors in Doornkop continued to meet regularly with scholars at the After-School Center. Small-group activities included artwork, sports, and dancing. Students were also able to use the library on Wednesdays and Fridays for organized academic activities.

In order to ensure quality mentoring activities, Humana organized a training for female mentors to equip them with the necessary knowledge to pass onto to mentees. The workshop was organized and presided over by the health program manager, Maggie Mathenjwa. She taught 20 women how to take care of themselves and be good role models to their young mentees. One of the mentors had studied human anatomy and reproductive health and was available to assist the other mentors in absorbing the new information. The mentors pledged to teach the mentees what they had learned.



AGSP scholars dancing "Sarafina!" at the Humana Child Aid project site in Doornkop, Gauteng. The dance is very popular, and represents the June 16, 1976 uprising during the struggle against apartheid. (Credit: Humana People to People, 2008)

In August, Bakenberg scholars engaged in an interesting debate about friendship, peer pressure, choices, and family. The debate question was: "Should our parents choose our friends?" The aim of the debate was to discuss the challenges children face due to peer pressure. Humana reported that it was enlightening to listen to the kinds of friends the children choose and why. The scholars were able to air different views in response to the question, and the debate activity provided the opportunity for scholars to think about how the choice of one's friends can impact their lives.

Life Centre trains teachers, principals, older students and community volunteers to provide ongoing mentoring to its scholars throughout the year. In addition to regular mentoring sessions at the schools, Life Centre organizes several workshops and camps for the scholars. In November, 140 girls from !Xhunkeswa, Letshego, Boitshoko, Tshwarelela, Kevin Nkoane, Flamingo, Beacon, Progress, Tadcaster, Motswedi Thuto, Reaipela, Rolihlahla, GN Pressly, Frances Mohapanele and Delportshoop intermediate schools attended a three-day sports mentorship camp with the theme "It's up to me." At a local campsite, girls were able to make friends, play sports, and participate in educational mentoring activities. One of Life Centre's staff members explained, "Through sports, they learned about the values of discipline and commitment; group activities assisted the girls to develop self confidence and courage." The girls also participated in drama, singing, and dance. Mentoring topics over the three days included HIV/AIDS, sexual abuse, and career guidance. Through goal-setting activities, scholars were empowered to think about the choices they make and the choices they will make for the future. After the event, scholars sent numerous thank-you cards to Life Centre camp organizer Jasper Marisa praising their camp experience. Eunice, a young scholar from Progress Primary School wrote to the Life Centre team to thank them for the opportunity she got to make friends, play sports, and "follow my dreams." She concluded by thanking them for "helping me to achieve more things."

In March, Life Centre staff member Desne Louw organized a unique mentoring event for eight girls from the San community. Life Centre believes that because the San ethnic group has been marginalized for so long, it is important to build the San scholars' self-esteem and provide small-group mentoring for the girls. The girls participated in group-mentoring activities as well as one-on-one discussions. The event concluded with a tour of the town and shopping for school uniforms. It was a new and exciting experience for the girls, as some of them had never been to

a city before. This separate mentoring event for the San girls not only introduced them to many new things, but also prepared them to participate in a larger mentorship camp in April with many other students.



AGSP scholars from Tadcaster Farm School and Warrenville Combined School in Northern Cape received food and school supplies while attending mentoring camp at Boma Resort in Kimberly. Pictured with the scholars are mentors Dorothy Choew and Dipuo Tau. (Credit: Life Centre, 2008)

In preparation for this larger coeducational mentoring camp, Life Centre trained 14 men and 26 women from the scholars' communities in mentoring boys and girls. In April, Life Centre organized the camp around the theme "I believe I can" for 54 boys and 210 girls. Parents from Frances Mohapanele, Flamingo, Rolihlahla and Bongani schools also attended the camp, mentoring students and providing logistical support. The purpose of the camp was to motivate boys and girls to think about their education and futures. Through hands-on learning activities, scholars focused on how to overcome challenges and accomplish goals. In addition, through discussions about peer pressure and self-esteem, scholars learned more about HIV/AIDS and gender issues. This was one of the first workshops that brought the girls and boys together for discussions and reflection. According to the organizers at Life Centre, discussing sensitive topics like gender was not easy with both boys and girls at times, yet the scholars worked well together to put on a lively talent show performing songs and skits. Life Centre organized another similar camp in

the month of August around the theme "Life is an adventure," which centered on overcoming life's challenges.

In more recent months, Life Centre has held numerous mentoring activities at the schools during which scholars have discussed sexual harassment, peer pressure, HIV/AIDS, personal hygiene, and academic challenges. Through these discussions, Life Centre has been able to learn more about the scholars and identify situations that require intervention. In one case, a scholar was having serious academic challenges. By meeting with her family, it was discovered that her studies were suffering because she had been sick. Follow-up plans were made to meet with teachers and continue to find ways to help the scholar improve in the classroom.

Masoyi's approach to mentoring has continued to benefit both AEI-AGSP scholars as well as high school students in the area. Through the "Gold Program," trained high school students serve as role models for the scholars. In this way, AEI-AGSP reached 319 primary school students and also 131 high school volunteer mentors. Gold Program mentors worked one-on-one with scholars at the After-School Center and also facilitated large-group monthly mentoring activities to discuss HIV/AIDS, hygiene, health, and planning for the future.

At the beginning of the fourth year of AEI-AGSP implementation, Gold Program volunteers attended a meeting to discuss challenges and successes and to review mentoring. Soon after selecting scholars for the fourth project year, a mentoring event was planned for January focusing on rape and sexual assault, which is a rampant problem in South Africa. A representative from the Greater Nelspruit Rape Intervention Programme (GRIP) talked with the girls about rape and their right to be safe. According to Masoyi staff members, the girls were comfortable asking questions and were able to think about situations when rape can sometimes occur. The GRIP facilitator provided important information about where the girls can go for help if they have been sexually assaulted or ever are in the future. The girls were also given written information to share with family and friends.

In addition to providing mentoring on HIV/AIDS and other relevant social issues, Masoyi planned a mentoring event to help the girls in their school work. Writing and reading are a challenge for many scholars, so in February mentors worked with the girls to improve their skills.

Prior to the Easter break, the scholars gathered for a mentoring session on HIV/AIDS. Social workers from the local Acts clinic facilitated the workshop with Gold Program volunteers. The scholars were divided into groups to discuss topics and answer questions, and then groups had to nominate a volunteer to share the information. This interactive brainstorming activity helped the facilitators evaluate the scholars' background knowledge. The social workers realized the girls already had a basic understanding of HIV/AIDS, thus the lesson was shifted from the basic facts to

dispelling common myths regarding the cause of HIV/AIDS and preventing HIV infection. Girls shared common misconceptions about the disease and discussed the problem of misinformation within communities.

In May, two mentoring events took place in addition to Masoyi's regular after-school mentoring at the After-School Support Program (ASSP). Whereas in the after-school program boys and girls participate in activities together, for the May workshop, Masoyi chose to mentor the scholars separately. The boys met in order to discuss personal hygiene. Masoyi invited the Unathi chief of staff for nursing to come and speak to the boys about personal hygiene and how it affects health. The boys received their school uniforms and were also given a book about HIV/AIDS to take home. Unfortunately, because it was the period of the yearly "initiation schools" (tribal camps that teach adolescent boys and girls cultural traditions and where the boys of certain ethnic groups undergo circumcision), many boys did not attend the event. The girls' mentoring event focused on these initiation schools, which can last for months and have many negative impacts on school attendance and health. According to Masoyi staff, many girls do not wish to attend initiation school, but feel pressure from their families and community to do so. A social worker was invited to facilitate the session and answer questions, but organizers reported feeling frustrated that they are unable to prevent families from sending their daughters if they so desire. The girls were at least able to speak of the pressure that they feel, however, and hopefully a community dialogue on this issue can emerge.

In June, Masoyi organized a coed mentoring session for all the scholars. The students participated in sessions about HIV/AIDS, teenage pregnancy, and reproductive health. Scholars were divided into groups and took part in discussions, hands-on learning games, singing, dancing, and drama. Caregivers from the ASSP, Masoyi staff, and Gold Program mentors led different activities, and the program closed with a catered meal and dancing. Approximately 600 scholars, mentors, and community members attended the event.

Masoyi also provides mentoring and support through its frequent visits to scholars' homes. These visits allow Masoyi to closely monitor students' health and their home situation, as well as to explain AEI-AGSP objectives to parents and guardians. In some circumstances, mentors discover problems and are able to intervene on the scholar's behalf. For example, Masoyi reported on a scholar named Nolwazi, who was living with her aunt with whom she was having conflicts. Because of their inability to get along, Nolwazi had wanted to leave her aunt's home and move in with a friend. Sensing that living with another adolescent was not a good idea for the girl, Masoyi staff intervened and fostered a reconciliation between the scholar and her aunt. Masoyi also makes regular visits to the schools to speak with teachers about AEI-AGSP and to increase program transparency. By communicating with teachers, mentors are often able to provide assistance to scholars to improve their academic performance.



AGSP scholars from Doorknop enjoy a nutritious meal prepared at the Humana-Child Aid soup kitchen during a mentoring session. (Credit: Humana People to People, 2008)

Another South African partner, MiET, implements its mentoring activities at the school level using trained social workers to mentor scholars on issues such as reproductive health, pregnancy, HIV/AIDS, the importance of education, empowerment, sexual abuse, and others. The social workers employ a variety of strategies including large-group mentoring, small-group mentoring, overnight retreats, and after-school one-on-one counseling sessions.

With the integration of boys into the program this year, MiET's mentors and staff worked with community members to identify and select boy scholars and integrate them into the mentoring program. Beginning in February, boys began to join the girls in AEI-AGSP activities, with mentors modifying sessions and curriculum to accommodate the inclusion of boys. This has resulted in some group sessions where boys and girls meet together and some that are separate. Over time, mentors and scholars have built the necessary trust and respect to carry out a majority of the mentoring activities with boys and girls together.

In addition to regular mentoring sessions, MiET organized three overnight camps for boys and girls in all three regions during the month of April. The camp for North West students focused on growth and development. MiET explained, "All the activities were interactive and group-focused, filled with fun aimed at impacting and changing the

lives of the children.” Scholars took part in coed sports, nature activities, crafts, team building, and leadership games.

In Eastern Cape the camp activities at the Margate Sports Academy in Port Shepstone were designed to widen scholars’ horizons by exposing them to learning experiences outside of the classroom. Mentors in Eastern Cape wanted scholars to understand that learning is a lifelong process. This program also included sports and team-building activities. Learners reported an improved understanding of problem solving and working together to accomplish difficult tasks. Another highlight of the camp was a presentation made the second day by a motivational speaker, Mr. Jakuja, an engineer and aspiring musician who is from same community as many of the scholars. He served as a role model for the students as he described the different challenges he faced and how he overcame these struggles to achieve his dreams.

In KwaZulu-Natal the scholars took a trip to Hluhluwe Umfolozi Park. One teacher from each school, one parent, the AEI-AGSP coordinator and the MiET Africa training coordinator accompanied the students on the trip. While scholars also took part in mentoring and life-skills activities, they were also able to appreciate the beauty of their country and the amazing wildlife, including the “big five” (rhinoceros, elephant, buffalo, leopard and lion), an experience that many South Africans from disadvantaged backgrounds never have.

For the first time in May, MiET mentored boys and girls jointly on the sensitive topics of HIV/AIDS and anti-retroviral therapy over four separate mentoring outreach sessions in the North West province. MiET reported that students showed great interest in the topic and enjoyed the sessions, which incorporated participatory activities such as drama, poetry, and dance. MiET later reflected that both boys and girls participated and respected each others’ views, but mentors felt that it is necessary to monitor how the students interact together. According to mentor Mmathapelo Mmtulane, “The incorporation of the boys in the program and successful integration won’t happen overnight. This will take time and patience.”

In Eastern Cape, eight schools in the Mount Ayliff cluster participated in mentoring activities on behavior change and unwanted pregnancy. Organizers reported that the session sparked an interesting debate in almost all the schools about teenage pregnancy, responsibility, and government financial support. Some learners felt that it was not right to provide benefits from the government to a woman or girl who becomes pregnant. While the session was controversial, it was meaningful for scholars to debate different perspectives and extend their thinking to include new views. The mentor talked with MiET staff and explained that further discussion is definitely needed on the topic as the scholars need to understand that boys are also responsible for sexual activity and unwanted pregnancy.

In KwaZulu-Natal mentoring sessions on reproductive health were also held with the boys and girls together. The challenges associated with teenage pregnancy were also explored during these discussions as well as options and resources available to pregnant teenagers. Scholars talked about the skills required to negotiate safer sex and the fact that pregnancy is a possible consequence of sexual activity.

In Eastern Cape, scholars discussed substance abuse and because of the high levels of interest, mentors carried the topic over into multiple-day sessions. In one session, scholars were given interview questions about substance abuse to discuss with friends. Monica Canca, a mentor in Eastern Cape explained, “The learners are putting a lot of time in compiling research because both the boys and girls are adversely affected by the rise of substance abuse in schools. At times this leads to rape of school girls by their peers when one is under the influence of drugs/alcohol. Violence also becomes more prevalent under these circumstances.” The interview activity launched engaging dialogues between scholars, and they discussed the consequences of drug and alcohol abuse. In combination with these discussions, schools in Eastern Cape ran campaigns on substance and drug abuse, identifying support groups for those who might need assistance.

Natural Botanicals is the newest implementing partner of AEI-AGSP in South Africa. Because of the need to get the scholarship program up and running, mentoring activities began a bit later in the school year. After selecting scholars and working with communities to explain the program, Natural Botanicals identified a student group at the University of Stellenbosch, Western Cape, to collaborate on AIDS-awareness activities. Mentors attended training at Steynville Primary School to receive mentoring guidance and develop a comprehensive understanding of AGSP and the Africa Education Initiative.

After the holiday break, mentors met scholars at school and spent time getting to know them. Mentors and teachers sang, danced, and played games with scholars to build up a good rapport and facilitate positive mentor-mentee relations. Mentors also took the scholars' measurements so school uniforms could be ordered. In May, Eugene de Vis, a mentor in Cape Town visited different schools to mentor scholars on personal goal setting and HIV/AIDS awareness.

The Citrusdal Primary School scholars were accompanied by Natural Botanicals Project Manager Marianna Smith to the PEP store in Citrusdal to try on and purchase school uniforms. Smith explained that it was an exciting outing for the scholars because most had never received new clothes or shoes, and they also learned something about managing money through the experience of purchasing items on a budget. The scholars were thankful and expressed their appreciation to USAID with a song they composed about AGSP. Also in May at Steynville Primary school in Piketberg and Groenvlei, mentors asked the clinic nurses to speak to the scholars on HIV/AIDS-awareness issues.

Community Participation

Heartbeat continued to work with home-based volunteers to monitor scholars and intervene when necessary. In addition, Heartbeat hosted community meetings and a childcare forum, during which the members discussed individual children and the issues they face as well as assistance programs for intervention. As a result of regular communication within AEI-AGSP communities, Heartbeat reported receiving strong support from community members. Communities, schools, home-based workers, and Heartbeat's field staff collaborate to identify and select girls to receive AGSP scholarships. The selection committee focuses on indentifying orphaned and vulnerable children living in child-headed households or those headed by the elderly, as well as children living with terminally ill parents. As boys were introduced to the program, the same selection process was used.

As well as regular community meetings ensuring transparency in the implementation of the program, Heartbeat organized several community events in Botshabelo and Pieter Swart that built awareness about AGSP and the Africa Education Initiative. At Pieter Swart, AEI-AGSP scholars, Heartbeat staff, and primary caregivers gave a music concert for family members and the community. After mentoring sessions, the facilitating social worker in Botshabelo often invites family members and caregivers to meet and discuss the mentoring topics to extend awareness raising into the community.

Humana continues to actively engage community members through meetings, workshops, and educational events. A special community outreach event occurred on Valentine's Day in Bakenberg. The aim of the event was to sensitize



Boy mentees from Limpopo burst into a frenzy of song after receiving monthly supplies. (Credit: Humana People to People, 2008)

the community on HIV/AIDS. Local leaders, traditional healers, mentees, mentors, teachers, and parents attended the event and heard a presentation by the project coordinator at Child Aid Bakenberg, Daphney Molebatsi. She encouraged families to talk about HIV/AIDS and challenged parents and guardians to educate their children on the disease. To conclude the event, 900 packets of condoms and 100 leaflets with basic information on HIV/AIDS were distributed.

Humana reported that mentees' parents were very active and concerned about the program as they accompanied their children to receive food parcels, t-shirts and other supplies. They wanted to see their children with their mentors in order to further understand the program. This provided Humana an opportunity to explain AEI-AGSP and address their questions. The school authorities were very happy and showed much interest in the program by

scheduling time for the mentors to visit the schools at least once a week to talk with teachers about scholars' academic achievement.

Life Centre requested input from local communities about the scholar selection process, especially when opening the program to boys. The selection involved relying on past mentors and community members who know the boys, their living situations, and the schools. As boys joined the program, Life Centre felt it was important to continue

training parents, mentors, and communities on AEI-AGSP objectives and to increase transparency in the selection process. During the training, the group revisited the selection criteria for the program, the role of a parent as a mentor, and specific topics that scholars would encounter as part of AEI-AGSP mentoring. They discussed communication between parent and child, children's rights, HIV/AIDS, STIs and teenage pregnancy as well as the role parents can play in HIV prevention. Staff at Life Centre explained, "The overall aim is to assist the parents so that they can act as mentors at a family level, and a few of them will be asked to run mentorship activities in the future."

During community visits, Masoyi communicated with teachers and caregivers to clarify AEI-AGSP. This was a valuable discussion because some caregivers thought the services were provided by the South African government. Masoyi reported that, "The result is that neighbours expect us to support every child in the community even those who are not OVCs." It was necessary for Masoyi to speak frankly with the communities to explain the selection process and clarify the source of AEI-AGSP funding.

These meetings also gave families the chance to provide feedback about the program. Parents, caregivers and guardians were very open and spoke about how Masoyi had helped them throughout the year. One grandmother said, "We are very grateful of what you do for our children but most important it's not all about giving things to the children, the education you give them is most important."

MiET depends on a network of community support services to implement AEI-AGSP. "Health promoting teams" (HPTs) in collaboration with "school-based carers" (SBCs), MiET, teachers and the cluster child care coordinator (CCC) identify and select vulnerable girls, all of whom are economically disadvantaged and many HIV-affected. As a team, the group identifies and selects girls and the selection committee visits homes to verify scholars' circumstances. With the addition of boys, two male mentors were recruited to work with the SBCs, HPTs, and mentoring volunteers. The selection process for the boys was similar to that of the girls, in which MiET staff, HPTs, SBCs, and CCC volunteers, along with principals and teachers, discuss scholars and select economically disadvantaged boys and those affected by HIV/AIDS. In addition to community intervention groups, MiET also partners with the local municipality and the Office of Child Rights.

MiET emphasized transparency in AEI-AGSP by traveling during the months of December and January throughout the three regions to address concerns from parents and community members. Discussions within the communities included explaining the role of USAID, addressing concerns regarding program closure, and inviting input from parents on mentoring topics. At these meetings, MiET also announced the expansion of the program to include boys. These meetings were valuable as MiET strived to increase AGSP awareness and to continue to build relationships with community stakeholders.

In July, MiET organized a parent meeting as families were becoming concerned that the AGSP program would conclude in September. Communities voiced worries of pulling their children from school because they would not be able to afford to continue the children's education. In addition to the concerns raised at the meeting, the community praised MiET and AEI-AGSP. MiET reported, "The parents of the learners felt that they get information from the AEI-AGSP about day-to-day living because they have been apprised by their children with information." In the community discussion a parent provided an example of the positive, unexpected impacts of the program on non-AGSP scholars. She explained that she had sent her child to the store late in the afternoon, when an AEI-AGSP scholar confronted the child and told her to hurry up and not play around the neighborhood because it was getting late and there had been some recent assaults. The parent and child were warned and made aware of what was happening in their town because an AGSP scholar had extended information to the community.

In collaboration with six schools in the rural Western Cape area, Natural Botanicals and community members identified and selected new scholars. Mentors, who are from the communities and therefore familiar with the families and the scholars, participated alongside the schools in the selection process. A member of the local municipal council who focuses on issues of community and social development was also involved.

Natural Botanicals also networked with other organizations to implement AGSP. The Center for Integrated Rural Development in the West Coast donated two sewing machines to the community of Goedverwacht to make clothing for the scholars. A retired teacher and some of the local parents made tracksuits for the AEI-AGSP scholars.

In July, AGSP scholars and their families attended a mentoring and community outreach event in Goedverwacht in West Coast. The annual *Snoek and Patat* (fish and potato) festival included educational sensitization on peer pressure, women's empowerment and HIV/AIDS. A music rapper and magician also provided entertainment for scholars and community members. The highlight of the program was a play entitled "Lucky", performed by students from the University of Stellenbosch. The play was targeted towards the wine-farming community and examined issues that the entire population could relate to including: sexual activity and partners; the importance of HIV testing; and living with HIV/AIDS. More than 8300 people attended the event. In the past, scholars and their families were unable to attend the event due to the cost. Natural Botanicals provided lunch to scholars and coordinated transportation so scholars could participate in the event.



During the annual *Snoek and Patat* festival in Goedverwacht, Western Cape, students from the University of Stellenbosch dramatized the story of "Lucky", a play about HIV/AIDS. AGSP scholars and their families enjoyed the play and learned about prevention and testing, and living positively with the disease. (Credit: Natural Botanicals, 2008)

Solutions and Lessons Learned

Throughout the year partners faced various challenges and learned lessons as they implemented AEI-AGSP. Winrock worked with partners to address specific needs and supported partners as they sought solutions to their different problems. At the beginning of the project year, Heartbeat decided to add a social worker to its team in order to meet the unique needs of orphans and vulnerable children. Heartbeat felt that this decision greatly has improved mentoring services to scholars, as the social worker has helped numerous individuals. Heartbeat is currently facing a challenge regarding the physical space where mentoring takes place in Pieter Swart which has become too small with the addition of boys to the program. Through regular communication with Winrock, Heartbeat and Winrock have brainstormed different options in order to accommodate the additional scholars. Meanwhile, the local school has continued to allow Heartbeat to use its facilities after school.

Humana learned valuable lessons as boys joined the program. Humana found that most mentoring activities could take place with the girls and boys together. However, they reported that recruiting male mentors was very difficult. Humana worked hard at training the male mentors so that they would be prepared to work with the boys. Through this process, Humana learned that thorough training was essential for program success. For the fifth year of the project, Humana decided that they will continue to recruit and train male mentors, by looking to the community for recommendations of males to serve as mentors.

Life Centre also reported some unique program challenges as boys were introduced to the program. Many of the boys were "street boys" who lived in shacks and had not have been to school in many years. Life Centre explained this challenge. "Incorporating boys from the streets is tough because at times you think you have their commitment to get back to school but then it isn't so. Most importantly one needs the support of the schools when a boy has been out of school for more than a year or has had serious behavioral problems. It can be difficult for the schools to accept such boys back into the school system." Life Centre worked hard with teachers and the boys to enable the latter to make academic and social progress.

Masoyi also learned valuable lessons as boys joined the program. Masoyi reported that as the boys became involved in the mentoring activities, they did not participate as much as the girls. It was observed that the boys depended on mentoring staff more than the girls; the girls took responsibility for their own learning and were more active during mentoring sessions. For the coming year, Masoyi plans to group the boys together during workshops and have them give presentations more often so they will become more confident and comfortable doing activities on their own.

Earlier in the year, MiET, in collaboration with Winrock, organized a two-day team-building meeting with staff to discuss program delivery and activities. The group examined how to tackle various challenges encountered by the staff. Objectives for the meeting included discussing effective AEI-AGSP implementation, improving reporting and program monitoring, and understanding the agreement between Winrock International and MiET Africa. MiET felt that the meeting accomplished these objectives as there appeared to be a better understanding of the relationship between Winrock and MiET. The session on reporting had a positive impact on the quality of written reports coming from the field. A teleconference with Winrock was held during which MiET staff gained a better sense of belonging to a larger team working towards the same goal.

In the first year of AEI-AGSP implementation, Natural Botanicals encountered numerous challenges. It became clear that safety for mentoring and program staff was a serious problem after one staff member was assaulted on the way to one of the schools in Khayelitsha. Natural Botanicals and Winrock discussed how to ensure the safety of staff and scholars. In the coming year, Natural Botanicals will try a different mentoring approach and the students will travel a short distance to meet staff for mentoring.

AEI-AGSP All-Partner Conference

Winrock International selected Johannesburg as the site for an All-Partner Conference held on May 14-17, 2008 that 26 implementing partners attended along with representatives from USAID in Washington, Malawi, Namibia, South Africa and Zambia and the US Embassy in Lesotho. Ambassador Eric Bost closed the conference, much to the delight of the assembled partners, who were very honored by his presence. The Ambassador shared some remarks and then awarded certificates to every participant. The theme of the conference was “AGSP at a Turning Point: Sharing Successes and Bringing Boys on Board”. Sessions offered partners the opportunity to learn about AEI-AGSP implementation throughout the 13-country region that Winrock manages on behalf of USAID and strategize about ways to strengthen the program. Two representatives from each of the six South African partners were present and had many important insights to share with their colleagues.



Innovative practices and effective strategies were welcomed by implementers. (Credit: Winrock International, 2008)

Winrock distributed a draft copy of the *Girls' Mentoring Resource Guide* that Winrock had developed for AGSP and was collaboratively adapted by all three AEI-AGSP contractors and USAID for use throughout sub-Saharan Africa. In light of the expansion of the program to reach boys, Winrock also developed and shared some additional modules tailored for use with boys.

In The Spotlight

Looking to the Future

Tiliman Khanyiso is a 15-year-old boy from Mnikwa. He wrote an essay about his life and how AGSP has helped him access school. His own words are evidence of AGSP's impact on education, decision making, leadership and personal growth.

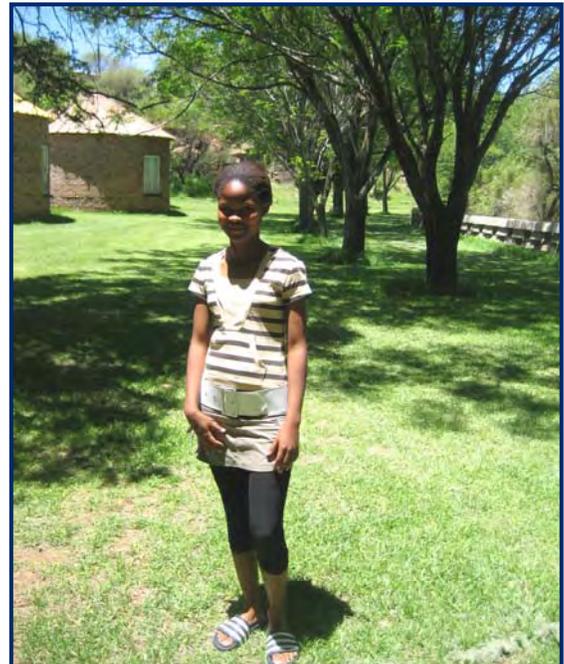
“My name is Tiliman. I'm coming from a poor family. All the human [rights] were not afforded to me since I was born. I don't know who my father is and my mother never told me his whereabouts. My mom is not working so it was difficult for me to pay school fees or buy a uniform, or carry a lunch. Sometimes, I even [left] classes because of hunger.

“MiET came to my rescue, because since I’m in the scholarship [program], my life has changed so much, now I get access to free education. Now, I can go to school, even if it is cold because I got a tracksuit. Now all my dreams will come true because with education nothing will stop me.

“My favorite subject is science because I want to be an engineer. My favorite sport is cricket because it keeps me healthy. To other boys at my age, they must do what is best for their future- abstain from sex and drugs also they need to be educated. Thanks to MiET for what you are doing for us. Thank you to Mr. Godwana for the advice he’s giving us in at our mentoring. No words can express how I feel. But I feel great because of you MiET, thank you!”

Life Centre scholar Kelebogile Mokgosi is 14 and is finishing grade 7 at Masiza Senior Phase School in Kimberley. One of her favorite subjects at school is Life Skills. She enjoys it because it teaches her to become everything she wants to become. Kelebogile aspires to become a gynecologist. She wants to help women who are sick, and feels that there are not enough female doctors in Africa. Kelebogile lives with her aunt, three cousins, and her older brother and sister. She enjoys time away from the house because often there is a lot of yelling and arguing, and everyone telling her what to do. During those times, she retreats to her room and turns to her sister for comfort and support. At school, there is a teacher that she feels comfortable talking to about problems as well. Kelebogile said that she prefers talking to females about problems. She feels more comfortable around them and thinks that they are more likely to understand than a male.

In school, Kelebogile is active in soccer and netball, and is a member of the Soul Club, a group of students that meets every Wednesday and discusses various issues and topics such as HIV, teen pregnancy, etc. She feels that this club is more important than others, such as jive or dance, because there is always time to learn those things later, but it is important for her to educate herself about these issues now. Kelebogile has now attended three Life Centre mentoring camps. She has enjoyed them all and can’t wait for the next one. She hopes that at the next one she will have more of a chance to spend time writing. She loves to write, and has penned various speeches and poetry about HIV, sicknesses and other topics.

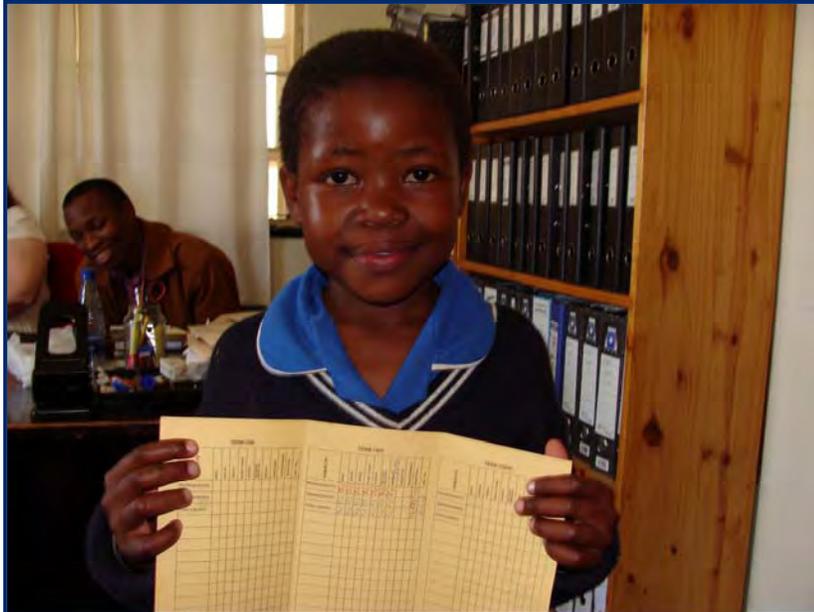


Kelebogile Mokgosi attends school at Masiza Senior Phase School in Kimberley. (Credit: Winrock International, 2008)

AEI-AGSP Profile SWAZILAND



October 2007 through September 2008



Tenele Dlamini shows off her report card and uniform provided by AGSP.
(Credit: Weidemann Associates, 2008)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Scholarships (School Year January–December)

In Project Year 4, Caritas Orphanaid benefited from considerable growth in community support and activities with the introduction of boys into the scholarship program. Through this expansion supported by USAID, Caritas Orphanaid now supports 1,300 girls and 350 boys with scholarships across Swaziland. In addition to school fees, the scholarships include school supplies, shoes, tracksuits, uniforms, and toiletries. The introduction of the toiletries was a huge relief for the child-headed households and for scholars who live alone, as it reduced the stigma attached to “coming to school dirty.”

While distributing school fee payments, Caritas Orphanaid staff, mentors, community members, and school staff worked to assess scholar performance. They noticed that the majority of AEI-AGSP scholars are doing especially

well in class. Many scholars are so proud of their marks in school and their uniforms that at the end of each term, they travel to the Caritas Orphanaid office in Manzini to show off their grades and the care they put into keeping their uniforms clean and presentable. However, other scholars are having trouble coping with the trauma and

PROJECT DATA	YEAR 1 (actual)	YEAR 2 (actual)	YEAR 3 (actual)	YEAR 4 (approved)
	Girls Only			Girls & Boys
Number of Partners	1	1	1	1
Total Funds Approved (USD)	\$194,734	\$150,789	\$161,030	\$222,152 Girls: \$165,409 Boys: \$56,743
Total Scholarships	1,260	1,200	1,218	1,650 Girls: 1,300 Boys: 350
Schools with Scholars Enrolled	234	220	191	212



stress of losing of their parents, and find it difficult to concentrate in school. Caritas Orphanaid is working to develop activities for the mentors to support these scholars.

Mentoring (including HIV/AIDS)

Mentoring activities conducted by Caritas Orphanaid take place after school on Fridays or on Saturdays. Caritas Orphanaid has seen huge successes in mentoring for both boys and girls together compared to the mentoring of girls alone. Boys and girls mix freely during the mentoring events, which is improving the confidence of all of the scholars. Scholars, communities, guardians, and parents also understand the objectives of the program very well. During mentoring events, scholars read poems and enact plays that thank USAID for its support, and cover lessons



Lubombo mentors gather before the start of a mentoring event. (Credit: Caritas Orphanaid)

learned around HIV/AIDS, hygiene, and other topics.

Across the targeted communities, there is growing support for the program and its beneficiaries through the engagement of other NGOs as part of the mentoring program. In partnership with the Red Cross, Leaders in Training (LIT) under the Swaziland National Sports Council, and the Ministry of Regional Youth and Affairs, peer educators provided support to AEI-AGSP mentors in Shiselweni, Hhohho, and Manzini. Many AEI-AGSP mentors are elderly women who are not able to lead some activities or games like drama, netball and basketball, so the support from these partners is well received by the mentors and the scholars alike. Non-AGSP

scholars are also eager and welcome to participate in some of the social and educational mentoring events.

Most of the mentoring topics are determined in consultation with teachers, community members, mentors, scholars, guardians, and Caritas Orphanaid representatives. Topics are selected based on current issues and challenges in the lives of the scholars. In addition, the scheduling of the mentoring events is coordinated with the teachers to align with school activities. This allows the mentors to support the scholars and teachers by monitoring scholar progress both at home and school.

In November, mentoring sessions addressed the topics of peer pressure and cleanliness because some scholars experience abuse or engage in risky sexual behavior over the holiday break, and others face challenges with hygiene. At the end of these mentoring sessions, the scholars wrote “promise letters” to themselves about what they could do in order to follow the lessons of the mentoring event. The mentors and teachers received copies of these letters to allow for follow-up.

In the Lubombo Region, the June mentoring topic was sexual abuse. Previously, the mentors, teachers, and scholars had indicated that sexual abuse is a major concern in their lives. After learning new information and mentoring methods from other partners at Winrock International’s AEI-AGSP All Partner-Conference in May, Caritas was able to provide mentoring on sexual abuse for the AEI-AGSP scholars. The scholars worked on poetry, drama, and other games that taught them about sexual abuse both at home and at school. During all of the activities, both boys and girls participated, with girls taking the lead with poetry and boys with drama. The activities taught the scholars the need to be aware of and report any abnormalities or abuse taking place in school or at home.

In August, Our Lady of Sorrows School hosted a mentoring event for the Elulakeni community. The theme of the event was “Coping with living with someone who has HIV/AIDS.” The scholars watched the South African movie *Yesterday*, which focuses on the life of a girl in a rural area as her family copes with living and dying as a result of contracting HIV/AIDS. The film’s themes resonated for many scholars. Ms. Fikile Hlanze, a mentor and teacher, emphasized that the children should be strong and supportive of their sick parents, guardians, relatives, and that they do not need to go through this experience alone.

Community Participation

Various community members, head teachers, teachers, and government officers provide advice and participate whenever and wherever needed to show their full support of the program. They monitor scholars' progress and report to Caritas Orphanaid whenever there is a change in any of the scholars' progress, attendance, or health. For example, when a scholar is forced to leave her or his homestead and go to stay with a relative in another area because of death, illness, or a myriad of other reasons, the head teacher, teachers, or community members inform Caritas Orphanaid immediately. This allows Caritas to track the scholar and provide appropriate follow-up support as much as possible.

Caritas Orphanaid held its annual Community Advocacy and Lobbying Day in July. The main objectives of the day were to: increase the understanding of the program; build support in the target communities; and teach the public the objectives of the program, which include increasing access to education and HIV prevention and mitigation. United States government representatives, members of the Swaziland government, and community leaders attended the event and pledged their full support towards seeing the program continue with its successes. In his remarks to the group, US Ambassador Maurice S. Parker said he was very pleased by the success of AEI-AGSP, while the Deputy Minister of Swaziland Regional and Youth Affairs, Ms. Hlobile Ndlovu, expressed gratitude to AEI-AGSP for helping the poor children of Swaziland. Representatives of Piggs Peak Town expressed their appreciation for the US government assistance, and noted that although the government of Swaziland does provide some scholarships, they are not enough, and their scholarship package is small compared to what the US government provides through AEI-AGSP. Both Swaziland Television and Swaziland Broadcasting and Information Services (the national radio) broadcast the event across Swaziland in both English and SiSwati.



Mlindazwe Primary Scholars present a drama skit on HIV/AIDS at a mentoring event. (Credit: Caritas Orphanaid, 2008)



Piggs Peak Mayor Reggie Lukhele, US Ambassador Maurice Parker, and Mrs. Constance Parker with scholars at the annual "AEI-AGSP Community Advocacy and Lobbying Day." (Credit: Caritas Orphanaid, 2008)

Success and Challenges

The AEI-AGSP program has provided scholars with more than education; it has also improved the relationship between scholars and their parents/guardians or relatives. Prior to their enrollment in AGSP, many relatives had abandoned scholars after the death of their parents because of a lack of resources to send the children to school. Scholarships have relieved these families of the burden of school fees, and the relatives have subsequently returned and freely give love, comfort, and support to the scholars.

When AEI-AGSP was first introduced in Swaziland, children often began their schooling at the age of 13 or 14 years, old enough to be in secondary school. Now, thanks to AEI-AGSP, many children start schooling at the appropriate age, usually at six to seven years old. Also, compared to previous years, the retention rates of the scholars are very high. The scholars love to receive their new

uniform each year, as it means that they can attend school looking like all the other children in the class. This confidence improves the scholars' attendance and their enjoyment of school. The scholars also look forward to the mentoring events because they allow them to explore subjects not taught in school.

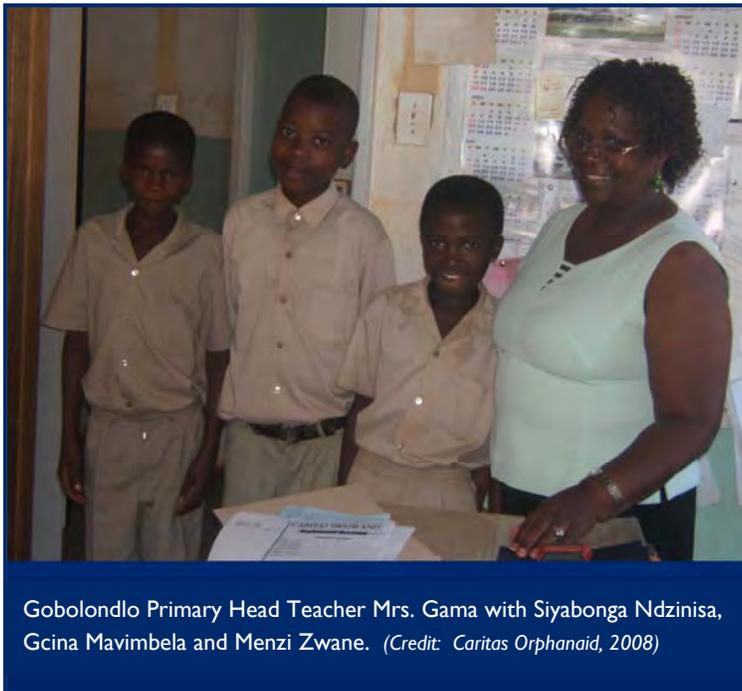
One challenge the program has faced in Swaziland is a lack of funding to provide secondary education scholarships to AEI-AGSP girls and boys who have done well and completed their primary education. As most of the scholars are double orphans or are hard-hit by economic disadvantages, enrolling in secondary school is a considerable task. Acceptance into the government bursary scheme for secondary school can take years. During that time, most of the

scholars who successfully completed primary education look for employment—girls to become nannies and boys to look after cattle. After accessing education through AEI-AGSP, these scholars are very eager to continue with their education but lack the financial resources to do so.

In The Spotlight

The Earnest Smile from Gobolondlo Primary School

Gobolondlo Primary School, in Hhohho, became a new AEI-AGSP school upon the inclusion of boys this year. After a rigorous scholar selection process, the selection committee awarded scholarships to three new boy scholars from Gobolondlo Primary School. The head teacher, Mrs. Gama, was delighted when Caritas Orphanaid arrived with the first scholarship check for her school. The inclusion of boys to the program was Mrs. Gama's first exposure to AEI-AGSP, and from the excitement on her face, it was clear that she was thrilled to have the chance to bring these boys into school.



Gobolondlo Primary Head Teacher Mrs. Gama with Siyabonga Ndzinisa, Gcina Mavimbela and Menzi Zwane. (Credit: Caritas Orphanaid, 2008)

Two of the boys, Siyabonga Ndzinisa and Menzi Zwane, are enrolled in grade 7, and Gcina Mavimbela is enrolled in grade 3. Siyabonga Ndzinisa is the oldest child at his homestead. After his parents died due to HIV/AIDS-related complications, Siyabonga is in charge of looking after his three siblings.

“These two boys are in grade 7 and have no money for the exam fee, let alone the school fees. I had to take school funds and pay for the two at the exam council as they could not write without having paid the exam fee,” Mrs. Gama said. The scholars were also victims of a wildfire that spread throughout the area. “It was a triple tragedy: first losing parents, second having no school fees, third and most painful was losing everything in the fire—uniform, clothes, and food,” Mrs. Gama said. Through AEI-AGSP, these boys are able to attend school, receive new uniforms and supplies, and gain access to daily meals and food support.

AEI-AGSP Profile

ZAMBIA



October 2007 through September 2008



Scholars at Mary Aikenhead Community School celebrate after receiving their comfort kits. (Credit: FAWEZA, 2008)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Scholarships (School Year January–December)

For the fourth year, Winrock International partnered with the **Forum of African Women Educationalists in Zambia (FAWEZA)** to deliver scholarships and mentoring to upper basic school students in six provinces in Zambia. This year, through the expansion of support provided by USAID, FAWEZA awarded scholarships to 2000 girls and added 660 boys in Central, Copperbelt, Eastern, Lusaka, North Western and Southern provinces. Scholarship packages included school and exam fees, uniforms, and a small stipend for personal items.

Female scholars also received comfort kits during the year, which included soap, underwear, and five reusable

sanitary pads. Because girls often miss school during menstruation, these feminine hygiene items are intended to give the girls the supplies they need to be able to attend school all month. In April at Mary Aikenhead Community School, a ceremony marked the distribution of comfort kits and sanitary towels to scholars. Public

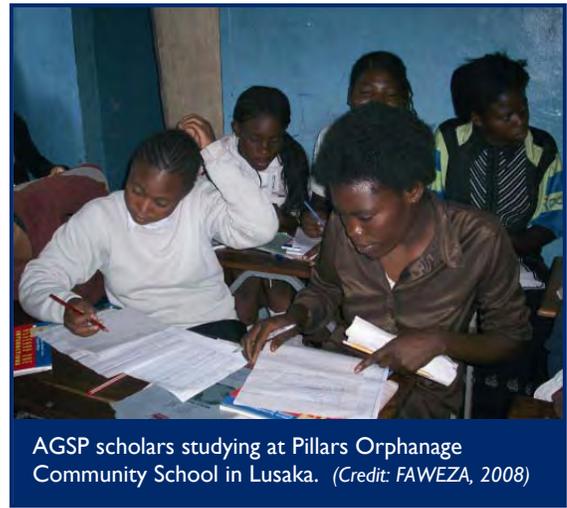
PROJECT DATA	YEAR 1 (actual)	YEAR 2 (actual)	YEAR 3 (actual)	YEAR 4 (approved)
	Girls Only			Girls & Boys
Number of Partners	2	1	1	1
Total Funds Approved (USD)	\$228,339	\$275,053	\$299,070	\$457,448 Girls: \$347,005 Boys: \$110,443
Total Scholarships	2,021	2,415	2,302	2,660 Girls: 2,000 Boys: 660
Schools with Scholars Enrolled	256	238	192	180



Diplomacy Officer Keisha Lafayette from the US Embassy, Chilufya Chilanga of the American Center, FAWEZA National Coordinator Daphne Chimuka, and others attended the ceremony to support the girls. While only AGSP girls received complete comfort kits, the US-based “Once A Month Campaign” donated sanitary towels to all female students who attended the event. Mentors from the Students’ Alliance for Female Education (SAFE clubs) program also spoke to the girls and demonstrated how to use the sanitary towels.

Mentoring (including HIV/AIDS)

FAWEZA delivered mentoring to scholars through its partnership with the Students’ Alliance for Female Education (SAFE) program, which operates in schools across the country. SAFE clubs offer a peer support mechanism for young people and encourage them to participate in national efforts to prevent and mitigate the effects of HIV/AIDS. Throughout the country, SAFE clubs met weekly to discuss relevant life issues such as HIV/AIDS prevention, reproductive health, early marriage, and the importance of pursuing an education. Trained SAFE overseers serve as mentors to facilitate and manage activities at the schools. In addition to traditional mentoring, older students are also trained as peer counselors to advise younger scholars.



AGSP scholars studying at Pillars Orphanage Community School in Lusaka. (Credit: FAWEZA, 2008)

Peer educators and SAFE overseers have shared stories of positive behavior changes as a result of one-on-one mentoring. In one case at Kasansa Malobe Basic School in the Kabwe district, a young girl was left in the care of her elderly grandmother. Feeling depressed by her poverty and situation, she made a living by sleeping with taxi drivers. Concerned SAFE club peers visited her and provided her with counseling, and since their intervention, the girl has started attending classes again.

SAFE members, both boys and girls, participated in outreach and educational events to sensitize others in their communities. Using theater, music, and dance, SAFE scholars are empowered as they make an impact in their own



AGSP scholars Mary Mapululu and Bupe Banda help each other with homework after class at Chimwenwe Basic School in Lusaka. (Credit: Winrock International, 2008)

communities. In February, SAFE members from Mwembeshi Basic teamed up with the Anti-AIDS club from Munyeu. Through song, dance, and skits, the group educated 330 community members on HIV/AIDS prevention and modes of transmission, the dangers of early marriage, and the importance of education. One skit specifically addressed and dispelled cultural myths regarding the practice of sexually abusing a child as a way to cure AIDS. When describing the event, FAWEZA explained, “From the contributions that the audience gave, it was clear that supporting child education would bring positive change in the lives of girls and women at large.”

FAWEZA and SAFE clubs conducted three separate Peer Educator Conventions in different parts of the country in April, reaching a total of 281 students, including 101 girls and boys from Lusaka, Eastern, and Central provinces (held in Lusaka); 98 students from the Southern province (held in

Choma district); and 82 students from North Western and Copperbelt (held in North Western province). For two days, students were taught valuable skills in peer mentoring and supporting others to adopt lifestyles that promote rather than endanger health. In addition to mentoring skills, the students also gained knowledge about reproductive health, gender relations, and how to address abuse among younger peers. SAFE overseers facilitated the training with the assistance of community specialists, including police officers from the Zambia Police Victim Support Unit, and nurses and health workers from community health centers. Other community members also played an integral role in the training by providing transportation and logistical support.

Throughout the year, SAFE clubs continue to provide weekly mentoring and support to AGSP scholars. SAFE club discussions often result in community outreach activities that empower youth to share valuable information with other members of their households and villages. Some SAFE clubs also hold sensitization sessions during school assemblies. For example, in July, Kasanda Malombe Basic School held an assembly in which they discussed reproductive health, life skills, and voluntary counseling and testing for HIV/AIDS. Two hundred and twenty-eight students who attended the session were then able to bring this information home to their communities and raise the awareness of their family, friends, and neighbors.

Community Participation

FAWEZA has continued to rely on community involvement in the implementation of AGSP. As part of the application process at the beginning of the project year, FAWWEZA staff, provincial focal point persons, and the district education board secretary met with school selection committees to describe the scholar selection process in an effort to increase program transparency. The team also verified the status of scholars while distributing scholarship items. When selecting boys to participate in the program, communities continued to be involved by identifying needy and vulnerable boys.



Grade 8 scholars actively participate in a science lesson at Holy Cross Basic School in Livingstone, Southern Province. (Credit: FAWWEZA, 2008)

Community involvement is evident by the numerous outreach activities conducted throughout the year. A paramount component of the SAFE mentoring activities is the diffusion of information from scholars to people in their home communities. While communities were sensitized on important topics, many also played a vital role in the success of SAFE events, such as assisting in the logistics and planning of workshops like the peer educators workshops in April. Community members traveled with students and facilitated

communication between overseers and club members for the event while schools were out of session.

Most recently in August, the majorettes' performance in front of 2000 people at the 82nd Zambian Agriculture and Commercial Show raised awareness of AGSP in the target communities. Scholars from Chilengwa Basic School in Ndola, Monze Basic School in Southern province, Kamwala High School, and Lusaka Girls Basic and Lusaka High School participated in the event. FAWWEZA explained that this year's theme, "Growth in Diversity," promoted the idea that "young people are the key to the development of any society and education is paramount."

Solutions and Lessons Learned

During project year four, Winrock International conducted regular teleconferences with FAWWEZA and made a site visit to the program in May to assist FAWWEZA in improving project implementation, communication, and reporting. During Winrock's site visit, best practices were discussed as well as recommendations for project year five, and Winrock was able to review FAWWEZA's reporting and data entry in the Online Reporting Mechanism (ORM). To date, FAWWEZA has made great progress in their reporting, specifically providing detailed descriptions of scholarship provision and SAFE club activities in their narrative reports.

FAWEZA overcame several challenges to effectively implement AGSP this year, including difficulty communicating with students in remote locations where there is a lack of phones and fax machines. In addition, in the Southern province, schools were inaccessible in March because of flooding. However, FAWWEZA successfully addressed the problem of late reporting by schools by increasing the number of site visits to better understand the situation and offer recommendations for improvement. When discovering that some SAFE overseers were not as active in their mentoring duties as others, FAWWEZA invited guest speakers to add variety to



Laurren Kasongo participates in a life-skills session at Tunduya Basic School. (Credit: FAWWEZA, 2008)

mentoring sessions. The depreciation of the dollar also created budget constraints, but Winrock was able to add funding to enable FAWEZA to complete the scholarship payments.

Adding boys to the program this year was greeted as a great success by the participating communities. As FAWEZA explained, “The inclusion of boys in the scholarship program has been much appreciated by school management teams, scholarship recipients, and FAWEZA. This will enable boys, who are just as vulnerable as their female counterparts, to go to school and have a chance of successfully completing their education.”

In The Spotlight

Challenges and Dreams

Laurren Kasongo is a ninth-grade student at Tunduya Basic School in Lusaka. She lives with her mother and two elder sisters in Kaunda Square. When Laurren was in the seventh grade, she was a strong student who only missed school because of illness. However, when her father passed away, the family faced severe economic hardship. Laurren’s mother started selling cooking oil, vegetables, eggs and other items in the local market as a way to support the family. Laurren helped her mother in the market and continued to attend school. She found it more and more difficult as she would often miss classes because her mother did not have enough money to pay the school fees, and she couldn’t afford school supplies.



Laurren Kasongo helps her mother on the weekends, but always makes time to study. (Credit: FAWEZA, 2008)

This year, Laurren was selected to participate in AGSP. She was so happy to receive the money for books, fees, and school supplies and to be able to attend class every day. The School Manager, Mrs. Mushipi, reported that Laurren does well in school and that she has a positive attitude towards her studies. Mrs. Mushipi is confident that Laurren will make it to grade 10 next year. Laurren is also an active member of the SAFE Clubs, and enjoyed learning about the challenges of adolescents and methods for working with peers to overcome these challenges. On the weekend, Laurren still helps her mother, but also makes sure she has time to study. Laurren told FAWEZA that she was so happy to have received the AGSP scholarship from the American people as it was helping her with her education.

She believes education can give her a chance to learn and have a better future. Laurren also believes her education can help her remove her mother from the market where she has suffered to pay for their household needs. After completing high school, Laurren plans to attend university to study medicine and achieve her dream of becoming a paramedical doctor.



Thirteen-year-old George Musowe studies at Holy Cross Basic School. When he gets older, he wants to be a doctor. “I want to help people like USAID is helping us.” (Credit: FAWEZA, 2008)

FAWEZA scholar George Musowe is 13 years old and is in eighth grade at Holy Cross Basic School. George lost both of his parents and so he lives with his widowed sister and her children. George walks three kilometers to school everyday. “School helps me achieve my dreams in life,” George said. About his selection to be an AEI-AGSP scholar, George exclaimed, “I was happy to learn I was a part of the program because I knew now everything would be alright at school.” When he gets older, he wants to be a doctor. “I want to help people like USAID is helping us,” he said. In the SAFE Club at Holy Cross Basic School, George learns about why it is important to abstain from sex until marriage. “The SAFE Club helps a lot. Without the club, some of us would be on the streets with nothing to do. Now that we are scholars, we can be respected in life.” George said that the one scholarship material that would really help would be a reader (a textbook) for both English and history class.

Annex E: AEI-AGSP All-Partner Conference Agenda

Day 1: Thursday, May 15, 2008

Session 1: Bringing Boys on Board Part I: How we got here

Objective: To enable partners to understand rationale and goals of boys' integration. Session will be lead by Martha Saldinger/Winrock International.

Session 2: Understanding Gender Dynamics

Objective: To provide an understanding about the key concepts related to gender equality in education and to understand how gender dynamics can shape the educational experiences of boys and girls, and men and women. Session will be lead by Sabeen Hassanali/EQUATE.

Session 3: School-Related Gender-Based Violence (SRGBV)

Objective: To give an overview of SRGBV (GBV) and help partners understand and identify the impact of SRGBV (GBV) on AGSP participants/experiences. Session will be lead by Sabeen Hassanali/EQUATE.

Session 4: Bringing Boys on Board Part II: Issues and Opportunities

Objective: To enable/allow partners to reflect on the risks and opportunities with boy's integration. Session will be lead by Julia Miller/Winrock International and Sabeen Hassanali/EQUATE.

Session 5: The Girls Mentoring Resource Guide Roll-out

Objective: To familiarize partners with structure and content of manual and encourage them to make use of it in their programs. Session will be lead by Julia Miller/Winrock International.

Session 6: Innovative Scholarship Practices

Objective: To showcase at least innovations that partners have utilized. Session will be lead by Martha Saldinger/Winrock International.

Session 7: Mentoring Success Stories

Objective: To demonstrate new and innovative mentoring techniques through partner examples. Session will be lead by Michelle Salmen/Winrock International.

Session 8: Parent and Community Involvement

Objective: To discuss or highlight ways that communities and parents can be effectively engaged and integrated in the program. Session will be lead by Michelle Salmen/Winrock International.

Day 2: Friday, May 16, 2008

Session 1: How reporting Can Help You!

Objective: To discuss the importance of reporting and give partners tips on effective reporting methods. Session will be led by Tracey Yuditsky/Winrock International and Michelle Salmen/Winrock International.

Session 2: Visibility and Branding

Objective: To reinforce the importance of accurately representing AEI-AGSP to the public. This session will be lead by Martha Saldinger/Winrock International and Sharon Mangin Nwankwo/USAID/AFR/SD/ED.

Session 3: HIV/AIDS: Age Appropriate Lessons

Objective: To discuss how and why HIV/AIDS education and prevention methods should be targeted to specific age-groups. A panel of three participants will highlight their experiences with children aged 5-10, 11-15, and 16 and over. This session will be led by Michelle Salmen and Jeni Sorensen. Presentations by Mirriam Mwashayenyi/Skillshare International (Botswana), Caroline !Gaoses/ELCAP (Namibia), and Daphne Chimunka/FAWEZA (Zambia).

Session 4: HIV/AIDS: Dealing with Stigma and Discrimination

Objective: To explain how stigma acts as a major barrier to young people seeking education, treatment, and community acceptance and to share partners' innovative methods for dealing with stigma. This session will be led by Michelle Salmen/Winrock International and Jeni Sorensen/Winrock International with facilitation by other Winrock staff.

Session 5: Mainstreaming Child labor into Education

Objective: To present partners with innovative ideas on how to effectively incorporate child labor strategies into their current and future programs. This session will be lead by Jason Befus/Winrock International.

Session 6: Empowering for the Future

Objective: To take stock of what has been accomplished to date within AGSP and to explore ways to sustain educational support, mentoring, HIV/AIDS awareness, advocacy and parent/community involvement through and beyond the life of AGSP. Session will be lead by Martha Saldinger/Winrock International. Presentations by Motselisi Shale/LSC (Lesotho), Maria Esperança dos Santos/CHA (Angola), and Rauha Alfeus/FAWENA (Namibia).

Session 7: Empowering for the Future: Part 2

Objective: To explore ways to sustain educational support, mentoring, HIV/AIDS awareness, advocacy and parent/community involvement through and beyond the life of AGSP and to make at least one concrete commitment for action. This session builds upon Session will be lead by Martha Saldinger/Winrock International.

Session 8: Evaluation, Wrap-up, Certificates

This session will be lead by Sharon Mangin Nwankwo/USAID/AFR/SD/ED and Cynthia Chassy/USAID (South Africa).

Cultural Event: Humana People to People Scholars and Mentors

Annex F: AEI-AGSP All Partner Conference Evaluation Summary

CONFERENCE LOGISTICS QUESTIONS

(5) Completely satisfied (4) Very satisfied (3) Satisfied (2) Somewhat unsatisfied (1) Not satisfied at all

1. How satisfied were you with the content and timing of the information provided by Winrock prior to your departure? **4.35**
2. Overall, how satisfied were you with the conference facilities? **4.47**
3. Overall, how satisfied were you with the hotel and your room? **4.34**
4. Overall, how satisfied were you with the food provided? **4.28**
5. How satisfied were you with the travel arrangements? **4**

CONFERENCE CONTENT QUESTIONS

NOTE: Responses were grouped into similar categories for ease of viewing the overall picture. Parentheses include more detailed answers for those who gave them. Please refer to the spreadsheet for all detailed responses. Sometimes sessions are separated (Bringing Boys on Board, HIV, GBV) and sometimes they are lumped together due to how they were written—however, they are never counted twice.

1. Which session did you find most relevant to your organization?

All	12
HIV/AIDS	8
GBV	6
Parent/Community	6
Bringing Boys on Board 1&2	5
Guide Roll-Out	5
Empowering for the Future	4
Mentoring Success Stories	3
Reporting	3
All, but Child Labor	3
Innovative Scholarship Practices	1
Visibility & Branding	1
Child Labor	1
Most	1

2. Which session did you find most interesting?

GBV	8
HIV/AIDS (General)	7
Empowering for the Future	6
Boys on Board	5
Mentoring Success Stories	5
Parent and Community Involvement	5
Child Labor	4

HIV/AIDS: Age	4
All	2
Mentoring Resource Guide	2
Reporting	1
Sharing from other partners	1
Visibility and Branding	1

3. What did you learn at the conference that you will use in your work and how will you use it?

Community Involvement (how to do it, how it will enhance the program, incorporate into income generating activities)	6
HIV/AIDS (the need for age appropriate strategies, how to talk to children)	5
Reporting (Narrative and financial; adherence to)	5
Gender Dynamics/GBV	5
Empowering for the Future (Angola; sustainability; mobilizing resources)	4
HIV/AIDS (informing community about, using plays)	4
Tailoring trainings/mentoring (with age, gender, peers)	4
Sharing experiences (in future; adopting strategies from other partners)	3
Mentoring strategies (how to use the guide; will create a manual for our mentors)	3
Child Labor	2
Publicity and Branding	2
Document every success or failure	1
Conduct Workshops	1
Train godmothers and peer educators as mentors	1
Awareness raising and mentoring	1
Big Picture (project as a whole)	1
Monitoring the scholars	1
Mini-mentoring at people's homes	1
There are other teams just as dedicated as anyone to support the needy	1
Use of case studies/scenarios	1

4. Which session did you find least interesting?

None	19
GBV	5
Visibility and Branding	4
Child Labor	3
HIV/AIDS	2
Everything was interesting/useful	2
Housekeeping	1
ORM/Reporting	1
Community and Parent Involvement	1

5. What additional topics would you have liked to have presented at the conference?

None	5
Mentors (Skills of mentoring, mentoring selection processes, mobilization of mentors)	4
HIV/AIDS (Culture and HIV/AIDS: Lessons from an evolving culture, Counseling Children)	3
Partners Sharing (and documenting best practices)	2
Budgeting and how to manage the categories when the funds are insufficient	2
Networking (With Partners; with foreign/local sponsorship/support)	2

Project Visits/Practical work	2
ORM	1
Statistics	1
Resource mobilization	1
Scenario/case study discussions	1
Children and Human Rights	1
No idea	1
Financial Reporting	1
The system and tools of M&E of the program.	1
Importance of tracking the Grade 7 graduates	1
Research on why perpetrators abuse women and children; play therapy	1
Safety and security issues of AGSP recipients as a result of accessing scholarship	1
Work relationship between bosses, workers and WI	1
Way forward about issued raised	1
How does the program raise the self-esteem of the child? Different cultural practices and AEI-AGSP	1

6. What did you like most about the conference?

Sharing Ideas, Experiences & Information/Interaction with partners	23
Group Work/Discussions	4
Time Management	4
Everyone's active participation/meeting everyone	3
Talking about sexuality	1
Everything	1
The participation of all the managers of AGSP	1
Mentoring	1
The work environment	1
USAID Showing	1
Seating Arrangement - great interaction between audience and presenters	1
Translators were good with their work	1
Mentoring Success Stories and Parent & Community Involvement	1
Empowering for the Future	1
Time allocated just to AGSP since at home there are other activities that require attention	1
Topics were presented in very simple language and we have all the information at our disposal	1
Explanation of terms	1

7. What did you like least about the conference?

Not enough time (rushed, too packed, long days, discussion cut short, etc)	14
Nothing	12
Not enough interaction in all presentations	2
Saying good-bye	1
The non-engagement of the francophones in the presentation of experiences	1
Cold in the conference hall	1
Mentoring Success Stories were disappointing	1
Errors in the names of participants	1
Integration of boys	1
Not enough Icebreakers - I sort of felt sleepy	1
No break after lunch	1
The [illegible] of certain cases such as GBV	1

8. How satisfied were you with the conference materials provided? And why?

Overall Rate: 4.48

General positive responses (excellent, very good, informative, appropriate, useful, we lacked nothing, etc)	8
Good for future reference	6
Some not translated (esp. Portuguese/Child Labor)	3
Easier to follow conference & speakers/Less time taking notes	3
Binder too big (difficult too move pages - doesn't fit in bag)	2
Print too small on hand-outs	1
Some presentations missing	1

9. Overall, how satisfied were you with the speakers/presenters?

Overall Rate: 4

Speakers were knowledgeable, experienced, prepared	6
General positive comments (good, very good, up to standards, etc)	5
Needed more time	2
Translations good	1
Too much talk, not enough group work	1
Panel presenters too general	1
Lack of dynamism	1
Local partners struggled a bit	1
French presenters tended to say more than necessary	1

10. Would you recommend this conference to others? If yes, why specifically?

Yes	39
No	0
Informative/Productive/Lots of Knowledge	15
Brought People together/Sharing Experiences	14
Presenters/Approach great	2
Should happen annually	2
It will help out with implementing & roll-out	1

11. Did you feel the length of the conference sessions were too long, just about right, or too short?

Just Right	20
Too Short	18
Too Long	4

12. Was the content of conference sessions appropriate and informative?

Yes	43
Mostly	2
No	0

13. In what ways could this conference be improved?

More time	22
Make Annual (or bi-annual)	4
Free Time	3
More partner participation	2
All organizations should present	2

More program sharing (esp. best practices)	2
Fewer, longer sessions	
Increase per diem	
Separate bosses from the workers	
Improve Mentoring Programs	
Keep to new topics (avoid topics that have been harped on: HIV/AIDS & Child Labor)	
In mobilizing other direct partners such as the mentors	
Materials in advance	
More Group Work	
Boys integration more practical	
More info on HIV/AIDS, best practices, boys empowerment	
Nothing	

INDIVIDUAL SESSION RATINGS:

Rate each session according to how useful or informative they were to you
(4) Extremely (3) Very (2) Somewhat (1) Not at All/Not Applicable

Empowering for the Future	3.71
Parent & Community Involvement	3.62
HIV/AIDS: Age Appropriate Lessons	3.6
Bringing Boys on Board I	3.55
Gender Based Violence	3.53
Bringing Boys on Board II	3.52
Mentoring Guide Roll Out	3.51
HIV/AIDS: Stigma & Discrimination	3.45
Innovative Scholarship Practices	3.37
How Reporting Can Help You!	3.37
Mentoring Success Stories	3.33
Child Labor	3.33
Visibility & Branding	3.08

AnnexG: School Directory - Region 3

October 30, 2008

COUNTRY	PARTNER	SCHOOL NAME	PROVINCE	PRINCIPAL'S FIRST NAME	PRINCIPAL'S LAST NAME	HIGHEST GRADE AT SCHOOL
Angola	Associação para a Ajuda de Desenvolvimento de Povo para Povo (ADPPP)	Escola Polivalente Formigas do Futuro 7050	Luanda	Nunes	Chionga	9
Angola	Centro Horizonte Azul	500 casas	Luanda	MR/MS No Name	Unknown	12
Angola	Centro Horizonte Azul	Engil	Luanda	MR/MS No Name	Unknown	12
Angola	Centro Horizonte Azul	Escolinha da Paz (CHA)	Luanda	MR/MS No Name	Unknown	12
Angola	Centro Horizonte Azul	Fidel de Castro	Luanda	MR/MS No Name	Unknown	12
Angola	Centro Horizonte Azul	Horizonte Azul	Luanda	MR/MS No Name	Unknown	12
Angola	Centro Horizonte Azul	IMNE	Luanda	MR/MS No Name	Unknown	12
Angola	Centro Horizonte Azul	Loy	Luanda	MR/MS No Name	Unknown	12
Angola	Centro Horizonte Azul	Paiva	Luanda	MR/MS No Name	Unknown	12
Angola	Centro Horizonte Azul	Preparatória	Luanda	MR/MS No Name	Unknown	12
Angola	Centro Horizonte Azul	Rainha Nhacatolo	Luanda	MR/MS No Name	Unknown	12
Angola	Centro Horizonte Azul	Rejedoria	Luanda	MR/MS No Name	Unknown	12
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Centro Escola CEV de Viana	Luanda	Mariana Pereira	Roger dos Santos	8
Angola	OCSI	Colégio Jofraide	Luanda	Tarciso Correia da Silva	José Francisco	8
Angola	OCSI	Colégio 7º Dia	Luanda	Paulo Domingos	Antónia da Graça	8
Angola	OCSI	Colégio Janeth Tavares	Luanda	Pires Amorim	Janeth Tavares	8
Angola	OCSI	Colégio Justino	Luanda	Palmira Sebastião	Rogério Francisco Bula	8
Angola	OCSI	Colégio Mamá Jú	Luanda	Eduardo da Cruz	Santos Correia	8
Angola	OCSI	Colégio Meneze	Luanda	Teresa Agostinho da Silva	Joaquim Pedro kossi	8
Angola	OCSI	Colégio Nzinga Moxi	Luanda	António Avelino	Joaquim Pedro	12
Angola	OCSI	Colégio Quina Angola	Luanda	M/MS	No Name	12
Angola	OCSI	Colégio São Marcos	Luanda	Marcos Pitra Gomes	Oswaldo Quintas	8
Angola	OCSI	Escola São Cristóvão	Luanda	Paulo Salvador	Angela dos Santos	8
Angola	OCSI	Escola Ana Paula da Sapú-Nº 9094	Luanda	Mário Paulino	Angelo Domingos Correia	8
Angola	OCSI	Escola As Bongavilhas	Luanda	M/MS	No Name	12
Angola	OCSI	Escola Bitá-Sapú Nº 9102	Luanda	Paula Tavares Ngonga	Pereira Cassinda	8
Angola	OCSI	Escola Catarina e Camosse	Luanda	M/MS	No Name	7
Angola	OCSI	Escola Participada Molowini	Luanda	M/MS	Domingos João	8
Angola	OCSI	Escola da Nazaré	Luanda	Simone Saipango	Agustinho Dumbo	6
Angola	OCSI	Escola Esperança	Luanda	António Henriques Pundo	Abraão Bernardo Gaieta	6
Angola	OCSI	Escola Japão	Luanda	No Name	Mr/Ms	7
Angola	OCSI	Escola Madre Maria Luisa	Luanda	António Ferreira	Maria Luisa	8
Angola	OCSI	Escola Missionária Dona Rosária	Luanda	Paulo Victor Fonseca	Rosária Pereira	8
Angola	OCSI	Escola Nº 7044	Luanda	António Tito	Bernardo da Silva	8
Angola	OCSI	Nnguitalele	Luanda	M/MS	No Name	7
Angola	Salesianos de Dom Bosco	BANGO-ANGA, Escola da Missão Calulo	Kwanza Sul	VICTOR SEQUEIRA	GUTIERREZ	12
Angola	Salesianos de Dom Bosco	Calulo ZELE DE MAGIA, Escola da Missão Calulo	Kwanza Sul	VICTOR SEQUEIRA	GUTIERREZ	12
Angola	Salesianos de Dom Bosco	Calulo-Sede, Escola da Missão Calulo	Kwanza Sul	VICTOR SEQUEIRA	GUTIERREZ	12
Angola	Salesianos de Dom Bosco	Cangonga sede, Centro Educativo Dom Bosco	Kwanza Sul	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Cangongo, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Canhondo, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	CARIMBA, Escola da Missão Calulo	Kwanza Sul	VICTOR SEQUEIRA	GUTIERREZ	12
Angola	Salesianos de Dom Bosco	CASSANGA, Escola da Missão Calulo	Kwanza Sul	Manuel Ordóñez	Ramon	12

Angola	Salesianos de Dom Bosco	CASSANHA (T), Escola da Missão Calulo	Moxico	VICTOR SEQUEIRA	GUTIERREZ	12
Angola	Salesianos de Dom Bosco	CASSANHA, Escola da Missão Calulo	Kwanza Sul	VICTOR SEQUEIRA	GUTIERREZ	12
Angola	Salesianos de Dom Bosco	Cassoalala, Escola Missionária	Kwanza Sul	Victor Luis Sequeria	GUTIERREZ	9
Angola	Salesianos de Dom Bosco	Cassoma Moxico, Centro Educativo Dom Bosco	Kwanza Norte	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Cavimbi, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Centro Educativo Dom Bosco (Moxico) (SB)	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Chicala 1, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Chicala, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Chizuly, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Dala Issossa, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Dom Bosco Luena-Moxico	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	EDB-Lixeira, Escola Dom Bosco	Moxico	Marcello Jorge	Ciavatti	12
Angola	Salesianos de Dom Bosco	Escola da Missão Calulo	Kwanza Sul	VICTOR SEQUEIRA	GUTIERREZ	12
Angola	Salesianos de Dom Bosco	Escola Dom Bosco (SB)	Luanda	JEREMIAS CAWAIA DE JESUS	ALFREDO	12
Angola	Salesianos de Dom Bosco	Escola Missionária	Kwanza Norte	JOSÉ	LÓPEZ	9
Angola	Salesianos de Dom Bosco	HATE(ZENZO), Escola da Missão Calulo	Kwanza Sul	VICTOR SEQUEIRA	GUTIERREZ	12
Angola	Salesianos de Dom Bosco	Kapequeno, Centro Educativo Dom Bosco	Luanda	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Mulau, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Munhango, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Ngombe, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	QUITILA, Escola da Missão Calulo	Kwanza Sul	VICTOR SEQUEIRA	GUTIERREZ	12
Angola	Salesianos de Dom Bosco	Sacheka, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Sachibanda, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Sachikota, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Saimina, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Sajumba, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Salele, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Salimbuango-kahula, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Saluanja, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Samanhika, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Samanhina, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Samayanda, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Tchicala 2, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Tchicala, Centro Educativo Dom Bosco	Moxico	MARTIN	LASARTE	8
Angola	Salesianos de Dom Bosco	Trilhos, Escola Dom Bosco	Moxico	JEREMIAS CAWAIA DE JESUS	ALFREDO	12
Botswana	Skillshare International/Botswana	KANG PRE-SCHOOL	Kgalagadi	Keithatile	Tholwane	0
Botswana	Skillshare International/Botswana	Kang Primary School	Kgalagadi	Dineo	Molemele	7
Botswana	Skillshare International/Botswana	Mahusane Primary School	Kgalagadi	Mpho	Mpho	7
Botswana	Skillshare International/Botswana	Mmanathoko Primary School-Botshelo Project	Central	Boikhutso	Botshelo	7
Botswana	Skillshare International/Botswana	Phuduhudu Primary School	Kgalagadi	Neo	Neo	7
Botswana	Skillshare International/Botswana	St Augustine's Primary School-Botshelo Project	Central	Kabo	Ramatsela	7
Congo	Aide à l'Enfance	Ecole 31 juillet 1968	Likouala	Maurice	Moranganga	2
Congo	Aide à l'Enfance	ECOLE HENRI BOUNDA DE SIBITI	Lekoumou	JEAN PIERRE	MIATI	2
Congo	Aide à l'Enfance	Ecole primaire AIDE A L'ENFANCE de Dolisie	Niari	Julienne	MANTSOUNGA	6
Congo	Aide à l'Enfance	Ecole primaire AIDE A L'ENFANCE de Nkayi	Bouenza	Macaire	MEYA	2
Congo	CONGO-U.S. ALUMNI ASSOCIATION (CUSAA)	1er Mai	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	Aliyou Fatima	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	Chaminade	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	Camra Laye	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	Celeste Grâce	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	Charles Montesquieu	Brazzaville	M/MS No Name	Unknown	13

Congo	CUSAA	Charles Montesquieu	Niari	M/MS No Name	Unknown	13
Congo	CUSAA	Cinq (5) Février	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	Collège Isaac Newton	Kouilou	M/MS No Name	Unknown	13
Congo	CUSAA	Collège Roi Salomon	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	CSAP	Plateaux	M/MS No Name	Unknown	13
Congo	CUSAA	EAD	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	F. René Dechateaubriand	Kouilou	M/MS No Name	Unknown	13
Congo	CUSAA	Fernand Nathan	Kouilou	M/MS No Name	Unknown	13
Congo	CUSAA	Huit (8) Février	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	Kébanou	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	La Paix	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	Lycée Chaminade	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	Lycée d'Impfondo	Likouala	M/MS No Name	Unknown	13
Congo	CUSAA	Lycée de Djambala	Plateaux	M/MS No Name	Unknown	13
Congo	CUSAA	Lycée de Gamboma	Plateaux	M/MS No Name	Unknown	13
Congo	CUSAA	Lycée de Kinkala	Pool	M/MS No Name	Unknown	13
Congo	CUSAA	Lycée de Nkayi	Bouenza	M/MS No Name	Unknown	13
Congo	CUSAA	Lycée de Ouesso	Sangha	M/MS No Name	Unknown	13
Congo	CUSAA	Lycée d'Owando	Cuvette	M/MS No Name	Unknown	13
Congo	CUSAA	Lycée de Sibiti	Lekoumou	M/MS No Name	Unknown	13
Congo	CUSAA	Lycée Technique	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	Mabota Raffinerie	Kouilou	M/MS No Name	Unknown	13
Congo	CUSAA	Pointe Il	Kouilou	M/MS No Name	Unknown	13
Congo	CUSAA	Révolution	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	Saint Vincent	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	Savorgnan de Brazza	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	Technique de Dolisie	Niari	M/MS No Name	Unknown	13
Congo	CUSAA	Technique Poaty Bernard Kouilou	Kouilou	M/MS No Name	Unknown	13
Congo	CUSAA	Thomas Sankara	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	Victor Augagneur	Kouilou	M/MS No Name	Unknown	13
Congo	CUSAA	Victor Hugo	Brazzaville	M/MS No Name	Unknown	13
Congo	CUSAA	Victor Justin Sathoud	Niari	M/MS No Name	Unknown	13
Gabon	Association des Femmes Educatrices du Gabon (AFEG)	Akoh	Woleu-Ntem	Germaine	Mengue	6
Gabon	AFEG	ANGANG	Woleu-Ntem	Flavienne Mekui	M'Ekwaga	6
Gabon	AFEG	Belfort	Woleu-Ntem	Germaine	Mengue	6
Gabon	AFEG	Bembieani	Ogooue-Lolo	Alexis Boukika	Ndyoku	6
Gabon	AFEG	Bolossoville	Woleu-Ntem	Micheline	Abagha	6
Gabon	AFEG	ELOP (Ecole Privée Protestante)	Woleu-Ntem	Mme Aboge	Ndong	6
Gabon	AFEG	Kessipoughou	Ogooue-Lolo	Mme Nzatsi	Nicaise	6
Gabon	AFEG	Koungoule (Ecole Publique)	Moyen-Ogooue	Henri Charles	Nziengui	6
Gabon	AFEG	Lipaka Il	Ogooue-Lolo	None	Unknown	6
Gabon	AFEG	Malanga (Ecole Catholique)	Ogooue-Lolo	G Aime Mandjadi	Malela	6
Gabon	AFEG	Mitone	Moyen-Ogooue	Directeur	Directeur	5
Gabon	AFEG	Moukombi	Ogooue-Lolo	Michel	Makoma	6
Gabon	AFEG	Moussamou Kougou	Moyen-Ogooue	Bernadette	Eko	6
Gabon	AFEG	Nkolabona (Ecole Catholique)	Woleu-Ntem	Josephine	Megne	6
Gabon	AFEG	Nkout	Woleu-Ntem	Nadege Esseng	Meye	6
Gabon	AFEG	Nzoghe Bang (Ecole Catholique)	Moyen-Ogooue	Mr Nguema	Mbo	6
Gabon	AFEG	Obout	Woleu-Ntem	Therese Abo	Eyi	6
Gabon	AFEG	Sougou-Dzap	Woleu-Ntem	Christine Andeme	Obiang	6
Gabon	AFEG	Tsati	Ogooue-Lolo	Simplice Hdever	Mahouangou	6

Gabon	AFEG	Tsengue-Moupinda	Ogooue-Lolo	Hans Banga	Medjo	6
Gabon	AFEG	Weliga 2 (Ecole Protestante)	Moyen-Ogooue	Amelie	Matsanga	6
Gabon	Femmes Gabonaises (FEGAB)	Adventiste	Estuaire	Magloire MWAMBA	KIYOMBO	6
Gabon	FEGAB	Agoungou	Estuaire	Raymonde	BOUROUBOU	6
Gabon	FEGAB	Akébé 1	Estuaire	Laure Flora	ATSAME	6
Gabon	FEGAB	Akébé 2	Estuaire	Jean Baptiste EKORO	ABAGHA	6
Gabon	FEGAB	Akébé Belle vue 2	Estuaire	Flavien NDOUTOUME	NDONG	6
Gabon	FEGAB	Akébé OPT	Estuaire	Lucie	BESSIMA	6
Gabon	FEGAB	Alibandeng	Estuaire	Aloise MEZUI ME	NDONG	6
Gabon	FEGAB	Bâ Omar	Estuaire	Pauline	Mbina	6
Gabon	FEGAB	Baraka Mission	Estuaire	M/MS	Unknown	6
Gabon	FEGAB	Batavéa 1	Estuaire	Gertrude OBE	NSOLO	6
Gabon	FEGAB	Batavéa 2	Estuaire	Jean Roger	ONE	6
Gabon	FEGAB	Batavéa 3	Estuaire	Flore Isabelle MAPOLA	MOUGOLA	6
Gabon	FEGAB	Belle vue 1A	Estuaire	Elie	NZIENGUI	6
Gabon	FEGAB	Belle vue 2	Estuaire	Philippine MBOUI	ENDAMANE	6
Gabon	FEGAB	Belle vue 3	Estuaire	Nicaise NGOUA	OBAME	6
Gabon	FEGAB	Bissegue Plein Ciel	Estuaire	Bruno	LANGA	6
Gabon	FEGAB	Camp Nchoréré	Estuaire	Blaise	POULISSI	6
Gabon	FEGAB	Charbonnages	Estuaire	None	Unknown	6
Gabon	FEGAB	Château des Innocents	Estuaire	Hortense BENDOME	MBA	6
Gabon	FEGAB	Cité Mébiame	Estuaire	JEAN JACQUES HERMANN	MEIYE	13
Gabon	FEGAB	Damas 1	Estuaire	Edith Liliane	MEKINA	6
Gabon	FEGAB	Ecole Nationale pour Enfants Déficiants Auditifs	Estuaire	Saliou MOUBOYI	MIDOKO	6
Gabon	FEGAB	Elite Africaine	Estuaire	Christian	DA CRUZ	6
Gabon	FEGAB	ENS A	Estuaire	Véronique	MENGUE EDO	6
Gabon	FEGAB	ENSET A	Estuaire	Hassan	EYEGHE	6
Gabon	FEGAB	Expérience	Estuaire	None	Unknown	6
Gabon	FEGAB	Glass	Estuaire	Augustine	ANDAGUI-OMPANA	6
Gabon	FEGAB	Gros Bouquet 3	Estuaire	Philomène	MEYE	6
Gabon	FEGAB	La Bonne Semence	Estuaire	Elie	TOUMBA TCHYMANGA	6
Gabon	FEGAB	Le Lys de la Vallée	Estuaire	Mme	Walker	6
Gabon	FEGAB	Les Génies en Herbes	Estuaire	None	Unknown	6
Gabon	FEGAB	Les Thatys Delor de Saint	Estuaire	M/MS	Unknown	6
Gabon	FEGAB	Mairie de Plaine Niger	Estuaire	Edwige Benoîte	BOUADJA	6
Gabon	FEGAB	Martine Oulabou	Estuaire	M/MS	Unknown	6
Gabon	FEGAB	Melen	Estuaire	Cyprien	MEBOUNE ESSO	6
Gabon	FEGAB	Mindoubé 1	Estuaire	M/MS	Unknown	6
Gabon	FEGAB	Montfort	Estuaire	Jeanine	BOULINGUI	6
Gabon	FEGAB	Notre Dame des Victoires	Estuaire	Cécile Patricia M,	NICOLAS RENAMY	6
Gabon	FEGAB	Nzeng Ayong 1	Estuaire	Paulette	MENGUE	6
Gabon	FEGAB	Nzeng Ayong 2	Estuaire	M/MS	Unknown	6
Gabon	FEGAB	Nzeng Ayong 3	Estuaire	Claire	LADI MABILA	6
Gabon	FEGAB	Nzeng Ayong Dragages	Estuaire	Delongeot	MEYE M'OBANG	6
Gabon	FEGAB	Nzeng Ayong Lacs	Estuaire	Jean Bernard	KOUMBA	6
Gabon	FEGAB	Nzeng Ayong Nouvelle Cité	Estuaire	Victor Elie	NKOULOU	6
Gabon	FEGAB	Octra 1	Estuaire	Julien	NTOUNG MBA	6
Gabon	FEGAB	Ossengué	Estuaire	Michel	BOUNDA	6
Gabon	FEGAB	Peyrie	Estuaire	Marjolaine	BIKEYE	6
Gabon	FEGAB	Pilote urbaine du Centre	Estuaire	Flore	Jiffone	6
Gabon	FEGAB	PK8 2	Estuaire	Alexandre	NGABONI	6
Gabon	FEGAB	PK8 3	Estuaire	Alain	LIPOBO	6

Gabon	FEGAB	Providence Divine	Estuaire	Fidel	MBA MORO	6
Gabon	FEGAB	Rédemption Totale des Sourds	Estuaire	Germain	OZO	6
Gabon	FEGAB	Sibang 3	Estuaire	Zue Pierre	OBIANG	6
Gabon	FEGAB	SNI I	Estuaire	Jeannot	ENGONE	6
Gabon	FEGAB	St Jacques	Estuaire	Emmanuel	OSSA MEDANG	6
Gabon	FEGAB	St Joseph	Estuaire	Valentin	Mayossa	6
Gabon	FEGAB	St Michel	Estuaire	Michel	NKOGO ONDO	6
Gabon	FEGAB	Ste Anne	Estuaire	M/MS	Unknown	6
Gabon	FEGAB	Ste Marie	Estuaire	M/MS	Unknown	6
Gabon	FEGAB	Ste Thérèse de Lalala	Estuaire	M/MS	Unknown	6
Lesotho	Lesotho Save the Children	'Malithuso Secondary School	Leribe	Theresia	Selete	10
Lesotho	Lesotho Save the Children	'Masentle High school	Maseru	Mr.M.	Khoaele	12
Lesotho	Lesotho Save the Children	Abia High School	Maseru	Sr. Alixuis	Mohanoe	12
Lesotho	Lesotho Save the Children	Bereng High School	Mafeteng	Mr. B.G.	Mabusa	12
Lesotho	Lesotho Save the Children	Bishop de Mazenod High School	Maseru	Matsepang	Ntsane	12
Lesotho	Lesotho Save the Children	Cana High School	Berea	Mr.M.	Sefefo	12
Lesotho	Lesotho Save the Children	Cenez High School	Maseru	Not Known	Unknown	12
Lesotho	Lesotho Save the Children	Dahon High School	Leribe	Sr. Alix-Mary Lekhooa	Sr. Alix-Mary Lekhooa	12
Lesotho	Lesotho Save the Children	Hareeng High School	Quthing	M	Mafatiri	12
Lesotho	Lesotho Save the Children	Herd Boys - Lebopo	Mokhotlong	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Herd Boys - Paneng	Mokhotlong	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Hermitage High School	Qacha's Nek	Mr.L.J.	Hlapi	12
Lesotho	Lesotho Save the Children	Hlotse High School	Leribe	Mr. P.	Mosothoane	12
Lesotho	Lesotho Save the Children	Holy Cross High School	Mohales Hoek	Not Known	Unknown	12
Lesotho	Lesotho Save the Children	Holy Family High school	Leribe	Sr. Rene	Khiba	12
Lesotho	Lesotho Save the Children	Holy Names High School	Leribe	Sr. C.	Ntoloane	12
Lesotho	Lesotho Save the Children	Ikaneng Secondary School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Itekeng High School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	John xxiii High School	Qacha's Nek	Sr.I.M.	Makhetha	12
Lesotho	Lesotho Save the Children	Khethisa high School	Leribe	Mr.	Masoebe	12
Lesotho	Lesotho Save the Children	Khubetsoana High School	Maseru	Mrs.E.P	Ramangoela	12
Lesotho	Lesotho Save the Children	Lebopo Primary School	Mokhotlong	Atafalang	Sethathi	7
Lesotho	Lesotho Save the Children	Leqele Secondary School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Leribe High School	Leribe	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Lesaoana Secondary School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Lesotho High School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Lithabaneng L.E.C. High School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Lithoteng L.E.C. Primary School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Mabathoana High School	Maseru	Sr.A.	Mohanoe	12
Lesotho	Lesotho Save the Children	Mahlabatheng High School	Maseru	Matebello	Motaba	10
Lesotho	Lesotho Save the Children	Makena High School	Mafeteng	Not Known	Unknown	12
Lesotho	Lesotho Save the Children	Maseribane High School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Maseru Day High School	Maseru	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Maseru High School	Maseru	Mr. M.	Lelimo	12
Lesotho	Lesotho Save the Children	Maseru LEC Primary School	Maseru	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Masianokeng High School	Maseru	Mr.K.T.	Chimombe	12
Lesotho	Lesotho Save the Children	Matikoe High School	Maseru	Mr.M	Mphana	12
Lesotho	Lesotho Save the Children	Matsepe High School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Mavuka Primary School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Mazenod High School	Maseru	Br. B.C.	Majoro	12
Lesotho	Lesotho Save the Children	Mazenod Primary School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Methodist High School	Unknown	Not Known	Unknown	Unknown

Lesotho	Lesotho Save the Children	Mohale Primary School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Mohale's Hoek High School	Mohales Hoek	Mr. M. R.	Ntsela	12
Lesotho	Lesotho Save the Children	Mokhalimetsa Primary School	Mohales Hoek	Ma Khotso	Lephutha	7
Lesotho	Lesotho Save the Children	Morate English Mediums High School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Morija Girl School High School	Maseru	Mrs.L.	Nthabane	12
Lesotho	Lesotho Save the Children	Moruthoane Secondary School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Moshoeshe II High School	Maseru	Mr.E.M.	Letsoala	12
Lesotho	Lesotho Save the Children	Mount Tabor High School	Mafeteng	Rev.James	Dinu	12
Lesotho	Lesotho Save the Children	Patlong High School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Peka High School	Leribe	Tlotliso Gilbert	Leketa	12
Lesotho	Lesotho Save the Children	Philisanong Disabled	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Phomolong L.E.C. Secondary School	Maseru	Jane	Kathekiso	10
Lesotho	Lesotho Save the Children	Pitseng High School	Leribe	Sr. Juliet	Lithempa	12
Lesotho	Lesotho Save the Children	Prince Mohato Secondary School	Maseru	Mathabo	Ntiale	10
Lesotho	Lesotho Save the Children	Qoaling High School	Maseru	Mr. E.K.	Mandoro	12
Lesotho	Lesotho Save the Children	Rasetimela Gov't Secondary School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Resource Center for the Blind	Leribe	Not Known	Unknown	7
Lesotho	Lesotho Save the Children	Sebapala Secondary School	Quthing	Mr. T.A.	Mpesi	10
Lesotho	Lesotho Save the Children	Sebelekoane Secondary School	Mafeteng	Not Known	Unknown	10
Lesotho	Lesotho Save the Children	Seiso High School	Mokhotlong	Mr. T.	Nyapisi	12
Lesotho	Lesotho Save the Children	Sefako High School	Butha-Buthe	Polokoana	Polokokana	12
Lesotho	Lesotho Save the Children	Sefika High School	Maseru	Mrs.K.	Mahula	12
Lesotho	Lesotho Save the Children	Senkoase High School	Mokhotlong	Maputle	Mohlomi	12
Lesotho	Lesotho Save the Children	Senkoase Primary School	Mokhotlong	Mamothusi	Monaheng	7
Lesotho	Lesotho Save the Children	St. Agnes High School	Berea	Not Known	Unknown	12
Lesotho	Lesotho Save the Children	St. Boniface High School	Leribe	Mrs.E.M.	Nyamane	12
Lesotho	Lesotho Save the Children	St. Catherines Girls' High School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	St. James Anglican High School	Maseru	Mrs.J.	Sehloho	12
Lesotho	Lesotho Save the Children	St. James High School	Mokhotlong	Sr. Anna	Lereko	12
Lesotho	Lesotho Save the Children	St. John's High School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	St. Joseph High School	Maseru	Bro.B.C.	Majoro	12
Lesotho	Lesotho Save the Children	St. Mary's High School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	St. Thomas High School	Mohales Hoek	Sr. Alice	Tlau-Tlau	12
Lesotho	Lesotho Save the Children	Thabeng High School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Thetsane High School	Maseru	Mr.R.	Khampane	12
Lesotho	Lesotho Save the Children	Tholo Secondary School	Unknown	Not Known	Unknown	Unknown
Lesotho	Lesotho Save the Children	Thuto Ke Leseli Government Secondary School	Maseru	Not Known	Unknown	8
Lesotho	Lesotho Save the Children	Ts'epo Christian High School	Maseru	Ramakatsa	Motebang	12
Lesotho	Lesotho Save the Children	Zenon High School	Berea	Molefi	Pusetso	12
Madagascar	Pact, Inc.	AAM (Association des polyhandicapes)	Antananarivo	Robinson Josoa	RADAFINIANTSOA	13
Madagascar	Pact, Inc.	AKAMA (Ecole des sourds muettes)	Antananarivo	Jules	ANDRIAMAMPIANINA	13
Madagascar	Pact, Inc.	AKANY AVOKO (Centre d'orphelinat)	Antananarivo	Christian Hery	RATOVONDRAHONA	13
Madagascar	Pact, Inc.	CEG Ambatovy	Fianarantsoa	Noel	RAKOTOARISOA	9
Madagascar	Pact, Inc.	CEG Ambilombe	Antananarivo	M/MS	No Name	13
Madagascar	Pact, Inc.	CEG Ambodibonara	Toamasina	Jean Jacques	RABE	9
Madagascar	Pact, Inc.	CEG Ambohimalaza	Antananarivo	Randriamarosoa	ANDRIAMALIMANANA	9
Madagascar	Pact, Inc.	CEG Ambohimadana	Fianarantsoa	M/MS	No Name	13
Madagascar	Pact, Inc.	CEG Ampefiloha	Antananarivo	M/MS	No Name	13
Madagascar	Pact, Inc.	CEG Analamahintsy	Antananarivo	Aliseravololona	RASOAMANANORO	9
Madagascar	Pact, Inc.	CEG Andoharanofotsy	Antananarivo	Jean Claude	RAMADISON	12
Madagascar	Pact, Inc.	CEG Andranomanelatra	Antananarivo	Robin	ANDRIAMAHADY	13
Madagascar	Pact, Inc.	CEG Anjoma Itsara	Fianarantsoa	Emma Violette	RAHARINIRINA	9

Madagascar	Pact, Inc.	CEG Ankorombe	Fianarantsoa	Jean Marie	RAKOTOARIVELO	13
Madagascar	Pact, Inc.	CEG Annexe	Toamasina	Jean Baptiste	RAKOTOARISON	7
Madagascar	Pact, Inc.	CEG Anosibe	Antananarivo	Lanto Narison	RATSIMISETA	9
Madagascar	Pact, Inc.	CEG Antanimena	Antananarivo	Georges	FERNAND	13
Madagascar	Pact, Inc.	CEG Antsahroa	Fianarantsoa	M/MS	No Name	13
Madagascar	Pact, Inc.	CEG Belazao	Antananarivo	Richard	NDRIAMAMPANDRISTA	13
Madagascar	Pact, Inc.	CEG Bemasoandro	Antananarivo	Vaomiamina Roberte Alice	RAZANABELONORO	9
Madagascar	Pact, Inc.	CEG Betsizaraina	Toamasina	Henri	ZAFILAHY	9
Madagascar	Pact, Inc.	CEG Fandriana	Fianarantsoa	Andriamihajirinina Jean Marie Vianney	RAVOSON	9
Madagascar	Pact, Inc.	CEG Farafangana	Fianarantsoa	Bonne Félix	RABARIJAONA	13
Madagascar	Pact, Inc.	CEG Fénerive Est	Toamasina	Paul	BERA	9
Madagascar	Pact, Inc.	CEG Isorana	Fianarantsoa	Eugène	ANDRIAMAHAZOSOA	13
Madagascar	Pact, Inc.	CEG Joël Rakotomalala	Fianarantsoa	Jeanne Ranjamiadana	RAZAFINDRAVELO	13
Madagascar	Pact, Inc.	CEG Mahanoro	Toamasina	Ainarivony Oliva	ANDRIANOMANANA	12
Madagascar	Pact, Inc.	CEG Mahasoabe	Fianarantsoa	Désiré	RAKOTOMALALA	9
Madagascar	Pact, Inc.	CEG Mahatsinjony	Fianarantsoa	Louis de Gonzague	RAKOTOMALALA	13
Madagascar	Pact, Inc.	CEG Manakara Be	Fianarantsoa	Georges Pierre	MPANAOSOA	13
Madagascar	Pact, Inc.	CEG Mananjary	Fianarantsoa	Maurice	TONGATSARA	13
Madagascar	Pact, Inc.	CEG Mandaniresaka	Antananarivo	José	RALAMBOMANANA	13
Madagascar	Pact, Inc.	CEG maneva	Fianarantsoa	Ephraïm	TSAMA	9
Madagascar	Pact, Inc.	CEG Mangarano	Toamasina	Amédée Chrysostome	RASAMISON	9
Madagascar	Pact, Inc.	CEG Manjakandriana	Antananarivo	Martin	RATSARAEFADAHY	9
Madagascar	Pact, Inc.	CEG Nanisana	Antananarivo	Daniel	RANDRIANAIVOSON	9
Madagascar	Pact, Inc.	CEG Rakotozafy Alphonse	Fianarantsoa	Honoré Joseph	RAKOTOARISON	13
Madagascar	Pact, Inc.	CEG Ramahatahitra	Toamasina	Jean	SAJY	8
Madagascar	Pact, Inc.	CEG Ratsimilaho	Toamasina	Justin Bertrand	NDRIAMALAZA	9
Madagascar	Pact, Inc.	CEG Sabotsy Namehana	Antananarivo	Hajarivony	RAZAKAMIADANA	13
Madagascar	Pact, Inc.	CEG Soamalaza	Antananarivo	M/MS	No Name	13
Madagascar	Pact, Inc.	CEG Tananambo	Toamasina	Solojaona	RAZAFINDRAKOTO	9
Madagascar	Pact, Inc.	CEG Tanjombato	Antananarivo	Victor Ignace	RANDRIAMANANTENA	9
Madagascar	Pact, Inc.	CEG Tsiroanomandidy	Antananarivo	Sahondra	RASOAMANANA	9
Madagascar	Pact, Inc.	CEG Vatomandry	Toamasina	Natanaelina	RAKOTONIAINA	9
Madagascar	Pact, Inc.	CEG Vohimasina	Fianarantsoa	Jeanne Céline	SOLONAHARIMANANARIVO	7
Madagascar	Pact, Inc.	CEG Vohipeno	Fianarantsoa	Charles	DEGUISE	13
Madagascar	Pact, Inc.	Club d'Enfants FIKRIZAMA	Antananarivo	Nivo	RAMANANORONIAINA	5
Madagascar	Pact, Inc.	College Adventiste	Antananarivo	Emile	RAHERIJAONA	13
Madagascar	Pact, Inc.	Collège Anglican St Jean Ambohimangakely	Antananarivo	Josette Ratsivalaka	RAHANTANIRINA	12
Madagascar	Pact, Inc.	Collège Benjamin Escande	Fianarantsoa	Bien-Aimé	RAMANAKOARIVO	13
Madagascar	Pact, Inc.	Collège Brillant Avenir	Fianarantsoa	M/MS	PROSPER	13
Madagascar	Pact, Inc.	Collège Présentation de Marie	Fianarantsoa	Marie Jeanne	RAZAFINDRASOA	13
Madagascar	Pact, Inc.	Collège Saint Laurent Ambohimanoro	Antananarivo	Eugène	RAZAFINDRATSIMA	12
Madagascar	Pact, Inc.	Collège Saint Philippe et Jacques	Antananarivo	Holinjatovo	RASOAVELOMANANA	12
Madagascar	Pact, Inc.	Collège St Jean Baptiste Ambohimalaza	Antananarivo	Eleonore	RASOANINDRINA	13
Madagascar	Pact, Inc.	Ecole Anne Marie Javouhey	Antananarivo	Soeur Thérésia	RASOAZAKANDRAINY	9
Madagascar	Pact, Inc.	Ecole Caleb Razafimino	Antananarivo	Norosoa	RAZANAKOTO	13
Madagascar	Pact, Inc.	Ecole Champagnat	Antananarivo	Patrice Delys Hary Lisy	RANDRIAMAMONJY	9
Madagascar	Pact, Inc.	Ecole La Providence	Antananarivo	Tiana	RALAMBOSOA	13
Madagascar	Pact, Inc.	EPP Tsarahononana	Antananarivo	Meltine	RAHARIVOLONIRINA	5
Madagascar	Pact, Inc.	EPP Ambalamangahazo	Toamasina	Marie Louise	BAO	5
Madagascar	Pact, Inc.	EPP Ambalanomby	Fianarantsoa	Pierrette Monique	RAVAOMALALA	7
Madagascar	Pact, Inc.	EPP Ambilakely	Toamasina	Jérôme	RAKOTOZAFY	5
Madagascar	Pact, Inc.	EPP Ambodibonara	Toamasina	Léonie	KOANY	5

Madagascar	Pact, Inc.	EPP Ambodiharina	Toamasina	Belson Robert	BOTOERIEL	5
Madagascar	Pact, Inc.	EPP Ambodisaina	Toamasina	Hamatra Marie Françoise	RAKOTOMANGA	5
Madagascar	Pact, Inc.	EPP Ambohmandroso	Toamasina	Martial	RABENANDRASANA	5
Madagascar	Pact, Inc.	EPP Ambohimirary Sud	Fianarantsoa	Elia Virginie	RAVELOJAONA	5
Madagascar	Pact, Inc.	EPP Ambohitranjavidy	Toamasina	Marie	RAFARAVAVY	5
Madagascar	Pact, Inc.	EPP Ambondrona	Fianarantsoa	Charline Julie	ROBILINARIMAVO	5
Madagascar	Pact, Inc.	EPP Ampalanana	Toamasina	Francoeur	Rakotovao	5
Madagascar	Pact, Inc.	EPP Ampapanambo	Toamasina	Ghislaine Rêve d'or	RAZAFIMAHEFA	5
Madagascar	Pact, Inc.	EPP Amparihibe Mahatsinjony	Fianarantsoa	M/MS	No Name	7
Madagascar	Pact, Inc.	EPP Anara I	Fianarantsoa	Daniel	RAZAFINDRAMANITRA	5
Madagascar	Pact, Inc.	EPP Andravoahangy I	Antananarivo	Hestille	RASOAHELIFARA	5
Madagascar	Pact, Inc.	EPP Andrononobe	Antananarivo	Madeleine	RASOAMIARIVelo	5
Madagascar	Pact, Inc.	EPP Ankaramalaza	Fianarantsoa	Pasquiou	RAZAFINDRAZAKA	7
Madagascar	Pact, Inc.	EPP Ankazobe	Toamasina	Lantsoa	RARIVOARIMALALA	5
Madagascar	Pact, Inc.	EPP Ankilahila	Fianarantsoa	Razanamelina Aimee	RAZAFINDRAHASY	5
Madagascar	Pact, Inc.	EPP Ankofafa Ambony	Fianarantsoa	Bebiarisoa	RAZAFINATOANDRO	7
Madagascar	Pact, Inc.	EPP Ankofafalahy	Fianarantsoa	M/MS	No Name	7
Madagascar	Pact, Inc.	EPP Antarandolo Fianarantsoa I	Fianarantsoa	Marie Elisabeth	RAZAFIMAMPIONONA	7
Madagascar	Pact, Inc.	EPP Antsikafoka	Toamasina	Grégoire	RAKOTONAMBININA	5
Madagascar	Pact, Inc.	EPP Belazao	Antananarivo	Ferdinand	RASOLOMANANA	7
Madagascar	Pact, Inc.	EPP Bemasoandro	Antananarivo	Florine	RAZANAMALALA	7
Madagascar	Pact, Inc.	EPP Béryl Rose	Toamasina	Bruno	RAMBELOSON	5
Madagascar	Pact, Inc.	EPP Camps des Mariés	Toamasina	Célestine	SAVIRINA	5
Madagascar	Pact, Inc.	EPP Centre	Fianarantsoa	Claire	RASOANIVIANA	5
Madagascar	Pact, Inc.	EPP CENTRE I	Fianarantsoa	Honorine	RAHARIMANANA	5
Madagascar	Pact, Inc.	EPP Centre Ville	Toamasina	Razafindraletovavina Mariette	Razanamalala Jeanette	5
Madagascar	Pact, Inc.	EPP Fanandrana	Toamasina	Jean Baptiste	RABEMANANTSOA	7
Madagascar	Pact, Inc.	EPP Fieferana	Antananarivo	Pascal	ANDRIANAIVOJAONA	5
Madagascar	Pact, Inc.	EPP Ilanitra	Fianarantsoa	Jeannette	RAHARIVOLOLONA	5
Madagascar	Pact, Inc.	EPP Isorana	Fianarantsoa	Georgine	RAVAOHITA	7
Madagascar	Pact, Inc.	EPP Mahamasina	Fianarantsoa	Germain	RAZAFITSIAFERA	7
Madagascar	Pact, Inc.	EPP Mahatafandry	Antananarivo	Miriame Alice	RAZAFINATOANDRO	5
Madagascar	Pact, Inc.	EPP Mahatsinjony	Fianarantsoa	Joseph	RAVELOJAONA	5
Madagascar	Pact, Inc.	EPP Maintinandry	Toamasina	Célestin	RAZAFIMAHATRATRA	5
Madagascar	Pact, Inc.	EPP Mangarivotra	Antananarivo	Améline	RASOARIVAO	5
Madagascar	Pact, Inc.	EPP Mangarivotra-Fénériver Est	Toamasina	Intada	DAMO	5
Madagascar	Pact, Inc.	EPP Masindranao	Fianarantsoa	Razafidramanga Marthe	RAFARAMALALA	5
Madagascar	Pact, Inc.	EPP MATAVY	Fianarantsoa	Aimee	RANDRIAMAMONJY	5
Madagascar	Pact, Inc.	EPP Plateau Fianarantsoa I	Fianarantsoa	Marie Louise	ZISLLENE	7
Madagascar	Pact, Inc.	EPP Plateau Mananjary	Fianarantsoa	Hedwige	RAZANAMALALA	7
Madagascar	Pact, Inc.	EPP Sahafitana	Toamasina	Mr/Ms	RABENIARISOA	5
Madagascar	Pact, Inc.	EPP Sahambavy Gare	Fianarantsoa	Joseph Emmanuel	RAKOTOVAO	7
Madagascar	Pact, Inc.	EPP Sahasoa	Fianarantsoa	Cécile	RARAVINA	7
Madagascar	Pact, Inc.	EPP Sahavola	Toamasina	Jacqueline	LAPOMPE	5
Madagascar	Pact, Inc.	EPP Soanafindra	Antananarivo	Marie Sabine Elisée	RAHARISOA	5
Madagascar	Pact, Inc.	EPP Soarano	Antananarivo	Marie Immaculée	RAVAOARISOA	5
Madagascar	Pact, Inc.	EPP Tanambao	Fianarantsoa	Emilienne	MARIJAO	7
Madagascar	Pact, Inc.	EPP Tanambao II	Toamasina	Andrianina	RAVELOARINORO	5
Madagascar	Pact, Inc.	EPP Tananambo	Toamasina	Mr/Ms	RAMANANTOANINA	7
Madagascar	Pact, Inc.	EPP Tanandava	Toamasina	François	VELONJARA	5
Madagascar	Pact, Inc.	EPP Todivelona	Toamasina	Anne Marie Ghislaine	LEMALADE	7
Madagascar	Pact, Inc.	EPP Tomboarivo	Antananarivo	Elie Honoré	RAZOELINIARY	7

Madagascar	Pact, Inc.	EPP Tsarafasina	Toamasina	André Gustave	RAKOTOMALALA	5
Madagascar	Pact, Inc.	EPP Vohimasina	Fianarantsoa	M/MS	No Name	7
Madagascar	Pact, Inc.	EPP Vohitsara	Toamasina	Juliette	RASOAZANANY	5
Madagascar	Pact, Inc.	FESD (Association humanitaire)	Antananarivo	Sylvanie Lucienne	RASOAZANAMANANA	13
Madagascar	Pact, Inc.	FJKM Ankazomanitra	Fianarantsoa	Perle Véronique	RAZAFIARISOA	9
Madagascar	Pact, Inc.	FJKM Ilanivato	Antananarivo	Claude	RAKOTONIERANA	13
Madagascar	Pact, Inc.	Foibe F Anabeazana Jamba (Ecole des Aveugles)	Antananarivo	M/MS	No Name	13
Madagascar	Pact, Inc.	Foibe F Anabeazana Marenina (Ecole des sourds-muet)	Antananarivo	Noroniana Lyliane	RAMIADANARIVELO	13
Madagascar	Pact, Inc.	Kolejy Loteriana Ivory	Fianarantsoa	Andriantsoa	RASOLOFONDRAIMBY	13
Madagascar	Pact, Inc.	Kolejy Loteriana masombahoaka	Fianarantsoa	Vololomboahangy	RAKOTOARIVELO	13
Madagascar	Pact, Inc.	Lycée Vinet Ambohimalaza	Antananarivo	Maurice	RANDRIANARIVO	12
Madagascar	Pact, Inc.	Notre Dame de Rosaire	Antananarivo	Monique	RASOAMBOLANORO	11
Madagascar	Pact, Inc.	Saint Joseph Ambozontany	Fianarantsoa	Gabriel	RAKOTOARISON	13
Madagascar	Pact, Inc.	Saint Joseph Ouvrier	Fianarantsoa	Christine	RAFARA	13
Madagascar	Pact, Inc.	Saint Loius De Gonzaque	Fianarantsoa	Eulalie Odette	RAZAFINIRINA	9
Madagascar	Pact, Inc.	SFGD	Antananarivo	M/MR	No Name	13
Madagascar	Pact, Inc.	UNAHM (Association des polyhandicapes)	Antananarivo	Robinson Josoa	RADAFINIANTSOA	13
Malawi	Creative Centre for Community Mobilization (CRECCOM)	Alibelito	Dedza	I. T.	CHITSANTHI	8
Malawi	CRECCOM	Baani	Phalombe	Barnet T	CHIMBALANGA	8
Malawi	CRECCOM	Babatoni	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Bala	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Balaka	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Balitse	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Bambala	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Banda Nkhata-Bay	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Banda Zomba	Zomba	M/MS	No Name	8
Malawi	CRECCOM	Banga	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Bangala	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Bango Lilongwe	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Bango Mulanje	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Bangwe C.C.A.P	Blantyre U	M/MS	No Name	8
Malawi	CRECCOM	Bangwe Catholic	Blantyre U	M/MS	No Name	8
Malawi	CRECCOM	Barwe	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Bawa Mzimba	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Bawa Rumphi	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Bawi	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Bazale	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Bembe	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Bembeke R. C.	Dedza	G. G. J.	KANKWAMBA	8
Malawi	CRECCOM	Bemvu	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Bereu	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Biasi	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Binoni	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Bisa	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Bishop Mackenzie	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Bokola	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Bolero	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Bolomombwe	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Boma	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Bona	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Bowa Lilongwe	Lilongwe R	M/MS	No Name	8

Malawi	CRECCOM	Bowa Nkhotakota	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Bowe	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Bula Nkhata-bay	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Bula Ntcheu	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Bulala	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Bululuji	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Bumbunyika	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Bundi	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Bunga	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Buwa	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Bvumo	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Bvungu	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Bwabwali	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Bwalizo	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Bwaye	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Chaba CCAP	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Chabere	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Chaboli	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Chabuula	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chadza	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chafumbi	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Chagamba	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chaleza	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Chalunga	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Cham'ngulube	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Chamadenga	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chamaji	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Chamaliwa	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Chambawala Ntchisi	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Chambawala Salima	Salima	M/MS	No Name	8
Malawi	CRECCOM	Chambidzi	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chambu	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chambwande	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Chambwe	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Champhemu	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Champheta	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Champhinga	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Champhumphi	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Champiti	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Chamtambe	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chamthiko	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Chamwabvi	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chanda	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Chang'anga	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Chang'ome	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Changadeya	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Changoma	Salima	M/MS	No Name	8
Malawi	CRECCOM	Chankhalamu Mzimba	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Chankhalamu Rumphi	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Chankhanga Kasungu	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chankhanga Mchinji	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Chankholombe	Karonga	M/MS	No Name	8

Malawi	CRECCOM	Chankhomi Mzimba	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Chankhomi Rumphii	Rumphii	M/MS	No Name	8
Malawi	CRECCOM	Chankhungu	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Chanthunthu	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chanyama	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Chaona	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Chapanga	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chasato Kasungu	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chasato Mzimba	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Chasato Nkhotakota	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Chasengo	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Chasimba	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Chatalala	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chathale	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Chatuwa	Lilongwe U	M/MS	No Name	8
Malawi	CRECCOM	Chauta	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Chawanda	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Chawe	Neno	M/MS	No Name	8
Malawi	CRECCOM	Chawira	Salima	M/MS	No Name	8
Malawi	CRECCOM	Chazale	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Chembera	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Chendo	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Cherewani	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Chibale	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Chibavi	Mzuzu City	M/MS	No Name	8
Malawi	CRECCOM	Chibubu	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chibvumbe	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Chibwata Chikanga	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chibwata Kalonga	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chibwe	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chibweya	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Chidebwe	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Chidedza	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chididi	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Chiduli	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Chidzenje	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chiendausiku	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Chifupa	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Chigodi	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Chigombe	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Chigoneka	Lilongwe U	M/MS	No Name	8
Malawi	CRECCOM	Chigumukire Nkhotakota	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Chigumukire Nsanje	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Chigumula Balaka	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Chigumula C.C.A.P	Blantyre U	M/MS	No Name	8
Malawi	CRECCOM	Chigumula Mangochi	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Chigunda	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Chigwere	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Chikamveka Nkhata-bay	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Chikamveka Zomba	Zomba	M/MS	No Name	8
Malawi	CRECCOM	Chikanda	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chikanga	Lilongwe R	M/MS	No Name	8

Malawi	CRECCOM	Chikangawa	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Chikhutu	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chikhwengwe	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Chikombe	Salima	M/MS	No Name	8
Malawi	CRECCOM	Chikomwe Mangochi	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Chikomwe Zomba Rural	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Chikonde	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Chikowa	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Chikuli Blantyre	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Chikuli Chiradzulu	Chiradzulu	M/MS	No Name	8
Malawi	CRECCOM	Chikungwa	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Chikuse	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Chikutu	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chikuvakuti	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chikwakwa	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Chikwemere	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Chikwina	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Chilambiro	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Chilambula	Lilongwe U	M/MS	No Name	8
Malawi	CRECCOM	Chilandepa	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Chilanga	Salima	M/MS	No Name	8
Malawi	CRECCOM	Chilanga (Blind)	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chilanga (Sighted)	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chilembwe	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chilewani	Thyolo	Mr. A. J.	Khuvara	8
Malawi	CRECCOM	Chilinda	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chilombo	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chilomoni Catholic	Blantyre U	M/MS	No Name	8
Malawi	CRECCOM	Chilomoni L.E.A	Blantyre U	M/MS	No Name	8
Malawi	CRECCOM	Chiloni	Zomba	M/MS	No Name	8
Malawi	CRECCOM	Chilumba Nsanje	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Chilumba Zomba Rural	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Chiluwa I	Salima	M/MS	No Name	8
Malawi	CRECCOM	Chiluwa II	Salima	M/MS	No Name	8
Malawi	CRECCOM	Chimalira	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Chimbende	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Chimbeta	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Chimbewa	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Chimesya	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Chimgonda	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Chimkombelo	Dedza	F. L.	NGAICHO	8
Malawi	CRECCOM	Chimpala	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Chimpaya	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Chimpepo	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chimphepo	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chimpumbulu	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chimutu Chimutu	Lilongwe U	M/MS	No Name	8
Malawi	CRECCOM	Chimutu Kalonga	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chimvano	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Chimvu	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Chimwala Ntcheu	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Chimwala Ntchisi	Ntchisi	M/MS	No Name	8

Malawi	CRECCOM	Chimwalira	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Chimwankango	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Chimwanjale	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Chimwankhuku	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Chimwankhunda	Chiradzulu	M/MS	No Name	8
Malawi	CRECCOM	Chimwankhwazi	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Chimwaye	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chimwaza	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Chimwembe	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Chimwemwe	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Chinduzi	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Ching'anyi	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Ching'ombe	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Chingamba	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Chingondo	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Chingozzi	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Chinguwo Kasungu	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chinguwo Lilongwe	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chinguwo Mangochi	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Chinkhoma	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chinkhuli	Salima	M/MS	No Name	8
Malawi	CRECCOM	Chinkhuti	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Chinkombelo	Dedza	None	None	8
Malawi	CRECCOM	Chinkwakwa	Balaka	James	Saidi	8
Malawi	CRECCOM	Chinkwezule	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Chinsapo	Lilongwe U	M/MS	No Name	8
Malawi	CRECCOM	Chinsogholo	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Chinthembwe	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Chinunda	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Chinungu	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Chiole	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Chiole Annexe	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Chionjeza	Salima	M/MS	No Name	8
Malawi	CRECCOM	Chipalamawamba	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Chipalanje	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Chipando	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Chipanga	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Chipata	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Chipeleka	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Chiphaso	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chiphole	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Chipholi	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chiphoola	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Chipiloni	Zomba	M/MS	No Name	8
Malawi	CRECCOM	Chipitu	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Chipombo	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Chiponde II	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chipula	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Chipunga	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Chipungu	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Chipusile	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Chipwaila	Kasungu	M/MS	No Name	8

Malawi	CRECCOM	Chipwera	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Chirambo	Rumphu	M/MS	No Name	8
Malawi	CRECCOM	Chiraweni	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Chisamba	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Chisambe C.C.A.P	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Chisambo	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Chisangawe	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	chisansu	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Chisasa	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Chisenjere	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Chisitu	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Chisoka	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Chisombezi	Blantyre U	Regina	Masanza	8
Malawi	CRECCOM	Chisumbu	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chitala	Salima	M/MS	No Name	8
Malawi	CRECCOM	Chitanga	Rumphu	M/MS	No Name	8
Malawi	CRECCOM	Chitawo	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Chitedze II	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chiteka	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Chiteko	Likoma	M/MS	No Name	8
Malawi	CRECCOM	Chitenje	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chitheba	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Chithiba Kasungu	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chithiba Salima	Salima	M/MS	No Name	8
Malawi	CRECCOM	Chithimba	Dedza	G. G.	CHIZIMRA	8
Malawi	CRECCOM	Chithumbwi	Phalombe	MacJames M.C.	MASEKO	8
Malawi	CRECCOM	Chitipa CCAP	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Chitipa Model	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Chitipwiri	Rumphu	M/MS	No Name	8
Malawi	CRECCOM	Chitsime	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chitsulo	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Chitukula	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chitundu	Dedza	None	None	8
Malawi	CRECCOM	Chitungu	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Chitunthika	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Chiuli	Neno	M/MS	No Name	8
Malawi	CRECCOM	Chiusi	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Chivumu	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Chiwamba	Dedza	A. M. B.	BANDA	8
Malawi	CRECCOM	Chiwambe	Neno	M/MS	No Name	8
Malawi	CRECCOM	Chiwanga I	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Chiwanga II	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Chiwephe	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Chiwisi	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Chiwoko	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chiwondo	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Chiyola	Rumphu	M/MS	No Name	8
Malawi	CRECCOM	Chizewo	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Chizinga	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Choda	Chiradzuru	M/MS	No Name	8
Malawi	CRECCOM	Chokolo Dzenza	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Chokolo Mzumanzi	Lilongwe R	M/MS	No Name	8

Malawi	CRECCOM	Chomwe	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Chonanga	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Dalabani	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Dambo	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Damu	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Davy	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Dema	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Dembo	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Dindi	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Diti	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Dombole	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Doroba	Mzuzu City	M/MS	No Name	8
Malawi	CRECCOM	Dunda	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Dwambazi	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Dwangwa Kasungu	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Dwangwa Nkhotakota	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Dzenje	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Dzenza	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Dzeyo	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Dzinthenga	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Dzoole	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Dzundi	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Dzunga	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Dzungwi	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Echilumbeni	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Ehehleni	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Emazwini	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Emoneni	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Estate 76	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Eswazini	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Faniel	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Fumbwa	Dedza	Oster A.M.	BWANALI	8
Malawi	CRECCOM	Futsa	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Galileya	Nkhata-bay	Amosi	Kondowe	8
Malawi	CRECCOM	Gambula	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Gawamadzi-Hoya	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Gawanani	Machinga	M/MS	No Name	8
Malawi	CRECCOM	General Farming	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Gola	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Goliati	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Gombe	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Gongolo	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Gumba	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Gumbi	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Gumbu	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Gumeni	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Gumi	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Gunde	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Gungulu	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Gwauya	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Gwedeza (N/Nsipe)	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Gwengwe	Dedza	None	None	8

Malawi	CRECCOM	Hangalawe	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Hannock Msokera	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Hara	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Hau	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Hoho	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Ibundya	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Ibuzga	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Ilanga	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Ilema	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Ilengo	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Ipenza	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Ipula	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Isyalikila	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Jandalala	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Jandang'ombe	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	January	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Jenala	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Jinga	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Joni	Salima	M/MS	No Name	8
Malawi	CRECCOM	Juma	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Jumbi	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Kabadwa	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Kabango	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Kabichi	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Kabiza	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Kabondwe	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Kabowozga	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Kabuku	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kabwazi	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Kachere	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Kadakumba	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kadansana Kasungu	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kadansana Mwanza	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Kadansana Neno	Neno	M/MS	No Name	8
Malawi	CRECCOM	Kadansana Ntcheu	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Kadifula	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	kadole	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Kadzakalowa	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Kafantandala	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Kafola	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Kafutwe-Chizumba	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kagunda	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kagunje	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Kaigwazanga	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Kainja	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Kakola	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kakolekole	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Kakoma Chikwawa	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Kakoma Lilongwe	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kakombwe	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Kakule	Lilongwe U	M/MS	No Name	8
Malawi	CRECCOM	Kalembo	Salima	M/MS	No Name	8

Malawi	CRECCOM	Kalewa	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Kalilombe	Dedza	Verson P.	BANDA	8
Malawi	CRECCOM	Kalimanjala	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Kalimbuka	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Kalinda	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Kalira I	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Kalira II	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Kalitera	Neno	M/MS	No Name	8
Malawi	CRECCOM	Kalolo	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kalonga	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kalowa	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kalowe	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Kalulu	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Kalumbu	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kalwera	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kalweya	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kam'banga	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Kamaliwa	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kamarambo	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kamatawo	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kambadzo	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Kambalu	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Kambenene	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Kambewa	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Kambewe	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Kambira	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kambwa	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kame Catholic	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Kamganga	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kamilaza	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kamono	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kamoto	Neno	M/MS	No Name	8
Malawi	CRECCOM	Kamphakata	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Kamphata	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Kamphedza	Salima	M/MS	No Name	8
Malawi	CRECCOM	Kamphenda	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Kamphinda	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Kampomo	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Kamsalango	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Kamtanthambwe	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kamterwe	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kamtitsi	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Kamuzu	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kamwala Kasungu	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kamwala Lilongwe	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kamwala Nkhotakota	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Kamwambakanthu	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kamwampeska	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kamwamphimbi	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kamwana	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kamwazonde	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Kamwilo	Mzimba S	M/MS	No Name	8

Malawi	CRECCOM	Kanganjovu	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kangoyi	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Kangoza	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Kaning'a	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kanjamwana	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kanjati	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Kanjedza Lilongwe	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kanjedza Machinga	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Kanjedza Nsanje	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Kanjoka	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kanjuwi	Salima	M/MS	No Name	8
Malawi	CRECCOM	Kankhoka	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Kankholi	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kanongola	Salima	M/MS	No Name	8
Malawi	CRECCOM	Kansapato	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Kantchito	Dedza	None	None	8
Malawi	CRECCOM	Kanthete	Mzuzu City	M/MS	No Name	8
Malawi	CRECCOM	Kanyang'ama	Dedza	None	None	8
Malawi	CRECCOM	Kanyankhunde	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Kanyanyata	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Kanyenda	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Kanyenje	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Kanyenjere	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Kanyerere Dowa	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Kanyerere Rumphi	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Kanyimbo	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Kanyongolo	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Kanzimbi	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Kaolambumba	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Kaomba	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Kaombe	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Kaongozi	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Kapalamula Balaka	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Kapalamula Ntcheu	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Kapandatsitsi	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Kapando	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Kapedzera	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kapele	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Kapenga	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kapezi	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Kaphazi	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kaphala	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kaphuta	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kapilikalanda J.P.	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Kapiri Chitipa	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Kapiri Kasungu	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kapita	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Kapoche	Dedza	None	None	8
Malawi	CRECCOM	Kapoka Chitipa	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Kapoka Mzimba	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Kapombe	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Kaponda	Neno	M/MS	No Name	8

Malawi	CRECCOM	Kapuku	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Kaputu	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Kasache	Salima	M/MS	No Name	8
Malawi	CRECCOM	Kasaghala	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Kasambankholi	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kasangadzi	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kasanje Dzenza	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kasanje Mzumanzi	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kasasa	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Kaseka	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Kasemba	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kasenjere	Neno	M/MS	No Name	8
Malawi	CRECCOM	Kasere	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Kasikidzi	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kasikizi	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Kasimba	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Kasimu	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Kasinde	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Kasisi	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Kasitu Chitipa	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Kasitu Nkhotakota	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Kasungu Demo	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kasungu L.E.A	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kasupe Balaka	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Kasupe Neno	Neno	M/MS	No Name	8
Malawi	CRECCOM	Katambasula	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Katawa	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Katayanthona	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Katchereza	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Katete	Salima	M/MS	No Name	8
Malawi	CRECCOM	Katete Girls	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Katete II	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Kathibi	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Katimbira	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Katitima I	Salima	M/MS	No Name	8
Malawi	CRECCOM	Katitima II	Salima	M/MS	No Name	8
Malawi	CRECCOM	Katitima III	Salima	M/MS	No Name	8
Malawi	CRECCOM	Katitima IV	Salima	M/MS	No Name	8
Malawi	CRECCOM	Katmatawo	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Katona	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Katondo	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Katongole	Dedza	Daniel D.	WALASI	8
Malawi	CRECCOM	Katope Lilongwe	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Katope Ntchisi	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Katoto	Mzuzu City	M/MS	No Name	8
Malawi	CRECCOM	Katundu	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Katuta	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Katutula Chitipa	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Katutula Mchinji	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Kaufipa	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kaulankhuku	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	kaulasisi	Nkhata-bay	M/MS	No Name	8

Malawi	CRECCOM	Kaulatsitsi	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Kaulusi	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kauma	Lilongwe U	M/MS	No Name	8
Malawi	CRECCOM	Kaumeni	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Kaundama	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Kaunga	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kavitengo	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Kavitowo	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kavitukutu	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kavulanthenga	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Kavululanga	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Kavunguti	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kavuwu	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Kawale Chitipa	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Kawale Mwanza	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Kawangwi	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Kawaza Ntchisi	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Kawaza Rumphii	Rumphii	M/MS	No Name	8
Malawi	CRECCOM	Kawerawera	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Kawere	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Kaweruwuru	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Kawiruwiru	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Kawonekera	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Kawuma	Mzuzu City	M/MS	No Name	8
Malawi	CRECCOM	Kawuwa	Mzuzu City	Mrs. C.M	Mukoko	8
Malawi	CRECCOM	Kayanike	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Kayeleka	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Kayeramadzi	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Kayola	Rumphii	M/MS	No Name	8
Malawi	CRECCOM	Kayuni	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Kayuwi	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Kazengo	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kazingilira	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kazomba	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Kazyozyo	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	khale	Neno	M/MS	No Name	8
Malawi	CRECCOM	Khawe	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Khola	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Kholombidzo	Neno	M/MS	No Name	8
Malawi	CRECCOM	Khonde	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	khondowe	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Khongoloni	Phalombe	None	None	8
Malawi	CRECCOM	Khonjen	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Khoromana	Chiradzuru	M/MS	No Name	8
Malawi	CRECCOM	Khotekhote	Salima	M/MS	No Name	8
Malawi	CRECCOM	Khudze	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Khulubvi	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Khulubi	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Khuluza	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Khurubwe	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Khuyu	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Khuza	Kasungu	M/MS	No Name	8

Malawi	CRECCOM	Khuzi	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Khwawa	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Khwenthu	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Khwisa	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Koche	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Kolakola	Salima	M/MS	No Name	8
Malawi	CRECCOM	Kubalalika	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Kumadzi	Thyolo	Alickson D.	NAMACHA	8
Malawi	CRECCOM	Kumudzi	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Kuthakwanasi	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Kuyenda	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Kwanjana	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Lameke	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Lemero	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Lengwe	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Lichenga	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Lichenza	Chiradzuru	M/MS	No Name	8
Malawi	CRECCOM	Lihaka	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Likhubula L.E.A	Blantyre U	M/MS	No Name	8
Malawi	CRECCOM	Likulu	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Likwenu	Machinga	M/MS	No Name	8
Malawi	CRECCOM	likwezembe	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Lilimbe	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Linengwe	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Lingadzi	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Liphuphwe	Dedza	G. K.	KANYAMA	8
Malawi	CRECCOM	Lipongwe	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Lipunga	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Lirangwe	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Lisandwa	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Lisanjala	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Lisasadzi	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Litete	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Livuri L.E.A.	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Liwadzi	Salima	M/MS	No Name	8
Malawi	CRECCOM	Liwaladzi	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Liwawadzi	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Liwonde	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Lodzanyama	Dedza	Stephen	KAMGUNDA	8
Malawi	CRECCOM	Lombodzi	Dedza	Innocent	NOLOWANI	8
Malawi	CRECCOM	Lombwa	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Lomoni	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Lufe	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Lufira	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Lughali	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Lugola	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Luhenga	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Luhono	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Lujeri	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Lukwelukwe	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Luluzi	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Lumbira	Blantyre U	M/MS	No Name	8

Malawi	CRECCOM	Lundu Chikwawa	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Lundu Rumph	Rumph	M/MS	No Name	8
Malawi	CRECCOM	Lungwena	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Lunzu Catholic	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Luparamizi	Rumph	M/MS	No Name	8
Malawi	CRECCOM	Lupaso	Mzuzu City	M/MS	No Name	8
Malawi	CRECCOM	Lupembe	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Lupetele	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Lupuha	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Lusani	Rumph	M/MS	No Name	8
Malawi	CRECCOM	Luviri Mzimba	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Luviri Rumph	Rumph	M/MS	No Name	8
Malawi	CRECCOM	luvuwu	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Luwawa	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Luwewe	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Lwakwa	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Lwambo	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Lwanga	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Lwankhozi	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Lwezga	Karonga	M/MS	No Name	8
Malawi	CRECCOM	M'bang'ombe	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	M'BAWA	Balaka	M/MS	No Name	8
Malawi	CRECCOM	M'bindo	Dowa	M/MS	No Name	8
Malawi	CRECCOM	M'binzi	Lilongwe U	M/MS	No Name	8
Malawi	CRECCOM	M'dyankhanga	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	M'werankhuku	Dedza	None	No Name	8
Malawi	CRECCOM	Maani	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mabanja	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Mabungwa	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Machelechete	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Machereni	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Machese	Dedza	Pias Harry	KAMPELEVERA	8
Malawi	CRECCOM	Machinga	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Madzanje	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Madzianjuchi	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Madzidzi	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Madzimnyanga	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Madzumbi	Dedza	None	No Name	8
Malawi	CRECCOM	Magalasi	Rumph	M/MS	No Name	8
Malawi	CRECCOM	Magaleta	Dedza	None	No Name	8
Malawi	CRECCOM	Magoma	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Magomero	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Magunditsa	Dedza	Clara M.	KAPATUKA	5
Malawi	CRECCOM	Maiwa	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Majiga	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Makalanga	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Makali	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Makandi	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Makanjira	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Makanya	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Makawa	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Makazi	Mzimba S	M/MS	No Name	8

Malawi	CRECCOM	Makengere	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Makhanga	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Makoka	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Makota	Dedza	None	None	8
Malawi	CRECCOM	Makumba	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Makumbi	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Makuntha	Salima	M/MS	No Name	8
Malawi	CRECCOM	Makusu	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Makuta	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Makuwa Chiradzulu	Chiradzulu	M/MS	No Name	8
Malawi	CRECCOM	Makuwa Phalombe	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Makwapa	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Makwiniro	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Malaka	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Malambe	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Malambwe	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Malamula	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Malangazi	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Malembe	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Maleme	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Malilima	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Malimba	Neno	M/MS	No Name	8
Malawi	CRECCOM	Malimwe	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Malindi Mangochi	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Malindi Nsanje	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Malindi Ntchisi	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Malire	Chiradzuru	M/MS	No Name	8
Malawi	CRECCOM	Maliwa	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Malombe	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Malombera	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Malonje	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Malota	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Malukula	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Malukwa	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Mambala	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Mandindi	Thyolo	S.M	Msusa	8
Malawi	CRECCOM	Mando	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mang'omba	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Mangale	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Mangulenje	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Mankhaka	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Manyamba	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Manyamula	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Manyani	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Maoni C.C.A.P	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Mapanga	Neno	M/MS	No Name	8
Malawi	CRECCOM	Mapanjira	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mapembe	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mapesi	Chiradzuru	M/MS	No Name	8
Malawi	CRECCOM	Maria woyera	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Masanje	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Maseche	Mchinji	M/MS	No Name	8

Malawi	CRECCOM	Masenjere	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Masiye	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mataka II	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Matamanda	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Matapila	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Matawa	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Mateketa	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Matenje	Salima	M/MS	No Name	8
Malawi	CRECCOM	Matete	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Mateu	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mathiya	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Mathuwa	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Matiki	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Matiya	Zomba	M/MS	No Name	8
Malawi	CRECCOM	Matola	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Matolq	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Matope	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Matope Angican	Neno	M/MS	No Name	8
Malawi	CRECCOM	Matopoto	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Matumbi	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Matundu	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Matunkha	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Matuta	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Matuwamba	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Maula	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Maumba	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Mauni	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Maveya	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Mavuwa	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Mawira	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Mawowo	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mayala	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Mayuchi	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Mazanjala	Dedza	E.	KAMZATI	8
Malawi	CRECCOM	Mazengera	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mbale	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Mbambanda	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mbambawa	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Mbande	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Mbawala	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mbidi	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Mbira Blantyre	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Mbira Dowa	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Mbombwe	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Mbonechera	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Mbundu	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Mbuyapi	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Mbwemba	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Mbwiririza	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mchenga Balaka	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Mchenga Blantyre	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Mchenga Mwanza	Mwanza	M/MS	No Name	8

Malawi	CRECCOM	Mchenga Salima	Salima	M/MS	No Name	8
Malawi	CRECCOM	Mchenga Zomba Rural	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Mchengautuwa	Mzuzu City	M/MS	No Name	8
Malawi	CRECCOM	Mchepa	Salima	M/MS	No Name	8
Malawi	CRECCOM	Mchere	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Mcheza	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Mchezi	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Mchingasanya	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Mchoka	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Mchuchu	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mdabwi	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Mdalamakumba	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Mdeka Mzimba	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mdeka Ntcheu	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Mdidi	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Mdindo	Dedza	William	CHITEKWERE	8
Malawi	CRECCOM	Memethiwa	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Meru	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Mfunda	Neno	M/MS	No Name	8
Malawi	CRECCOM	Mgawi	Dedza	Sentala	MAGOMBO	8
Malawi	CRECCOM	Mgona	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Mgoza	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Mguda	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Mgungulu	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mguwata	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mgwele	Salima	M/MS	No Name	8
Malawi	CRECCOM	Mgwiriza	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Mhana	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mianga	Phalombe	None	None	8
Malawi	CRECCOM	Michiru	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Michongwe	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Michulu	Salima	M/MS	No Name	8
Malawi	CRECCOM	Midzamba	Neno	M/MS	No Name	8
Malawi	CRECCOM	Mikachu	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Mikate	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Mikombe	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Mikwala	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Milala Machinga	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Milala Mzimba	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Milala Nkhotakota	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Milambe	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Mileme	Phalombe	None	None	8
Malawi	CRECCOM	Milimbo	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Milombwa	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Milonde	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Milonga Phalombe	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	MILONGA Thyolo	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Minguni	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Misesa L.E.A	Blantyre U	M/MS	No Name	8
Malawi	CRECCOM	Misinjiyiwi	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Misolo	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Misu	Balaka	M/MS	No Name	8

Malawi	CRECCOM	Misuku	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Misyoni	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Mitawa	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Mitekete	Phalombe	None	None	8
Malawi	CRECCOM	Mitembo	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Miteme	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mitengo	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Mitiwa	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Mitochi	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Mitula	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Miwawe	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Miwonde	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Miyombo	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Mkaladzi	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Mkama Mchinji	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Mkama Rumphu	Rumphu	M/MS	No Name	8
Malawi	CRECCOM	Mkanda	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Mkanga	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Mkavu	Neno	M/MS	No Name	8
Malawi	CRECCOM	Mkhalanjoka	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Mkhalapadzua	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mkhomo	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mkoko	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mkomadzi	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Mkombezi	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Mkomeko	Dedza	James D.	BWEMBA	8
Malawi	CRECCOM	Mkondamwini	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Mkungwe	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Mkwayule	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Mlala	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Mlambe I	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Mlare	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Mlemeka	Neno	M/MS	No Name	8
Malawi	CRECCOM	Mlenga	Dedza	None	None	8
Malawi	CRECCOM	Mlesi	Salima	M/MS	No Name	8
Malawi	CRECCOM	Mlezi	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mlirankhandwe	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Mlomba	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Mlozi L.E.A.	Dedza	Sinoya	CHIMODZI	8
Malawi	CRECCOM	Mlumbwira	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mlunduni	Dedza	None	None	8
Malawi	CRECCOM	Mndeke	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mndomba	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Mnema	Salima	M/MS	No Name	8
Malawi	CRECCOM	Mnguzi	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Mngwangwa	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mombezi	Chiradzulu	M/MS	No Name	8
Malawi	CRECCOM	Mombo	Chiradzulu	M/MS	No Name	8
Malawi	CRECCOM	Mondrade	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Monjole	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Moonekera	Dedza	Cornelius S. D.	CHALIRA	8
Malawi	CRECCOM	Mpachika	Blantyre R	M/MS	No Name	8

Malawi	CRECCOM	Mpala Dowa	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Mpala Mulanje	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Mpalapata	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Mpamila	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Mpanda	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Mpandawadothi	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Mpango	Dedza	Ian	CHILAGA	8
Malawi	CRECCOM	Mpangweni	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Mpapa	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Mpasu	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mpatsa	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Mpatseabwire	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Mpazi	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Mpepe	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Mphalapala	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mphande Dowa	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Mphande Mwanza	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Mphande Rumphu	Rumphu	M/MS	No Name	8
Malawi	CRECCOM	Mphangula	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mphasi	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Mphesi	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mpheta	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Mphofwa	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Mphongo	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mphowe	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Mphungu Karonga	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Mphungu Lilongwe	Lilongwe U	M/MS	No Name	8
Malawi	CRECCOM	Mphwanya	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Mpilisi	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Mpimbi	Neno	M/MS	No Name	8
Malawi	CRECCOM	Mpime	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mpingwe	Blantyre U	M/MS	No Name	8
Malawi	CRECCOM	Mpira	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Mpita	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Mponda Balaka	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Mponda Kasungu	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Mponda Zomba	Zomba	M/MS	No Name	8
Malawi	CRECCOM	Mpondas	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Mpongozipita	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Mpoto	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Msaderera	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Msako	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Msalabani	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Msambafumu	Salima	M/MS	No Name	8
Malawi	CRECCOM	Msanama	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Msangu	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Msanyanda	Salima	M/MS	No Name	8
Malawi	CRECCOM	Msawala	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Msaza	Salima	M/MS	No Name	8
Malawi	CRECCOM	Msazi	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Msenjere	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Msesa	Dedza	Headmaster	MSESA	8

Malawi	CRECCOM	Mseteza	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Msewe	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Msinda	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Msinjiri	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Msipe	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Msulira	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Mtambuwa	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Mtambwe	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Mtamila	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Mtandamula	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Mtangatanga	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mtantha	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Mtavu	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mtawa	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Mtayafuko	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Mtchakhatha	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Mteketana	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Mtemambalame	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mtemera	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Mtemwende	Dedza	Wilson B.	MALIRO	8
Malawi	CRECCOM	Mtende L.E.A.	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Mtendere	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mtengenji	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Mtengeza	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Mtengowopotoka	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Mtengula	Likoma	M/MS	No Name	8
Malawi	CRECCOM	Mtenje	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Mtenthe	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mtentera	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mteza	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mthawira Blantyre R	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Mthawira Nsanje	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Mthumba	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Mtimawoyera	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Mtitimila	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Mtiwe	Dedza	None	None	8
Malawi	CRECCOM	Mtonya	Dedza	M. T. N.	CHIBWATO	8
Malawi	CRECCOM	Mtsukwa	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mtsundiliza	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Mtsunduliza	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Mtundu	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Mtupi	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Mtuwa	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Mtuza	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mubanga	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Mulaka	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Mulinga	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Mulirankwali	Chiradzuru	M/MS	No Name	8
Malawi	CRECCOM	Muloza	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Muluma	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Mulunguzi Blantyre	Blantyre U	M/MS	No Name	8
Malawi	CRECCOM	Mulunguzi Thyolo	Thyolo	M/MS	No Name	8

Malawi	CRECCOM	Mung'ongo	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Munthelele	Nkhata Bay	Mwapoyile	Mkumbwa	8
Malawi	CRECCOM	Muonekera	Neno	M/MS	No Name	8
Malawi	CRECCOM	Muselema	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Muzgola	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Mvera	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Mwabvi	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Mwacheya	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Mwodzi	Neno	M/MS	No Name	8
Malawi	CRECCOM	Mwaiwathu	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Mwalawamphuno	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Mwambazi	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Mwanaalilenji	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Mwanambweri	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Mwanga Catholic	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Mwangu	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mwanje	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Mwanza	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Mwase	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Mwatang'ombe	Neno	M/MS	No Name	8
Malawi	CRECCOM	Mwatibu	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mwaye	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Mwayi Blantyre R	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Mwayi Chikwawa	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Mwazisi L.E.A.	Rumphu	M/MS	No Name	8
Malawi	CRECCOM	Mwelakera	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Mwetang'ombe	Neno	M/MS	No Name	7
Malawi	CRECCOM	Mwethiwa	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Mwimba Kasungu	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Mwimba Phalombe	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Mzalangwe	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Mzenga	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Mzgambuzi	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mzikubola	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mzimba	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Mziza	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Mzumanzi	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Mzuzu Foundation	Mzuzu City	M/MS	No Name	8
Malawi	CRECCOM	Nachipangapanga	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Nachiswe	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Nachiwe	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Nadzanga	Neno	M/MS	No Name	8
Malawi	CRECCOM	Nadzikhale	Dedza	None	None	8
Malawi	CRECCOM	Nahayombo	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Nakachenja	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Nakaledza	Salima	M/MS	No Name	8
Malawi	CRECCOM	Nakamba	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Nakholopa	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Nalanda	Chiradzulu	M/MS	No Name	8
Malawi	CRECCOM	Nalikolo	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Nalikukuta	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Nalingula	Mulanje	M/MS	No Name	8

Malawi	CRECCOM	Nalunga	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Naluso	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Namachete	Chiradzuru	M/MS	No Name	8
Malawi	CRECCOM	Namadidi	Chiradzuru	M/MS	No Name	8
Malawi	CRECCOM	Namadzidzi	Dedza	Edward K.	ZIWOYA	8
Malawi	CRECCOM	Namakanga	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Namakungwa	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Namakwena	Zomba Rural	Paul Griffin	KAMOTO	8
Malawi	CRECCOM	Namalombe	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Namame	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Namandanje	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Namane	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Namangwe	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Namanjerema	Phalombe	J.C.	MATHUBWA	8
Malawi	CRECCOM	Namanyanga	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Namanyenyezi	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Namaswa	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Namatanda	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Namatapa L.E.A	Blantyre U	M/MS	No Name	8
Malawi	CRECCOM	Namatope	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Namatubi	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Nambazo	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Nambera	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Nambira	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Nambo	Mzuzu City	M/MS	No Name	8
Malawi	CRECCOM	Nambuma Girls'	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Namigoza	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Namikhate	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Namilambe	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Namipingo	Chiradzuru	M/MS	No Name	8
Malawi	CRECCOM	Namisangu	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Namitembe	Chiradzuru	M/MS	No Name	8
Malawi	CRECCOM	Namitengo	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Namitsitsi	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Namiwawa Blantyre	Blantyre U	M/MS	No Name	8
Malawi	CRECCOM	Namiwawa Chikwawa	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Namiwawa Mwanza	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Namiwawa Zomba Rural	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Namiyala	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Namuchese	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Namulera	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Namwina	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Namwini	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Namwiyo	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Nanchidwa	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Nancholi	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Nanfukwe	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Nang'ombe	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Nangondo	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Nangulukutiche	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Nangwazi	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Nangwemba	Chitipa	M/MS	No Name	8

Malawi	CRECCOM	Nanjere	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Nanjiri	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Nanjiwa Mulanje	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Nanjiwa Zomba Rural	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Nankhaka	Lilongwe U	M/MS	No Name	8
Malawi	CRECCOM	Nankhata	Salima	M/MS	No Name	8
Malawi	CRECCOM	Nankhate	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Nankhunda	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Nankhundi	Chiradzulu	M/MS	No Name	8
Malawi	CRECCOM	Nankonza	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Nankyemba	Chitipa	M/MS	No Name	7
Malawi	CRECCOM	NANSADI	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Nansengwe	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Nantchefu	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Nantchengwa	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Nantchengwe	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Nantchidwa	Mulanje	M/MS	No Name	7
Malawi	CRECCOM	Nanvula	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Nanyiru	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Nanyumbu	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Napere	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Naphwiyo	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Nasiyaya	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Nasongole	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Nasonjo	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Nasulu	Chiradzulu	M/MS	No Name	8
Malawi	CRECCOM	Nathenje	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Nathupi	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Nawita	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Nayizi	Blantyre U	M/MS	No Name	8
Malawi	CRECCOM	Nazitimbe	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Ndakwera	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Ndalapa	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Ndandanda	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Ndangopuma	Zomba	M/MS	No Name	8
Malawi	CRECCOM	Ndata	Chiradzulu	M/MS	No Name	8
Malawi	CRECCOM	Ndembwera	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Ndendere	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Ndevu	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Ndiola	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Ndomo	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Ndonda	Salima	M/MS	No Name	8
Malawi	CRECCOM	Ndunde CCAP	Chiradzulu	M/MS	No Name	8
Malawi	CRECCOM	Ndunde LEA	Chiradzulu	M/MS	No Name	8
Malawi	CRECCOM	New Salewa	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Ng'onga	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Ng'ozzi	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Ngala	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Ngangala	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Ngoli	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Ng'onga	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Ngonoonda	Dedza	George	PIYO	8

Malawi	CRECCOM	Ngoya	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Ngoza	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Ngulukira	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Nguluwe	Lilongwe U	M/MS	No Name	8
Malawi	CRECCOM	Ngumbe	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Ngwangwa	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Ngwaya	Dedza	Gaudensius S.	CHIMTHIKO	8
Malawi	CRECCOM	Nhwenthu	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Njera	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Njereza	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Njinga	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Njiri	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Njisa	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Njiza	Salima	M/MS	No Name	8
Malawi	CRECCOM	Njoka	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Njolomole	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Nkaladzi	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Nkandabwako	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Nkhande Neno	Neno	M/MS	No Name	8
Malawi	CRECCOM	Nkhande Ntcheu	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Nkhando	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Nkhanga	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Nkholonje	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Nkhombe	Neno	M/MS	No Name	8
Malawi	CRECCOM	Nkhondowe	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Nkhongoyazizira	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Nkhorongo	Mzuzu City	M/MS	No Name	8
Malawi	CRECCOM	Nkhoso Nkhata-bay	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Nkhozho Rumpho	Rumpho	M/MS	No Name	8
Malawi	CRECCOM	Nkhutu	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Nkhwazi	Likoma	M/MS	No Name	8
Malawi	CRECCOM	Nkonang'ona	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Nkwikwi	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Nsabwe	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Nsambawali	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Nsambo	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Nsangu	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Nsanje	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Nsanjiko	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Nsawa	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Nsawadza	Neno	M/MS	No Name	8
Malawi	CRECCOM	Nsenjere	Neno	M/MS	No Name	8
Malawi	CRECCOM	Nsipe	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Nsiyaludzu	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Nsiyaludzu (Blind)	Ntcheu	Ronald	Malimusi	8
Malawi	CRECCOM	Ntalikachao	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Ntangatanga	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Ntangaye	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Ntapwa	Machinga	M/MS	No Name	8
Malawi	CRECCOM	Ntcheu	Dedza	German	MAKHAZA	8
Malawi	CRECCOM	Ntcheu Catholic	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Ntenjera C.C.A.P	Blantyre R	M/MS	No Name	8

Malawi	CRECCOM	Nthambo	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Nthema	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Nthembo	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Nthengwe	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Nthulu	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Nthumba	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Nthumbi	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Nthumbo	Salima	M/MS	No Name	8
Malawi	CRECCOM	Nthungwa	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Ntumba	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Ntundama	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Nyakamba	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Nyalabvu	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Nyama	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Nyamijeti	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Nyamikolongo	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Nyamvuu	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Nyanga	Ntchisi	M/MS	No Name	8
Malawi	CRECCOM	Nyankhwale	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Nyansima	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Nyeremukire	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Nziza	Neno	M/MS	No Name	8
Malawi	CRECCOM	Pamdule	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Phala	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Phaloni	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Phanda	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Phanga	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Phanga Catholic	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Pheleni	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Phemba	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Pheza	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Phitsa	Neno	M/MS	No Name	8
Malawi	CRECCOM	Phoka	Dedza	None	None	8
Malawi	CRECCOM	Phombwe	Nsanje	M/MS	No Name	8
Malawi	CRECCOM	Phwadzi	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Pitala	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Police	Zomba	M/MS	No Name	8
Malawi	CRECCOM	Puye	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Ruarwe	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Ruo	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Rusa	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Sabola	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Sabwera	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Sakatama	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Salumbidwa	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Samama	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Sambalendo	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Same	Likoma	M/MS	No Name	8
Malawi	CRECCOM	Sanambe	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Sanga	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Sangano	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Sangilo	Karonga	M/MS	No Name	8

Malawi	CRECCOM	Sanjika	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Sasa	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Satodwa	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Satumba	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Sawali	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Sazu	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Selengo	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Senjere J.P.	Nkhotakota	M/MS	No Name	7
Malawi	CRECCOM	Seyama	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Sigelege	Blantyre U	M/MS	No Name	8
Malawi	CRECCOM	Siloni Catholic	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Sinjiliheni	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Sokolo	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Sonda	Mzuzu City	M/MS	No Name	8
Malawi	CRECCOM	Songwe	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Sonkhwe	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Sonzowa	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	SOPANI	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Sosola	Balaka	M/MS	No Name	8
Malawi	CRECCOM	St Augustine	Balaka	M/MS	No Name	8
Malawi	CRECCOM	St Joseph's Demonstration	Dedza	Phyllis	CHADZA	8
Malawi	CRECCOM	St Marys	Balaka	M/MS	No Name	8
Malawi	CRECCOM	St. Annes Mzimba N	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	St. Annes Mzimba S	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	St. Augustine	Mzuzu City	M/MS	No Name	8
Malawi	CRECCOM	St. Augustine I	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	St. Augustine II	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	St. Augustine III	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	St. Benard	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	St. Joseph Karonga	Karonga	M/MS	No Name	8
Malawi	CRECCOM	St. Joseph Mangochi	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	St. Joseph Mzimba S	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	St. Martins	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	St. Mary's Bulala	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	St. Mathias	Dowa	M/MS	No Name	8
Malawi	CRECCOM	St. Paul	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	St. Pauls Mzimba S	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	St. Peter's	Likoma	M/MS	No Name	8
Malawi	CRECCOM	St. Pius	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	St.Elna Junior primary	Mulanje	M/MS	No Name	4
Malawi	CRECCOM	Sunama	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Sungusya	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Suweni	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Suza	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Taibu	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Takondwa	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Taliya	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Taone	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Tapani	Blantyre R	M/MS	No Name	8
Malawi	CRECCOM	Tasekera	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Tchande	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Tchapa	Kasungu	M/MS	No Name	8

Malawi	CRECCOM	Tchereni	Phalombe	Faustino M.	GUNDO	8
Malawi	CRECCOM	Tchereni Catholic	Phalombe	Faustino M.	GUNDO	8
Malawi	CRECCOM	Tchetsa	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Thale	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Thambani Mzimba S	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Thambani Zomba Rural	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Thangala	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Thanthe	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Thanula	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Thava	Neno	M/MS	No Name	8
Malawi	CRECCOM	Thavite	Salima	M/MS	No Name	8
Malawi	CRECCOM	Thawale Mwanza	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Thawale Salima	Salima	M/MS	No Name	8
Malawi	CRECCOM	Thekerani	Thyolo	M/MS	No Name	8
Malawi	CRECCOM	Thima	Neno	M/MS	No Name	8
Malawi	CRECCOM	Thindolo	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Thipe	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Thombozi	Dedza	S.K	CHETERA	8
Malawi	CRECCOM	Thonje	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Thoto	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Thuchira	Chiradzuru	M/MS	No Name	8
Malawi	CRECCOM	Thumba Mwanza	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Thumba Neno	Neno	M/MS	No Name	8
Malawi	CRECCOM	Thundu Mulanje	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Thundu Zomba	Zomba	M/MS	No Name	8
Malawi	CRECCOM	Thunduti	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Tipate	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	TITI	Chitipa	Stenings	MBALE	8
Malawi	CRECCOM	Toleza	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Tomali	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Tondola	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Tsachiti	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Tsanjalamwimba	Neno	M/MS	No Name	8
Malawi	CRECCOM	Tsanyale	Mchinji	M/MS	No Name	8
Malawi	CRECCOM	Tsawala	Salima	M/MS	No Name	8
Malawi	CRECCOM	Tseka	Ntcheu	M/MS	No Name	8
Malawi	CRECCOM	Tsenga	Mwanza	M/MS	No Name	8
Malawi	CRECCOM	Tsokamkanasi	Lilongwe U	M/MS	No Name	8
Malawi	CRECCOM	Tupwenge	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Ukasi	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Ukwe	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Uliwa	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Ulongwe	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Unga I	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Unga II	Mangochi	M/MS	No Name	8
Malawi	CRECCOM	Usingini	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Usisya	Nkhata-bay	M/MS	No Name	8
Malawi	CRECCOM	Uthwa	Phalombe	M/MS	No Name	8
Malawi	CRECCOM	Utwe	Zomba Rural	M/MS	No Name	8
Malawi	CRECCOM	Vilaule	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Vimvi	Chikwawa	M/MS	No Name	8
Malawi	CRECCOM	Visenthe	Mzimba N	M/MS	No Name	8

Malawi	CRECCOM	Vithando	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Vivya	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Viwowo	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Viyere	Mzuzu City	M/MS	No Name	8
Malawi	CRECCOM	Vulundiya	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Vyeyo	Kasungu	M/MS	No Name	8
Malawi	CRECCOM	Walemera	Nkhotakota	M/MS	No Name	8
Malawi	CRECCOM	Waliro	Rumphi	M/MS	No Name	8
Malawi	CRECCOM	Wantaya	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Watereka	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Wiliro	Karonga	M/MS	No Name	8
Malawi	CRECCOM	Windu	Dowa	M/MS	No Name	8
Malawi	CRECCOM	Wozi	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Yepa	Lilongwe R	M/MS	No Name	8
Malawi	CRECCOM	Yiwula	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Yofu	Likoma	M/MS	No Name	8
Malawi	CRECCOM	Zamamba	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Zambwe	Chitipa	M/MS	No Name	8
Malawi	CRECCOM	Zammimba	Balaka	M/MS	No Name	8
Malawi	CRECCOM	Zimbo	Mulanje	M/MS	No Name	8
Malawi	CRECCOM	Zomba CCAP	Zomba	M/MS	No Name	8
Malawi	CRECCOM	Zowe	Mzimba N	M/MS	No Name	8
Malawi	CRECCOM	Zubachulu	Mzimba S	M/MS	No Name	8
Malawi	CRECCOM	Zukuma	Mzimba N	M/MS	No Name	8
Mozambique	Associação Moçambicana para a Ajuda de Desenvolvimento de Povo para Povo (ADPP)	EPC Bandua	Sofala	Manuel C.	Buhuro	7
Mozambique	ADPP	ADPP-Cidadela das Crianças	Maputo	Americo Tomas	Nhalungo	7
Mozambique	ADPP	EP I- Matola	Nampula	Alberto	Alexandre	5
Mozambique	ADPP	Ep I- Muzuane	Nampula	Floribela Esperança F.	Miguel	5
Mozambique	ADPP	Ep I- Socaju	Nampula	Raimundo	Andrade	5
Mozambique	ADPP	EPI I de Junho Nha	Sofala	Simao	Fernando	5
Mozambique	ADPP	EPI I de Maio	Sofala	Joao Francisco	Fava	5
Mozambique	ADPP	EPI 24 de Julho	Sofala	No Name	Olesse	5
Mozambique	ADPP	EPI 25 de Setembro	Sofala	Chicomise	Manuel	5
Mozambique	ADPP	EPI 3 de Fevereiro Buzi	Sofala	Toni	Alfazema	5
Mozambique	ADPP	EPI 3 de Fevereiro Gor	Sofala	Martinho Manuel	Sande	5
Mozambique	ADPP	EPI 3 de Fevereiro Nha	Sofala	Santos	Musia	5
Mozambique	ADPP	EPI Bandua II	Sofala	Samuel Trinta	Oliveira	5
Mozambique	ADPP	EPI Chicoio	Sofala	Joaquim	Estefana	5
Mozambique	ADPP	EPI Chirasicua	Sofala	Sebastiao	Bobo	5
Mozambique	ADPP	EPI Chitunga	Sofala	Castigo Ucolore	Chiaca	5
Mozambique	ADPP	EPI Cudzo	Sofala	João	Tato	5
Mozambique	ADPP	EPI de Begaja	Sofala	Madeira A.	Alface	5
Mozambique	ADPP	EPI Fumo	Sofala	Chamburuga	Matandire	4
Mozambique	ADPP	EPI Guara-Guara	Sofala	Zequias	Mucobo	5
Mozambique	ADPP	EPI Gurunguire	Sofala	Joao Viano	Batire	5
Mozambique	ADPP	EPI Harrumua	Sofala	Abilio Geriano	Moura	5
Mozambique	ADPP	EPI Inhamita	Sofala	Jacobe	Nhumba	5
Mozambique	ADPP	EPI Josina Machel	Sofala	Vasco	Domingo	5
Mozambique	ADPP	EPI Machico	Sofala	Joao	Nhampoca	5
Mozambique	ADPP	EPI Maconde	Sofala	Jose J.	Chiguidana	5

Mozambique	ADPP	EPI Macua	Sofala	Roberto	Parafino	5
Mozambique	ADPP	EPI Macumba	Sofala	Manuel	Timoteo	5
Mozambique	ADPP	EPI Mada	Sofala	Francisco Mavaque	Mapedja	5
Mozambique	ADPP	EPI Malulu	Sofala	Farro Changuejo	Castomo	5
Mozambique	ADPP	EPI Manguenta	Sofala	Zacarias	Sunza	5
Mozambique	ADPP	EPI Mau-Tse-Tung	Sofala	Pinto Mucocha	Mario	5
Mozambique	ADPP	EPI Mbulawa	Sofala	Munongoro	Bacio	5
Mozambique	ADPP	EPI Metuchira Empresa	Sofala	Julio	Wiliamo	5
Mozambique	ADPP	EPI Metuchira Nharuchonga	Sofala	Zacaria	Bader	5
Mozambique	ADPP	EPI Monte Siluvo	Sofala	Farinha	Antonio	5
Mozambique	ADPP	EPI Muchenessa	Sofala	Joao Chimica	Chifundo	5
Mozambique	ADPP	EPI Mucodza	Sofala	Garico Antonio	Binda	5
Mozambique	ADPP	EPI Mucombedzi 1	Sofala	Angelo	Dorosario	5
Mozambique	ADPP	EPI Munamicua	Sofala	Ionassi	Chicuanjo	5
Mozambique	ADPP	EPI Mutamarega	Sofala	Muazi	Ginasso	5
Mozambique	ADPP	EPI Mutiambamba	Sofala	Cozinha	Rosario	5
Mozambique	ADPP	EPI Nhambita	Sofala	Tiel	Ferramenta	5
Mozambique	ADPP	EPI Nhambondo	Sofala	Ndaluzza	Aleixo	5
Mozambique	ADPP	EPI Nhamussangora	Sofala	Luisa	Pedro	5
Mozambique	ADPP	EPI Nhangea	Sofala	Manuel A.,	Mapacho	4
Mozambique	ADPP	EPI Nhanoa	Sofala	Arcanjo Izarco	Paulo	5
Mozambique	ADPP	EPI Nhansato	Sofala	Manuel	Tepa	5
Mozambique	ADPP	EPI Pavua	Sofala	Sande	Ngizi	5
Mozambique	ADPP	EPI Pungue	Sofala	Frudeira	Roque	5
Mozambique	ADPP	EPI Tambarara	Sofala	Henrique	Paulo	5
Mozambique	ADPP	EPI Tazaronda	Sofala	Santos Cassande	Macornea	5
Mozambique	ADPP	EPI Tchiro 1	Sofala	Marcos	Rinco	5
Mozambique	ADPP	EPI Tsunguza	Sofala	Bernabe	Dapitaia	5
Mozambique	ADPP	EP2 Buzi	Sofala	Muchanga	Jorge	7
Mozambique	ADPP	EP2 Eduardo Mondlane	Sofala	Quembo	Lucas	7
Mozambique	ADPP	EPC 1 de Junho Buzi	Sofala	Diogo Fanicela	Matsinhe	5
Mozambique	ADPP	EPC 12 de Outubro	Sofala	Jose	Semente	7
Mozambique	ADPP	EPC 25 de Junho	Sofala	Sandra A.	Maibeque	7
Mozambique	ADPP	EPC 25 de Setembro-Gorongosa	Sofala	Simão	Alfandica	7
Mozambique	ADPP	EPC 4º Congresso	Nampula	Inês Joaquim	André	7
Mozambique	ADPP	EPC 7 de Abril - Nha	Sofala	Santos	Micoicene	7
Mozambique	ADPP	EPC 7º Abril - Nacala	Nampula	Alberto	Afonso	6
Mozambique	ADPP	EPC Acordos de Lusaka	Sofala	Augusto	Gomes	7
Mozambique	ADPP	EPC Bandua	Sofala	Manuel C.	Buhuro	7
Mozambique	ADPP	EPC Chirimomho	Sofala	Manuel A.	Chingamuca	7
Mozambique	ADPP	Epc Cidade Alta	Nampula	Sidónio	Ramalho	7
Mozambique	ADPP	EPC Guara-Guara	Sofala	Americo	Fane	7
Mozambique	ADPP	EPC Herois Mocimbanos	Sofala	Brigito	Juze	7
Mozambique	ADPP	EPC Inhanjou	Sofala	Domingos	Jairosse	7
Mozambique	ADPP	EPC Inharongue	Sofala	Filipe Jorge	Ucama	7
Mozambique	ADPP	EPC J. Tongogara	Sofala	Robate	Benjamin	7
Mozambique	ADPP	EPC Maiaia	Nampula	Cecitio	João	7
Mozambique	ADPP	EPC Mapombwe	Sofala	Antonio	Mambuanda	7
Mozambique	ADPP	EPC Mecuzi	Sofala	Mambuque	Mambuque	7
Mozambique	ADPP	EPC Metuchira Pita	Sofala	Luis	Sande	7
Mozambique	ADPP	EPC Mocone	Nampula	Pilale	Muatresse	6
Mozambique	ADPP	EPC Mucombedzi 2	Sofala	Mateus	Filipe	7

Mozambique	ADPP	EPC Naherengue	Nampula	Alberto J.	Maleia	6
Mozambique	ADPP	EPC Ndeja	Sofala	Luisa	Paulo	7
Mozambique	ADPP	EPC Nhampoca	Sofala	Felisberto	Mucaule	7
Mozambique	ADPP	EPC Nharuchonga	Sofala	Antonio	Miguel	7
Mozambique	ADPP	EPC Nhataca	Sofala	Ramos	Semedo	7
Mozambique	ADPP	EPC Nova Jerusalem	Sofala	Rui Moises	Rondinho	7
Mozambique	ADPP	EPC Triângulo	Nampula	Lorenço	Alupaca	7
Mozambique	ADPP	EPC Tsiquiri	Sofala	Ernesto	Mucal	7
Mozambique	ADPP	EPC Ussingue	Sofala	Rafael	Jose	7
Mozambique	ADPP	EPC Vunduzi	Sofala	Zacarias	Sequeira	7
Mozambique	ADPP	Escola das Formigas do Futuro - Nacala	Nampula	Baptista	Gregório	9
Mozambique	ADPP	Escola das Formigas do Futuro Chimoio	Manica	Doca	Mussororo	7
Mozambique	ADPP	Escola Desportiva Xipamanine	Maputo	Julio	Marques	10
Mozambique	Caritas Regionale de Chokwe	EP - 2 Conhane	Gaza	m/ms no name	m/ms no name	7
Mozambique	Caritas Regionale de Chokwe	EPI de Pungvine	Gaza	E. Vicente Gobene	E. Vicente Gobene	5
Mozambique	Caritas Regionale de Chokwe	EPI de Tingonhamene	Gaza	Not Known	Unknown	5
Mozambique	Caritas Regionale de Chokwe	EPC de Chate "A"	Gaza	Sergio David	Manjate	7
Mozambique	Caritas Regionale de Chokwe	Escola Primaria de Bombofo	Gaza	Not Known	Unknown	7
Mozambique	Caritas Regionale de Chokwe	Escola Primaria de Lionda "A"	Gaza	Maria Ines	Ubisse	5
Mozambique	Caritas Regionale de Chokwe	Escola primaria de Nhanale	Gaza	Not Known	Unknown	7
Mozambique	Caritas Regionale de Chokwe	Primaria 25 de Setembro	Gaza	Not Known	Unknown	5
Mozambique	Caritas Regionale de Chokwe	Primaria de Changulene	Gaza	Not Known	Unknown	7
Mozambique	Caritas Regionale de Chokwe	Primaria de Chiaquelane	Gaza	Not Known	Unknown	7
Mozambique	Caritas Regionale de Chokwe	Primaria de Djojdo	Gaza	Not Known	Unknown	5
Mozambique	Caritas Regionale de Chokwe	Primaria de Donga	Gaza	Not Known	Unknown	7
Mozambique	Caritas Regionale de Chokwe	Primaria de Duvane	Gaza	Not Known	Unknown	5
Mozambique	Caritas Regionale de Chokwe	Primaria de Inhovane	Gaza	Not Known	Unknown	5
Mozambique	Caritas Regionale de Chokwe	Primaria de Kandiza	Gaza	Not Known	Unknown	3
Mozambique	Caritas Regionale de Chokwe	Primaria de Machinho	Gaza	Not Known	Unknown	7
Mozambique	Caritas Regionale de Chokwe	Primaria de Majajamela	Gaza	Not Known	Unknown	5
Mozambique	Caritas Regionale de Chokwe	Primaria de Manjangué	Gaza	Not Known	Unknown	5
Mozambique	Caritas Regionale de Chokwe	Primaria de Mubanguene	Gaza	Not Known	Unknown	5
Mozambique	Caritas Regionale de Chokwe	Primaria de Pumbe	Gaza	Not Known	Unknown	7
Mozambique	Caritas Regionale de Chokwe	Primaria de Tlawene	Gaza	Not Known	Unknown	5
Mozambique	Caritas Regionale de Chokwe	Primaria de Tomanine	Gaza	Not Known	Unknown	5
Mozambique	FORUM FOR AFRICAN WOMEN EDUCATIONALISTS IN MOZAMBIQUE (FAWEMO)	EPC Chitar	Gaza	Sonia Luis	Sitoe	7
Mozambique	FAWEMO	EPC Coca Missava	Gaza	Domingos	Mondlane	7
Mozambique	FAWEMO	EPC de Muvamba	Inhambane	Adelino	Bernardo	7
Mozambique	FAWEMO	EPC Eduardo Mondlane	Gaza	Orlando	Benzane	7
Mozambique	FAWEMO	EPC Nhachengue	Inhambane	Joao	Vilanculo	7
Mozambique	FAWEMO	EPC Pamuaue	Inhambane	Pedro	Feniosse	7
Mozambique	FAWEMO	EPC Samora Machel	Zambezia	Feliciano	Gemusse	7
Mozambique	FAWEMO	EPC Sede	Zambezia	Pereira Luis	Acuiratepa	7
Mozambique	FAWEMO	EPC Tihovene	Gaza	Mabquias Julio	Cuamba	7
Mozambique	Kulima	EPC 25 de setembro	Inhambane	Angela	Paulo	7
Mozambique	Kulima	EPC 7 de Abril Meu	Inhambane	Mauricio	Manuel	7
Mozambique	Kulima	EPC Agostinho Neto	Inhambane	Maria	Julia	7
Mozambique	Kulima	EPC de Chicucue	Inhambane	Manuel	Julio	7
Mozambique	Kulima	EPC de Chinjinguir	Inhambane	Rui Mabel	None	7
Mozambique	Kulima	EPC de Chithicua	Inhambane	Cristina Justino	Matsinhe	7

Mozambique	Kulima	EPC de Chizapela	Inhambane	Gilda Luciano	Sevene	5
Mozambique	Kulima	EPC de Chongola	Inhambane	Juiso	Juiso	7
Mozambique	Kulima	EPC de Cumbana	Inhambane	Ernesto	Elias	7
Mozambique	Kulima	EPC de Dimande	Inhambane	Oscar	Oscar	7
Mozambique	Kulima	EPC de Guiua	Inhambane	Augusto	Ngulela	7
Mozambique	Kulima	EPC de Inhamussa	Inhambane	Getulio	Leonardo	7
Mozambique	Kulima	EPC de Inharrime	Inhambane	M/MS	No Name	7
Mozambique	Kulima	EPC de Mabil	Inhambane	Orlando	Cuamba	7
Mozambique	Kulima	EPC de Machavela	Inhambane	Daniel	Maculuve	7
Mozambique	Kulima	EPC de Mahalamba	Inhambane	M/MS	No Name	7
Mozambique	Kulima	EPC de Mangorro	Inhambane	M/MS	No Name	7
Mozambique	Kulima	EPC de Marrumwana	Inhambane	Baptista	Francisco	7
Mozambique	Kulima	EPC de Muchirre	Inhambane	Hilario	Modumela	1
Mozambique	Kulima	EPC de Nhacoja	Inhambane	Silva	Adelino	7
Mozambique	Kulima	EPC de Nhampossa	Inhambane	Samuel	Mateus	7
Mozambique	Kulima	EPC de Nhangula	Inhambane	Gabriel	Jacinto	7
Mozambique	Kulima	EPC de Nhatitima	Inhambane	Judite	Mazonda	5
Mozambique	Kulima	EPC de Rumbana	Inhambane	Florentina	Armando	7
Mozambique	Kulima	EPC I de Maio	Inhambane	Ada	Josefina	7
Mozambique	Kulima	EPC Jangamo	Inhambane	Moises	Domingos	7
Mozambique	Kulima	EPC Sede de Homoine	Inhambane	Bendita	Francisco	7
Mozambique	Kulima	EPI Cumbula	Inhambane	Ana Pedro	Sevene	5
Mozambique	Kulima	EPI de Chibassa	Inhambane	Francisco Augusto	Cumbana	5
Mozambique	Kulima	EPI de Cugwana	Inhambane	Alberto Rafael	Tafulo	5
Mozambique	Kulima	EPI de Daulamazi	Inhambane	Atanasio	Atanasio	5
Mozambique	Kulima	EPI de Fambacuasse	Inhambane	M/MS	No Name	5
Mozambique	Kulima	EPI de Gualo-gualo	Inhambane	Alfredo	Busse	5
Mozambique	Kulima	EPI de Hanhane	Inhambane	Virginia	Macitela	5
Mozambique	Kulima	EPI de Homoine Anexa	Inhambane	Maria de Fatima	None	5
Mozambique	Kulima	EPI de Inhamussua	Inhambane	Ronda	Ronda	5
Mozambique	Kulima	EPI de Madovela	Inhambane	M/MS	No Name	5
Mozambique	Kulima	EPI de Moguba	Inhambane	Queiroz Julia	Rafael	5
Mozambique	Kulima	EPI de Nhambio	Inhambane	Teresa Chaculane	Murrombe	5
Mozambique	Kulima	EPI de Nhantumbo	Inhambane	M/MS	No Name	5
Mozambique	Kulima	EPI de Ussaca	Inhambane	M/MS	No Name	5
Mozambique	Kulima	EPI Ngulela	Inhambane	M/MS	No Name	5
Mozambique	Kulima	EPI Nhamangue	Inhambane	Sebastiao	Luis	5
Mozambique	World Relief Mozambique	Escola Primaria Completa de Quissico	Inhambane	Maria Luisa Telma	Matusse	7
Mozambique	World Relief Mozambique	Escola Primária do 1º Grau de Mahumane	Inhambane	Emilio Telias	Maoco	5
Mozambique	World Relief Mozambique	Escola Primária do 1º Grau de Nhabinde	Inhambane	Raimundo Felisberto	Cuambe	5
Namibia	Evangelical Lutheran Church HIV/AIDS Programme (ELCAP)	Aurora P.S	Otjozondjupa	Mr.S	Bertze	7
Namibia	ELCAP	Brandberg P.S.	Erongo	Mr.Ms	No Name	7
Namibia	ELCAP	C Spellmeyer JSS	Hardap	Mr.	Cupido	10
Namibia	ELCAP	D.C. Fredericks P.S	Hardap	Ms.	Neil	7
Namibia	ELCAP	D.D. Guibeb P.School	Hardap	Ms. K.	Kauraisa	7
Namibia	ELCAP	D.F./Uirab P.S	Kunene	Mr.A.	Uirab	7
Namibia	ELCAP	Daweb J.S.S.	Hardap	Mr.J.R.	Pieters	10
Namibia	ELCAP	Dordabis P. S.	Khomas	Mr.W	Adams	7
Namibia	ELCAP	Duinesig P.S	Erongo	Ms. H.M	Lucas	7
Namibia	ELCAP	E.H. Baard P.S	Karas	Mr.J.	Kooper	7
Namibia	ELCAP	Ebenhaeser P.S	Erongo	Mr.Ms	No Name	7

Namibia	ELCAP	Eddie Bowe Primary School	Otjozondjupa	Mr.	!Useb	7
Namibia	ELCAP	Edward Frederick P.S	Karas	Ms T.P	Goliath	7
Namibia	ELCAP	Elifas Goseb P.S	Erongo	Mr.	!Kheib	7
Namibia	ELCAP	Ernst Jager J.S.S	Karas	Mr. P.S	Swartbooi	10
Namibia	ELCAP	Erongosig Primary School	Erongo	Monica Ruth Saridao	Gaweses	7
Namibia	ELCAP	Geduld P.S	Karas	Ms.C	Plaatjies	7
Namibia	ELCAP	Groot-Aub J.S.S	Khomas	Mr.J.B	Kavezepa	10
Namibia	ELCAP	J.R.Camm S.P.School	Hardap	Mrs. J	Coetzee	7
Namibia	ELCAP	J.T.L. Beukes P.School	Hardap	Mr.G.A	Beukes	7
Namibia	ELCAP	Jakob Saul P. S	Hardap	Mr. W	Meyer	7
Namibia	ELCAP	Kaitsi !Gubeb P S	Karas	Mrs. J.L	Boois	7
Namibia	ELCAP	Kalenga P.S	Otjozondjupa	Ms.	Naobes	7
Namibia	ELCAP	Kamanjab combined P.S	Kunene	Mr.L.	Shikuambi	7
Namibia	ELCAP	Karasburg P.S	Karas	Mr. A.V	Cloete	7
Namibia	ELCAP	Karundu P.S	Otjozondjupa	Mr. D.	Kaura	7
Namibia	ELCAP	Khorab J.S.S	Otjozondjupa	Ms. M.H.E	Opperman	7
Namibia	ELCAP	Klein Aub P School	Hardap	K.E	Ms van wyk	7
Namibia	ELCAP	Makalani P.S	Otjozondjupa	Mr. A	Coetzee	7
Namibia	ELCAP	Marietal P School	Hardap	Mr. J.D	Apollus	7
Namibia	ELCAP	Michel Durocher P.S	Karas	Mr.	Veldskoen	7
Namibia	ELCAP	Mina Sachs P. School	Karas	Mr. J.E	Isaacks	7
Namibia	ELCAP	N.Mutschuana P. School	Hardap	Mr.O.	Swartbooi	7
Namibia	ELCAP	Nowak P.S	Karas	Mr. Josef Erenst	Swartbooi	7
Namibia	ELCAP	Oanob P.S	Hardap	Mr.D	Narib	7
Namibia	ELCAP	Opawa P.S	Oshikoto	Mr.Josef	Uiseb	13
Namibia	ELCAP	Origo P.S	Hardap	Mr.	Landt	7
Namibia	ELCAP	Orwetoveni P school	Otjozondjupa	Mr.J	Mr Hamauka	7
Namibia	ELCAP	Otjim p school	Erongo	Mr.Ms	No Name	7
Namibia	ELCAP	Rehoboth Primary School	Khomas	Mr	Olivier	7
Namibia	ELCAP	Rogate P.S	Otjozondjupa	Mr. E.	Nangombe	7
Namibia	ELCAP	Salmon Boois J. P. S	Hardap	Ms B	//Khaoseb	4
Namibia	ELCAP	Schmelenville J.S.S	Karas	Mr. G S	Cupido	10
Namibia	ELCAP	Sonop P. School	Hardap	Mrs. M.	Kisting	7
Namibia	ELCAP	Spesbona P.S	Otjozondjupa	Mr D.D	Shikulo	7
Namibia	ELCAP	Tutalen Primary School	Erongo	Mr.	Damaseb	7
Namibia	ELCAP	Vooruitsig J.S.S	Hardap	Ms. G.R	Petrus	10
Namibia	ELCAP	W. Borchard P.S	Erongo	Mr.	Hartzenberg	7
Namibia	ELCAP	W.M. Jodd P.S	Hardap	Mr.	Hartzenberg	7
Namibia	FORUM FOR AFRICAN WOMEN EDUCATIONALISTS IN NAMIBIA (FAWENA)	A.I. Steenkamp Primary School 2	Khomas	Pauline	Awaseb	7
Namibia	FAWENA	Aris Primary School	Khomas	A.	Strywer	7
Namibia	FAWENA	Auas Primary School	Khomas	J	Kongoro	7
Namibia	FAWENA	Augeikhas Primary School 2	Khomas	Gotty	Kavezepa	7
Namibia	FAWENA	Bet-El Primary School	Khomas	E.E	Uanga	7
Namibia	FAWENA	Bravo Primary School	Okavango	C.	Nakunipa	4
Namibia	FAWENA	Cheshire Homes 2	Caprivi	Lucy	Mazurkiewicz	12
Namibia	FAWENA	Dagbreek Centre 2	Khomas	Paul	Duplessi	0
Namibia	FAWENA	Dr. Aupa Frans Indongo Primary School	Khomas	Paul	Lewin	7
Namibia	FAWENA	Elim Primary School 2	Khomas	Ursla	Dameus	7
Namibia	FAWENA	Eluwa Special School 2	Khomas	Eva	Shakuyungwa	12
Namibia	FAWENA	Endola Primary School	Ohangwena	I.	Kafula	7

Namibia	FAWENA	Eros Girls School 2	Khomas	Laurencia	Goases	12
Namibia	FAWENA	Gammams Primary School 2	Khomas	B	Kaimu	7
Namibia	FAWENA	Gobabis Primary School	Omaheke	Mr	Katjunjo	7
Namibia	FAWENA	Gunichas R.C. Primary School	Omaheke	m/ms	Mr. Tibinyane	7
Namibia	FAWENA	Hermann Gmeiner Primary School 2	Khomas	J	van Greunen	7
Namibia	FAWENA	Hippo Primary School	Omaheke	Z.	Vermeuleun	7
Namibia	FAWENA	Kameru	Kameru	Elson	Mumbuu	7
Namibia	FAWENA	Kameru Senior Primary School	Kunene	Mr.	Mumbuu	7
Namibia	FAWENA	Mangeti Primary School	Otjozondjupa	m/ms	Katuna-Handje	7
Namibia	FAWENA	Martin Ndumba Combined School	Okavango	m/ms	Mrs. Chiza	10
Namibia	FAWENA	Martti Ahtisaari Primary School 2	Khomas	Hermanus	Bock	7
Namibia	FAWENA	Michelle McLean Primary School 2	Khomas	A. U	Mazeingo	7
Namibia	FAWENA	Moreson Special School 2	Khomas	S	Strauss	0
Namibia	FAWENA	Moses Goraeb	Khomas	E	Kondjara	7
Namibia	FAWENA	Moses van der Byl Primary School 2	Khomas	Clara	Basson	7
Namibia	FAWENA	Namibia Primary School 2	Khomas	J	Naniseb	7
Namibia	FAWENA	Namutuni Primary School 2	Khomas	Martha	Alweendo	7
Namibia	FAWENA	National Institute for Special Education: Hearing Impaired2	Khomas	C	Kleinert	12
Namibia	FAWENA	Nkurenkuru Primary School	Okavango	A	Kandjeke	7
Namibia	FAWENA	Nossobville Primary School	Omaheke	m/ms	Mr. Hezelman	7
Namibia	FAWENA	Okaepe Primary school	Otjozondjupa	m/ms	Mrs. Rukereo	7
Namibia	FAWENA	Okaku Primary School	Oshana	H. N.	Lukas	7
Namibia	FAWENA	Okanguati Primary School	Kunene	m/ms	Mr. Katjijere	7
Namibia	FAWENA	Okashandja Combined School	Oshana	F.	Mvula	10
Namibia	FAWENA	Okorosave Primary school	Kunene	R.	Ipinge	7
Namibia	FAWENA	Ompaandakani Combined	Oshana	J.	Shiimbi	10
Namibia	FAWENA	Ondiamande Combined School	Oshana	C.	Shikesho	10
Namibia	FAWENA	Ondjamba Combine School 2	Oshikoto	E	Shivute	10
Namibia	FAWENA	Opuwo Primary School	Kunene	R.	Ms. Muharukua	7
Namibia	FAWENA	Rakutuka Primary School	Omaheke	m/ms	Tjizoo	7
Namibia	FAWENA	Ruiter Primary School	Kunene	Andreas	Nerongo	7
Namibia	FAWENA	St. Andrews Primary School 2	Khomas	D	van Wyk	7
Namibia	FAWENA	St. Barnabas Primary School 2	Khomas	Goefry	Hindjou	7
Namibia	FAWENA	Tobias Haiyeko Primary School 2	Khomas	L	Shidute	7
Namibia	FAWENA	Uukwiyoongwe Combined School	Oshana	Mr.	Muneumbo	10
Namibia	FAWENA	Van Rhyn Primary School 2	Khomas	JC	Titus	7
Namibia	FAWENA	Vergenoeg Primary School	Omaheke	J. M.	Khiba	7
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	1 de Junho	Sao Tome	Teresa	Georgina	4
Sao Tome	STeP UP	12 de Julho	Sao Tome	Francisca	Ceita	4
Sao Tome	STeP UP	Aeroporto/Francisco Tenreiro	Sao Tome	Alvaro	Santos	4
Sao Tome	STeP UP	Agua - Ize	Sao Tome	M/MS	No Name	6
Sao Tome	STeP UP	Almas Primária	Sao Tome	Manuel	Bobo	4
Sao Tome	STeP UP	Almas Secundária	Sao Tome	Maria Ricarda	Dias	6
Sao Tome	STeP UP	Almeirim	Sao Tome	Joaquim	Morgado	4
Sao Tome	STeP UP	Angolares	Sao Tome	Abel	Conde	4
Sao Tome	STeP UP	Angolares Secondary	Sao Tome	António	Pereira	6
Sao Tome	STeP UP	Anselmo Andrade	Sao Tome	Bonifácio	Ramos	4
Sao Tome	STeP UP	Atanasio Gomes	Sao Tome	Conceição	Lima	4
Sao Tome	STeP UP	Batepa	Sao Tome	Anastácio	Quintas	4
Sao Tome	STeP UP	Boa Entrada	Sao Tome	Honório	de Ceita	4
Sao Tome	STeP UP	Bobo - Forro	Sao Tome	João	da Silva	4

Sao Tome	STeP UP	Bombom Primary	Sao Tome	Felisberto	Sousa	4
Sao Tome	STeP UP	Bombom Secondary	Sao Tome	Unknown	Unknown	6
Sao Tome	STeP UP	Caixao- Grande	Sao Tome	Domingas	Varela	4
Sao Tome	STeP UP	Conde	Sao Tome	Jorge	Mascarenhas	4
Sao Tome	STeP UP	Desejada	Sao Tome	No Name	No Name	6
Sao Tome	STeP UP	Diogo Vaz	Sao Tome	Mário	Moniz	4
Sao Tome	STeP UP	Escola Básica de Vigoço	Sao Tome	Maria	da Lúz	6
Sao Tome	STeP UP	Esprinha	Sao Tome	Mário	Moniz	4
Sao Tome	STeP UP	Folha Fede	Sao Tome	Felisberto	Viegas	4
Sao Tome	STeP UP	Graça- Capela	Sao Tome	M/MS	No Name	6
Sao Tome	STeP UP	Guadalupe Primary	Sao Tome	none	none	4
Sao Tome	STeP UP	Guadalupe Sec.	Sao Tome	António	Quaresma	4
Sao Tome	STeP UP	Januário Garça	Sao Tome	Anastácio	Quaresma	4
Sao Tome	STeP UP	Lemos	Sao Tome	Domingas	Varela	4
Sao Tome	STeP UP	Liceu Nacional	Sao Tome	Maria	Mandinga	11
Sao Tome	STeP UP	Magodinho	Sao Tome	Juliano	Neto	4
Sao Tome	STeP UP	Maria de Jesus	Sao Tome	Aida	Vicente	4
Sao Tome	STeP UP	Mesquita	Sao Tome	Domingas	Costa	4
Sao Tome	STeP UP	Monte Café	Sao Tome	Lazaro	No Name	4
Sao Tome	STeP UP	Neves Primary	Sao Tome	Armindo	Furtado	4
Sao Tome	STeP UP	Neves Secondary	Sao Tome	No Nmame	None	6
Sao Tome	STeP UP	Oque - Del - Rei	Sao Tome	Adriana	Nek	4
Sao Tome	STeP UP	Ototo	Sao Tome	Domingas	Varela	4
Sao Tome	STeP UP	Pantufo	Sao Tome	António	Luís	4
Sao Tome	STeP UP	Patrice Lumumba	Sao Tome	M/MS	No Name	6
Sao Tome	STeP UP	Ponta - Figo	Sao Tome	Armindo	Furtado	4
Sao Tome	STeP UP	Porto Alegre Primary	Sao Tome	Ivo	unknown	4
Sao Tome	STeP UP	Porto Alegre Secondary	Sao Tome	Ivo	Unknown	4
Sao Tome	STeP UP	Poto	Sao Tome	Herculano	Lemos	4
Sao Tome	STeP UP	Praia - Gamboa	Sao Tome	Álvaro	Santos	4
Sao Tome	STeP UP	Ribeira Afonso	Sao Tome	Bonifácio	Ramos	4
Sao Tome	STeP UP	Ribeira Peixe	Sao Tome	Abel	Conde	4
Sao Tome	STeP UP	Riboque Capital	Sao Tome	Angélica M.	Oliveira	4
Sao Tome	STeP UP	Riboque Santana	Sao Tome	António	Mamas	4
Sao Tome	STeP UP	S. Fenícia	Sao Tome	Manuel	da Graça	4
Sao Tome	STeP UP	S. Marçal	Sao Tome	Valentim	Sousa pontes	4
Sao Tome	STeP UP	S.Amaro	Sao Tome	M/MS	No Name	4
Sao Tome	STeP UP	S.Joao	Sao Tome	Ms/Mr	No name	7
Sao Tome	STeP UP	Santa Catarina	Sao Tome	Mário	Moniz	4
Sao Tome	STeP UP	Santa Catarina Secondary	Sao Tome	Mario	Moniz	6
Sao Tome	STeP UP	Santana	Sao Tome	Cosma	Pinheiro	4
Sao Tome	STeP UP	Santana Secondary	Sao Tome	No Name	None	8
Sao Tome	STeP UP	Trindade S. Pontes	Sao Tome	António	Amaral	4
Sao Tome	STeP UP	Trindade Secondary	Sao Tome	No Nmame	None	6
Sao Tome	STeP UP	Vigoço	Sao Tome	Maria	Dias Pontes	6
South Africa	Heartbeat	Amohelang	Free State	Not Known	Unknown	9
South Africa	Heartbeat	Amohelang	Free State	Not Known	Unknown	9
South Africa	Heartbeat	Batjha	Free State	Mr. James	Ranthimo	7
South Africa	Heartbeat	Batjha	Free State	Mr. James	Ranthimo	7
South Africa	Heartbeat	Bothobapelo	Free State	Mr. Lazarus	Maine	7
South Africa	Heartbeat	Bothobapelo	Free State	Mr. Lazarus	Maine	7
South Africa	Heartbeat	Ditholwana	Free State	Mr. Adam	Thoabala	7

South Africa	Heartbeat	Ditholwana	Free State	Mr. Adam	Thoabala	7
South Africa	Heartbeat	Fadimehang	Free State	Not Known	Unknown	5
South Africa	Heartbeat	Fadimehang	Free State	Not Known	Unknown	5
South Africa	Heartbeat	Lebelo	Free State	Mr. Lebohang	Monyeke	7
South Africa	Heartbeat	Lerole	Free State	Mr. Jonas	Khitsane	7
South Africa	Heartbeat	Mahlohonolo	Free State	Mr. Simon	Mtombela	7
South Africa	Heartbeat	Mmusapelo	Free State	Mr. Eric	Thuthani	7
South Africa	Heartbeat	Mpolokeng	Free State	Mr. Paul	Janku	7
South Africa	Heartbeat	Nthabeleng	Free State	Mr. Simon	Ntho	7
South Africa	Heartbeat	Phano	Free State	Mrs. Emily	Masakala	7
South Africa	Heartbeat	Qelo	Free State	Mr. Makhetha	Makhetha	7
South Africa	Heartbeat	Rankwe	Free State	Mr. Ben	Medupe	7
South Africa	Heartbeat	Raohang	Free State	Mrs. Magare	Selebano	7
South Africa	Heartbeat	Seroki	Free State	Mr. Gregory	Moilwa	7
South Africa	Heartbeat	Thariyatshepe	Free State	Mr. Eric	Leroala	7
South Africa	Heartbeat	Thato	Free State	Mr. Dan	Baholo	9
South Africa	Heartbeat	Tlotisang	Free State	Mr. Lucas	Mmusi	7
South Africa	Humana People to People	Abiot Kolobe	Northern Province	Abraham Ramaru	Matlou	7
South Africa	Humana People to People	Bohlapakolobe	Northern Province	Mrs	Ngobeni	7
South Africa	Humana People to People	Boikanyo Primary School	Gauteng	N	Mahoakoana	7
South Africa	Humana People to People	Bokwidi	Northern Province	Mrs	Mafifi	7
South Africa	Humana People to People	Bonamelo Primary	Gauteng	Angie Ms. N.A.	Nkosi-Angie	7
South Africa	Humana People to People	Bottom Primary School	Gauteng	Vuthani	Mashapa	7
South Africa	Humana People to People	Busisiwe Primary	Gauteng	Eida	Nkosi	7
South Africa	Humana People to People	Doornkop High School	Gauteng	MB	Mpela	7
South Africa	Humana People to People	DSJ Primary Schol	Gauteng	Lokwe Valerie	Mogogodi	7
South Africa	Humana People to People	Dumelang Primary School	Gauteng	Ntombi Matilda	Nchabeng	7
South Africa	Humana People to People	Ebulheni Primary	Gauteng	Ndolvu	Mitta	7
South Africa	Humana People to People	Enkolweni Primary School	Gauteng	A V Ngwenya	Ngwenya	7
South Africa	Humana People to People	Entandweni Primary School	Gauteng	Sishi Mrs.	Mrs.Primrose	7
South Africa	Humana People to People	Ezibukweni Primary School	Gauteng	Elizabeth	Mthembi	7
South Africa	Humana People to People	Fundani Primary School	Gauteng	Dorris Malindi	Yalezwa	4
South Africa	Humana People to People	Given mangolo	Northern Province	Mr. M. A	Rameru	7
South Africa	Humana People to People	GR Harris Primary School	Gauteng	Derrick	Marcus	7
South Africa	Humana People to People	Hector Peterson PrimarySchool	Gauteng	Alex	Ramokhoase	7
South Africa	Humana People to People	Isu'Elihle Primary	Gauteng	Daniel Mandlenkosi	Ngwenya	7
South Africa	Humana People to People	Kadichuene	Northern Province	Mrs S.	Makhubela	7
South Africa	Humana People to People	Kgakgala Primary School	Northern Province	Mrs P.	Mohlake	7
South Africa	Humana People to People	Kgomosiakwena Primary	Northern Province	Mrs	Malope	7
South Africa	Humana People to People	Khulani H.P. School	Gauteng	Carina M	Radebe	7
South Africa	Humana People to People	Khuthalani Primary School	Gauteng	Bathabile	Kenetsi	7
South Africa	Humana People to People	Klipvalley Primary	Gauteng	Laraine	Mashinini	7
South Africa	Humana People to People	Leubaneng	Northern Province	Mrs S.	Sekgale	7
South Africa	Humana People to People	Makhoarane Primary school	Gauteng	Tumelo	Mabitsela	7
South Africa	Humana People to People	Mapala Primary School	Northern Province	Mrs R.M.	Matjila	7
South Africa	Humana People to People	Margaret Gwele	Gauteng	Peace J.M	Mokiti	7
South Africa	Humana People to People	Mayibuye Primary School	Gauteng	Mthembi	Samuel	7
South Africa	Humana People to People	Mmangwedi Primary School	Northern Province	Mrs	Tendisa	7
South Africa	Humana People to People	Mpumelelo Primary School	Gauteng	B.K	Makgaka	7
South Africa	Humana People to People	Phakamani Primary School	Gauteng	Sishi Audrey	Tuneka	7
South Africa	Humana People to People	Ramokgakgele Primary School	Northern Province	Mrs K.G	Nkwe	7
South Africa	Humana People to People	Rantjie	Northern Province	Mrs	Mokoka	7

South Africa	Humana People to People	Raweshi	Northern Province	Mrs.	Zulu	7
South Africa	Humana People to People	Sebetsa O-Tholemoputso	Gauteng	Kgabane	Lekalakala	12
South Africa	Humana People to People	Sivuleleni Primary School	Gauteng	Maggi Bathei	Dipholo	7
South Africa	Humana People to People	Supi	Northern Province	Mrs M.A	Nkhumane	7
South Africa	Humana People to People	Suswe Primary	Northern Province	MR L.J	Bitle	7
South Africa	Humana People to People	Tetelo High School	Gauteng	L E Molete	Molete	12
South Africa	Humana People to People	Thubelihle Intermediary	Gauteng	Beauty Mrs. N.B. Usiba	Beauty	1
South Africa	Humana People to People	Uvuyo primary School	Gauteng	A.S	Ntshalintshali	6
South Africa	Humana People to People	Zimbabele Primary	Gauteng	Bassom	Siphiwe	7
South Africa	Life Centre	!Xhunkeswa Combined School	Northern Cape	Jomo	Jonkers	12
South Africa	Life Centre	Barkly West Higher Primary School	Northern Cape	RJ	Mentor	9
South Africa	Life Centre	Barkly West Primary	Northern Cape	WT	Chabalala	6
South Africa	Life Centre	Beacon Primary	Northern Cape	DA	Isaacs	6
South Africa	Life Centre	Boitshoko Primary School	Northern Cape	TJ	Mothibi	7
South Africa	Life Centre	Bongani High School	Northern Cape	K.	Moreri	12
South Africa	Life Centre	Bongani Primary School/Douglas Combined School	Northern Cape	G	Maketlo	9
South Africa	Life Centre	Delta Primary School	Northern Cape	Vincent	Moarse	9
South Africa	Life Centre	Delpportschoop Intermediate	Northern Cape	Father A.	Kitchen	9
South Africa	Life Centre	Flamingo Primary	Northern Cape	Melleny	Afrika	7
South Africa	Life Centre	Francis Mohapanele	Northern Cape	EI	!Musi	6
South Africa	Life Centre	GN Pressly Intermediate School	Northern Cape	RA	Langeveld	8
South Africa	Life Centre	Kevin Nkoane Primary	Northern Cape	DI	Langford	7
South Africa	Life Centre	Letshogo Primary	Northern Cape	SDA	Mentor	6
South Africa	Life Centre	Masiza Intermediate School	Northern Cape	NG	Bango	9
South Africa	Life Centre	Motswedi - Thuto	Northern Cape	BS	Kwati	9
South Africa	Life Centre	Pniellandgoed Primere Skool	Northern Cape	CAE	!e Roux	9
South Africa	Life Centre	Progress Primary	Northern Cape	CG	Janmpies	6
South Africa	Life Centre	Reaipela Farm School	Northern Cape	MK	Shemica	9
South Africa	Life Centre	Rolihlahla primary school	Northern Province	MS	Ralibokoe	8
South Africa	Life Centre	Tadcaster Farm School	Northern Cape	Ndaba Edwin	Thomas	9
South Africa	Life Centre	Thswarelela Primary School	Northern Cape	DV	Visser	6
South Africa	Life Centre	Warrenvale Combined School	Northern Cape	Victor	Dyker	12
South Africa	Life Centre	Waterworks Primary School	Northern Cape	M	Matewane	9
South Africa	Masoyi	Bambanani	Mpumalanga	Mrs	Sibeko	7
South Africa	Masoyi	Celani	Mpumalanga	Miss	Mokoena	7
South Africa	Masoyi	George Mhaule	Mpumalanga	Zodwa	Malomane	7
South Africa	Masoyi	Indlunkulu	Mpumalanga	Mr.	Mbuyane	7
South Africa	Masoyi	Inkanyeti	Mpumalanga	Not Known	Unknown	13
South Africa	Masoyi	Khombindela	Mpumalanga	Ambrose	Mdluli	7
South Africa	Masoyi	Khulani	Mpumalanga	Not Known	Unknown	7
South Africa	Masoyi	Legogote	Mpumalanga	Cynthia	Mlambo	7
South Africa	Masoyi	Lindani	Mpumalanga	Not Known	Unknown	7
South Africa	Masoyi	Lundanda Combined School	Mpumalanga	Miss	Sifundza	8
South Africa	Masoyi	Manzini	Mpumalanga	Not Known	Unknown	7
South Africa	Masoyi	Masoyi	Mpumalanga	Not Known	Unknown	7
South Africa	Masoyi	Mdumiseni	Mpumalanga	Not Known	Unknown	7
South Africa	Masoyi	Mdzimba	Mpumalanga	Not Known	Unknown	7
South Africa	Masoyi	Mganduzweni	Mpumalanga	Not Known	Unknown	7
South Africa	Masoyi	Mgcobaneni	Mpumalanga	Not Known	Unknown	5
South Africa	Masoyi	Mthimba Combined school	Mpumalanga	Not Known	Unknown	7
South Africa	Masoyi	Salubindza	Mpumalanga	Not Known	Unknown	7
South Africa	Masoyi	Siyafundza	Mpumalanga	Not Known	Unknown	7

South Africa	Masoyi	Siyancoba	Mpumalanga	Not Known	Unknown	7
South Africa	Masoyi	Tsemanani	Mpumalanga	Not Known	Unknown	7
South Africa	Masoyi	Zakheleni	Mpumalanga	Not Known	Unknown	13
South Africa	Masoyi	Zamani	Mpumalanga	Mr	Nyoka	13
South Africa	Media in Education Trust (MIET)	Agonkitse PS	North West	Aupa Andries	Makalela	6
South Africa	MIET	Bathalerwa PS	North West	Sello Joseph	Masiane	6
South Africa	MIET	Bazini Primary	KwaZulu-Natal	Emmanuel	Mncwango	7
South Africa	MIET	Dutyini JSS	Eastern Cape	Sindiswa	Canca	9
South Africa	MIET	Gibindlala Primary	KwaZulu-Natal	Idah	Shabalala	7
South Africa	MIET	Gobakwang Bogosi PS	North West	Ntefo Lydia	Temane	6
South Africa	MIET	Kwamaduma Primary	KwaZulu-Natal	Mathias	Mncube	7
South Africa	MIET	Kwazihlakaniphele	KwaZulu-Natal	Ntombizodwa	Mathenjwa	7
South Africa	MIET	Langalesizwe Primary	KwaZulu-Natal	Gastinah	Ntuli	7
South Africa	MIET	Lokwe JSS	Eastern Cape	Simphele L	Mtshubungu	9
South Africa	MIET	Lugelweni J S S	Eastern Cape	Kanyiso	Jojozi	9
South Africa	MIET	Makoshong PS	North West	Magdeline	Segoe	7
South Africa	MIET	Maologane PS	North West	Lucas	Mashasha	6
South Africa	MIET	Mbizweni JSS	Eastern Cape	Nolulama	Xhaso	9
South Africa	MIET	Mjoli	Eastern Cape	Wiseman	Ntshobane	9
South Africa	MIET	Mnikwa JSS	Eastern Cape	Harold	Madlala	9
South Africa	MIET	Module Primary/Junior Seconday	North West	Dorah	Tshabalala	8
South Africa	MIET	Molotsi PS	North West	Ellen	Mokwena	6
South Africa	MIET	Montsamaisa PS	North West	Temple	Sehunde	6
South Africa	MIET	Mt Ayliff JSS	Eastern Cape	Siyolo	Dandala	9
South Africa	MIET	Ngxongwane Primary	KwaZulu-Natal	Luke B	Masondo	7
South Africa	MIET	Nkabane Primary	KwaZulu-Natal	Busisiwe G	Nyoka	7
South Africa	MIET	Ovukaneni Primary	KwaZulu-Natal	A.B.	Nhleko	7
South Africa	MIET	Sigagane JSS	Eastern Cape	Fikile	Mxolo	9
South Africa	Natural Botanicals	Citrusdal Primary School	Western Cape	B M	Witbooi	9
South Africa	Natural Botanicals	Eendekuil Primary School	Western Cape	DJ	Goetham	7
South Africa	Natural Botanicals	Goedverwacht Primary	Western Cape	VVG	Erasmus	7
South Africa	Natural Botanicals	Groenvlei Primary	Western Cape	M	Jonathan	7
South Africa	Natural Botanicals	Nkazimlo Public Primary School	Western Cape	Corina	Futwa (acting)	7
South Africa	Natural Botanicals	Stawelklip Moravian Primary School	Western Cape	DC	Petersen	9
South Africa	Natural Botanicals	Steynville Primary School	Western Cape	HW	Burrows	7
South Africa	Natural Botanicals	Vukykhanye Public Primary School	Western Cape	F	Hende	7
South Africa	Natural Botanicals	Walter Teka Primary School	Western Cape	N	Sihawu	9
Swaziland	Orphanaid – Caritas - Swaziland	Assembly of God Primary	Lubombo	I.T.	Kunene	7
Swaziland	Orphanaid – Caritas - Swaziland	Beaconcomp primary	Hhohho	Mrs Zandile	Mabuza	7
Swaziland	Orphanaid – Caritas - Swaziland	Beaufort Nazarene School	Manzini	Mr	Noname	7
Swaziland	Orphanaid – Caritas - Swaziland	Bhalekane primary	Hhohho	Mr Vusani	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Bhejisa Primary	Shiselweni	Mr Dan	Sikhosana	7
Swaziland	Orphanaid – Caritas - Swaziland	Bhunya primary	Manzini	Jameson	Mndzebele	7
Swaziland	Orphanaid – Caritas - Swaziland	Black MBuluzi primaru	Manzini	Paulos	Kunene	7
Swaziland	Orphanaid – Caritas - Swaziland	Cana Primary	Manzini	none	none	7
Swaziland	Orphanaid – Caritas - Swaziland	Cedusizi primary	Hhohho	Petros S	Zwane	7
Swaziland	Orphanaid – Caritas - Swaziland	Cetjwayo Primary School	Hhohho	Nomkhosi	Ceki	7
Swaziland	Orphanaid – Caritas - Swaziland	Christ The King Primary Shiselweni	Shiselweni	Ms Gladys	Mavimbela	7
Swaziland	Orphanaid – Caritas - Swaziland	Dumisa Primary School	Lubombo	Mr. Desomd	Hlatjwako	7
Swaziland	Orphanaid – Caritas - Swaziland	Dzanyana Primary	Manzini	Mr Abraham J	Ngwenya	7
Swaziland	Orphanaid – Caritas - Swaziland	Ebenezer high school	Shiselweni	none	none	12
Swaziland	Orphanaid – Caritas - Swaziland	Ebenezer primary Lubombo	Lubombo	Ms Ruth	Dlamini	7

Swaziland	Orphanaid – Caritas - Swaziland	Ebuhleni Primary	Hhohho	Ms Nester	Mkhabela	7
Swaziland	Orphanaid – Caritas - Swaziland	Ebulandzeni Comm. Primary	Hhohho	B.P.	Sibandze	7
Swaziland	Orphanaid – Caritas - Swaziland	Ekumeni primary	Lubombo	Ms Cleren D	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Ekuphumleni primary	Hhohho	Mr Richard	Ndlangamandla	7
Swaziland	Orphanaid – Caritas - Swaziland	Ekutfunweni Primary	Hhohho	Mr Themba	Magagula	7
Swaziland	Orphanaid – Caritas - Swaziland	Elangeni primary	Hhohho	Gladys	Ndlangamandla	7
Swaziland	Orphanaid – Caritas - Swaziland	Eluhlangotsini primary	Hhohho	Petros J	Mamba	7
Swaziland	Orphanaid – Caritas - Swaziland	Elulakeni High	Shiselweni	Mr Velumusa	Dlamini	12
Swaziland	Orphanaid – Caritas - Swaziland	Elulakeni Primary	Shiselweni	Mr V.S	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Elwandle RC Primary	Manzini	Mrs B	Mamba	7
Swaziland	Orphanaid – Caritas - Swaziland	Embikwakhe primary	Manzini	Elsie	Nhkambule	7
Swaziland	Orphanaid – Caritas - Swaziland	Endzingeni Naz Primary	Hhohho	Mr Paulos	Kunene	7
Swaziland	Orphanaid – Caritas - Swaziland	Enhlabeni Primary	Lubombo	Mrs Grace S	Tsabedze	7
Swaziland	Orphanaid – Caritas - Swaziland	Entandweni Primary	Lubombo	Duma	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Entuthukweni Primary	Hhohho	Mr Elliot S	Sithole	7
Swaziland	Orphanaid – Caritas - Swaziland	Enyatsini Primary	Shiselweni	Mr A.Z	Matsebula	7
Swaziland	Orphanaid – Caritas - Swaziland	Esigangeni Primary	Hhohho	MS/MR	No Name	7
Swaziland	Orphanaid – Caritas - Swaziland	Estijeni Primary	Manzini	Dlamini	LS	7
Swaziland	Orphanaid – Caritas - Swaziland	Esiweni Nazarene primary	Lubombo	Mr Jones	Vusi Magongo	7
Swaziland	Orphanaid – Caritas - Swaziland	Ezulwini Valley Primary	Hhohho	Mr Alton	Dube	7
Swaziland	Orphanaid – Caritas - Swaziland	Florence Christian Academy	Shiselweni	none	None	12
Swaziland	Orphanaid – Caritas - Swaziland	Forbes Reef Primary	Hhohho	Ms Elizabeth	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Franson Christian primary	Shiselweni	Jeremiah	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Galile BEA Primary	Shiselweni	Mr	Johannes T. Mkhonta	7
Swaziland	Orphanaid – Caritas - Swaziland	Gilgal Primary	Manzini	Mr John	Nhlabatsi	7
Swaziland	Orphanaid – Caritas - Swaziland	Good Shepherd Primary	Lubombo	Mr Andreas	Vilakati	7
Swaziland	Orphanaid – Caritas - Swaziland	Hillside Primary	Manzini	Mr Albert	Mandla Mdluli	7
Swaziland	Orphanaid – Caritas - Swaziland	Hlushwana Primary	Shiselweni	Ms Agreeneth B	Myeni	7
Swaziland	Orphanaid – Caritas - Swaziland	Hluti Primary	Shiselweni	Ms Freedom	Matsebula	7
Swaziland	Orphanaid – Caritas - Swaziland	Holy Ghost Catholic Primary	Lubombo	Mrs Sabinah	Mabaso	7
Swaziland	Orphanaid – Caritas - Swaziland	Hosea primary	Shiselweni	Ms Daphine S	Xaba	7
Swaziland	Orphanaid – Caritas - Swaziland	Intfutuko primary	Lubombo	Mr Elliot M	Mavimbela	7
Swaziland	Orphanaid – Caritas - Swaziland	John Wesley Primary	Hhohho	Ms Sarah	Hlatiwako	7
Swaziland	Orphanaid – Caritas - Swaziland	KaBhudla primary	Manzini	Thokozani	Gama	7
Swaziland	Orphanaid – Caritas - Swaziland	KaMngayi Primary	Shiselweni	Mr Mandla	Mthethwa	7
Swaziland	Orphanaid – Caritas - Swaziland	Kaphunga Primary	Manzini	Mr Bhekithemba	Zwane	7
Swaziland	Orphanaid – Caritas - Swaziland	Kazondwako Primary Hhohho	Hhohho	none	none	7
Swaziland	Orphanaid – Caritas - Swaziland	Khalakahle Methodist primary	Lubombo	Mrs Margaret P	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Kholwane Primary	Manzini	Ms Mumsy N	Maziya	7
Swaziland	Orphanaid – Caritas - Swaziland	Khuphuka primary	Manzini	MS/MR	No Name	7
Swaziland	Orphanaid – Caritas - Swaziland	Kwaliweni Primary	Hhohho	Mrs Grace N	Vilakati	7
Swaziland	Orphanaid – Caritas - Swaziland	Kwaluseni Central Primary	Manzini	none	none	7
Swaziland	Orphanaid – Caritas - Swaziland	Kwaluseni Infant	Manzini	Ms Phumzile	Tsabedze	7
Swaziland	Orphanaid – Caritas - Swaziland	Langabhi Primary	Hhohho	Mrs Esther	Mbuyisa	7
Swaziland	Orphanaid – Caritas - Swaziland	Langa Nazarene Primary	Lubombo	Mrs Gladys N	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Langolotjeni Primary	Shiselweni	Mrs B.B	Sithole	7
Swaziland	Orphanaid – Caritas - Swaziland	Lavumisa Primary	Shiselweni	Mr Stephen	Nxumalo	7
Swaziland	Orphanaid – Caritas - Swaziland	Letindze Primary	Lubombo	Mr. Lucky	Mhlanga	7
Swaziland	Orphanaid – Caritas - Swaziland	Lobamba primary	Hhohho	Mr N.	Mbhamali	7
Swaziland	Orphanaid – Caritas - Swaziland	Lonhlopheko Primary	Lubombo	Mrs M.J.	Gama	7
Swaziland	Orphanaid – Caritas - Swaziland	Loyiwe Primary	Lubombo	Mr Josiah	Mahlobo	7
Swaziland	Orphanaid – Caritas - Swaziland	Lubombo Central Primary	Lubombo	Mr S	Mabila	7

Swaziland	Orphanaid – Caritas - Swaziland	Lucaceni primary	Lubombo	Ms Mildred S	Simelane	7
Swaziland	Orphanaid – Caritas - Swaziland	Ludzeludze Primary	Manzini	Ms I.S.	I.S. Mavuso	7
Swaziland	Orphanaid – Caritas - Swaziland	Luhlokohla Primary	Manzini	M.G.	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Mafutseni Nazarene primary	Manzini	Simelane	Busi	7
Swaziland	Orphanaid – Caritas - Swaziland	Mafutseni RC Primary	Manzini	none	none	7
Swaziland	Orphanaid – Caritas - Swaziland	Magubheleni High	Manzini	MS/MR	No Name	12
Swaziland	Orphanaid – Caritas - Swaziland	Magubheleni Primary	Manzini	Mr Azaria	Maseko	7
Swaziland	Orphanaid – Caritas - Swaziland	Majembeni Primary	Lubombo	Mrs Idah	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Makhava primary	Shiselweni	Mr Jonathan	Fakudze	7
Swaziland	Orphanaid – Caritas - Swaziland	Makhwekweti primary	Manzini	Ms Getrude	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Malamlela primary	Manzini	none	none	7
Swaziland	Orphanaid – Caritas - Swaziland	Malandzela Primary	Hhohho	Mrs Susan	Mthethwa	7
Swaziland	Orphanaid – Caritas - Swaziland	Maliyaduma Primary	Manzini	Mrs Doreen	Mdluli	7
Swaziland	Orphanaid – Caritas - Swaziland	Maloma Primary	Lubombo	Alphonce	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Maloyi Primary	Lubombo	Bob	Shongwe	7
Swaziland	Orphanaid – Caritas - Swaziland	Mambane primary	Lubombo	Ms Thembisile	Nxumalo	7
Swaziland	Orphanaid – Caritas - Swaziland	Manzini Central Primary	Manzini	Amos	Sihlongonyane	7
Swaziland	Orphanaid – Caritas - Swaziland	Manzini Nazarene primary	Manzini	none	none	7
Swaziland	Orphanaid – Caritas - Swaziland	Manzini Practising Primary	Manzini	Ms Thandie	Mahlalela	7
Swaziland	Orphanaid – Caritas - Swaziland	Maryward primary	Hhohho	Mr Paul	Mbonane	7
Swaziland	Orphanaid – Caritas - Swaziland	Matjana Primary	Manzini	Ms Elizabeth	Nkambule	7
Swaziland	Orphanaid – Caritas - Swaziland	Matsanjeni Primary	Shiselweni	Mr Sam	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Matsapha Government Primary	Manzini	Mr. Siph	Khumalo	7
Swaziland	Orphanaid – Caritas - Swaziland	Mbabane SAGM Primary	Hhohho	Ms Thuli	Masuku	7
Swaziland	Orphanaid – Caritas - Swaziland	Mbalehle primary	Lubombo	MS/MR	No Name	7
Swaziland	Orphanaid – Caritas - Swaziland	Mbandzamani primary	Lubombo	Mrs Busisiwe K	Mabila	7
Swaziland	Orphanaid – Caritas - Swaziland	Mbekelweni Lutheran	Manzini	Mr Timothy	Tsabedze	7
Swaziland	Orphanaid – Caritas - Swaziland	Mgululu Primary	Hhohho	Ms Annie	Matsenjwa	7
Swaziland	Orphanaid – Caritas - Swaziland	Mhlumeni Nazarene primary	Lubombo	Mr J.V	Simelane	7
Swaziland	Orphanaid – Caritas - Swaziland	Mizper Primary	Shiselweni	Mr Bhekithemba A	Ndlela	7
Swaziland	Orphanaid – Caritas - Swaziland	Mkhuzweni primary	Manzini	none	none	7
Swaziland	Orphanaid – Caritas - Swaziland	Mlindazwe primary	Lubombo	Ms Irene	Nsibande	7
Swaziland	Orphanaid – Caritas - Swaziland	Mpakeni primary	Shiselweni	Mr Albert	Mvubelo	7
Swaziland	Orphanaid – Caritas - Swaziland	Mpandesane Primary	Shiselweni	Ms Zwakele	Ntshangase	7
Swaziland	Orphanaid – Caritas - Swaziland	Mphetseni primary	Manzini	Thandiwe	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Mphini Primary	Manzini	Pat	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Mphundle Primary lubombo	Lubombo	Mr E.D.	Mavuso	7
Swaziland	Orphanaid – Caritas - Swaziland	Mqolo Primary	Hhohho	Mr E.M.	Simelane	7
Swaziland	Orphanaid – Caritas - Swaziland	Msunduza Primary	Hhohho	Ms Nomsa J	Shabangu	7
Swaziland	Orphanaid – Caritas - Swaziland	Musi Community Primary	Manzini	Ms Martha	Mtshali	7
Swaziland	Orphanaid – Caritas - Swaziland	Ndangu Lutheran Primary	Lubombo	none	none	7
Swaziland	Orphanaid – Caritas - Swaziland	Ndlalambi Nazarene Primary	Hhohho	Mr Jephrey T.	Khumalo	7
Swaziland	Orphanaid – Caritas - Swaziland	Ndlalane primary	Lubombo	Mr Percis T.	Simelane	7
Swaziland	Orphanaid – Caritas - Swaziland	New Mbuluzi Primary School	Manzini	Mr Solomon M	Maseko	7
Swaziland	Orphanaid – Caritas - Swaziland	Ngcina Primary	Lubombo	Ms Joyce P.	Shongwe	7
Swaziland	Orphanaid – Caritas - Swaziland	Ngozi Primary School	Shiselweni	Mrs Patience	Mthethwa	7
Swaziland	Orphanaid – Caritas - Swaziland	Ngwane Park Primary	Manzini	Mr Siph H.	Ginindza	7
Swaziland	Orphanaid – Caritas - Swaziland	Nhlambeni Nazarene primary	Manzini	none	none	7
Swaziland	Orphanaid – Caritas - Swaziland	Nkamanzi primary	Hhohho	Mary J	Nxumalo	7
Swaziland	Orphanaid – Caritas - Swaziland	Nkambeni Central Primary	Hhohho	Mr Agrippa	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Nkanyezini primary	Manzini	Gladys	Hlophe	7
Swaziland	Orphanaid – Caritas - Swaziland	Nkonjwa primary	Manzini	Mr Daniel	Mamba	7

Swaziland	Orphanaid – Caritas - Swaziland	Nkutjini Primary	Shiselweni	Mr Simon	Hlophe	7
Swaziland	Orphanaid – Caritas - Swaziland	Ntfungula primary	Manzini	Amos	Mhlanga	7
Swaziland	Orphanaid – Caritas - Swaziland	Ntontozi Primary	Hhohho	N/A	N/A	7
Swaziland	Orphanaid – Caritas - Swaziland	Ntshanini Primary	Shiselweni	Mr Hezekiel B	Msibi	7
Swaziland	Orphanaid – Caritas - Swaziland	Ntsinini primary	Hhohho	H.P	Malambe	7
Swaziland	Orphanaid – Caritas - Swaziland	Nyakatfo Primary	Hhohho	Mr Dumsane	Masilela	7
Swaziland	Orphanaid – Caritas - Swaziland	Nyanyali Primary	Hhohho	Ms Phindile J.	Thwala	7
Swaziland	Orphanaid – Caritas - Swaziland	Olos Primary	Shiselweni	Mr. Jerom	Vermaark	7
Swaziland	Orphanaid – Caritas - Swaziland	Oslo Primary	Shiselweni	Mr. Almon	Johnson	7
Swaziland	Orphanaid – Caritas - Swaziland	Peak Nazarene School	Hhohho	Martha	Nyamane	7
Swaziland	Orphanaid – Caritas - Swaziland	Peak School	Hhohho	Agreneth	Tsabedze	7
Swaziland	Orphanaid – Caritas - Swaziland	Phocweni Primary School	Manzini	Ms Dorcas	Mhlanga	7
Swaziland	Orphanaid – Caritas - Swaziland	Phonjwane Primary	Lubombo	M.T.	Shongwe	7
Swaziland	Orphanaid – Caritas - Swaziland	Prince Simon primary	Hhohho	B	Masuku	7
Swaziland	Orphanaid – Caritas - Swaziland	SAIM High	Hhohho	MS/MR	No Name	12
Swaziland	Orphanaid – Caritas - Swaziland	Salukazi Primary	Manzini	Ms Ellen	Nkosi	7
Swaziland	Orphanaid – Caritas - Swaziland	Sankolweni Primary School Manzini	Manzini	Mr Elphas	Mkhabela	7
Swaziland	Orphanaid – Caritas - Swaziland	Seven.H.F. primary	Manzini	Mr Simeon	Mavimbela	7
Swaziland	Orphanaid – Caritas - Swaziland	Shewula Primary	Lubombo	Mr S.V.	Bhembe	7
Swaziland	Orphanaid – Caritas - Swaziland	Sidvokodvo Naz primary	Manzini	Simphiwe	Maziya	7
Swaziland	Orphanaid – Caritas - Swaziland	Sidwala primary	Manzini	Eunice M	Motsa	7
Swaziland	Orphanaid – Caritas - Swaziland	Sihlangweni Primary	Lubombo	Ms Miriam	Mamba	7
Swaziland	Orphanaid – Caritas - Swaziland	Siphoso Primary	Lubombo	Mr Henry	Mabuza	7
Swaziland	Orphanaid – Caritas - Swaziland	Siteki Nazarene primary	Lubombo	Mr John V.	Kunene	7
Swaziland	Orphanaid – Caritas - Swaziland	Sitsatsaweni primary	Lubombo	Ms Fikile A.	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	St Amideius Primary	Hhohho	Ms Thambile	Phakathi	7
Swaziland	Orphanaid – Caritas - Swaziland	St Andrews Primary	Manzini	none	none	7
Swaziland	Orphanaid – Caritas - Swaziland	St Anslem Primary	Shiselweni	Mr Mike M.	Mabuza	7
Swaziland	Orphanaid – Caritas - Swaziland	St Anthony Primary	Hhohho	Mr Andreas M.	Mamba	7
Swaziland	Orphanaid – Caritas - Swaziland	St Benedict primary	Shiselweni	Catherine	Dkamini	7
Swaziland	Orphanaid – Caritas - Swaziland	St Boniface primary	Lubombo	Mrs Fikile N.	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	St Francis Primary	Hhohho	Maryaret	Mahlalela	7
Swaziland	Orphanaid – Caritas - Swaziland	St John Bosco primary	Manzini	Irene	Vilakati	7
Swaziland	Orphanaid – Caritas - Swaziland	St Johns Primary	Lubombo	Mr Remy M.	Maseko	7
Swaziland	Orphanaid – Caritas - Swaziland	St Josephs Primary	Manzini	Mr Wilfred	Cindzi	7
Swaziland	Orphanaid – Caritas - Swaziland	St Julianas Primary	Shiselweni	Mr Simon	Nkonyane	7
Swaziland	Orphanaid – Caritas - Swaziland	St Marys Primary	Hhohho	MS/MR	No Name	7
Swaziland	Orphanaid – Caritas - Swaziland	St Pauls Methodist Primary	Manzini	Mr. Patrick	Mkhonta	7
Swaziland	Orphanaid – Caritas - Swaziland	St Peregrines Primary Hhohho	Hhohho	Mr Joseph T.	Ceko	7
Swaziland	Orphanaid – Caritas - Swaziland	St Peters primary	Lubombo	Mr Gilbert	Makukula	7
Swaziland	Orphanaid – Caritas - Swaziland	St Phillips Primary	Lubombo	none	none	7
Swaziland	Orphanaid – Caritas - Swaziland	St Theresa's Primary	Manzini	Ms Agnes	Agnes Lupupa	7
Swaziland	Orphanaid – Caritas - Swaziland	Thembelihle primary	Hhohho	Mr Richard D.	Simelane	7
Swaziland	Orphanaid – Caritas - Swaziland	Ulundi Anglican Primary	Hhohho	Mr Abednego	Ndlangamandla	7
Swaziland	Orphanaid – Caritas - Swaziland	Velebantfu primary	Shiselweni	Mr Amos	Mamba	7
Swaziland	Orphanaid – Caritas - Swaziland	Vusweni Primary School Manzini	Manzini	Mr Ernest B.	Magagula	7
Swaziland	Orphanaid – Caritas - Swaziland	Welcome Primary	Shiselweni	Mr Comfort P.	Dlamini	7
Swaziland	Orphanaid – Caritas - Swaziland	Zamokuhle DRC Primary	Shiselweni	Mr Andreas	Mkhatshwa	7
Swaziland	Orphanaid – Caritas - Swaziland	Zamokuhle primay	Shiselweni	none	none	7
Swaziland	Orphanaid – Caritas - Swaziland	Zandondo primary	Manzini	none	none	7
Swaziland	Orphanaid – Caritas - Swaziland	Zombodze National primary Manzini	Manzini	Mr William	Mhlanga	7

Zambia	Forum for African Women Educationalists in Zambia (FAWEZA)	Angelina Tembo Basic	Central	F.M.A Sr.	Katiti	9
Zambia	FAWEZA	Baambwe Basic	Southern	Not Known	Unknown	9
Zambia	FAWEZA	Baluba Basic	Copperbelt	A.K Kabwe	A.K Kabwe	9
Zambia	FAWEZA	Bbondo Basic	Southern	P.	Milipili	9
Zambia	FAWEZA	Broadway Basic	Central	Gills	Phiri	9
Zambia	FAWEZA	Bulungu Basic	Central	Grace M.	Bwalya	9
Zambia	FAWEZA	Buseko Basic	Central	C	Chanda	9
Zambia	FAWEZA	Bwembelelo Basic	Copperbelt	Chabu Desidirus	Sauti	9
Zambia	FAWEZA	Chadiza Day High	Eastern	None	Khonje	12
Zambia	FAWEZA	Chainda Basic	Lusaka	Makena M.	Chingwala	9
Zambia	FAWEZA	Charles Lwanga Basic	Southern	Not Known	Unknown	9
Zambia	FAWEZA	Chavuma Day High	North-Western	Reuben M.M.	Kaponde	8
Zambia	FAWEZA	Chibila Basic	Central	Jose	Munkombe	9
Zambia	FAWEZA	Chibolya-Lusaka	Lusaka	Not Known	Unknown	9
Zambia	FAWEZA	Chifubu A Basic	Copperbelt	Paul	Phiri	9
Zambia	FAWEZA	Chifusa Basic	Southern	None	Chuongwa	9
Zambia	FAWEZA	Chikankata Basic	Southern	Innocent	Habwanda	9
Zambia	FAWEZA	Chikankata High	Southern	Daniel	Kalichi	12
Zambia	FAWEZA	Chikowa Basic	Eastern	Chikandila	Njovu	9
Zambia	FAWEZA	Chikuni Basic	Southern	J	Cheelo	9
Zambia	FAWEZA	Chimwemwe Basic - Lusaka	Lusaka	S.G	Chileshe	9
Zambia	FAWEZA	Chipembi Girls Secondary	Central	Dorothy	Munansangu	12
Zambia	FAWEZA	Chisengalumbwe Basic	Lusaka	Ernest	Phiri	9
Zambia	FAWEZA	Chisengu Basic	Eastern	Damien M.C	Banda	9
Zambia	FAWEZA	Chitongo Basic	Southern	C	Habeenzu	9
Zambia	FAWEZA	Chitukuko Basic	Lusaka	Chanda Rev	Chapoloko	9
Zambia	FAWEZA	Chiutika	Eastern	Lungu	Lungu	9
Zambia	FAWEZA	Chiweza Basic School	North-Western	J.	Sangonga	9
Zambia	FAWEZA	Choma Secondary	Southern	Gilbert	Sichaya	12
Zambia	FAWEZA	Christ The King Basic	Southern	Not Known	Unknown	9
Zambia	FAWEZA	Dambwa Basic	Southern	Mapondo	Habbuka	9
Zambia	FAWEZA	Danford Chirwa Upper Basic	Central	B	Muluki	9
Zambia	FAWEZA	DAPP Children's Town	Central	Ivy	JChoombe	9
Zambia	FAWEZA	Dundu Basic	Southern	Lewis M.	Kaliza	9
Zambia	FAWEZA	Emmasdale Basic	Lusaka	Not Known	Unknown	9
Zambia	FAWEZA	Fatima Girls	Copperbelt	C Sr.	Mwale	12
Zambia	FAWEZA	Fisansa Basic	Copperbelt	F	Nkolami	9
Zambia	FAWEZA	Green Acres Basic School	Southern	Martha Chikopa	Hambokoma	9
Zambia	FAWEZA	Gwembe Basic	Southern	Florence.B	Mungazi	9
Zambia	FAWEZA	Hapwaya Basic School	Southern	Jojo Fabian	Hadungu	9
Zambia	FAWEZA	HillSide Basic	Eastern	Not Known	Unknown	9
Zambia	FAWEZA	Hillside Girls High	Eastern	Joseph	Mwamba	12
Zambia	FAWEZA	Hmududu Basic	Central	B	Chuulu	9
Zambia	FAWEZA	Holy Cross Basic	Southern	Himwiila N.	Hankombo	8
Zambia	FAWEZA	Ibenga Girls	Copperbelt	R.P	Musakuzi	12
Zambia	FAWEZA	Ikelenge High School	North-Western	Remmingtone	Chikumbi	9
Zambia	FAWEZA	Ishuko Basic	Copperbelt	SG	Chishimba	9
Zambia	FAWEZA	Itezhi-Tezhi Basic	Southern	Rotler	Kasokomba	9
Zambia	FAWEZA	Itezhi-Tezhi Uphill Basic	Southern	Pumulo	Mutangani	8
Zambia	FAWEZA	Jesus Army Community Basic School	Lusaka	Green	Mtonga	9
Zambia	FAWEZA	Jumbe Basic	Eastern	Lilian	Muonyu	9

Zambia	FAWEZA	Justin Kabwe Basic	Lusaka	A.S.	Chifuwe	9
Zambia	FAWEZA	Kabanda Basic	North-Western	Not Known	Unknown	8
Zambia	FAWEZA	Kabisapi Basic School	North-Western	School	Chmwasu	9
Zambia	FAWEZA	Kabulamwanda Basic	Southern	Not Known	Unknown	9
Zambia	FAWEZA	Kabwanga Basic	Central	khan	Sikuyuba	9
Zambia	FAWEZA	Kaimbwe Basic School	North-Western	I.	Mambwe	9
Zambia	FAWEZA	Kakhoma Basic	North-Western	P.C.	Chiseya	9
Zambia	FAWEZA	Kalasaka Open Community	Southern	Robby	Nkonswe	9
Zambia	FAWEZA	Kalende Basic School	North-Western	Mr.	Ntabo	9
Zambia	FAWEZA	Kaleya East Basic	Southern	M	Sitali	9
Zambia	FAWEZA	Kalilwe Basic	Central	S	Sinkala	9
Zambia	FAWEZA	Kalomo Basic	Southern	L	Muchanga	8
Zambia	FAWEZA	Kalonda Basic	Southern	Ben	Chulu	8
Zambia	FAWEZA	Kamphasa	Eastern	Felix	Kaluwa	9
Zambia	FAWEZA	Kansuswa Basic	Copperbelt	Jonas E.	Sinyinza	9
Zambia	FAWEZA	Kanwanzhiba Basic	Central	Georgina	Mulobela	9
Zambia	FAWEZA	Kapwelyomba Middle Basic	Lusaka	Josephine	Mulenga	8
Zambia	FAWEZA	Kapyanga Basic	Central	Longwani W.	Lupasula	9
Zambia	FAWEZA	Kariba Basic	Southern	Ephraim C.	Syapooli	9
Zambia	FAWEZA	Kasanda Malombe Basic	North-Western	Mr.	Mutale	9
Zambia	FAWEZA	Katete Basic	Eastern	Abraham A	Yalukanda	9
Zambia	FAWEZA	Katete Boarding High	Eastern	Nixon	Lungu	12
Zambia	FAWEZA	Katimba Basic	Southern	Not Known	Unknown	9
Zambia	FAWEZA	Katombora Basic	Southern	Juliet C	Mwale	9
Zambia	FAWEZA	Katuba Basic	Central	Lungu	Lungu	9
Zambia	FAWEZA	Kaunda Square Basic	Lusaka	G	Kamaloni	9
Zambia	FAWEZA	Kawama Basic - Mazabuka	Southern	Mubita	Indopu	9
Zambia	FAWEZA	Kawama Basic School	Copperbelt	M.B.	Zulu	9
Zambia	FAWEZA	Kawanda Basic School	North-Western	Kayimbo L.	Chingi	9
Zambia	FAWEZA	Keembe Hill Basic	Southern	Loveness	Chilumbi	9
Zambia	FAWEZA	Kimale Basic	North-Western	Willy	Kalota	9
Zambia	FAWEZA	Kimasala Basic School	North-Western	F.M	Shongan	9
Zambia	FAWEZA	Kimiteto Basic	North-Western	Tonny	Chikangu	9
Zambia	FAWEZA	Kyabankaka Basic School	North-Western	K.	Kausu	9
Zambia	FAWEZA	Kyamwina Basic School	North-Western	G.P.	Kabainga	9
Zambia	FAWEZA	Kyawama High	North-Western	M	Namukolo	12
Zambia	FAWEZA	Libuyu Basic	Southern	Gertrude	Nasando	9
Zambia	FAWEZA	Lilanda Basic School	Lusaka	Benny	Muntu-umo	9
Zambia	FAWEZA	Linda West Basic	Southern	S.M	Maseka	9
Zambia	FAWEZA	Lingelengenda Basic	North-Western	Not Known	Unknown	9
Zambia	FAWEZA	Luampungwa Basic School	North-Western	Alester	Manjomba	9
Zambia	FAWEZA	Luanshimba Basic	Central	Shadreck F.	Mwiinga	9
Zambia	FAWEZA	Luanvundu Basic	North-Western	Not Known	Kipaila	9
Zambia	FAWEZA	Lubanga Shobongwe Basic	Southern	Not Known	Unknown	9
Zambia	FAWEZA	Lubombo Basic	Southern	Jimmy	Kabwe	9
Zambia	FAWEZA	Lukanda Basic	Central	M	Mwila	9
Zambia	FAWEZA	Lukonde Basic	Southern	Rosemary	Habeenzu	9
Zambia	FAWEZA	Lumimba Secondary	Eastern	Jackson	Phiri	12
Zambia	FAWEZA	Lundazi Day High	Eastern	Mwanida	Phiri	12
Zambia	FAWEZA	Lusaka Girls Basic	Lusaka	Not Known	Bowa	9
Zambia	FAWEZA	Lusitu Basic	Southern	Alfred T.	Hamunjo	9
Zambia	FAWEZA	Luyaba Basic	Southern	albert	Mwiinga	9

Zambia	FAWEZA	Luyando Open Community	Lusaka	Chipango	Kanunga	9
Zambia	FAWEZA	Luyobololo Community School	Southern	Victor Mr	Hambayi	9
Zambia	FAWEZA	Maamba GRZ Basic	Southern	Alfred	Mazibe	9
Zambia	FAWEZA	Macha Girls Secondary	Southern	Kachana	Simushi	12
Zambia	FAWEZA	Macha Mission Basic	Southern	Mike	Mwanga	9
Zambia	FAWEZA	Mahatma Ghandi Basic	Lusaka	Charles K.P.	Zimba	9
Zambia	FAWEZA	Makasa Basic	Central	EY	Moono	9
Zambia	FAWEZA	Makeni Basic School	Lusaka	Not Known	Unknown	9
Zambia	FAWEZA	Makoli Basic	Southern	Lungowe	Kutemba	9
Zambia	FAWEZA	Malala Basic	Southern	George	Simatama	9
Zambia	FAWEZA	Mamvule Basic	Central	I	Banda	9
Zambia	FAWEZA	Mandenga Basic	Southern	Tom	Simakole	9
Zambia	FAWEZA	Mangwele Basic	Southern	Not Known	Unknown	9
Zambia	FAWEZA	Manungu Basic	Southern	Regina Muleya M.	Banda	9
Zambia	FAWEZA	Maramba Basic	Southern	Temwani	Tembo	9
Zambia	FAWEZA	Maria Asumpta Basic	Southern	Not Known	Unknown	9
Zambia	FAWEZA	Mary Aikenhead	Lusaka	Anna	Kennedy	9
Zambia	FAWEZA	Matushi Basic School	North-Western	Maureen S.	Kawema	9
Zambia	FAWEZA	Mazabuka Girls High	Southern	John	Mwanachingwala	12
Zambia	FAWEZA	Mfuwe Day School	Eastern	Goma	Goma	9
Zambia	FAWEZA	Monze Basic	Southern	Edward. M	Chaambwa	9
Zambia	FAWEZA	Monze Town Basic	Southern	Rickyroy	Musunga	9
Zambia	FAWEZA	Moses Luneta Basic	North-Western	Not Known	Unknown	9
Zambia	FAWEZA	Mphamba Day High	Eastern	Bornwell .A	Khondowe	12
Zambia	FAWEZA	Mphomwe Basic	Eastern	Mathias	Mwale	9
Zambia	FAWEZA	Mpima Basic	Central	Jim Webby	Katebe	9
Zambia	FAWEZA	Mpunde Girls Secondary	Central	Agness Sr.	Zimba	12
Zambia	FAWEZA	Msekeru Basic	Eastern	love	Ngoma	9
Zambia	FAWEZA	Mtshedi Basic	Central	Katongo	Mwila	9
Zambia	FAWEZA	Mukonzhi Basic	North-Western	Mumba Morgan	China	9
Zambia	FAWEZA	Mulwani Basic	Southern	Sikwela	Sikwela	9
Zambia	FAWEZA	Munali Girls High School	Lusaka	M	Imonda	11
Zambia	FAWEZA	Musokotwane Basic	Southern	Delphine	Mweemba	9
Zambia	FAWEZA	Mutanda Basic School	North-Western	Mr.	Sampimbi	9
Zambia	FAWEZA	Mutanda High School	North-Western	C.	Kangasa	9
Zambia	FAWEZA	Muyooma Basic School	Lusaka	Mark	Mark	9
Zambia	FAWEZA	Mwembeshi Basic	Central	Not Known	Unknown	9
Zambia	FAWEZA	Nahumba Basic	Southern	Petros	Siatontola	9
Zambia	FAWEZA	Namando Basic School	Lusaka	George	Tembo	9
Zambia	FAWEZA	Nameembo Basic	Southern	L.G.M	Mwankutuma	8
Zambia	FAWEZA	Namulonga Basic	Southern	DIANA C	Malambo	9
Zambia	FAWEZA	Nanga Basic	Southern	RITA	Tembo	9
Zambia	FAWEZA	Ndeke Basic	Copperbelt	Annie Sr.	Mwansa	9
Zambia	FAWEZA	Neemtree Basic	Central	D	Mululu	9
Zambia	FAWEZA	Njase Girls Secondary	Southern	Lungu	Lungu	9
Zambia	FAWEZA	Nkandabbwe Basic	Southern	Cheelo	Mwiza	9
Zambia	FAWEZA	Nkandela Basic	Southern	Salabwe	Malabo	9
Zambia	FAWEZA	Nkwashi Basic	Central	Emmanuel	Kalope	9
Zambia	FAWEZA	Northmead Basic	Lusaka	Susan	Ikakena	9
Zambia	FAWEZA	Nselauke Basic School	North-Western	B.B.	Zulani	9
Zambia	FAWEZA	Ntambo Basic	Southern	Hildah	Choolwe	9
Zambia	FAWEZA	Nyanje High	Eastern	Zelesi Mitti	Msimuko	12

Zambia	FAWEZA	Nyawa Basic	Southern	C L	\Nyambe	9
Zambia	FAWEZA	Nyumba Yanga Basic	Lusaka	N	Kasambala	9
Zambia	FAWEZA	Palmgrove	Southern	Lungu	Lungu	9
Zambia	FAWEZA	Pillar Orphange Community School	Lusaka	Philip	Phiri	9
Zambia	FAWEZA	Prince Takamado Basic	Lusaka	N.	N.	9
Zambia	FAWEZA	Regiment Basic School	Lusaka	T.M.	Mutaka	9
Zambia	FAWEZA	Rusangu Secondary	Southern	Webster	Kazongo	12
Zambia	FAWEZA	Serenje Boma Basic	Central	Patrick	Chewe	9
Zambia	FAWEZA	Shimbuwambombo Basic	Southern	Not Known	Unknown	9
Zambia	FAWEZA	Shungu Basic	Southern	Frida	Moloz	9
Zambia	FAWEZA	Siavonga Basic	Southern	Not Known	Unknown	9
Zambia	FAWEZA	Sichiyanda Basic	Southern	Simalenga	Siabasimbi	9
Zambia	FAWEZA	Simanje Basic	Southern	Not Known	Unknown	9
Zambia	FAWEZA	Sinafala Basic	Southern	Evans	Mweene	9
Zambia	FAWEZA	Sinazeze Basic	Southern	Lungu	Lungu	9
Zambia	FAWEZA	Sinazongwe Basic	Southern	Jonah	Munalula	9
Zambia	FAWEZA	Solwezi Basic School	North-Western	Mr.	Mbimbi	9
Zambia	FAWEZA	St. Anne Basic	Eastern	Jacintha S	Banda	9
Zambia	FAWEZA	St. Francis Basic School	North-Western	Not Known	Unknown	9
Zambia	FAWEZA	St. Joseph High-Mazabuka	Southern	Rosalia Sr.	Sakayombo	12
Zambia	FAWEZA	St. Mary's Basic	Southern	B	Hachiintu	9
Zambia	FAWEZA	St. Mary's Secondary	Southern	Sr. Magdalen C.	Sitondo	12
Zambia	FAWEZA	St. Monica's Girls - Lusaka	Lusaka	Chonzi Sr.	Mulenga	9
Zambia	FAWEZA	St. MONICA's Girls-Chipata	Eastern	Dickson	Nyendwa	12
Zambia	FAWEZA	St. Patricks Basic	Southern	Killian S.	Chikandula	9
Zambia	FAWEZA	St. Thersa Basic	Southern	Precious	Lukonde	9
Zambia	FAWEZA	Tug-Argan Upper Basic	Copperbelt	Morgan Sing'ombe	Sakala	9
Zambia	FAWEZA	Tumvwananai Basic	North-Western	Benard	Muzungu	9
Zambia	FAWEZA	Tunduya	Lusaka	Shankulimba	Shankulimba	9
Zambia	FAWEZA	Twapia Basic	Copperbelt	Chewelu	Chewelu	9
Zambia	FAWEZA	Twashuka Basic	Lusaka	Thomas	Bowa	9
Zambia	FAWEZA	Yengwe Basic	Copperbelt	Charles	Kateule	9
Zambia	FAWEZA	Yotamu Muleya Basic	Lusaka	Clara	Sialovwe	9
Zambia	FAWEZA	Zambezi Basic	Southern	Teddy S.	Nyirongo	9
Zambia	FAWEZA	Zambezi Basic School	Southern	Mrs.	Hamaiza	9
Zambia	FAWEZA	Zimba High	Southern	Ephrem	Mumba	12
Zambia	FAWEZA	ZNAPH Community	Lusaka	Oster	Hangandu	9