

AMBASSADORS GIRLS SCHOLARSHIP PROGRAM, REGION 3

Annual Report, Year 5: October 1, 2008 to September 30, 2009
Contract No: RLA-C-00-04-00074-00

Prepared for Sharon Mangin Nwankwo, CTO
United States Agency for International Development
Submitted: October 30, 2009

DISCLAIMER

The author's views expressed in this publication do not necessarily reflect the views of the United States Agency for International Development or the United States Government

Prepared by
Winrock International
2101 Riverfront Dr.
Little Rock AR 72202-1748
www.winrock.org
phone 501.280.3000 | fax 501.280.3090



USAID
FROM THE AMERICAN PEOPLE



WINROCK
INTERNATIONAL

Africa Education Initiative (AEI)

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

ANNUAL REPORT
Project Year Five



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, 2008 - September 30, 2009

Region 3: Southern Africa

Prime Contractor:	Winrock International
Prime Contract Number:	RLA-C-00-04-00074-00
1st Sub-Contractor:	Weidemann Associates, Inc.
1st Sub-Contract Number:	5544-04-01
1st Task Name:	AEI-AGSP
2nd Sub-Contractor:	SageFox Consulting Group
2nd Sub-Contract Number:	5544-08-01
2nd Task Name:	AEI-AGSP

Prime Contractor's Officer Representative:
Martha Saldinger

1st Sub-Contractor's Officer Representative:
Kate Fleming

2nd Sub-Contractor's Officer Representative:
Jordene Hale

Outside cover photo:

ADPP-Angola scholars Delma Amélia Manuel Cipriano (right) and Nazaré da Costa Gomes (left) share a moment after volleyball practice at Escola Polivalente Formigas do Futuro in Luanda.

Credit: ADPP-Angola, 2008

TABLE OF CONTENTS

EXECUTIVE SUMMARY 2

ANNUAL REPORT 5

I. INTRODUCTION 5

II. TABLE OF CURRENT SCHOOL YEAR SCHOLARS BY COUNTRY 6

CHART SHOWING YEAR 5 PROGRESS TOWARDS TARGETS 7

III. PROGRAM MILESTONES BY COUNTRY 7

IV. PROCTER & GAMBLE COLLABORATION 22

V. ASSISTANCE FROM US MISSIONS, US EMBASSIES, PEACE CORPS, BY COUNTRY 24

VI. MENTORING PROGRAM 26

VII. CONTINUING BOYS' INTEGRATION 27

VIII. LOCAL PARTNER CAPACITY DEVELOPMENT 28

IX. DATA MANAGEMENT 28

X. ADVOCACY/PUBLIC DIPLOMACY 32

XI. PROGRAM ADMINISTRATION (INCLUDING STAFF CHANGES, CONTRACTS, SELECTION OF SCHOLARS, PARTNERS, ETC.) 33

XII. CONSTRAINTS/CHALLENGES 34

XIII. EXPECTED RESULTS FOR NEXT SIX MONTHS BY COUNTRY 35

ANNEX INTRODUCTION 38

ANNEX A: COUNTRY PROFILES FOR ANGOLA, BOTSWANA, CONGO, GABON, LESOTHO, MADAGASCAR, MALAWI, MOZAMBIQUE, NAMIBIA, SÃO TOMÉ AND PRÍNCIPE, SOUTH AFRICA, SWAZILAND, AND ZAMBIA 39

ANNEX B: LOA FINANCIAL SUMMARY 40

ANNEX C: PARTNER AND MENTOR CONTACT DIRECTORY 41

ANNEX D: SCHOOL DIRECTORY 42

Africa Education Initiative (AEI)

AMBASSADORS GIRLS SCHOLARSHIPS PROGRAM (AGSP)

Annual Report

October 1, 2008–September 30, 2009

Executive Summary

Winrock International has continued to manage implementation of the United States Agency for International Development (USAID) Africa Education Initiative - AMBASSADORS GIRLS SCHOLARSHIP PROGRAM (AEI-AGSP) in 13 countries in southern and central Africa, known as Region 3. During the fifth year of program implementation Winrock continued reaching girls and boys in all 13 countries, working with 29 local NGO partners during the year. No new partners were added to the program this year, and all partners that had implemented in the fourth project year continued to do so during the fifth year. Following a coup d'état in Madagascar the US State Department suspended all funding for development activities in that country, including AGSP, and Winrock was obliged to end the program ahead of schedule.

This year, a total of 26,151 vulnerable children in the region benefited from scholarships offered through AEI-AGSP. This included 19,100 girls and 7,051 boys. Mentoring was provided to nearly all the children in the program, including more than 95% of the girls and boys. Mentoring on HIV/AIDS was provided to 95% of the girls and 98% of the boys this project year.

This powerful combination of scholarship support coupled with mentoring and community and parent/guardian involvement continues to yield important results for the AGSP scholars in the region. Each of these two crucial components of AGSP supports the objectives of increasing vulnerable girls' and boys' access to education and equipping scholars to succeed. Without both components, AGSP would not be as effective as it is.

“...With the literacy [rate] still very low, AGSP is implemented at the right time where the government of Swaziland has not yet fully implemented free education. The poor parents and guardians have all one wish—to see their children get [an] education. Also with [the] HIV and AIDS rate being very high in Swaziland (42.6% rate according to Sentinel Zero Surveillance), education is the best tool to fight HIV and AIDS. Orphans and vulnerable children are increasing at an alarming rate. It is expected that by year 2010 there will be 120,000 orphans and vulnerable children in Swaziland.

“Mentoring is an effective tool to help the scholars learn life and survival skills apart from books at schools. This survival skills helps [sic] the children deal with everyday challenges they face.”

—report from Caritas Orphanaid Swaziland

The scholarships continue to respond to the socio-economic barriers to education that impoverished and marginalized children confront by covering the cost of school fees (where they are charged), providing a uniform or school clothing, books, and school supplies. In addition to these forms of scholarship support, scholars in many communities also receive meals or food, boarding fees for scholars living in a dormitory, transport money to get to and from school, and other vital support. For instance, some AGSP scholars living with disabilities have received wheelchairs, hearing aids, prescription glasses, and other assistive devices that make it possible for them to access an education. Winrock's implementing partners recognize that no two children are alike, and often step in with extra support for a child facing particularly challenging circumstances. In a region that continues to experience the ravages of the HIV/AIDS epidemic, this assistance can truly make the difference between a child thriving in school or languishing at home or on the streets.

Mentoring under AEI-AGSP has benefitted from the use of the modules in the *Girls' Mentoring Resource Guide*, including the modules that were developed for boys or coeducational groups. The structure and ease-of-use of the guide gives the mentors confidence, particularly when tackling sensitive topics such as puberty, sexuality, and substance abuse. As the second year of the boys' inclusion in the program progressed, a number of partners delved deeper into questions of gender, equity and equality, and gender-based violence, including school-related gender-based violence. This was one of Winrock's objectives for the expansion of the program to boys, knowing that these are some of the least-explored concepts among children who represent the promise of a new generation of educated leaders with a commitment to equality.

Teresa Maria, a mentor for World Relief in Mozambique, explains, "Through my involvement with AGSP, I have learned that educating a child is not enough, but educating the community is also important because the community members are parents and guardians of the children."

Parent and community engagement continues to play a vital role in the implementation of the scholarship and mentoring activities. This involvement takes many forms, including the identification of scholars, the distribution of scholarship support, attendance at informational meetings and workshops, the contribution of skills and time to mentoring

activities, and the supervision of AGSP scholars' homework and the monitoring of their academic progress. The dynamics of community and parent/guardian involvement have evolved since the boys were added to AGSP. There is greater support for AGSP at the community level now that boys are also beneficiaries, and there are new actors who have gotten involved, particularly men. Fathers and male teachers are more connected to the program now. However, in many communities it remains a challenge to find male mentors. The caring and supportive role that mentors assume is perceived to be "woman's work," making it less attractive for men. In spite of that, most partners have made some progress enlisting men's support, and the boys and girls in the program are benefitting from these male role models.

The main challenge that the stakeholders faced this year was the scheduled end of the contract and the resulting uncertainty about the program's future. To ensure a smooth close out of the contract, Winrock established a shorter calendar for its partners' letters of agreement, which set June 30th as a date for the completion of program implementation and provided a one-month period for administrative work and reporting in July, with final reports due on August 17, 2009. This was scheduled to enable Winrock to resolve outstanding issues and then

retrieve any unspent funds that had been advanced to partners or conversely to send any funds to partners that had been spent on AGSP and were thus due from Winrock. Based on information from USAID, Winrock tried throughout the second half of the final contract year to assure partners and US government posts that follow-on support was expected, and that no matter what the arrangement (whether through Winrock or another organization), the plan was to continue AGSP. Winrock was not able to provide more concrete information to stakeholders, and this caused understandable confusion and concern.

Scholars and their families were among those most concerned about the uncertain fate of AGSP, as they worried about their ability to stay in school in the coming year. Mentors lamented the possibility of the scholarships ending, and many pledged to continue following “their” scholars even after the close of AGSP. Educators across the region worried about how they could keep students in school if the students could not afford to pay the school fees or buy the proper uniform and supplies. Community members and leaders were concerned about how to serve such vulnerable populations, and partners in the region coped with unanswerable questions from all the stakeholders, including their own staff and volunteers, as the contract term drew to a close.

On August 18, Winrock was asked to submit a request for a two-year contract extension valued at \$9 million, and Winrock responded with a proposal on August 31st. Then, on September 23rd, the contracts officer contacted Winrock and requested that we submit a revised proposal for the extension, with a budget reduced to \$7 million for the two-year period. She advised that we reduce the number of scholarships from 46,000 over the two years to 35,000 and that we maintain the value of the scholarship packages. Winrock submitted this revised proposal the following day, and on September 30th, Winrock’s contract with USAID was extended through September 29, 2011 and was increased by the \$7 million budget we had submitted for implementation of a reduced scope of work.

As the year ended, the principal questions facing AGSP in the region relate to how to continue to implement a high-quality program in the face of a 40% budget cut. Verbal guidance provided to Winrock from USAID has indicated that no new scholars should be selected even to fill slots made vacant by scholars who have died, completed the highest level of school supported by AGSP in their country, or dropped out during the year for any reason (such as pregnancy, families moving away, etc.) Scholars in two countries in particular will be affected by this policy. In Zambia, AGSP has been supporting scholars in grades 8 and 9 only (the final years of pre-secondary school). In PY5, all AGSP scholars were in grade 9. If no new eighth-grade scholars can be selected as a final cohort, the program will close in Zambia, in spite of the tremendous need due to the huge AIDS epidemic and the large numbers of orphaned children needing assistance to attend school. Likewise, in the Republic of Congo, one of the partners, the Congo US Alumni Association (CUSAA), has been supporting scholars in secondary school and in PY5 all the scholars were in *terminale* (their final year of school). After successfully implementing under EDDI-AGSP and AEI-AGSP, CUSAA will now be forced to end its partnership with Winrock, barring new guidance and support from USAID. Additionally, in light of the need to cut funding, Winrock’s budget for the 2010–2011 period does not include funding to resume activities in Madagascar, even though there are hundreds of scholars who would otherwise have qualified for continuing support.

Winrock hopes that some additional funding may be made available to ensure that vulnerable girls and boys in the region can continue to benefit from the valuable scholarships and mentoring that AGSP uniquely offers.

Annual Report

I. Introduction

This report covers the fifth year of implementation of the AEI-AGSP by Winrock International. Through a contract awarded by USAID, this initiative provided funding that enabled Winrock International to award more than 83,333 scholarships to vulnerable girls in up to 15 countries in Sub-Saharan Africa (Region 3) over four years. In the fourth year of the contract, USAID supported the inclusion of boys in the program, and Winrock reached 6,970 boys with scholarships. In September of 2008, USAID exercised the Option Year 1 and provided additional funds to enable Winrock International to continue to support approximately 26,151 vulnerable girls and boys with scholarships and mentoring. On September 30, 2009, USAID awarded Winrock a two-year cost extension to provide support for approximately 35,000 scholarships to girls and boys. As directed by USAID since the program's inception, Winrock has implemented this program in 13 countries in Region 3: Angola, Botswana, the 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 the 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. Girls in primary school remain the focus of the program, although boys are now an important population served by AEI-AGSP. There are also 2,841 girls and boys in secondary school who received assistance during the year. 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, SageFox Consulting Group, which currently manages the data for the other two contractors, thereby making the ultimate consolidation of data easier in the future. This move occurred in the first half of Project Year 5. With the move of the database, Winrock terminated its subcontract with Weidemann Associates in November 2008 and assumed direct responsibility for the oversight of implementation of the program in Botswana and Swaziland and for

providing HIV/AIDS support to its partners. SageFox Consulting Group has focused on supporting the completion of accurate data entry by partners and ongoing data management.

II. Table of Current School Year Scholars by Country

Current School Year (PY5 Actual Awards to Date)					(PY1–PY5) Cumulative		
Country	School Year	Scholarships			Individuals		
		Girls	Boys	Total	Girls	Boys	Total
Angola	Jan09/Dec09	2,068	405	2,473	9,198	500	9,698
Botswana	Jan09/Dec09	143	107	250	347	133	480
Congo	Oct08/June09	545	150	695	901	200	1,101
Gabon	Oct08/Aug09*	600	100	700	1,494	110	1,604
Lesotho	Jan09/Dec09	120	97	217	300	104	404
Madagascar	Oct08/June09	1,000	150	1,150	2,579	156	2,735
Malawi	Jan09/Dec09	3,322	2,013	5,335	5,623	2,158	7,781
Mozambique	Jan09/Nov09	5,848	1,589	7,437	12,586	1,843	14,429
Namibia	Jan09/Dec09	1,051	200	1,251	2,391	239	2,630
São Tomé and Príncipe	Oct08/June09	600	400	1,000	1,387	555	1,942
South Africa	Jan09/Dec09	1,784	882	2,666	4,036	1,008	5,044
Swaziland	Jan09/Dec09	1,219	308	1,527	2,078	328	2,406
Zambia	Jan09/Dec09	800	650	1,450	7,324	909	8,233
Totals		19,100	7,051	26,151	50,244	8,243	58,487

* Note: The academic calendar in Gabon was delayed by a teacher's strike and the death of the Gabonese president and did not end until August 2009.

To provide an overview of progress towards life-of-project targets, the following table illustrates the number of scholarship awarded to date, and the mentoring associated with those scholarships over the first five years of the project. As illustrated, Winrock has exceeded its targets for the program, both in terms of the total number of scholarships awarded and the percent of scholars who were mentored. As data from prior years has continued to be cleaned

up with the use of FieldLink, some of the totals have changed. This chart, therefore, represents a more accurate depiction of the work undertaken over the five-year life of AEI-AGSP. The figures will be adjusted as partners make the final corrections on their data and clean up any remaining duplicate records or missing records.

Chart Showing Year 5 Progress towards Targets

Region 3 Results versus Targets	Target for Life of Project (2004–2009)	Progress Towards Target for Life of Project as of 9/30/09: Number	Progress Towards Target for Life of Project as of 9/30/09: Percent
Girls' Scholarships Funded in LOAs	104,166	106,308	102%
Boys' Scholarships Funded in LOAs	14,000	14,021	100%
Girl Scholars Mentored	75%	103,384	97.3%
Boy Scholars Mentored	75%	13,405	95.6%
Girl Scholars Receiving HIV/AIDS Mentoring	75%	99,582	93.7%
Boy Scholars Receiving HIV/AIDS Mentoring	75%	13,576	96.8%

III. Program Milestones by Country

US/Winrock's Milestones/Activities

- Contracted with 29 local NGOs in 13 countries to deliver scholarships to 26,151 girls and boys
- Reached more than 95% of the girls and boys with mentoring and reached more than 93% of the girls and 98% of the boys with mentoring on HIV/AIDS
- Worked with USAID, the other AGSP contractors, and SAIC to finalize the *Girls' Mentoring Resource Guide* in French and Portuguese for publication and distribution to AEI-AGSP partners throughout the continent
- Conducted monitoring visits to the Republic of Congo, Gabon, Lesotho, Malawi, Mozambique, Namibia, São Tomé and Príncipe, South Africa, and Zambia
- Featured AGSP in a World AIDS Day event co-hosted with Heifer International, the William J. Clinton Foundation, and Winrock International on December 1, 2008 in Little Rock, Arkansas at the Clinton Presidential Center. The event featured Stephen Lewis as keynote speaker. Mr. Lewis is a former UN Special Envoy on HIV/AIDS in Africa who served under Kofi Annan. A taped message from former President Clinton was broadcast at the event.
- Established a new subcontract with SageFox Consulting Group to build FieldLink Southern Africa to manage data from AEI-AGSP in Region 3. Successfully migrated the data from the Online Reporting Mechanism (ORM) that had been developed by Weidemann Associates, Inc. into FieldLink. Provided training on FieldLink to twenty-six

partners in the region responsible for 25,102 (approximately 96%) of the scholars in the region.

- Provided information and support including reports, data, and discussions about AGSP implementation to JBS International in support of their work to evaluate AEI. Also kept missions informed of updated timeframes for the evaluation.
- Organized a panel highlighting AGSP themes entitled “The Politics of Girls’ Empowerment through Education: Comparative Experiences across Gender, Age, and Culture” at the Comparative and International Education Society annual meeting in Charleston, March 23, 2009. Delivered a presentation specifically about AGSP entitled “Integrating Boys into Programs for Girls Education and Empowerment: A “Best Practice?”
- Delivered a presentation about AGSP called “Successful Programming for Girls” at a Society for International Development forum on May 12, 2009.
- Launched a new public-private partnership with Procter & Gamble that secured sanitary pads and modest funding for puberty education and pad distribution to more than 800 South African AGSP scholars.
- Developed a questionnaire about the experiences and aspirations of AGSP scholars that was pilot-tested in Gabon and São Tomé and Príncipe.

Angola Milestones/Activities

- **Impact on Learning**

According to ADPP staff, the program has encouraged students to discuss with each scholar issues related to their academic situation, family, and private life. This has increased the frequency of contact and interaction among the students, improved trust, and minimized social isolation. As consequence, their academic performance has improved, particularly in the intensive remedial classes, in which most AGSP scholars are enrolled because their schooling has been interrupted due to economic and social problems. Centro Horizonte Azul (CHA) also provides extra classes for struggling learners.

- **Access**

- ADPP has begun advocating more forcefully for girls’ education in the community and advocating for individual girls who did not have the chance to finish sixth grade to be enrolled at other primary schools. According to the Salesianos de Dom Bosco, the chats held as a part of their mentoring make education “more attractive and dynamic, and this in turn increases access.”
- According to the OCSI staff, the project currently has 150 beneficiaries (100 girls and 50 boys) and has facilitated access to education for all of these children. In addition, over the years it has allowed six girls to complete high school (of whom three are now employees working for OCSI), and eight girls entered high school and are continuing their studies. The scholarship has also allowed nine boys to enroll in a vocational center where they will learn carpentry, woodwork, and other trades.

- **Quality**

- Staff at ADPP report that the mentoring “has put a focus on results,” and that everyone at their school has understood the objectives of AGSP, “which support very much a new teaching method the school is implementing. There has been a

- greater awareness about teaching for change and development. The teachers care about teaching and understand that quality is important.”
- CHA provides enriching instruction in areas such as drawing, sewing, gardening, cooking, and handicrafts, which are not available in other schools.
 - **Equity**
 - ADPP reports that the program has allowed scholars to “feel as one when it comes to taking part in lessons and access to school materials—no discrimination between boys and girls.”
 - OCSI reports that “before it was a dream for these children to study with other children whose family members had good conditions for them to put them in the best schools. But with the emergence of the scholarship, this dream became reality in the lives of these children who today are studying in good schools, and this increased the equity/equality in education because they understand that education is a right for all without distinction.”
 - **Community and Parent Participation**

Community members participate in OCSI’s program by helping with certain aspects of the administration of the program: in the confirmation and registration of scholars, the verification of their data, visits to schools, and the filling of scholarships that open up in the program. Staff members at OCSI have reported that community participation has gone up since boys were integrated into the program because the community believes that “development only exists if it reaches everyone regardless of gender, religion, race and culture.” Community members also participate in many of the events that ADPP’s scholars take part in such as sports events, awareness-raising activities such as the AIDS march in Luanda, and even cultural celebrations such as carnival. CHA holds trimestrial meetings for the parents and includes them in some cultural and handicraft activities with the scholars.

Botswana Milestones/Activities

- **Impact on Learning**
 - Basarwa children who entered primary school after graduating from the TXY preschool have done much better than those who never attended preschool.
 - Since AGSP started in 2005, Phuduhudu Primary (a school with the highest number of scholars supported by AGSP) managed to win a trophy in best Grade 7 results for schools in remote areas twice, in 2006 and 2008.
 - Scholars with learning disabilities in Serowe are said to have greatly improved their performance in school because of the extra lessons provided by one of the mentors, Sister Joan.
 - The pass rate for Grade 7 results for scholars at Kang, Mahusane, and Phuduhudu Primary schools greatly improved from 2006 to 2008, especially amongst the girls who have been receiving AGSP assistance since 2005.
 - There have been no drop outs due to pregnancy amongst all the girls in Kgalagadi and Central Districts since 2006.
- **Access**
 - Before AGSP there was only one preschool in Kang that catered to those with money; the poor could not afford to introduce their children to education at an early age to help their future learning. While primarily serving Basarwa San children

- who are very marginalized, with AGSP support the preschool also opened up to other children coming from the community who were able to pay a minimal fee. Since May 2005 when the preschool reopened, 118 children have graduated from the preschool and continued on to primary school. Out of these, 57 are AGSP scholars.
- For some of the scholars who are in school now, if it was not for AGSP, they would be at the cattle posts (farms) or at home doing household duties. With parents knowing that their children would receive some supplies from AGSP and the encouragement they have been getting from mentors, parents now agree to send their children to school. From 2005 to 2008, a total of 41 scholars (38 girls and three boys) graduated from the three primary schools in Kang to begin their secondary education.
 - **Quality**
 - Feedback from the primary school teachers indicates that preschool graduates, as compared to those who had not gone through preschool, adapted to school more easily, learned more quickly, and thus scored higher marks in class.
 - The teachers in both provinces (Kgalagadi and Central) acknowledge that the general quality of scholars has greatly improved. The program acted “like an aunt” who mentored, counseled, and provided basic needs at the same time as caring for the scholars. This has provided an opportunity for scholars to stay in school and perform to the best of their ability and proceed to the next stage.
 - The payment of sport fees for scholars allowed them to participate and excel in the school’s sporting programs thereby improving their self esteem.
 - AGSP particularly strengthened the guidance and counseling sections through the mentoring program. This has made it possible to attend to the needs of children as individuals, focusing on their specific, unique needs, which is often very difficult.
 - **Equity**
 - The program put the scholars on an equal level with their fellow students by providing for their basic needs.
 - The program focused on disadvantaged children, giving them a chance to access education just like any other children.
 - Basarwa children at the preschool were able to learn and be communicated to in their language, while at the same time interacting with those who speak Setswana (the official language of Botswana). This made their transition from preschool to primary school much easier, putting them on an equal footing with most other children.
 - **Community and Parent Participation**
 - The preschool has a PTA that supports the school. There are parents/guardians who come to the school daily to assist with cooking, feeding, and cleaning on a volunteer basis.
 - Every year the preschool holds a graduation ceremony for the children who will be leaving the school to join the primary school. Parents are involved in the preparation for this event. They also provide a lot of help during the day of the event.
 - A good example of community participation is the HIV/AIDS event. At this event all sectors of the community come to support TXY (the implementing community-

- based organization) including: chiefs, the police, government officials, church leaders, and the community at large. This year's event took place on the 13th of June, 2009.
- Most parents were involved in teaching scholars during mentoring activities, especially for cultural topics and dances, etc.

Congo-Brazzaville Milestones/Activities

- **Impact on Learning**
Aide à l'Enfance conducted review sessions every afternoon in the month of June in writing, spelling, and reading in preparation for the end-of-the-year exams. The review sessions were also important for students because classes had to be canceled in May due to heavy rain.
- **Access**
According to CUSAA, access to school for girls is not as much of a problem as retention, "especially when they arrive at adolescence because, when added to poverty, girls have a tendency to abandon their studies to get married or fall pregnant or for certain of them to fall into prostitution. Thus the AGSP in the Congo, by giving girls financial aid, has helped keep girls in school and improved their results." CUSAA notes, furthermore, that their organization has not had one case of pregnancy or dropping out by a female scholar.
- **Quality**
Aide à l'Enfance's mentor training in the beginning of the year helped teachers, mentors, and officials in the local education offices to better understand the concept of mentoring and how to implement participatory mentoring activities.
- **Equity**
CUSAA's program in Sibiti provided a scholarship this year to a Pygmy girl. She is the sole Pygmy in her high school. Her mentor feels that she is an important role model for the rest of her community, which tends to suffer from low rates of education and literacy.
- **Community and Parent Participation**
Parents with children in the CUSAA and Aide à l'Enfance programs take part in mentoring and scholarship distribution activities. Scholars in both programs share what they have learned in the mentoring programs with their family members. This year parents with children in the Aide à l'Enfance program contributed financially to offer a goat to the US ambassador in Brazzaville when he came to visit the program in Dolisie. The ceremony was also attended by many local authorities, including a representative of the prefect, the departmental director of primary and secondary education in charge of literacy, the primary education inspectors, pedagogical counselors, principals, and teachers from the city.

Gabon Milestones/Activities

- **Impact on Learning**
According to both AFEG and FEGAB, the scholars have a lower rate of failing the end-of-the-year exams than students outside of the program, which means that they have a lower rate of being forced to repeat a grade.
- **Access**

AFEG maintains that access to school is not the principal problem in Gabon: rather, it is retention in school and the raising of students' academic performance that are the biggest problems, both of which have improved as a result of AGSP.

- **Quality**

AFEG reports that the quality of education in the schools where it implements the program has improved because the teachers insist that their students get good grades. "The program also creates a certain competition among students and even among teachers. Even the schools not chosen for the program work hard so that one day they may be among the schools chosen if ever the program is enlarged."

- **Equity**

AFEG talks to parents about "the need to send all their children to school without discriminating on the basis of sex and to encourage girls not to be afraid of certain subjects that were solely for boys in the past."

- **Community and Parent Participation**

According to FEGAB President Blandine Engonga Bikoro, "The program has had a real impact on the community because FEGAB is witnessing today an important number of supporters coming particularly from teachers at the schools where we execute the program, parents from the program become mentors or volunteer [...], and former scholars support FEGAB in the [AGSP] program."

Lesotho Milestones/Activities

- **Impact on Learning**

The Ministry of Education and Training published the results for the 2008 seventh- and tenth-grade exams. LSC had 12 candidates who took the exam for the primary-leaving certificate, including nine girls and three boys. Of these, eight girls and two boys passed (83.33%). This is 3.3% higher than the national average. The national pass rate for the junior certificate (secondary) exams is 71%. LSC reported that 88.4% of AGSP scholars passed the junior certificate exam, including 40 girls and six boys. This rate is 17% higher than the national average. LSC attributes this success to the fact that the uniform, school shoes, and books bought for the scholars motivate them to work hard in class.

- **Access**

LSC reports that most schools expel scholars from school if they do not wear a proper uniform or pay their school fees on time. Through AGSP, scholars have uniforms and they do not miss class due to unpaid school fees. AGSP has increased access to higher education in addition to basic education. LSC cites the case of the 121 AGSP scholars who have graduated from grade 10. Some of these graduates are now in high school and university.

- **Quality**

LSC reports that the mentoring component of AGSP has been shown to help scholars in their academics and the quality of their school experience. According to LSC, children's performance in school after attending mentoring workshops has improved. The mentoring has also helped the children who are dealing with abuse, parents who are sick with HIV, and those suffering from depression and stress. LSC notes that the Ministry of Education and Training supports the idea of training teachers as mentors and views teacher-mentors as sources of psycho-social support for children. The ministry would

like to start a similar program in the future so that more children can benefit from mentor support.

- **Equity**
AGSP has increased equity in education because boys are now also able to receive scholarship assistance. LSC's program has opened the door to a primary education for herd boys, something they had never been offered due to their work.
- **Community and Parent Participation**
LSC has focused on raising parents' awareness about becoming more involved in their children's education. In many cases, families and caregivers did not attend school themselves, so often they are not supportive of their children's school work. LSC has therefore made great efforts to sensitize families and communities, especially the herd boys' communities, on the value of education.

Madagascar Milestones/Activities

- **Impact on Learning**
The reading and writing practice organized by Pact/SIVE's mentors provides extra support for struggling learners. In addition, scholars may use the funds that they receive as a part of their scholarship to pay for additional tutoring. These opportunities have paid off for students such as Erika Andrianirina Ramahatra and Rado Ramiandrisoa, AGSP scholars who came in third and first respectively in a national math competition.
- **Access**
 - The provision of money for transportation through AGSP has helped scholars living in remote areas to gain better access to education by decreasing the likelihood of tardiness and the fatigue of long walks to school.
 - Even if primary and secondary school are in theory free in Madagascar, families must still pay fees to the local school administration and purchase school supplies, uniforms, and sporting clothes. According to Pact/SIVE, for a population of which 70% lives under the poverty line, these expenses constitute obstacles that cannot be overcome by the poorest, particularly single-parent families and families in which the head of household works in the informal sector. The scholarship has increased access for children living in such families.
 - For handicapped girls, the scholarship is the only thing that has allowed them to attend school since they must usually attend boarding schools given the scarcity of specialized schools for them. Thus, the scholarship permitted handicapped girls from disadvantaged families to gain access to schools and pay their boarding fees.
- **Quality**
Through trainings organized by Pact/SIVE and through hands-on experience, the project has increased the capacity of teachers, school officials, and community members to provide high-quality mentoring and tutoring to disadvantaged youth.
- **Equity**
The computer training AGSP scholars receive fosters more equitable education by exposing disadvantaged students to a new technology to which many scholars have never had access. It levels the playing field for these students by allowing them to gain a minimum knowledge of tools that are the basis of many professions nowadays.
- **Community and Parent Participation**

Parents participate in the selection and monitoring of scholars and they attend many of the larger, organized mentoring events. The mentors teach both parents and scholars how to manage money so that they can make the most of the funds provided by the scholarship. With these new money-management skills, some parents been empowered to apply for and receive credit to support income-generation activities.

Malawi Milestones/Activities

- **Impact on Learning**

Mentoring has reduced absenteeism amongst boys and girls in the program. As a result, their academic performance has improved. CRECCOM staff cites the example of Moses Mphakuli, a scholar in 4th grade at Kapalamula Primary School. Previously he used to go to school on average only three times a week, but now he attends classes five days a week. As a consequence, he improved from position 27 to position 12 in a class of 90 students.

- **Access**

Some scholars who would have dropped out of school because of a lack of food and clothing have remained in school because of the assistance. Many of these scholars either had high rates of absenteeism or dropped out altogether to engage in revenue-generating activities such as farming, fishing, or other activities. Also, having seen the benefits of AGSP, many communities have begun raising funds to support non-AGSP orphans and vulnerable children in the community, thus increasing access to education even beyond the number of AGSP scholars. One example of such community initiative is in Mwazisi Zone in Rumphi District where 20 non-AGSP scholars are assisted with contributions by the community.

- **Quality**

Teacher mentors offer free remedial lessons to slow learners and average performers, and this has increased the quality of education for these students. In some zones, for example Mkanda Zone in Mchinji District, mentors in conjunction with some teachers offer free lessons at the village level on a weekly basis to all the AGSP beneficiaries in the zone.

- **Equity**

- Through mentoring, communities have realized the need to educate both girls and boys. This also has been demonstrated by the inclusion of boys in the program in the fourth year of program implementation.
- Mentors from Kazyozyo Zone in Mchinji District have mentored three non-AGSP girls who dropped out of school due to pregnancy. The young mothers are now back at school and the mentors continue to mentor and monitor them.

- **Community and Parent Participation**

Community participation and mobilization are at the heart of CRECCOM's implementation of AGSP. Mentors are chosen from community members and local teachers. Local school officials advocate for AGSP scholars who go on to secondary school. Parents participate in program monitoring and attend community retreats along with the scholars. Communities, often led by village chiefs and other traditional authorities, have come together to provide moral and financial support to both AGSP and non-AGSP OVCs.

Mozambique Milestones/Activities

- **Impact on Learning**
 - Partners from Mozambique report that parents, teachers, and community members see scholars making academic progress and showing a higher level of interest in school. Many partners report that “friendly competition” between male and female scholars is increasing academic achievement for both.
 - Kulima reports improved school performance for both girls and boys and a 94% rate of promotion to the next grade at the end of 2008 school year. According to FAWEMO, 95% of the AGSP scholars have passed onto the next grade whereas only 80% of non-AGSP scholars passed. For example at EPC Samora Machel, AGSP supports 187 students (150 girls and 37 boys). One hundred and forty-seven of the girls and 36 boys continued onto the next grade.
 - ADPP notes that Mozambican schools do not have enough textbooks for all pupils. AGSP scholars receive school materials such as books, notebooks, and pens, which enable them to do their homework and engage in classroom activities. ADPP also provides lamps and petrol so that scholars can study in the evening, which has also improved performance.
- **Access**
 - Partners report that AGSP is supporting the Millennium Development Goals by providing access to both poor girls and boys. World Relief reports that the number of children who drop out of school has decreased while the number of children who enroll in school has increased. Also, teachers have remarked that absenteeism on the part of the girls has decreased because families and guardians have not withdrawn girls from school to attend to family matters as often as they had in the past. FAWEMO believes that a high number of beneficiaries would not attend school without AGSP support.
 - FAWEMO has observed that the enrollment of OVCs has also influenced non-AGSP families to enroll their children in school. Families often would not send their children to school because they did not think it was necessary. To see AGSP investing in the education of OVCs has made others become more aware of the value of education.
 - ADPP notes that with the support from the mentors, many social problems are being resolved so that children can stay in school. Families are postponing the marriage of young girls. ADPP has also found a decrease in child labor, enabling children to attend school more easily.
- **Quality**
 - Partners have reported that the provision of scholarship items in combination with mentoring activities has increased the quality of education. Scholars are provided with the learning tools that they need (such as dictionaries, and math kits), making classroom activities more meaningful.
 - According to World Relief, AGSP mentors assist students with homework and this directly increases the quality of education because students come to class prepared. Kulima reported that mentoring helps AGSP scholars become lifelong learners as school takes on a new importance.
 - Partners have found that mentors who are also teachers have used what they have learned as mentors to improve their teaching. FAWEMO observed that because of

mentor trainings on HIV/AIDS, reproductive health, and gender issues, teachers' are equipped with more information to share with students. FAWEMO also reports that the AGSP *Girls' Mentoring Resource Guide* has increased the quality of education as teachers are able to use the guide as a resource.

- **Equity**
 - AGSP has facilitated the enrollment of girl scholars who may not have attended school without a scholarship. World Relief reports that AGSP continues to encourage girls to stay in school. ADPP notes that equity in education has increased further after the boys became involved in AGSP.
 - Several partners have found that mentoring the boys has been a key component in trying to achieve gender equity. Boys and girls are participating in mentoring activities together and are learning to respect each other by discussing issues such as gender and human rights. Kulima has found that the inclusion of boys and the organization of group mentoring sessions have begun chipping away at the gender gap between boy and girl scholars.
- **Community and Parent Participation**
 - Parents and community members in Mozambique have been involved in AGSP through the scholar selection process, the distribution of scholarship items, and the mentoring program. Caritas also engages community members in the distribution of scholarship items and in monitoring scholar performance.
 - Partners report that parents and communities have gained a better understanding of the importance of girls' education and the needs of orphans and vulnerable children.

Namibia Milestones/Activities

- **Impact on Learning**
 - Teachers in Namibia report that AEI-AGSP has improved scholars' performance in school and increased their attendance, and that scholars have developed more self confidence. Students have taken on leadership roles and are more motivated to study.
 - Extra classes provided by Gunichas RC, Okaku, Aris, and Gobabis Primary Schools and Uukwiyoongwe, Ompandakani, and Ondiamande Combined Schools have improved AGSP beneficiaries' performance in English, mathematics, and science.
 - FAWENA reports an increase in the primary education pass rate. Ninety-five percent of AGSP scholars passed their seventh-grade exams in 2008. FAWENA states that AGSP scholars have a higher pass rate from one grade to the next grade compared to non-AGSP scholars. FAWENA has also cited the cases of individual scholars who have made particular progress in the classroom, such as Herman Joseph who could not read and write when he became an AGSP beneficiary last year. Thanks to extra classes in English and mathematics, however, he is now excelling in school.
- **Access**
 - ELCAP states, "The mere fact that AEI-AGSP is paying the School Development Fund [SDF] enables the learners to remain in school. Scholars who would have otherwise dropped out of school are retained in school as the AEI-AGSP is providing for their SDF, hostel, toiletries, stationery, transport, and school uniform, and this makes the learners proud because they look like any other learner at

- school.” ELCAP also notes that in Namibia the AGSP scholars can gain access to follow-on funding for secondary school (after grade 7).
- FAWENA reports that no scholarship beneficiaries have dropped out of school in 2009. In the case of students with physical disabilities, FAWENA notes that these children were often hidden away in the house and not enrolled in school. If they did attend school they were not accepted by their peers. Through AGSP support, these scholars can attend a school that meets their needs and live at the Cheshire home, where they are accepted and well cared for. FAWENA also reports that AGSP has enrolled former street children in the Omaheke and Okavango regions, thus providing access to education to those who did not previously have it.
 - **Quality**
ELCAP reports that focal teachers’ knowledge and classroom techniques have improved because of the skills they learned at the AGSP mentor training. These new skills have influenced teaching, and the quality of classroom activities resulting in increased student learning. After the mentor training, teachers trained by FAWENA reported feeling increased pride in their work, which also influences teaching quality.
 - **Equity**
Both ELCAP and FAWENA feel that as girls and boys are given equal opportunity to receive scholarships, equity in education is increasing. FAWENA cites the fact that focal teachers are trained in gender responsive pedagogy and are looking at the specific needs of girls and boys. This has increased equal access and treatment in the classroom. Within the schools and communities, there is a greater understanding of the importance of education for girls and boys, as well for vulnerable children. ELCAP notes that the inclusion of boys has increased equity in the program and also that by assisting disadvantaged youth, the program helps scholars to feel equal to those students whose parents are better off.
 - **Community and Parent Participation**
Namibian teachers report decreased criminal activities by street children in the Omaheke and Okavango regions since they are now attending school. In addition, mentoring activities have sensitized parents and communities on the value of education and importance of supporting learners. Caregivers and families feel more at ease coming to school and being involved in school activities because school staff no longer pressures families to pay school fees, as the fees have been covered by AGSP.

São Tomé and Príncipe Milestones/Activities

- **Impact on Learning**
Because students know that they will lose the AGSP scholarship if they fail in school, they are motivated to work hard. Also, teacher mentors offer extra classes to scholars and call in their parents if their children are not doing well. All of these factors augment the program’s impact on learning.
- **Access**
School in São Tome is compulsory from first to sixth grade, but the chief problem is poverty. Most communities are composed of small farmers, fishermen, and single women with many children from different fathers, so children from these disadvantaged groups have a hard time acquiring all that they need (uniform, school supplies, etc.) to

attend school. AGSP increases not only scholars' access to education but also motivates other students who hope to be selected for the program to stay in school.

- **Quality**

Community mentors, who are teachers and school directors, live in the same communities as the scholars and see them on a daily basis. They receive training and are overseen by coordinator mentors who help build their capacity. The teachers' mentoring and teaching skills are enhanced by their participation in AGSP, providing better quality education to students throughout the country.

- **Equity**

According to STeP UP, the integration of the boys has gone a long way in fulfilling the Millennium Development Goals on gender equality. Orphaned boys suffer as much as girls in São Tomé and Príncipe. They are expected to work at an earlier age to bring food home to their guardians, grandparents, mothers, or others who are taking care of them.

- **Community and Parent Participation**

STeP UP sensitizes parents on many important issues surrounding their children's education and development. Teachers and other school staff serve as mentors in the program.

South Africa Milestones/Activities

- **Impact on Learning**

- All partners in South Africa report that AGSP impacts student learning and classroom performance in a positive way. Masoyi in Mpumalanga Province reports that 98% of AGSP scholars passed and were promoted to the next grade at the end of 2008. Masoyi believes that this pass rate can be attributed to the after-school support program and tutoring provided by mentors. Humana reports that at the end of 2008, the pass rate of AGSP scholars in Soweto was more than 98%. Humana also tracked student progress in math and reported that more than 80% of AGSP children showed significant improvement due to after-school tutoring.
- MiET reports that all primary school scholarship beneficiaries demonstrated academic improvement, which principals and teachers attribute to children feeling confident, dignified, and motivated.
- A number of Life Centre scholars were selected as school prefects due to their hard work and exemplary behavior. At Flamingo School there were six girls who were school prefects. Natural Botanicals report that AGSP scholars play word and number games in the mentoring activities and that through these games children become more engaged learners in the classroom and more logical thinkers. Heartbeat reports that scholars are able to concentrate longer in class due to a monthly food parcel with vegetables. Also, scholars are more motivated to attend school, resulting in improved academic performance.

- **Access**

- MiET cites that anecdotal reports from all three provincial sites (Eastern Cape, North West, and KwaZulu-Natal) show a steady increase in the attendance of learners. These are reflected in school attendance registers. KwaZulu-Natal scholar attendance records were examined and showed that each year from 2007–2009 the

number of scholars not missing school gradually increased. School materials and uniforms encourage students to attend class.

- Heartbeat and Masoyi reported that without uniforms and school supplies, scholars were harassed by their peers, which ultimately led to high drop-out rates. At the end of 2008, Humana found that more than 40% of the children receiving an AGSP scholarship found it difficult to be in school without the intervention of AGSP. Life Centre reports that AGSP has helped get boys off the streets and into school. In several schools, such as Beacon School Primary, the boys have committed themselves to regular attendance.

- **Quality**

- Partners report that AGSP has increased the quality of education in a variety of ways. AGSP has assisted Life Centre, Heartbeat, Humana, and Masoyi to implement various educational programs, including after-school tutoring that prepares students to be engaged learners. Some schools like Bonamelo and Mayebuyi have also seen an increase in the pass rate of their entire school population. These schools report that AGSP has influenced all learners to excel whether they are receiving a scholarship or not.
- MiET reported an increase in the quality of education due to mentoring. MiET maintains that mentoring has created a safe space for children to express themselves and learn more about the issues that affect them. In a comparative study to test levels of human rights and HIV/AIDS-awareness levels in Nongoma schools, MiET found that children enrolled in the AEI-AGSP scholarship program showed a better knowledge base and ability to engage with the issues.
- AGSP impacts the quality of education through after-school activities. During mentoring events and camps, scholars have the opportunity to go on excursions, watch educational movies, and participate in enriching educational activities. Such experiences create curiosity and increase student interest in learning.

- **Equity**

- South African partners feel that awarding scholarships to boys in the fourth year of the project increased equity as both sexes now have equal opportunities and equal assistance to improve their school performance. MiET specifically notes that bringing boys and girls together for mentoring activities has contributed to building better understanding between the boys and girls. During mentoring sessions scholars learn about gender equality and how gender biases develop. Furthermore, MiET reports that the scholarship program identified the most vulnerable children in the severely impoverished communities. AGSP provided material benefits and emotional support so that they could perform and function on an equal basis at school. Similarly, Heartbeat explains that their aim is to provide all orphaned children with the same opportunities (or as close as is possible) as children with parents. With AGSP, they believe, this is a reality for the boys and girls in Free State.

- **Community and Parent Participation**

- Over the past year, partners in South Africa have included parents, caregivers, and community leaders at scholarship distribution events. Partners also regularly invited the community to participate in outreach activities such as HIV/AIDS awareness-raising events. Community members were sensitized about AGSP, and, in some cases, girls' education and gender issues were also discussed.

- Humana hosted several large community events and community members are responsible for disseminating AGSP information throughout their neighborhoods in Doornkop.
- Masoyi also relied on community volunteers to visit families and report on their well-being. Natural Botanicals not only involved the community in AGSP sensitizations, but they trained community members on new, marketable skills to improve their livelihoods.

Swaziland Milestones/Activities

- **Impact on Learning**

- According to Caritas Orphanaid, AEI-AGSP has had a “huge positive impact on learners’ performance” as it fostered a desire for education. Girls who previously only imagined becoming housewives, and boys who previously aspired to work in the gold mines in South Africa, now dream of becoming professionals. This is due to the fact that even if children were enrolled in school prior to becoming an AGSP scholar, they were ousted from class because they had not paid their school fees. Previously, many children had to simply stay home when their family could not pay the fees; this in turn meant that they often had to repeat a grade as a result.
- Scholars who are in AGSP are performing above their school peers who either have support from their parents/guardians or who receive other bursaries. This is because the AGSP scholars are monitored and supported throughout the whole year through mentoring. According to Caritas Orphanaid, every year the results are improving. In 2007, Caritas focused on giving more support to grade 7 scholars, while in 2008 the focus was on scholars in grades 1 to 6.
- Scholars who were in grade 7 in 2007 under AEI-AGSP did very well on their exams to enter secondary school. Out of 123 scholars, 99 passed and 24 failed.

- **Access**

AGSP has increased access to education as more and more children who were previously working as domestic help or cattle herders have gotten the opportunity to attend school. “If [it were not for] AGSP, most scholars would have never seen an inside of a classroom and would have never learned to read and write her name. These children have an access to school today.”

- **Quality**

The quality of education has increased due to mentoring. Scholars are more motivated to learn for the sake of knowledge, rather than merely to pass their exams. Through the mentoring, scholars have learned how to think outside the box. They have learned how to study effectively on their own at home and under difficult situations. One example amongst the many is of Lomkhosi Dlamini, a Maryward Primary School scholar who, despite living in a difficult situation, is among the best performing students at the school. AGSP scholars have taught their peers about effective studying. Teachers have offered help during their free periods to assist scholars with whatever subject they find challenging. This improvement is evident in the exam results. Since the implementation of AGSP, every year there has been at least one scholar who received a “merit pass” (the highest mark) in grade 7. Additionally, some receive a first-class pass, many get a second-class pass, a few get a third-class pass, and very few fail. (The lower classes between grade 1 and 6 have been doing well, too.) In 2005, 2007, and 2008, rural

schools with many AGSP scholars were among the best-performing schools on the grade 7 exams in Swaziland. Caritas reports that AGSP scholars in rural areas have helped raise schools' performance. For example, schools like Elulakeni Primary, Mambane Primary, Mbandzamane Primary, Galile BEA Primary, Lavumisa Primary, Oslo Primary, and Ebuhleni Primary Schools are in poverty-stricken rural areas but the schools are performing well due to the assistance of the educational support and mentoring sessions that the scholars are receiving through AGSP.

- **Equity**

The equity of education has been increased, especially with the inclusion of boys, reports Caritas. "They encourage each other. They [now] study together, unlike before where a boy would feel jealousy when seeing his sister coming from school. He would try to disturb her with every possible mean he can do [sic]. But now that has changed."

- **Community and Parent Participation**

- Caritas points out that AGSP is a community-based program. The stakeholders—community leaders, chiefs, caregivers, parents, teachers, and head teachers—are actively involved in all the program activities from the identification of scholars, to uniform and other scholarship material distribution. For example, community leaders oversee the activities carried out by Caritas representatives and mentors in their various communities. Caregivers and parents provide after-school support for the AGSP scholars. The support includes making sure that the scholar studies every evening, wears a clean uniform to school, and attends school every day. Parents/guardians also participate in planning and implementing mentoring sessions.

Zambia Milestones/Activities

- **Impact on Learning**

FAWEZA has found that that families, communities, schools, and scholars report that AGSP has made significant impacts on student learning. At the end of the 2008 school year, at Holy Cross Basic School in the Southern Province, out of the 14 girls who took the ninth-grade qualifying examinations, 10 girls qualified for senior secondary level. This school had an 88% pass rate for AGSP scholars. A second example is Limbuyu Basic School near Livingston, where the head manager of the school, Gertrude Nasando, has seen a significant number of AGSP scholars graduate from basic school and attend secondary school through another scholarship program. According to a survey conducted by FAWEZA in 2009, 75% of AGSP scholars said that receiving a scholarship made them "more determined to work hard." In addition, the SAFE clubs have taught scholars self-esteem, assertiveness, and children's rights, which have helped pupils realize the importance of being active learners.

- **Access**

FAWEZA reports that since 2005, AGSP has helped more than 7,000 girls and more than 900 boys to access education at the level of upper basic school through the provision of more than 9,400 scholarships to girls and more than 1300 scholarships to boys. Most schools in Zambia turn students away when they cannot afford to pay all of their school fees. According to FAWEZA's survey, 82% of the AGSP scholars said that because their school fees are paid, they are attending school regularly. Scholarship items improve scholar attendance and ultimately influence students' academic performance.

FAWEZA feels that each year of education increases scholars' opportunities to change the situation of their families.

- **Quality**

FAWEZA reports that AGSP has improved the quality of education by encouraging scholars to form study groups. In addition, using AGSP funds, FAWEZA supplied schools with additional learning materials so that focal teachers can meet with scholars after school to prepare scholars for exams.

- **Equity**

According to FAWEZA, the SAFE club program has played a significant role in informing teachers and pupils of gender equity in education. FAWEZA cites as an example schools that have changed policies so that if the "head boy" is in fact a boy, then a girl will be the class deputy, and vice versa. Discussions in SAFE clubs have enabled girls to make informed decisions about their futures and staying in school. FAWEZA reports that mentoring on reproductive health and HIV/AIDS has reduced the incidence of early pregnancy, which has decreased the drop-out rates for girls. AGSP has contributed to bridging the gender gap in school and increased equity in education by providing disadvantaged girls with the opportunity to enroll in school.

- **Community and Parent Participation**

FAWEZA reports that community members, families, and caregivers are involved in many aspects of AGSP. At some schools parents participate in providing meals to children and also serve as additional mentors to advocate for vulnerable children and monitor their academic performance. Lastly, community members help in the verification of the eligibility of scholarship recipients and the monitoring and distribution of scholarship items. Many SAFE clubs also have also started organizing community service activities together with younger students to encourage the latter to engage with their communities.

IV. Procter & Gamble Collaboration

At the start of the project year, USAID put Winrock International in touch with representatives from Procter & Gamble to explore a partnership in conjunction with AEI-AGSP. Procter & Gamble has been implementing a project called "Protecting Futures" that focuses on providing puberty education and sanitary pads free of cost to girls who have begun menstruating to ensure that they do not miss school due to their menstrual cycles. After a number of proposals by Winrock, Procter & Gamble agreed to provide support in South Africa for AGSP girls and in Southern Sudan for girls receiving scholarships under another USAID-funded program, GEE.

An agreement between Winrock and Procter & Gamble was concluded on April 14, 2009, and funding was provided to facilitate the puberty education and distribution of 39 sanitary pads to 817 girls in South Africa. Procter & Gamble provided an electronic copy of puberty education materials that Winrock reviewed and adapted for use in South Africa. The materials covered the following topics:

- What is puberty?
- Periods—What are they?

- How will I know when my period will come?
- Why do I have periods?
- What happens inside my body?
- How do I care for myself during my period?
- How do I use a sanitary pad?
- Sometimes I have noticed wetness in my vaginal area—what is it?
- How do I choose a bra that fits?

On May 30, these materials were reproduced in South Africa and mailed to the five participating partners there: Heartbeat Centre for Community Development, Humana People to People in South Africa, Life Centre, Masoyi Home-Based Care, and Natural Botanicals. The partners received the materials in June.

The Procter & Gamble support was envisioned as an enhancement of AGSP, and the budget and program plans were designed to piggyback on AGSP activities. Unfortunately, there were significant delays in shipping the pads to South Africa, and they were not available until the end of July, just as Winrock’s Letters of Agreement with our AGSP partners were coming to an end. In spite of this, Winrock and the implementing partners have proceeded with the puberty education and sanitary pad distribution.

To assist in the distribution of the pads, Winrock secured another donation from EWC Express, a South African shipping company that transported the allotted cases of pads to the five implementing partners across the country. Collaborating with Winrock International, EWC Express delivered 23 cases of pads totaling 5,888 sanitary pads to each of three partners: Natural Botanicals in Western Cape, Life Centre in Northern Cape, and Masoyi Home-Based

Roland Ngoh, AGSP director at Humana remarked, “We realised that most of the girls were very shy from the onset to talk about their menstrual cycle or the usage of pads. You could see them biting their nails, covering their faces and laughing. But after some lessons from the facilitators on how they have used the products for several years and the need for the girls to feel free at all times, there was then some signs of relief amongst the girls as they started opening up, asking questions, and sharing their own experiences.”

Care in Mpumalanga. Humana People to People received shipments at two different locations. In Soweto, in Gauteng, 15 cases were received totaling 3,840 pads; the Bakenburg sub-office in Limpopo received 19 cases totaling 4,864 sanitary pads. Heartbeat Centre for Community Development serves AGSP scholars in two separate locations in Free State. In Pieter Swart, Heartbeat received eight cases and in Botshabelo 14 cases were received for a total of 5,632 pads for female scholars. EWC Express made the deliveries throughout the last week in July and by the first week in August all implementing organizations confirmed receiving their allotted shipments.

Partners were then required to divide up the packets of pads so that each girl would receive 39 pads labeled “Not for sale.” This entailed opening up packages of 16 pads and regrouping the pads, which required a significant amount of work and caused confusion for some partners. Once the pads were readied for distribution, partners used different strategies for distribution to the girls. In some cases, partners invited some or all of the girls to one distribution event at a

central location; other partners made multiple trips to schools to deliver the pads to girls after class. As of the end of September, the five partners had provided pads to 574 girls who had also participated in mentoring sessions. Natural Botanicals has completed their distribution and Masoyi Home-Based Care has delivered sanitary pads and provided puberty education to all but five scholars who were unable to attend that day. The remaining partners planned to continue to meet with girls and deliver the remaining pads.

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

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

Angola: OCSI reported having attended a workshop cosponsored by USAID and World Education on the management of projects and human resources.

Botswana: Throughout the project, the embassy's support has been very valuable. As the project is renewed, Winrock will continue to engage with the embassy and explore new ways of collaborating to support the objectives of AGSP.

Congo-Brazzaville: US Ambassador Alan W. Eastham presided over end-of-the-year ceremonies with local implementing partners Aide à l'Enfance and the Congo-US Alumni Association (CUSAA), meeting scholars, parents and guardians, and other local stakeholders. Representatives from both CUSAA and Aide à l'Enfance also met with a USAID Washington representative who was visiting the Republic of Congo.

Gabon: US Ambassador Eunice S. Reddick presided over FEGAB's scholarship distribution ceremony at the École Martine Oulabou on February 28, 2009 in Libreville. Both partners also attended a celebration of International Women's Day at the US ambassador's residence. In addition, Ambassador Reddick spoke at FEGAB's end-of-the-year cultural performance at the French Cultural Center in Libreville.

Lesotho: The US embassy in Lesotho continues to provide support to LSC in carrying out programmatic and administrative responsibilities. At the beginning of the fifth year of the project, LSC met with embassy staff to review the selection process and discuss the plans for the upcoming year. Embassy staff attended a meeting with school principals that LSC organized at the start of the 2009 school year. LSC continued to meet with US embassy staff to report updates and discuss AGSP implementation. Special Projects Coordinator Andrew Devlin has provided additional support and guidance in program planning, community gatherings, and school meetings. In May, embassy staff members accompanied LSC on monitoring visits to meet with scholars, teachers and families.

Madagascar: Pact/SIVE held a number of meetings with the USAID and embassy representatives in Madagascar. In October 2008, Pact/SIVE held a meeting with embassy Training Specialist and Self-Help Coordinator Crystal Thompson. On November 25, 2008, Pact/SIVE presented the project and some success stories to Special Projects Manager for

Education and ICT USAID/Madagascar Roland Ramonjisoa, Development Outreach and Communications Officer USAID/Madagascar Terra McKinney, and Ms. Thompson. On December 12, 2008, Pact/SIVE presented its list of schools to Ms. Thompson. Also in December of 2008, Pact/SIVE did a presentation on AGSP for the new Peace Corps Volunteers in the presence of Ms. Thompson.

Pact/SIVE had a three-hour visit by Senior Education Advisor Joe Kitts, USAID/Madagascar Training Specialist Perline Rasoanoromalala, and Ms. Thompson on January 21, 2009. The goal was to evaluate the AGSP program in order to build advocacy for the continuation of the program. They visited project staff, evaluated the document management system, viewed work documents such as the mentoring guide and the procedural manual, met parents and guardians, and visited with scholars in the new AGSP library.

Malawi: CRECCOM has been in touch with the USAID mission and looks forward to an opportunity for program staff to visit an AGSP event.

Mozambique: In program implementation, AGSP partners benefit from the HIV/AIDS expertise provided by USAID/Mozambique. Most recently, a Winrock representative met with USAID Mozambique staff to discuss AGSP and provide in-depth information on the costs of scholarships and programming. Kulima/IDR is receiving assistance from Peace Corps volunteer, Antonio Bernardo. He is helping with AGSP programming and mentoring in the Jangamo district.

Namibia: USAID/Namibia has remained deeply committed to AGSP and continues to work in partnership with both ELCAP and FAWENA to assist in program implementation. As in years past, Education Officer Matthew Goagoseb of USAID/Namibia has organized regular meetings with partners to discuss updates, programmatic concerns, and successes. Partners have also benefitted from USAID's support in communicating with Ministry of Education officials. Until November of 2008, Peace Corps volunteer David Mayo was based at ELCAP and provided capacity building support to AGSP partners.

São Tomé and Príncipe: In February US Embassy Political/Economic Assistant (São Tomé) Isilda Pinto attended a meeting with representatives from STeP UP, Winrock International, and the Ministry of Education, and another with representatives from STeP UP, Winrock, and Prime Minister Joaquim Rafael Branco. Ms. Pinto also attended STeP UP's year-end AGSP meeting held on June 27, 2009.

South Africa: AGSP partners in South Africa are supported by USAID/South Africa and embassy staff. In November, Mathata Madibane of USAID/South Africa traveled to schools and homes of AGSP scholars in the Mpumalanga province. During this visit, Ms. Madibane met with scholars, families, and teachers; she was also able to provide valuable feedback to Winrock and Masoyi about AGSP programming. Humana hosted several visits from the US embassy and USAID at the Child Aid Center in Doornkop.

Swaziland: Representatives from the embassy have visited Caritas Orphanaid and have monitored the implementation of AGSP. These officials include Political and Economic Officer Craig Pike, Assistant Political and Economic Advisor Bongani Vilakazi, and Self-help Coordinator Vicky Mboka-Boyer. In addition, Caritas Orphanaid has met with Ms. Stella Nkosi at the Peace Corps to develop a partnership focused on mentoring. On June 12–14, 2009, Caritas organized a weekend mentoring camp, which was held in Piggs Peak town for the northern Hhohho region schools. The objective of the mentoring activities was to introduce life skills to the scholars. The activities were attended by US embassy officials including Mr. Pike, Ms. Mboka-Boyer, and Mr. Vilakazi. Mr. Pike was accompanied by his parents who were very happy to see the scholars and be part of the event. Mr. Pike addressed the scholars, encouraging them to make good use of the scholarships that were given to them.

Zambia: USAID/Zambia works in partnership with FAWEZA to improve education and make school accessible for girls and boys throughout the country. USAID continues to attend FAWEZA’s quarterly joint steering committee meetings and plays an advisory role in program planning and strategy. FAWEZA and USAID also collaborate on Changes 2, a secondary scholarship program funded by USAID, implemented by FAWEZA that provides follow-on scholarships to AGSP scholars promoted to secondary school.

VI. Mentoring Program

Winrock invested significant time and effort in the completion of the *Girls’ Mentoring Resource Guide* during the reporting period. Two additional modules that had been developed by Winrock for mentoring boys and for use with coeducational groups were pilot-tested in Malawi in late September and early October 2008. 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. Based upon the feedback and observations from the pilot-testing, these modules were modified and shared with other contractors and USAID in early PY5 and were ultimately included in the manual in a section called “Additional Modules.” Winrock provided considerable input into the improvement of the translation of the manual into French and Portuguese undertaken by SAIC. Winrock focused on correcting inconsistent language and terminology to produce the highest quality translated versions that most closely matched the original English-language version.

During the reporting period, USAID changed the plans for the publication and distribution of the guide, deciding that SAIC should print only a limited quantity in the US format, and that each contractor should print the bulk of the quantities necessary for distribution within their countries of operation using an A4 format. In May, Winrock sought the USAID contracting officer’s approval for the printing, and repeatedly requested a response, but was unable to secure approval for the printing of the manual by the end of the project year. Therefore, no printing and further distribution of the manual was undertaken. At this time, due to funding limitations, Winrock plans to put the mentoring guide online, and distribute hard copies of the SAIC-printed manuals during upcoming monitoring visits to the field.

Pending distribution of the final version of the guide, partners utilized the draft version of the *Girls' Mentoring Resource Guide* that had been distributed the previous May at the All-Partner Conference for their mentoring activities. As the second year of the inclusion of boys in the program began, partners further developed their mentoring programs to capitalize on this expansion, and to acknowledge the changes brought about by the addition of boys in the program. A number of partners focused mentoring activities on gender-based violence and gender differences between the girls and boys. Scholars had a chance to explore the roots of gender roles and how they may evolve over time.

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. Furthermore, scholars are advocates amongst their peers to abstain from sex and other risky behaviors in order to focus on their studies and life goals.

Many partners take the opportunity to mark World AIDS Day with awareness-raising activities. For example, AGSP scholars in Angola at ADPP's Escola de Formigas do Futuro, joined in a 20,000-person march through the streets of the capital, Luanda, carrying a banner that proclaimed their commitment to combat AIDS. At the same time, partners also carry out very focused, personal AIDS prevention and mitigation work as their mentors meet one-on-one with scholars and provide support and guidance to these youth.

VII. Continuing Boys' Integration

Over the course of the second year with boys' involvement in AGSP, partners were able to tailor their scholarship and mentoring support to coeducational groups of scholars. The methodologies of the boys' inclusion varied from partner to partner and from activity to activity. The majority of partners added boys to their ongoing activities with girls. A number of partners reported separating the girls and boys when discussing sensitive topics such as puberty, reproductive health, and sexuality to alleviate the embarrassment and shyness that scholars might feel in mixed-sex groups. However, some partners effectively kept girls and boys together during these discussions. For the most part the scholarship packages were not differentiated between girls and boys. The major exception to this was the provision of sanitary pads to the girls. Conversely, one partner in South Africa (Humana People to People) provides back-to-school haircuts for boys only.

The mentoring efforts expanded to address the some of the issues that boys confront to a larger extent than girls, namely alcohol and drug abuse, difficulty maintaining attention in school, and behavior problems. SIVE in Madagascar and Life Centre in South Africa reported notable improvements with the boys in the program.

Communities and stakeholders continued to welcome the boys' participation in AGSP throughout the region.

VIII. Local Partner Capacity Development

Winrock conducted a number of monitoring and capacity-building visits to the following countries:

Republic of Congo: May

Gabon: February/March

Lesotho: November

Malawi: September/October, February (SageFox FieldLink Training)

Mozambique: February/March (including SageFox FieldLink Training)

Namibia: February

São Tomé and Príncipe: February

South Africa: November, May (including SageFox FieldLink Training for partners from nine countries)

Zambia: February, March (SageFox FieldLink Training)

Site visits during the reporting period had three primary purposes: program monitoring and capacity-building support; FieldLink database training; and pilot-testing the new mentoring modules (only in Malawi). During site visits, Winrock met with the US government post, local implementing partners, stakeholders including the scholars and mentors, among others. These visits specifically provided Winrock an opportunity to observe implementation approaches, successes, and challenges and to offer support to strengthen implementation and outcomes. Winrock verified the content and delivery of scholarship support and mentoring offered to scholars and offered guidance to partners on how to make improvements. SageFox Consulting Group staff conducted four trips to the region (to Malawi, Mozambique, South Africa and Zambia) to train implementing partner staff on the FieldLink database. The FieldLink trainings gave partner staff the chance to practice data entry and manipulation with a dummy partner and then to begin data entry with their own data with a focus on bringing data up-to-date in the database. The first FieldLink training was conducted in Mozambique with all five partners and a Winrock representative attending. The trainings in Malawi and Zambia were conducted by SageFox where Winrock partners with only one local NGO to implement AGSP. However, both countries have a large number of scholars with significant data to manage. The final training in South Africa included partners from the remaining ten countries and featured three simultaneous training groups (in English, French and Portuguese) learning FieldLink and entering data.

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 particular, Winrock offers support to partners when they experience staff turnover. As the contract end approaches, this is a growing area of concern with partner staff seeking longer-term positions.

IX. Data Management

As the project year began, Winrock International signed a subcontract with SageFox Consulting Group, a small business whose principals had worked on AGSP as a subcontractor in Region I.

The primary scope of work agreed upon was to create a database to hold Region 3 data that would use much of the architecture of FieldLink, which was developed for use in Region 1.

Winrock and SageFox staff reviewed the structure of Winrock's data in the Online Reporting Mechanism (or ORM, the previous Winrock AGSP database), decided what information would need to be available in the FieldLink Southern Africa system, and established a timeframe for the data's transfer, or "migration" from the ORM to FieldLink. On November 10, 2008, the ORM website became a read-only website, and partners were no longer able to add information. This was done to ensure a clean migration of the data from the ORM into FieldLink. Meanwhile, SageFox's technical team built the new FieldLink and tested it with a test dataset provided by Weidemann Associates. In January, the final data from the ORM was delivered by Weidemann to SageFox, which then uploaded it into FieldLink. A total of 68,919 scholarship records were transferred from the ORM into FieldLink.

By January 22, 2009, the first version of FieldLink with Region 3 data was available to Winrock for review and testing. As SageFox and Winrock staff reviewed the new system, specific problems were identified including data that did not properly migrate, programming bugs, and additional capabilities that Winrock desired but had not been planned for in the initial design process. These problems were rapidly addressed by SageFox to Winrock's satisfaction.

In April 2009 SageFox Consulting Group submitted the results of a survey of the AGSP partners in Southern Africa. SageFox designed the survey to gather feedback on: a) database use from the perspective of partner users in the field; b) the ease/difficulty of collecting AEI-AGSP data; and c) partners' perspectives on the impacts of AEI-AGSP. The survey was administered through an on-line platform and through Word versions in English, French, and Portuguese. The survey invitations were sent to 74 representatives of 29 partner organizations in 13 AEI-AGSP countries. Thirty survey responses were received, a 41% response rate.

The survey showed that a majority of partners hold a very positive view of AEI-AGSP overall. Respondents attested to the commitment and involvement in AEI-AGSP of scholars, schools, and communities. Respondents reported strong positive impacts on girl and boy scholars in terms of academic performance, health and hygiene, and awareness of gender equity.

When asked about the perceived outcomes of AGSP, there was strong agreement that scholars' self-esteem as well as their performance and attendance in school have greatly improved (for both boys and girls) as a result of the program. Also reported was a real sense that the girl scholars are less likely to have an early pregnancy or marry before the age of 18. Whether or not scholars will continue their studies post-AGSP is less certain, although more than half of the respondents felt that scholars will continue their education.

Respondents cite as broader social outcomes of AGSP a higher awareness of HIV/AIDS, a positive impact on the communities involved, and increased home-school and home-mentor communication. Both scholarship items and AGSP mentoring are seen as responsible for improvements in the scholars. Boys are perceived generally as participating equally actively in the mentoring activities as the girls. School and community involvement in girls' education is said to have increased substantially. Respondents reported that their organizations' reputations

and capacities have improved as a result of AGSP. When asked what has contributed to these positive outcomes, respondents cite support from Winrock, the American ambassador, and other current and past development programs. Specifically, the work of headmasters and teachers, mentor training by NGOs, and supplemental classes for scholars are seen as key factors.

The single item deemed difficult by a majority of respondents is the collection of accurate data on HIV/AIDS due to the strong social stigma surrounding the. Respondents strongly believe that data improves accountability and program management. Reasons cited for inaccurate or incomplete data include: forms not being correctly filled out in the field; time gaps between collection and entry of data; and schools not reporting information accurately. Other challenges in data entry include technological issues related to the database, unreliable internet connections, as well as limited time and staff resources. Recognizing that there were significant remaining gaps in the data from the first four years of the program, in addition to the inputting of the records for all of the boys' scholarships, SageFox and Winrock developed a three-pronged strategy, as follows:

- SageFox sent Excel spreadsheets to selected Winrock partners. These spreadsheets were designed specifically to collect information to be uploaded into FieldLink by SageFox. SageFox provided instructions in the appropriate language, and populated the spreadsheets with data previously entered into the ORM so that partners could verify extant data and add missing scholarships. SageFox sent out 28 spreadsheets to 22 partners (some partners received multiple years' spreadsheets), and 14 spreadsheets were returned by 11 partners. When these spreadsheets generated errors during the uploading process, SageFox returned them to partners for further clarification and correction. Once cleaned, SageFox uploaded data returned on the spreadsheets, thereby allowing partners who were comfortable with this approach to minimize online data entry. A total of 3,655 scholarships were entered into FieldLink via this method.
- SageFox organized and conducted training for partners in three countries selected by Winrock and SageFox based upon the high number of scholarships awarded there. Malawi, Mozambique, and Zambia are home to more than half the number of scholarships in Region 3. Workshops were held in those countries, as follows:

FieldLink Training Workshops

Country	Training Dates	Number of Partners Trained	Number of Scholarships Entered into FieldLink
Mozambique	February 9–13	5	5,553
Malawi	February 23–27	1	3,015
Zambia	March 16–19	1	1,083

- A multi-country, multi-partner workshop was planned in Johannesburg, South Africa for partners from the remaining ten countries of implementation.

Winrock and SageFox held the multi-partner training from May 17–21, 2009. This strategy was selected in consideration of the success of previous country-based trainings by SageFox staff in February in Mozambique and in March in Malawi and Zambia. Twenty-nine representatives from 19 implementing partners attended the training from 10 Southern African countries including

Angola, Botswana, the Republic of Congo, Gabon, Lesotho, Madagascar, Namibia, São Tomé, South Africa, and Swaziland. Winrock and SageFox collaborated on conference preparations, which included coordinating the submission and review of all partners' scholarship data for PY1–5 to determine the availability of program data and scope of work to be accomplished at the training for each partner. Goals of the training included: a) technical training on navigation and use of FieldLink Southern Africa; b) the correction of data migrated from the ORM to FieldLink Southern Africa; c) the entry of missing scholar and scholarship data from all current and prior years.



Partners from Angola and São Tomé and Príncipe enter data into FieldLink at the training in South Africa. (Credit: SageFox Consulting Group, 2009)

Facilitators conducted the training simultaneously in three break-out rooms, one for each language: English, French, and Portuguese. Of particular note was the fact that Mery Mauta, of the AGSP partner Kulima, was hired to work with the lusophone NGOs as a result of her excellent performance during the February FieldLink training held in Mozambique. Participants were asked to bring records of all their scholar lists. The training was marked by the considerable effort and long hours spent by all present to work on correcting and entering AGSP data. As of the last day of the training, Thursday, May 21, 2009 at 3:40 p.m., 84% of all PY1–5 scholarships had been entered by those partners that attended the training. Participants' responses to FieldLink were positive, and an additional 2,300 scholarships were entered in the week following the conference after partners had returned to their home offices.

Participants in the FieldLink Southern Africa Training were asked to complete qualitative evaluations of the training on the last day of the workshop. Twenty-five of the 29 participants responded (86%). The feedback from participants was positive in terms of meeting the objectives related to data entry and correction. Participants overwhelmingly felt that FieldLink Southern Africa is a useful database system. Participants appreciate FieldLink's varied reporting and query functions, describing them as useful for providing data summaries to monitor data entry, to troubleshoot, and to correct inaccurate data. Participants commented that the training sessions were well facilitated, cohesive, understandable, and relevant to the goals of the workshop. Partners expressed the desire for more time to accomplish data-entry tasks under

the optimal conditions of the training (a reliable power source and internet connection, good computers, the support of trainers, and the high morale fostered by being able to work together, etc.).

Winrock has coordinated with the SageFox team in the follow-up to the South Africa training to work towards completing data entry and data verification for PYs 1–5. This process has been a team effort between SageFox and Winrock, and there has been consistent communication and planning at regular stages in the process to revisit progress and discuss specific partner cases. Aside from getting the actual scholarships entered into FieldLink, SageFox support has focused on eliminating duplicate scholarship entries, entering urban or rural designations for all schools, and ensuring that grade levels and birthdates for scholars are accurate. These efforts have included varying processes consisting of: guiding partners to correct their data directly in FieldLink; SageFox staff conducting data analysis and entry as necessary; and where possible data modifications in bulk through the spreadsheet import process. SageFox has also continued to work on suggested improvements to FieldLink such as making windows more functional for users. Whenever possible SageFox has worked to expedite partner data entry, entering data for partners or creating software that allows for easier data clean-up. These combined efforts between implementing partners, SageFox, and Winrock have resulted in significant progress in data entry in this reporting period. FieldLink has 99.6% of all targeted scholarships entered for PYs 1–5 for currently active ASGP partners, a significant achievement given the amount of work to be done at the outset.

SageFox and Winrock conferred on summary data per project year for each partner examining the following data sets: a) number of targeted scholarships for boys and girls; b) number of scholarships entered for boys and girls; c) number of scholars mentored; d) number of scholars receiving HIV/AIDS mentoring; e) number of schools; and f) number of female and male mentors. SageFox facilitated the distribution and completion of verification spreadsheets for each partner to confirm or clarify the actual numbers served for each category and providing reasons for any changes in reported numbers over the course of the AGSP program. This analysis has been supported by custom reports prepared by SageFox that highlight scholars in outlying grades or with outlying ages that point to possible data entry errors. In addition, the query and report functions available to Winrock and partner FieldLink users have also helped identify anomalies and possibly erroneous data that can be corrected in FieldLink.

As SageFox, Winrock and the partners have identified discrepancies and anomalies in the data, every effort has been made to ensure that FieldLink Southern Africa most accurately reflects the actual data and implementation over the course of the five years. This has led to shifts (both up and down) in the number of scholarships that Winrock is now reporting based upon revised reporting from some partners in some years. Additional small corrections in data are expected in the future as further progress is made to improve the accuracy of the data. Due to the relative ease of use of FieldLink compared to the ORM, partner acceptance of the system has gone well, and those who have been trained on FieldLink have continued to enter data independently.

X. 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 were also radio announcements and shows 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 in PY4, 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.

Lesotho Save the Children found that effective advocacy was a necessary prerequisite to securing permission from parents and employers for boys to participate in non-formal literacy and numeracy evening classes set up for their benefit. As the program has progressed, the boys have gained an understanding of their right to an education and may eventually be able to advocate for themselves.

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.

In Gabon, Member of Parliament Paulette Missambo traveled to Ogooué-Lolo Province to participate in AFEG's distribution of scholarships. As a legislator and political leader who has held three ministerial portfolios including the Ministry of Education, as a founding member of the Forum for African Women Educationalists (FAWE), and as the honorary president of AFEG (the Gabonese branch of FAWE), Ms. Missambo's visit attracted national press coverage, and the wide coverage served as a platform to advocate for education for all. Representatives of both AFEG and FEGAB also participated in the US embassy's celebration of International Women's Day in Libreville.

XI. Program Administration (including staff changes, contracts, selection of scholars, partners, etc.)

Winrock experienced some staff changes relating to AGSP during the reporting period. Winrock recruited AGSP Intern Katharine Torre, to assist in the completion of data in FieldLink, reporting, and the contract close-out process. Kate started work in April and has remained on the team. Due to the uncertainty of the continuation of AGSP, the Financial Program Associate, Tracey Yuditsky, submitted her resignation and accepted another position in July. This position has remained vacant through the end of the reporting period, and another Program Associate at Winrock, Doug Green, has been providing support on an interim basis.

A number of partners also experienced staff changes. In Lesotho, Rethabile Soothoana, who had been the AGSP program officer, resigned to pursue a career in filmmaking. His position was filled by Palesa Lesia, a young woman who had been volunteering at Lesotho Save the Children.

Meanwhile, Kasane Malefetsane, LSC's accountant, left his position. A temporary accountant was subsequently replaced by Nandi Koma who is now assisted by Polo Adoro. In South Africa, Media in Education Trust had decided to reassign Zanele Mzobe from AGSP to other duties until Winrock intervened and requested that she remain on the project and participate in an upcoming FieldLink training. Vivian Matsabe, Masoyi's AGSP Program Coordinator was terminated in July, and a Peace Corps Volunteer, Stephanie Parry, stepped in to help manage ongoing AGSP activities in Mpumalanga, South Africa. In Madagascar, Dr. Joelle Rasoanaivo passed away on January 22, 2009 after a battle with cancer. She had worked on AGSP since 2006 and was a valued member of the team, and her loss came just as the country exploded into chaos following the coup d'état. Over the summer Felana Ravoson left AGSP in Madagascar as well. In Congo, Pierra Voka was hired by Aide à l'Enfance and then was transferred to another project because of the uncertainty over AGSP's future. Madalo Samati took a leave of absence from CRECCOM in Malawi to pursue graduate studies at Brandeis University and is expected to return to CRECCOM after the 2009–2010 academic year. Data Entry Clerk Lucy Nambuzi left CRECCOM after the AGSP implementation ended for the year.

Prior to contracting with partners for the fifth year of implementation, Winrock assessed the performance of partners in the region and decided to continue work with all partners. However, the work of the Salesianos de Dom Bosco was scaled back, with the decision to reduce the geographic scope of implementation to the three most accessible districts.

The first Letters of Agreement (LOAs) for PY5 were signed in September. The last agreement was finalized with Lesotho Save the Children in February. As with PY3 and PY4, Winrock did not extend the duration of the prior years' LOAs. Funds needed from October 1st onwards were budgeted in the PY5 agreements signed with partners. Proposals for PY5 included requests for additional funds to cover the rising costs of scholarships and mentoring activities. In addition, funds were requested to follow some AGSP scholars into secondary school, and this strategy was approved in Swaziland and in South Africa, where it was feasible for the individual partners. Winrock evaluated each request individually, and was able to provide support where warranted. The continued strength of the US dollar relative to the South African rand (and the currencies in Lesotho and Namibia, which are tied to the rand) stretched AGSP resources and helped offset declines in the dollar against other currencies in the region.

XII. Constraints/Challenges

The most significant challenge at the start of the fifth year was the upcoming end of the contract. This has had both managerial and public diplomacy implications as there was significant anxiety amongst staff at embassies, USAID missions, and local implementing partners, as well as with scholars, parents, guardians, schools, mentors and other stakeholders about the fate of AGSP following the end of the contract. Winrock indicated that while its contract would be coming to an end, the future of AGSP was not necessarily tied to its contract. On the other hand, without clear public guidance, this remained a concern for all involved in AGSP.

All stakeholders, including partners, scholars, mentors, parents and guardians, teachers and principals and others, had to operate on the assumption that the program was ending while hoping for its continuation. Operations had to come to an end, and with the cessation of

activities some volunteers, mentors and staff found other jobs that seemed more secure. With the extension of the program on the last day of the contract, some of these individuals will no longer be available to help implement the program. That said, the partners whose work will resume were thrilled to learn of the extension to continue support to the vulnerable children they serve.

The most pressing need for the resumption of AGSP activities is in those countries in which the school year starts in October. These include Congo, Gabon, Madagascar, and São Tomé and Príncipe. For the remaining nine countries in which the school year ends in November or December, partners were asked to fully pay scholarship benefits by June so that scholars could remain in school through the end of the year. This will provide a bit more time to conclude new agreements for the extension.

XIII. Expected Results for Next Six Months by Country

Country	Milestones/Activities
US/Winrock	<ul style="list-style-type: none"> • With direction from USAID, establish strategy for managing reduced budget and lowered scholarship targets • Establish two-year targets for numbers of scholarships and budgets on a per-partner basis • Inform all partners of scholarship and budget targets and solicit program plans and budgets • Review partners' proposals and negotiate and sign Letters of Agreements (LOA) with all continuing partners • As necessary, provide gap funding to partners for the period between the end of their PY5 LOA and the start of the PY6 LOA to cover salaries of AGSP staff who remained in their position • Advance funds to partners to resume AGSP implementation, and review financial reporting on a monthly basis • Monitor partner implementation through narrative reporting, FieldLink data, financial reporting, and site visits • Conduct training for new partner staff on FieldLink, as necessary • Conduct monitoring visits to Angola, Botswana, Lesotho, South Africa and Swaziland • Provide updates to US embassies and USAID missions on AGSP activities and progress • Prepare semi-annual report
Angola	<ul style="list-style-type: none"> • ADPP, CHA, OCSI, and the Salesianos de Dom Bosco will be invited to submit proposals to Winrock to continue to provide scholarships and mentoring to their current cohort of scholars. • Implementation will begin, and scholarships will be distributed with the start of the school year in early 2010.
Botswana	<ul style="list-style-type: none"> • Skillshare International will be invited to submit a proposal to

	<p>Winrock to continue to provide scholarships and mentoring to their current cohort of scholars.</p> <ul style="list-style-type: none"> • Implementation will begin, and scholarships will be distributed with the start of the school year in early 2010.
Congo-Brazzaville	<ul style="list-style-type: none"> • Aide à l'Enfance will be invited to submit a proposal to Winrock to continue to provide scholarships and mentoring to their current cohort of scholars. • Implementation will begin and scholarships will be distributed as soon as possible, since the school year was expected to commence in October, 2009. • Barring additional resources or a change in strategy, no program activities are planned with CUSAA, whose scholars all completed secondary school during PY5.
Gabon	<ul style="list-style-type: none"> • FEGAB will be invited to submit a proposal to Winrock to continue to provide scholarships and mentoring to their current cohort of scholars. • AFEG will not be invited to submit a proposal based upon ongoing unresolved performance concerns. • Implementation will begin and scholarships will be distributed as soon as possible, since the school year was expected to commence in October 2009.
Lesotho	<ul style="list-style-type: none"> • Lesotho Save the Children will be invited to submit a proposal to Winrock to continue to provide scholarships and mentoring to their current cohort of scholars. • Implementation will begin, and scholarships will be distributed with the start of the school year in early 2010.
Madagascar	<ul style="list-style-type: none"> • No activities are planned in Madagascar due to the suspension of the program following the coup d'état.
Malawi	<ul style="list-style-type: none"> • CRECCOM will be invited to submit a proposal to Winrock to continue to provide scholarships and mentoring to their current cohort of scholars. • Implementation will begin, and scholarships will be distributed with the start of the school year in late 2009.
Mozambique	<ul style="list-style-type: none"> • ADPP, Cáritas Regional de Chokwé, FAWEMO, Kulima, and World Relief will be invited to submit proposals to Winrock to continue to provide scholarships and mentoring to their current cohort of scholars. • Implementation will begin, and scholarships will be distributed with the start of the school year in early 2010.
Namibia	<ul style="list-style-type: none"> • FAWENA will be invited to submit a proposal to Winrock to continue to provide scholarships and mentoring to their current cohort of scholars along with ELCAP's cohort of scholars. • Implementation will begin, and scholarships will be distributed with the start of the school year in early 2010.

São Tomé and Príncipe	<ul style="list-style-type: none"> • STeP UP will be invited to submit a proposal to Winrock to continue to provide scholarships and mentoring to their current cohort of scholars. • Implementation will begin and scholarships will be distributed as soon as possible, since the school year was expected to commence in October 2009.
South Africa	<ul style="list-style-type: none"> • Heartbeat, Humana People to People, Life Centre, Masoyi Home-Based Care, Media in Education Trust, and Natural Botanicals will be invited to submit proposals to Winrock to continue to provide scholarships and mentoring to their current cohort of scholars. • Implementation will begin, and scholarships will be distributed with the start of the school year in early 2010.
Swaziland	<ul style="list-style-type: none"> • Caritas Orphanaid will be invited to submit a proposal to Winrock to continue to provide scholarships and mentoring to their current cohort of scholars. • Implementation will begin, and scholarships will be distributed with the start of the school year in early 2010.
Zambia	<ul style="list-style-type: none"> • Barring additional resources or a change in strategy, no program activities are planned in Zambia where all the scholars completed the highest level of AGSP support (grade 9) during PY5.

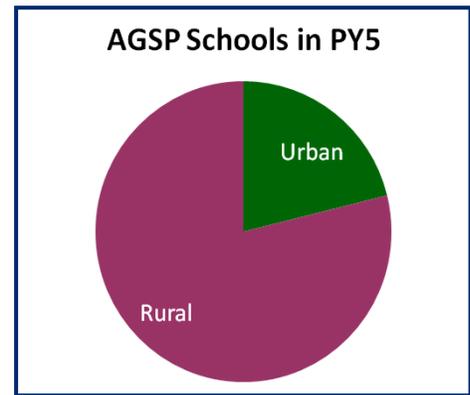
Annex Introduction

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 in which 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. Prior years (i.e., Project Years 1–4) are the actual figures. The data for the current year is what partners and Winrock have agreed to achieve, and actual figures may be adjusted as final data is reported.

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

Annex C is the Partner and Mentor Contact Directory.

Annex D is the School Directory. This includes only those schools that were active in PY5. Partners have now categorized schools in FieldLink as being either rural (79% of all active schools in PY5) or urban (21% of all active schools in PY5), and these designations appear for each school in the directory.



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

AEI-AGSP Profile

ANGOLA

October 2008 through September 2009



USAID
FROM THE AMERICAN PEOPLE



Two AGSP scholars at ADPP's Escola Formigas do Futuro (Credit: ADPP, 2009)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Number of Partners	Total Funds Approved (USD)	Total Scholarships	Schools with Scholars Enrolled
Year 1 (actual) Girls Only	4	\$271,965	4,154	60
Year 2 (actual) Girls Only	3	\$201,579	3,613	66
Year 3 (actual) Girls Only	3	\$296,318	3,602	66
Year 4 (actual) Girls & Boys	4	\$289,559 Girls: \$226,445 Boys: \$63,114	4,072 Girls: 3,654 Boys: 418	80
Year 5 (approved) Girls & Boys	4	\$278,120 Girls: \$208,006 Boys: \$70,114	2,473 Girls: 2,068 Boys: 405	56

Special note: USAID's contract with Winrock International to implement AEI-AGSP was scheduled to end in September, 2009. In preparation, all local partners were directed to complete this year's scholarship and mentoring activities by the end of June, to finish administrative work by the end of July, and to submit final reports to Winrock in August. On September 30, USAID awarded Winrock a two-year extension of AGSP for the continuation of scholarship and mentoring activities to children already enrolled in the program.

Scholarships (School Year February–December)

In the fifth year of the project, Winrock International maintained its partnership with four local partners in Angola. During the year, these partners provided a total of 2,473 scholarships (2,068 to girls and 405 to boys).

Ajuda de Desenvolvimento de Povo para Povo (ADPP) distributed scholarships to 275 girls and 100 boys in



the municipality of Cazenga in the province of the Angolan capital, Luanda. The scholars receive school books, the payment of school and exam fees, and a hygiene kit that includes a toothbrush, toothpaste, and bars of soap. All ADPP scholars attend the Escola de Formigas do Futuro Secondary School.

Centro Horizonte Azul (CHA) awarded scholarships to 350 girls and 255 boys at their own school as well as schools in the surrounding communities. The scholars receive payment of school tuition and testing fees, school supplies, uniforms, funds for transportation to and from school, boarding fees (in some cases), and food. CHA also provides lunch at the center as an incentive for children to attend school and remain there throughout the day.

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 the payment of school fees, the girls and boys receive school uniforms and materials such as notebooks, erasers, and pencils. The scholars also receive food throughout the school year. For those scholars who live with their families, food is distributed monthly in the form of rations to their homes so that they are able to help support their families without having to engage in paid labor. Those scholars who live at OCSI's orphanage receive daily meals.

Salesianos de Dom Bosco (SDB) provided support for 1,343 girls in Luanda and the provinces of Cuanza Sul and Cuanza Norte in the interior of the country. The Salesians used scholarship funds to pay for school and exam fees that are required to attend school.

Mentoring (including HIV/AIDS)

ADPP implements its mentoring program through teachers and peer mentors. The teachers give weekly life-skills lessons to larger groups of scholars on themes such as HIV/AIDS, early pregnancy, water sanitation, and malaria, while the peer mentors meet bi-weekly with groups of five scholars. The peer mentors also conduct home visits during which they meet with the families of the scholars. Mentors received training in May on interviewing and monitoring techniques that they use in supporting the scholars. They are monitored and trained by the teachers. Peer mentors also oversee the scholars' journaling, which seeks to foster the establishment of routines and sustainable change in students' lives. Peer mentors are recruited from the pool of former scholars, who ADPP reports are eager to share what they have learned and to help scholars to avoid problems that they may have encountered in the past.



High-spirited scholars at OCSI await snack time. (Credit: OCSI, 2009)



Preparing to distribute shoes to the scholars at OCSI (Credit: OCSI, 2009)

ADPP also organizes a wide variety of sports activities in which scholars may participate. Basketball tournaments are held every Saturday, in which scholars can play against other schools in the area. According to the staff at ADPP, sports activities encourage the scholars to attend school, teach them teamwork and dedication, and serve as a fun outlet for the stresses of school and their domestic lives. Scholars enjoy basketball so much that they have begun to train younger children from the community in the sport. In the month of April in celebration of Angola's Peace Day, scholars helped to organize a youth basketball tournament. In addition, volleyball has taken off in popularity at the school this

year, largely due to the girls' interest in it. The school has therefore provided more equipment and teachers have begun coaching students in the game. Sports competitions also took place on International Children's Day as well as the Day of the African Child.

ADPP also put considerable effort into helping scholars to prepare for their yearly exams. Remedial classes were organized for those students whose basic skills are below grade-level. In addition, the school's teaching staff decided to open the school for the two-week vacation in the spring to provide three hours per day of review sessions.

According to ADPP staff, the implementation of AGSP along with another girls' education project financed by Exxon has promoted a greater awareness of gender as an issue throughout the whole school. Girls are now taking part more in sports, teachers are more aware of the importance of promoting girls' education, and the teachers have even engaged in a role-reversal exercise in which the male teachers cooked a meal for the female teachers, an occurrence that was reported to be unheard of in the context of prevailing gender norms.



An AGSP scholar stands to give an answer at a mentoring event led by Sister Domingas Loureiro (left) at OCSI. (Credit: OCSI, 2009)

CHA continues to offer informal youth group meetings at the center for its scholars on Saturdays. These meetings provide a forum for the scholars to discuss any problems they may have and to try to find ways to help them. Like ADPP, CHA provides scholars with extra preparatory lessons in order to ready scholars for the exams held at the end of the first trimester in Angola. CHA also offers vocational training in small-scale agriculture, baking, sewing, computers, and English classes. In addition, courses in life skills, human rights, civic education, sports, dancing, and singing are organized. The center held a cultural celebration on May 25th in honor of the founding of the Organization of African Unity (the predecessor to the current African Union). Mentoring activities on HIV/AIDS and living independently (legal rights, community resources, job hunting, etc.) were organized in the month of May.

OCSI decided that since May is the time that Labor Day is celebrated in Angola, they would take the opportunity to organize a mentoring event for the older scholars on the subject of career planning. According to OCSI, the jobs that the scholars are most interested in are: petroleum engineering, information technology and construction, executive secretary, transit police officer, teacher, lawyer, nurse, and television journalist. At the end of the meeting, the facilitators advised scholars on which schools are the best to enroll in based on each scholar's particular career interest.

In addition, OSCI organizes visits for the scholars to the large petroleum companies in Angola such as Esso and Chevron so that scholars can decide if they would like to become petroleum engineers. OCSI also offers craft activities for the scholars, in which scholars learn sewing, crocheting, painting, and other skills. According to OCSI staff, such activities not only help students to stay busy over school vacations and avoid the violence of their neighborhoods, but have also allowed some of the scholars to become teachers of these activities or to participate in other funded craft projects at OCSI, thereby earning a little money. Finally, OCSI also organized a visit for scholars to a vocational training center located in Catete Kalakala, 44 kilometers from Luanda. The center offers courses in carpentry, metal work, and electricity. The center accepted nine AGSP boys who will attend courses there.

In May, the staff at OCSI conducted home visits in order to monitor what scholars were planning to do over their school holidays. OCSI also conducted visits to each school attended by AGSP scholars in order to pay their exam fees and make sure that the scholars were in fact going to take upcoming exams. OCSI prepaid all school fees in May for the rest of the year so that if the program had ended, scholars could continue to finish out the year without any problem.

In June, project staff at OCSI collaborated with a local cultural center to organize a seminar in celebration of the Day of the African Child at one of the schools attended by AGSP scholars. The theme was “the 11 commitments from the government, the UN System and the Social Summit for Children in Angola,” focusing on children’s rights and the right to be free from violence in particular. The event was attended by 81 girls and 32 boys, including children from outside the program. OCSI continued visiting the schools attended by the scholars to see how they had performed in their most recent exams, to pay exam and other fees, and to gather scholars’ grades from the first trimester. OCSI sensitized scholars on the importance of continuing to study hard and raised awareness on the part of parents and guardians on the need to continue to monitor scholars’ progress if AGSP ended as scheduled in 2009.



AGSP scholars who took part in the “red t-shirts teams” fanned out into the neighborhoods surrounding their school and sensitized more than 6,000 people on HIV/AIDS. (Credit: ADPP, 2009)

The Salesians focus the majority of their AGSP funds on the scholarship components. They provide mentoring to AGSP scholars through the activities already occurring in their schools on topics such as adolescence, HIV/AIDS, and other health issues. These activities include classes, presentations, theater, dance, and recreation.

Community Participation

A selection committee made up of teachers and parents from the community works with ADPP to review applications for new beneficiaries. Committee members also assist throughout the year with monitoring the scholars and they attend some of the mentoring activities. The school itself also holds meetings for the parents to introduce them to the program. For example, the school held a meeting in July for scholars’ parents on the subject of their children’s exam results. ADPP reports that two-thirds of the scholars’ parents attended and that there is a growing interest among them in supporting their children. Three out of the eight members of the newly established Formigas do Futuro School parents’ committee are members of the AGSP selection committee. Presently few schools have parents’ committees in the region, but the Ministry of Education is preparing rules to establish them, so AGSP has helped the school and the region to recognize the importance of parents’ engagement in local education issues.

ADPP also teamed up with girls from the community for the organization of two events on the subject of HIV/AIDS in the month of June. On June 20, 200 AGSP girl scholars fanned out from house to house with more than 387 other girls from the community to distribute 8,000 leaflets about HIV/AIDS and to speak to people about the disease. Clad in bright red t-shirts, they became known locally as the “red t-shirts team.” One week later, 175 AGSP girl scholars repeated the exercise, distributing another 8,000 leaflets and 3,000 condoms, and speaking with approximately 6,000 people over the two days.

In April CHA held a meeting for parents and relatives of the scholars to discuss their performance in school and the role of parents in setting high expectations for students’ behavior. According to CHA, the center holds at least one meeting for the parents and guardians per month and is working on forming a parent-teacher association. Some representatives of local youth organizations attend CHA’s AGSP mentoring events. In May nine such representatives from Viana participated in an HIV/AIDS mentoring activity alongside AGSP scholars. The local community also helped to paint the center that CHA runs, demonstrating the good relations between the surrounding neighborhood and the center. Donations of food are also made on a regular basis by members of the community.

OCSI works with the community to implement the project, relying on community members to visit schools to pay fees and collect receipts and to attend meetings when they can.

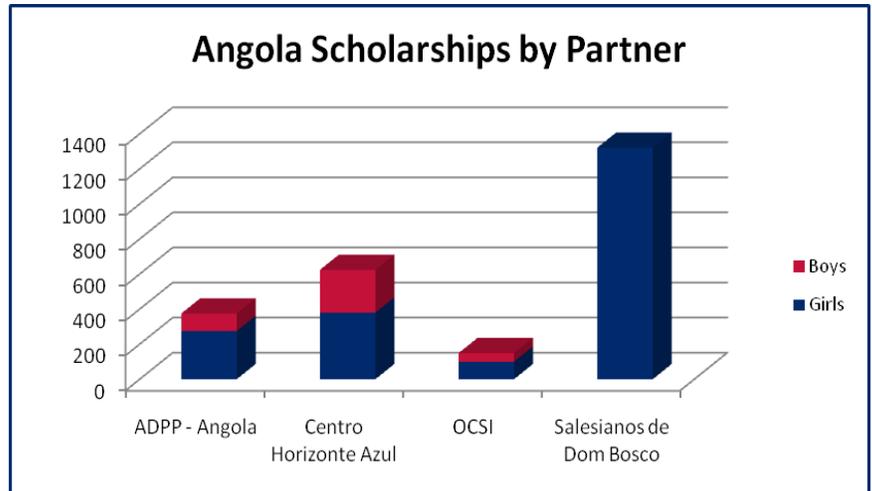
The Salesians regularly engage parents and guardians throughout the year through meetings with the teachers and other school officials. During these meetings the parents learn about the program and their children's activities at school. The parents also receive advice on ways to bolster their children's performance in school.

Solutions and Lessons Learned

All the partners had to alter their work schedules somewhat this year due to the Ministry of Education's decision to prolong the school year and change the timetable for exams and holidays.

ADPP has been working on developing a reporting system to organize the information from the mentoring meetings. The ADPP staff has also decided to bring in more outside authorities from the health sector, such as from the Red Cross or from HIV/AIDS organizations, to build the capacity of life-skills teachers, peer mentors, and also scholars.

All the partners faced a challenge stemming from the transfer of AGSP data from the former online database to the new, more user-friendly one. Some of partners had a large amount of data that had not yet been entered into the previous system. Three of the Angolan partners attended a workshop organized by Winrock International in Johannesburg on the use of the new system. All four of the partners have made great strides in their data work.



Scholar Spotlights

From the Streets to a Home and a Future

From Katia Francisco de Alberto's warm smile, one might not guess that she once lived on the streets of Viana, a large suburb of the Angolan capital, Luanda. According to Katia, she came to the capital at the age of 10 from Moxico with a friend of her mother's. Together they lived with the friend's husband, but the couple often quarreled and refused to let Katia go to school. Two years passed and finally the couple separated, selling the house and leaving the girl behind in to fend for herself. When the new owners of the house arrived, they turned the girl out onto the street, where she spent four months crying and foraging for food. One day a young girl coming home from school saw Katia and started talking to her, asking why she was in the street. She then invited Katia to her home. There, the girl's mother bathed Katia, dressed her, and gave her a meal. The following day the father of Katia's new friend took her to the Centro Horizonte Azul (CHA), where she was selected to be an AGSP scholar.



At the lowest point in her life, Katia Francisco de Alberto lived by herself in the streets, but thanks to CHA and her AGSP scholarship, she now has a home and is making good progress in school. (Credit: CHA, 2009)

At 12 years of age, Katia had never attended school and was initially not pleased about suddenly having to go. She resisted and so the center's directors initially had to force her. Her attitude changed, however, one day when a teacher told her that she was "a very clever girl." This positive feedback helped Katia to overcome her reluctance, and she now enjoys her studies. In two intensive years, she completed grades 1, 2, 3, and 4. She is currently in grade 7.

According to the center's directors, Katia has blossomed socially as well. She has willingly participated in all the activities at the center such as basketball, dance, and music classes. Her dream is both to be a biologist and to become a singer.

Asked about how receiving the scholarship has affected her life, Katia replies: "My life before I received the scholarship was a hell, without family and without a house. My life is now different because I got a house [and] a big family with a lot of sisters and many mothers. By benefiting from the scholarship I became a literate person with hope in life. I can dream of a better life." The mentoring Katia has received through AGSP has helped her by offering her vocational counseling, HIV/AIDS information, and, as she puts it, "to feel that I am [as] important in the project as other[s]. [...] This made me feel that there are many girls in the world fitting to have an opportunity as I had. So I have to feel happy to be one of [the] AGSP scholar[s]."

Mentoring Helps Scholars Develop Trust and Resilience



Delfina Monteiro Manuel has found a second home at school through AGSP. (Credit: ADPP, 2009)

Sixteen-year-old Delfina Monteiro Manuel lives with her uncle in a family of eight people, consisting of cousins, brothers, and sisters. Her mother died ten years ago and her father abandoned her to go live with a new wife and family in another province. The family is very poor and, according to her mentors, the uncle cares more for his own children than he does for Delfina. Thanks to AGSP and to her older sister, however, Delfina is the only one in the family who is enrolled in school.

Delfina lives in Cazenga, a large slum outside of Luanda, where there is little infrastructure such as running water, electricity, paved roads, public sewage, or public garbage disposal. In the rainy season, the roads are filled with water and mud. In the winter time the air is filled with red dust from the roads. The poor living conditions in the worst areas foster diarrhea and malaria. Unemployment is high and people without education have little chance to find a job in the formal sector. The incidence of crime and violence is extremely high, as is the

consumption of drugs and alcohol. According to the staff at ADPP, there are no recreational outlets for children and young people, so they spend all of their spare time in the streets.

Delfina's uncle sells car parts in the local market and her older sister sells bread in the São Paulo market. They both leave the house at approximately six o'clock in the morning and return 13 hours later. The children in the family must therefore take care of themselves and each other and also help with all the housework, cooking, cleaning, washing clothes, and fetching water when the public system does not work.

According to ADPP staff, even though she does not talk about her past, Delfina suffered a lot when her mother died and her father left her living like a guest in her uncle's family. She is close to her older sister who is 25 years old and who gave up her own studies in order to earn a little money so that she could help support Delfina's education.

Because of the family's limited means, Delfina was in danger of being taken out of school before she graduates in 2010. She would in all likelihood have had to sell bread in the market like her sister. She would also be at higher risk of an early pregnancy. ADPP staff report that in Angola one in three girls becomes pregnant before the age of 18. Delfina describes her situation this way: "My brother and sister are not studying because my family cannot afford to buy the

school materials, clothes, and other basic needs. They concentrate on everyday food to survive. I was not happy because I was also not sure that I could finish my school either.”

“Now I am sure of finishing at least secondary school,” she continues, “and during these three years I can find out what to do after with help from my sister and maybe the AGSP.”

Delfina is a strong student. She had the highest grade in the school in biology when she was in 8th grade. While her favorite subject is biology, she says that she would like to be a journalist, “and for that I have to study,” she notes. The staff at ADPP describes Delfina by observing that they “always see Delfina in a good mood surrounded by her friends. She takes very much part in the sports activities and she is always there when we have HIV/AIDS actions. She is an active girl student who has found ‘her second home’ at the school.”

Perhaps because of her difficulties at home, Delfina is a girl “who has benefited very much from the mentoring as well the other activities that have brought the students together.... Though she is a girl who always has cared about her school work, we see her [blossom] and want many more challenges. She is very positive about the future because she knows that her sister can help to finish secondary school.”

Asked about how the mentoring has helped her, she responds: “Solidarity is an important part of life. To get a mentor has meant a lot to me, because in my mentor I could see someone that had the same background as me, but had overcome a lot of problems in life. That was a big inspiration. I also feel very comfortable to have someone to discuss my doubts with. There are girls my age who are pregnant or have children but I had the opportunity to learn about safe sex [and how to] prevent early pregnancy and HIV/AIDS.”

“I have learned how important it is to have someone with whom you can share your problems,” she says, “because there is always a solution to our problems but we need to communicate them to those we trust.” Asked what advice she might give to other students her age, she answers: “Do not give up [on] life; share your problems with people around you because there is always a way out.”

AEI-AGSP Profile BOTSWANA

October 2008 through September 2009



Phuduhudu Primary School girls performing the Ribbon Parade (Credit: Skillshare International, 2009)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Number of Partners	Total Funds Approved (USD)	Total Scholarships	Schools with Scholars Enrolled
Year 1 (actual) Girls Only	1	\$31,038	150	4
Year 2 (actual) Girls Only	1	\$31,700	150	6
Year 3 (actual) Girls Only	1	\$31,700	150	6
Year 4 (actual) Girls & Boys	1	\$38,495 Girls: \$22,748 Boys: \$15,747	250 Girls: 150 Boys: 100	6
Year 5 (approved) Girls & Boys	1	\$49,877 Girls: \$29,805 Boys: \$20,072	250 Girls: 143 Boys: 107	8

Special note: USAID's contract with Winrock International to implement AEI-AGSP was scheduled to end in September, 2009. In preparation, all local partners were directed to complete this year's scholarship and mentoring activities by the end of June, to finish administrative work by the end of July, and to submit final reports to Winrock in August. On September 30, USAID awarded Winrock a two-year extension of AGSP for the continuation of scholarship and mentoring activities to children already enrolled in the program.

Scholarships (School year January–December) This year Winrock International continued to partner with Skillshare International for the implementation of AGSP in Botswana. Skillshare provided scholarships to 143 girls and 107 boys. Scholars sponsored by Skillshare are students in both rural and urban primary schools. In addition, Skillshare awarded scholarships to 36 female and 27 male preschool students.



Skillshare implements AGSP through two regional partners. Tquii Xu Yani (TXY), a Basarwa community initiative in Kgalagadi District, runs preschools and aims to equip its students with basic skills to prepare them for primary school. Skillshare also implements AGSP in Serowe in Central District at the Botshelo Project. This year scholars received school supplies, uniforms, toiletries, and the payment of sport fees so that children could participate in after-school activities. Children attending preschool also received food at the school through AGSP support.

Mentoring (including HIV/AIDS)

Skillshare provided mentoring to girls and boys through a network of community mentors and teachers organized by a development officer. Mentoring in Serowe occurred on a daily basis and focused on providing practical solutions to enable scholars to stay in school and be engaged learners. The development officer visited schools to meet with teachers, principals, and scholars to offer support and provide individual assistance. This assistance varied depending on the needs of the scholar. For example, the officer facilitated the transfer process for a scholar who changed schools. In another case, the development officer collaborated with a scholar's older sibling to ensure that the child would wake up on time and be ready to go to school each morning.

AGSP scholars received ongoing support through group mentoring activities. In October, scholars attending the TXY schools participated in a self-esteem mentoring workshop. Fifteen girls and six boys from Mahusane Primary School, together with 24 girls and 10 boys from Kang Primary School, worked in groups to identify what it means to have healthy self-esteem. The facilitators used the *AGSP Girls' Mentoring Resource Guide* to plan the mentoring activities. Eighty-six scholars from Phuduhudu Primary School participated in a mentoring workshop on the same topic later in the month. In November, Skillshare reported that the three primary schools in Kgalagadi continued with their weekly mentoring lessons. Lessons were focused on preparing the children for their examinations.

Masimonyana Rabatho is a preschool teacher and Skillshare mentor. Skillshare mentors focus on keeping scholars in school and finding practical solutions to problems. Kamego Thohi, an orphaned seventh-grade female student at Kang Primary School, recently started to skip school. When the guidance counselor realized that Kamego was no longer coming to school, she asked Masimonyana to get involved. Masimonyana visited Kamego's sister and learned that Kamego had been living with a friend who also skips class. Masimonyana and Kamego's sister went to see Kamego and the three talked. They persuaded Kamego to return to school and to live with her sister who can keep an eye out for her.

In Central District, mentors also focused on preparing students for their exams. At the end of the 2008 school year, Liz Markham, a special education teacher, organized study sessions for children, including 13 AGSP scholars who attend the Botshelo center in Central District. Skillshare reported that scholars also participated in weekly traditional dance activities at the center.



Mentor Masimonyana Rabatho works with school staff and scholars to solve problems. (Credit: Skillshare International, 2009)

In February, 23 scholars (15 girls and eight boys) at Mahusane Primary School in Kgalagadi District participated in a mentoring session on drugs and alcohol. Preschool Teacher and Mentor Ketlhoelwang Kanyake and Ms. Sesimanyana, a guidance counselor, talked with scholars about the dangers of substance abuse. Skillshare reported that scholars shared what they already knew about drugs and alcohol; then they discussed why people abuse substances and the dangerous impacts of abuse. The scholars also asked questions and shared personal experiences about how substance abuse has affected their own lives. Skillshare reported that a separate mentoring event on the same topic occurred at Phuduhudu Primary. Eighty-four scholars (43 girls and 41 boys) discussed drug and alcohol abuse by participating in similar interactive activities with mentors.

HIV/AIDS is an important topic that is addressed through AGSP mentoring. Scholars learned not only about the transmission and prevention of HIV/AIDS, they were also empowered to teach others and build awareness in their communities. Skillshare planned an HIV/AIDS Day and this year many mentoring activities were aimed at preparing for this community-outreach event. In February, AGSP scholars from Kang (23 girls and 11 boys) and Mahusane (15 girls and eight boys) were trained in how to perform drama skits for awareness raising. The Kgalagadi Desert HIV/AIDS Support Group worked with scholars on performing skits and talking to others about HIV/AIDS. Also in February, 142 AGSP scholars from Phuduhudu, Mahusane, and Kang all attended mentoring sessions on basic hygiene. During this mentoring session, beneficiaries received their toiletries.

On the 19th of April, Skillshare organized a large HIV/AIDS mentoring workshop for the Basarwa children from Kang Primary and Mahusane Primary. Thirty-one girls and 29 boys attended. The agenda included: basic information on HIV/AIDS, how HIV is spread in the community, and how children can remain HIV-negative. Children worked in small groups and completed a quiz at the end of the session so that they could see how much they had learned. In addition to mentors facilitating the workshop, fifteen parents also attended and assisted with the program.

In May, AGSP scholars continued to participate in weekly mentoring activities at the Botshelo center. Skillshare reported that the activities focused on preparing the scholars for the HIV/AIDS community-outreach event scheduled for the 13th of June. The scholars practiced reading poetry and performing drama. On May 20th, the Makabaneng drama group (based in Kang) worked with 38 girls and 19 boys on their performances. First, the drama group performed for the scholars. Then scholars were put in small groups to practice with a leader from the Makabaneng drama team. Mr. G. Maripe, a drama specialist, was invited to help the Phuduhudu scholars (43 girls and 41 boys) in drama, poetry, traditional dance, and music. While AGSP scholars were practicing for the event, AGSP mentors organized the logistics. Mirriam Mwashenyi, a Skillshare HIV/AIDS trainer, and Ketloelwang Kanyake, a mentor, visited the education officer for Kgalagadi. They invited the officer to attend the celebration and also secured permission to transport 57 scholars from Kang to Phuduhudu for the event.



Principal Raboloko talks with Basarwa families. (Credit: Skillshare International, 2009)

Community Participation

Community and parental involvement are key components of AGSP in Botswana. Skillshare organized several events throughout the year to engage the community and raise awareness of HIV/AIDS and the importance of education. In addition to larger community events, mentors and teachers invited parents and caregivers to several meetings throughout the year. In October, 25 parents and caregivers attended a school meeting with the preschool staff. The teachers, mentors, and family members created plans for the preschool graduation ceremony to be held on the 21st of November. Parents agreed to contribute towards the graduation expenses and to assist with catering during the event.

Mrs. Raboloko is the new principal at St. Augustine Primary School. She understands the struggles of Basarwa children and families and advocates on their behalf. When Basarwa parents were not attending PTA meetings, she did not wait for the parents to come to the school. Rather, she took action and organized a meeting at Botshelo Project with the project staff, St. Augustine teachers, and the Basarwa families to address some of the concerns that had arisen. She talked with the community development officer, the families, and scholars. Then she urged teachers not to punish the scholars for arriving at school late, underscoring the unique challenges that Basarwa children face in their lives every day. Skillshare reports, "She wants them to develop and gain from education like other Botswana citizens."

Several other community celebrations occurred at the end of the 2008 school year to celebrate preschool graduation and schools receiving honors. On October 17th, TXY was invited to celebrate the fact that Phuduhudu Primary School achieved the best pass rate in the district. Over 300 people attended and Joyce Malesong, a preschool teacher, gave a speech acknowledging the achievements of the school. She also described AGSP's impact on the school and its contribution to student achievement. Other October community celebrations included a distribution of prizes for scholars in 7th grade at Mahusane Primary to recognize their mid-year test results. After receiving their prizes, scholars performed a drama about HIV/AIDS.

As the school year got underway parents and caretakers continued to assist with the implementation of AGSP. Skillshare reported that in Kang, parents helped by washing dishes and serving food at the preschool. On March 21, 2009, members of the PTA for Phuduhudu Primary School organized an HIV/AIDS workshop which was held in Phuduhudu. Kgotso Masime, a representative from the local drama group was involved in mentoring scholars in drama. Seventy-five members of the community attended the workshop. Later in May, the staff at

Kang preschool organized a meeting with parents concerning the sustainability of the preschool as AGSP was scheduled to close. Twenty-five parents and six preschool staff members discussed fundraising, and a committee was formed.

Several parents' meetings were held in May and June in preparation for the HIV/AIDS community-outreach event at Phuduhudu Primary School in Kgalagadi. Parents, caregivers, and community members discussed the logistics of the event including guest speakers, food, activities, transportation, and specific tasks for volunteers. Finally, on June 13th, 164 AGSP scholars and other students participated and performed for the community to raise awareness on HIV/AIDS, child abuse, and the importance of education. Skillshare reported that the day started with a march from the Kgotla to the school. The scholars sang songs through the streets leading people from the community to the school. Once at the school, girls from Phuduhudu Primary performed a marching routine that ended with the formation of an HIV/AIDS ribbon. Other scholars from Phuduhudu entertained the community with traditional songs, dance, and one group of scholars performed a short skit on abstinence. Scholars from Mahusane Primary and Kang Primary recited poems and read stories to sensitize the community on children's rights and the need to end child abuse. Several guest speakers made presentations. Mrs. Mothibamele, the principal from Phuduhudu Primary School, emphasized the impact of AGSP on her school. She told the community about the improved school attendance, reduced dropout rate, and improved self-esteem of scholars. During this year's HIV/AIDS event parents were happy to see that scholars had learned how to knit and make crafts. Skillshare reported that the parents appreciated the work being done by the mentors. When seeing the handmade hats created by scholars, the mother of an AGSP scholar said, "My child can now use her hands due to AGSP." The deputy chief of Phuduhudu also appreciated the importance of teaching scholars how to use their hands and he said, "Education is not about books only." At the conclusion of the presentations and entertainment, everyone joined together for snacks.

Solutions and Lessons Learned

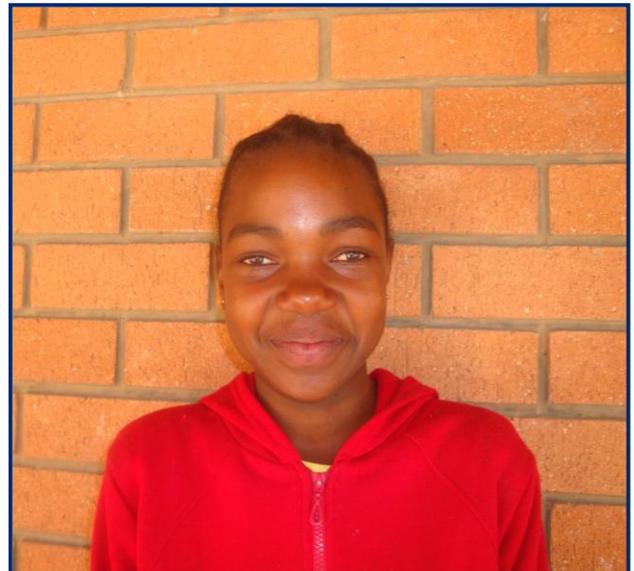
During the month of April, the Botswana schools were closed for a three-week holiday break. Skillshare reported that during this time attendance at mentoring activities was low. The Skillshare team decided that in the future, if mentoring events are to be organized during school holidays, in order to increase participation the event should occur immediately after school ends and before scholars head home for the break.

Throughout the year, Skillshare faced challenges with data collection and reporting. When data from the previous database was moved to FieldLink, the new AGSP database, Winrock and Skillshare found some discrepancies in some of the grade levels recorded for students. Correcting these errors required that Mirriam Mwashayenyi (who had attended a FieldLink training in May in Johannesburg) travel to Central District to examine scholar lists and verify grade levels. While in Central District, Mirriam met with scholars, mentors, and teachers and learned more about program implementation in Central District. Mirriam's trip not only helped her clean up data and improved Skillshare's narrative reporting, but also allowed Mirriam to take on a new leadership role.

In the Spotlight

Caring Mentors Make the Difference for an Orphaned AGSP Scholar

Lydia Matlho is 14 years old and is in the 7th grade at Kang Primary. She lives in a child-headed home with her two older sisters. After the death of their mother, no relatives could take care of the girls, so they have been raising themselves for the last eleven years. The sisters sell snacks in order to supplement the rations they receive from the government.



"I go to school because I want to become a nurse and have a good life. My favorite subject is science because it helps me to understand how my body works," writes AGSP scholar Lydia Matlho. (Credit: Skillshare International, 2009)

Skillshare reported that Lydia not only lacked the necessary financial resources for school, she also lacked emotional support and parental guidance because there were no caring adults in her life.

In the first year of AGSP, the guidance and counseling teacher identified Lydia as needing the assistance of AGSP in order to complete a basic level of education. She was attending school, however her performance was below average, and she would often skip class because there were no adults who encouraged her to take an interest in her education. Lydia was not happy at school. She had few friends, and because of her poverty, she was ashamed to talk to adults. Lydia explained, "They [the other children] used to tease me due to lack of clothing.... At times teachers would ask me why I was not attending school, and I would only keep quiet or start crying. I didn't put any importance in my education."

Lydia has received an AGSP scholarship for the last five years. Every year of assistance has given Lydia the opportunity to continue in school and benefit from valuable time with her mentors. This year, Lydia received a uniform, toiletries, and school supplies. For Lydia, these items increased her confidence to interact with peers. She explained, "I am at school with a clean uniform because I can change my uniforms whenever they are dirty. The scholarship boosted my self-esteem, I now believe in myself, and this has helped me fit in with any group of people." In addition to scholarship items, one-on-one time with caring adults has also helped build Lydia's sense of worth Skillshare explained that through the mentoring, Lydia received the adult guidance she needed. "Through the advice she received from the mentors, the child developed self-esteem and [a] great interest in school work," Skillshare reported. Lydia explained, "Mentoring has taught me the importance of school and how to choose good friends. The other thing I gained from mentorship lesson[s] was the information on HIV/AIDS. Whenever I was close to the mentors, I felt that I had people who cared for me, and this made me secure." Lydia's story demonstrates that with AGSP, orphans and other vulnerable children can find the emotional support and parental guidance that they need through their interactions with caring mentors.

AEI-AGSP Profile CONGO

October 2008 through September 2009



USAID
FROM THE AMERICAN PEOPLE



AGSP boys are not afraid of breaking gender norms—and braving a few girls' laughs—as they jump rope with the girl scholars at Aide à l'Enfance's school in Dolisie. (Credit: Winrock International, 2009)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Number of Partners	Total Funds Approved (USD)	Total Scholarships	Schools with Scholars Enrolled
Year 1 (actual) Girls Only	1	\$85,974	210	109
Year 2 (actual) Girls Only	2	\$82,063	300	82
Year 3 (actual) Girls Only	2	\$111,627	545	54
Year 4 (actual) Girls & Boys	2	\$180,356 Girls: \$136,968 Boys: \$43,388	695 Girls: 545 Boys: 150	40
Year 5 (approved) Girls & Boys	2	\$197,604 Girls: \$144,701 Boys: \$52,903	695 Girls: 545 Boys: 150	21

Special note: USAID's contract with Winrock International to implement AEI-AGSP was scheduled to end in September, 2009. In preparation, all local partners were directed to complete this year's scholarship and mentoring activities by the end of June, to finish administrative work by the end of July, and to submit final reports to Winrock in August. On September 30, USAID awarded Winrock a two-year extension of AGSP for the continuation of scholarship and mentoring activities to children already enrolled in the program.

Scholarships (School Year September–June)

Winrock International continued to work with two local implementing partners to reach AGSP scholars in the Republic of Congo to provide 545 scholarships to students in primary school (445 girls and 100 boys) and 150 scholarships to students in secondary school (100 girls and 50 boys).

Congo US Alumni Association (CUSAA) distributed 100 scholarships to girls in secondary school this year. CUSAA continued supporting 50 boys with scholarships. The program was implemented in 17 high schools. Female scholars came from the following locations: Brazzaville, Pointe Noire, Dolisie, Sibiti, Nkayi, Kinkala, Gamboma, Owando, and Ouessou. Male scholars were located in Brazzaville and Pointe Noire. CUSAA's scholarships provide funds that students, with guidance from their mentors, use to pay for school and exam fees, books, supplies, clothes, and tutoring if necessary. CUSAA scholars also enjoy free access to the English classes offered at CUSAA's English Center in Brazzaville.

Aide à l'Enfance continued to support 445 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 also continued to provide 100 scholarships to boys in primary school this year. Scholarship items include a uniform, school supplies, the payment of school insurance and exam fees, and a light breakfast several days a week during school. Scholars are recruited by radio, television, posters, word-of-mouth, school principals, churches, social services, and the staff of Aide à l'Enfance.

Mentoring (including HIV/AIDS)

At the beginning of the past school year, Aide à l'Enfance organized a mentor training based on the more participatory activities found in USAID's *Girls' Mentoring Resource Guide*. Since this training, Aide à l'Enfance has steadily worked on improving the quality and variety of its mentoring activities.



CUSAA's AGSP scholars in Dolisie pose with their mentor Justin Banga (center, back row) and CUSAA President Professor Jean-Pierre Ngolé (center, front row). (Credit: Winrock International, 2009)

In addition to the mentoring activities it organized in the first half of the year on health, HIV/AIDS, family planning, hygiene, Aide à l'Enfance held mentoring events in May on the subjects of gender and girls' rights, as well as the importance of girls' education and empowerment. The subjects were chosen because of the observation in May of International Women's Day. Aide used modules from the AGSP mentoring guide to structure the activities. Students at all four Aide à l'Enfance sites took part in the activities on gender, with a total of 545 scholars, 12 mentors, and 21 parents participating. The modules on girls' education and empowerment were implemented in Nkayi and Dolisie only, with a total of 126 scholars, 12 mentors, and 11 parents participating. After the latter event, one of the mentors in Dolisie, Mme Christine Boukoundou, commented, "During the training on the education and empowerment of girls, I insisted on the fact that being of the feminine gender, I do not depend totally on my husband from a financial point of view because at the end of each month I have a salary. It is what permits me to address a certain number of problems without the support of my husband."

Aide à l'Enfance also held mentoring activities in May on civic education and HIV/AIDS attended by all scholars. The HIV/AIDS training drew a particularly large number of parents, showing their interest in this topic. In June, sessions were organized on adolescence, reproduction, and relationships attended by 520 scholars, and second one on civic education. Aide à l'Enfance staff reported that the session on adolescence encouraged some of the girls to turn to their mentors for advice on menstruation.

In addition to these more conventional mentoring activities, scholars at Aide à l'Enfance's school in Dolisie took part in a "mini cultural school festival" on April 28, 2009, organized for that particular school district of the city. The theme of the festival this year was "school, friend of the earth." Each school involved chose a skit, recitation of a text, or song on this theme. Three AGSP girls and two AGSP boys from the Aide à l'Enfance school chose to recite a text to "incite the population in general and students in particular to love and take up working the land again." According to Aide à l'Enfance staff, the AGSP scholars "demonstrated the advantages of the person who loves working the land." A host of local educational officials and the press (radio and television) attended the event. Not only did the scholars take part in the festival, but the event itself was held at the Aide à l'Enfance school in Dolisie, where "an immense crowd" gathered

to see the students perform. At the end of the ceremony, each participant was rewarded with a certificate signed by the departmental director of primary education.

In the month of June, mentoring activities focused on providing review sessions for students to help them succeed on their end-of-the-year exams. US Ambassador Alan W. Eastham also visited the Aide à l'Enfance school in Dolisie in June and met with scholars and parents there.

CUSAA's mentoring in Brazzaville is performed by the members of the association themselves, who visit schools to monitor scholars' attendance and academic performance. In the provinces, the mentoring is done if possible by CUSAA members who live in the provinces, such as Mr. André Mbou, who did a graduate degree in the United States and is now the director of the hospital in Nkayi. If there is no CUSAA alumni member in the area, then mentoring is provided by local supporters, generally professionals or retired professionals, who volunteer their time.



US Ambassador Alan W. Eastham congratulates former AGSP scholar Armelle Dimi Ngala, who has become a sergeant in the Congolese national police force. (Credit: CUSAA, 2009)

CUSAA's mentors bring different types of experience and support for scholars to their mentoring. Mme Hortense Bouanga, the CUSAA mentor in Sibiti, has been involved in HIV/AIDS awareness-raising and prevention activities in her town and brings a deep interest and background in HIV/AIDS to her work as a mentor. Mr. Justin Banga, the CUSAA mentor in Dolisie, is a former military official there. He has been instrumental in helping students to negotiate lower fees for tutoring and has also intervened when certain school officials tried to demand improper "fees" from the scholars.

CUSAA members visited the provinces in December and January to distribute scholarships there. Over the year, CUSAA organized nine HIV/AIDS workshops for its scholars in Brazzaville, Pointe Noire, and seven provincial cities. The workshops were implemented as always in partnership with the *Conseil National de Lutte contre le SIDA* (National Council for the Fight against AIDS, or CNLS).

In July CUSAA organized a ceremony for the end of the project. Presided over by Ambassador Eastham, the ceremony was also attended by representatives from the various ministries and other local NGOs as well as approximately 100 current and former AGSP scholars. CUSAA gave scholars certificates of achievement, which were presented by Ambassador Eastham. Speeches were given by Ambassador Eastham, CUSAA President Professor Jean-Pierre Ngolé, as well as a scholar and one of the parents of a scholar.



According to a CUSAA staff member, "Everyone recalled the highlights of the program as well as the positive impact it has had on the education of young girls in particular. The inclusion of boys into the program was also strongly welcomed." Among the former AGSP scholars in attendance was Armelle Dimi Ngala, who went on to become a sergeant in the national police force and who arrived in her uniform, attracting much favorable attention according to CUSAA staff. Entertainment was provided by a dance troupe founded by a CUSAA member who studied in the United States.

Attendees at CUSAA's ceremony were entertained by a traditional dance troupe. (Credit: CUSAA, 2009)

Community Participation

Aide à l'Enfance engages local stakeholders in the implementation of AEI-AGSP, particularly scholars' parents. At the beginning of the school year, the parents helped to clean the school classrooms. Delegates from the scholars' parents associations also took part in the mentor training this year, and they attended many of the local mentoring events along with the scholars. Members of the parents' associations took the time to meet with the Winrock representative during a monitoring visit in May, and both parents and local officials and other stakeholders joined Aide à l'Enfance to attend the ceremony held in honor of the visit of Ambassador Alan W. Eastham in June. Members of the parents' association also made financial or in-kind contributions to the reception for Ambassador Eastham.

Community members have been involved in the selection of CUSAA scholars. Members of the parents' associations, school directors, mentors, and CUSAA committee members participated in the selection process. CUSAA's volunteer mentors are members of the communities where they serve. CUSAA invited parents and local officials such as the sub-prefects and school principals to attend scholarship distribution events. Scholars' parents also met with the Winrock representative during a monitoring visit, attested to the positive impacts that they have seen as a result of the program, and expressed their desire to see the program continue.

Solutions and Lessons Learned

Aide à l'Enfance's AGSP reporting suffered for a long time from a lack of detail and a repetitiveness that made it difficult to extract useful information from their reports. After Winrock developed a new reporting form and provided much feedback, and after new staff came on board at Aide à l'Enfance, the reports began to show great improvement. In addition, Winrock provided an example of an excellent report in French from the AGSP partner in Madagascar. This modeling of good reporting from one partner to another was found to be a particularly effective technique.

Aide à l'Enfance reported that torrential rains, at times for 12 hours straight, prevented some activities from taking place in May. Staff therefore organized make-up sessions in June to compensate for the lost time.

In the Spotlight

HIV/AIDS Educator Gains Trust of AGSP Scholars

Eschewing the honorific “Maman” that is usually used in the Congo when addressing an older or respected woman, Jeanne Malomi insists that AGSP scholars call her simply “Jeanne” or “Yaya Jeanne” (“Big sister Jeanne”). A former teacher who has led HIV/AIDS workshops since 2002, Ms. Malomi knows how to build trust and elicit confidence on the part of the scholars.

Condensing the contents of a six-day training into two days for the scholars, Ms. Malomi clearly wants scholars to gain as much knowledge as they can about the disease. At the same time, she recognizes that many of the scholars have already attended HIV/AIDS education events before, so she focuses on debunking myths and sparking frank discussion. “Girls learn about sex in the street, and it's usually wrong,” she notes. “The subject of sex is taboo. I always say that those who are embarrassed can leave the workshop, but no one has ever left.” Ms. Malomi understands the mindset of the teens she works with. “At this stage, kids have



Jeanne Malomi, pictured second from left at CUSAA's end-of-the-year ceremony, is a consultant with the National Council for the Fight against HIV/AIDS. She leads workshops on the disease with CUSAA scholars. (Credit: CUSAA, 2009)

problems with their parents. For the girl, the mother becomes the enemy. For a boy, it's the father who becomes the enemy."

Because students may already have information on HIV/AIDS, she also broadens the topic to include the subjects of early pregnancy and domestic violence. She says that students often do not have anyone to talk to. She therefore gives them her phone number and tells them to confide in her if they have a problem.

In Pointe Noire, one of the AGSP girls in the CUSAA program confessed to Ms. Malomi that she prefers to go out with other girls, a highly taboo subject in most African societies. The girl had suffered abuse in her home at the hands of a man and for that reason began rejecting all men. Another girl scholar admitted that she had engaged in a high number of sexual activities with boys, but that after attending one of Ms. Malomi's workshops, she began to rethink her behavior and had decided to change it.

Ms. Malomi believes in the importance of the role that mentors can play in the lives of youth, yet she also feels strongly that peer education is also a powerful tool in youth development, one that she would like to see more widely promoted by CUSAA and other local NGOs.

Ms. Malomi's own life experiences motivate a lot of her work. Malomi was at a boarding school when she was young and felt that peer education groups and more educational and social outlets would have helped alleviate the sense of social isolation that she has heard adolescents express. "In my day, there was no information about sexuality and there were lots of girls who dropped out of school because of early pregnancy." Malomi herself had difficulties that she feels would not have arisen had she been better informed.

"Some students have come back and told me that if they have gone as far as they have in university, it's thanks to me." Hearing such feedback both gives her personal satisfaction and reinforces her belief in the power of scholarship and youth development projects such as AGSP.

Scholar Spotlight

Mentoring Provides Stability in Scholar's Life

AGSP has provided eleven-year-old Aissatou [not her real name] with some much-needed encouragement and attention. A scholar at Aide à l'Enfance's school in Dolisie, Aissatou was recommended by a local chief to participate in the program when he learned the circumstances of her family life. Aissatou's father, a West African immigrant, had abandoned his Congolese wife and daughter and is believed to have left the country. Aissatou's mother is illiterate and earns her money as a clandestine commercial sex worker in a bar. According to Aide à l'Enfance, because of the nature of her mother's work, Aissatou was neglected and in need of guidance and maternal warmth.

Aissatou began the program when she was in second grade. At the time, she did not know how to read or write. According to the staff at Aide à l'Enfance, she was shy, but has overcome some of her reserve through the support and care that she has received from her mentor, Virginie Pedro. "For her, the mentor has become a mother," a staff member wrote. The review courses Aissatou has attended every afternoon have allowed her to perform now at an above-average level in school, "to the great surprise of her mother, who has become very proud of her daughter."

Aide à l'Enfance reports that the mother is gradually beginning to question her work "in order to concentrate on seeing life from another perspective." Aissatou passed her exams at the end of the year, will pass into the next grade this year, and will continue to benefit from the positive role model she has now through AGSP.

AEI-AGSP Profile GABON



October 2008 through September 2009



US Ambassador Eunice Reddick (center) joined the AGSP scholars on stage to celebrate their successful performance at FEGAB's ceremony. (Credit: US Embassy, 2009)



Project Data	Number of Partners	Total Funds Approved (USD)	Total Scholarships	Schools with Scholars Enrolled
Year 1 (actual) Girls Only	2	\$39,587	161	57
Year 2 (actual) Girls Only	3	\$57,508	516	131
Year 3 (actual) Girls Only	3	\$73,682	655	88
Year 4 (actual) Girls & Boys	2	\$117,541 Girls: \$104,200 Boys: \$13,341	650 Girls: 600 Boys: 50	95
Year 5 (approved) Girls & Boys	2	\$116,497 Girls: \$100,001 Boys: \$16,496	700 Girls: 600 Boys: 100	100

Special note: USAID's contract with Winrock International to implement AEI-AGSP was scheduled to end in September, 2009. In preparation, all local partners were directed to complete this year's scholarship and mentoring activities by the end of June, to finish administrative work by the end of July, and to submit final reports to Winrock in August. On September 30, USAID awarded Winrock a two-year extension of AGSP for the continuation of scholarship and mentoring activities to children already enrolled in the program in Estuaire Province.

Scholarships (School Year September–June)

Winrock continued to work with two partners in Gabon that have awarded scholarships to 600 girls this year. The partners have also awarded 100 scholarships to boys.

Femmes Gabonaises (FEGAB) awarded scholarships to 300 girls in 79 schools in the Gabonese capital, Libreville, in the province of Estuaire this year.



Scholarships were composed of a raincoat, pair of pants, t-shirt, pair of shoes, as well as schoolbooks, a dictionary, school supplies, and notebooks. FEGAB also provided scholarships to 50 boys this year who were selected on the same basis as the girls and received the same benefits.

Association des Femmes Éducatrices au Gabon (AFEG) provided 300 scholarships to girls and 50 to boys in the provinces of Ogooué-Lolo, Moyen-Ogooué, and Woleu-Ntem, for a total of 350 scholarships. Included in the scholarship package were: a dress for each girl or a *boubou* (pants and shirt) for each boy, a t-shirt, notebooks, schoolbooks, school supplies, and a snack before school for part of the school year.

Mentoring (including HIV/AIDS)

FEGAB distributed scholarship packages to all the girls and boys in the program in the month of February. The ceremony was presided over by US Ambassador Eunice S. Reddick, who congratulated the scholars and helped to distribute scholarship packages. Also in attendance were scholars' parents/guardians, the principals of schools at which there are AGSP scholars, and various school officials.

Below is a poem (translated from the original French) read by one of the AGSP scholars at FEGAB's five-year ceremony presided over by US Ambassador Eunice Reddick.

Poem of Thanks

Thank you, FEGAB,
Thank you, Winrock International,
Thank you, USAID,
Thank you, Eunice Reddick, Ambassador of
the United States of America.
Five years ago, a seed sprouted, a flower
blossomed.
You gave us beautiful clothes,
You gave us the most beautiful shoes,
You educated us with seminars and
workshops.
Thanks to you, we are fighting HIV,
Thanks to you, we are fighting gender-based
violence at school.
And from now on, hope is with us, THANK
YOU, THANK YOU!
We pay tribute to the kindness and the
generosity of the American people, through
USAID.
We are infinitely grateful to you.
We thank you in the name of all the scholars.
We thank you with all our heart, THANK
YOU,
THANK YOU!
We are proud of you, FEGAB!
We are proud of you, Winrock International!
We are proud of you, USAID!
We are proud of you, Madame Ambassador
Eunice Reddick!
We are proud of the AMBASSADORS GIRLS
SCHOLARSHIP PROGRAM (AEI-AGSP).

Ambassador Reddick was also the guest of honor at FEGAB's five-year AGSP ceremony on July 15, 2009, which was held in the auditorium of the prestigious French Cultural Center of Libreville. Another special guest was Bilateral Assistance Coordinator Mr. Eric Chehoski, who is Winrock's primary contact person at the embassy and has been extremely helpful over the past six months, contacting partners during the period when communications to Gabon were cut after the death of the President, El Hadj Omar Bongo Ondimba. (See "Lessons Learned" below.)

The ceremony featured songs, poetry, and traditional dance by scholars as well as a speech by FEGAB mentor Sylvie Mapessi, who, in addition to being a member of FEGAB, is also the secretary general of the Association of Handicapped Women of Gabon. Mapessi praised the program for providing scholarships to handicapped students or the children of handicapped parents, who often struggle to raise their children. Scholars also presented a gift to Ambassador Reddick in appreciation of her support for the program. A prayer and a song addressed the issue of HIV/AIDS, while other parts of the program touched on the subjects of national unity, social inequality, the need to work hard in school, and gratitude to the US for AGSP.

The AGSP scholars had practiced their performances approximately twice a week for two months in spite of the upheavals in the schedule caused by the political events in Gabon at the time. The show was reported on in the Gabonese newspaper, *L'Union*. Scholars' parents, most of whom had never been to the French Cultural Center before, expressed their happiness at seeing it for the first time and for being at the center of such a grand event.

Ambassador Reddick also showed her support for AGSP by inviting representatives from both FEGAB and AFEG to a reception held at her residence in honor of International Women's Day. The theme of the event was "Women and Entrepreneurship." Various Gabonese female CEOs spoke of



AGSP scholars perform a traditional Gabonese dance at the French Cultural Center in Libreville. (Credit: FEGAB, 2009)

their experiences, and according to the AGSP partners, “enriching discussions took place.”

Last year FEGAB began what it calls “mini-mentoring” sessions, some of which are held in classrooms and some in family courtyards in the various disadvantaged neighborhoods of Libreville. These sessions serve to raise awareness on HIV/AIDS, the importance of education, and other topics such as domestic violence. They are attended not only by scholars, but also by parents and guardians, neighbors, and non-AGSP students. FEGAB organized its third mini-mentoring session of the school year in the month of April on the subject of school-related gender-based violence.

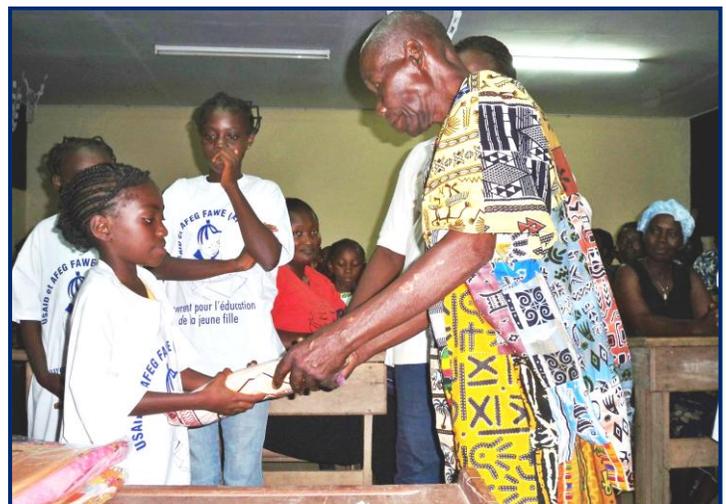
Like FEGAB, AFEG’s scholarship distribution was delayed due to the teachers’ strike, which meant that instead of beginning in October, classes actually began in January. AFEG began their scholarship distribution in February, continued in March, and finished up in the end of April. AFEG provided some mentoring on the importance of education and the dangers of HIV/AIDS and early pregnancy at their scholarship distribution events. The organization asked school principals to provide some mentoring by monitoring scholars’ grades and attendance. Some of the principals provided academic tutoring to scholars as well as counseling on staying in school and avoiding risky behaviors. However, when Winrock conducted its annual monitoring visit, it was observed that while some of the principals took their role seriously, others did not seem to grasp the idea of mentoring or to feel that they had time for it. In order to improve AFEG’s mentoring program, Winrock provided funds at the outset of the year for AFEG to make photocopies of the chapter on HIV/AIDS from the *AGSP Resource Guide for Girls’ Mentoring*. Unfortunately, AFEG has thus far been unable to distribute the copies.

Two representatives from FEGAB and two from AFEG traveled to Winrock International’s database training in South Africa in May, 2009. After learning the new system, FieldLink, the Gabonese partners praised it as superior to the former one in terms of ease of use. Previous to the training, AFEG had had a significant backlog of data to enter, but they made great strides at the workshop and have now completed data entry for all four years of their program implementation. FEGAB had less of a backlog and completed its data entry as well.

Community Participation

Although community participation is a challenge in Gabon due to a number of socio-cultural factors, FEGAB meets with parents and school directors to discuss the program with them and to answer questions. Parents also help with the organization of the scholarship distributions and host the mini-mentoring sessions in the various neighborhoods of Libreville. FEGAB mentors conduct home visits of the scholars and provide advice on good parenting and issues linked to adolescence.

Parents’ participation in AFEG’s implementation is more limited due to AFEG’s lack of presence in the provinces where they operate the program. Some parents of AGSP scholars do attend the yearly mentoring/distribution events, at which they listen to advice on the importance of education, HIV/AIDS prevention, and the problem of early pregnancy.



A chief from the village of Tsaty helps to distribute scholarship materials to AGSP scholars in the province of Ogooué-Lolo. (Credit: Winrock International, 2009)

Solutions and Lessons Learned

Program implementation was again affected by a teachers' strike that caused periodic school closures throughout the 2008–2009 school year. In fact, the strike almost led to the cancellation of the entire school year. The strike pushed back the beginning of classes from October to January, and the school year did not formally end until August. Unfortunately, the strike was not definitively settled and in-country observers have warned that the coming 2009–2010 school year may therefore see the outbreak of new strikes. Indeed, renewed strike action has already delayed the beginning of fall 2009 classes at some schools.

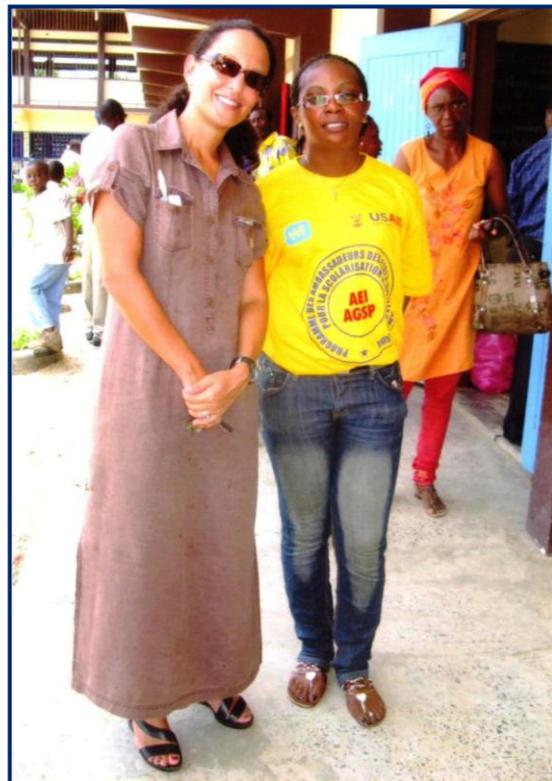
The end of this project year was also deeply affected by the death of the Gabonese leader El Hadj Omar Bongo Ondimba, who ruled the country for more than forty years. His death in June, before the end of the school year, sent the country into a month of official mourning, during which telephone and internet communications from outside the country were inoperative. Indeed, the ability to reach Gabon by phone or internet, unpredictable even under normal circumstances, continued to be a problem long after the official period of mourning ended. For the next two months, the upcoming political campaign absorbed the country, further hampering Winrock's ability to communicate with its two Gabonese partners. Many Gabonese, including some AGSP partners, left the capital, Libreville, for months before the election. Communications with the partners have therefore proven to be a major challenge in the implementation of the project in the past six months. Given the post-election violence that occurred and the potential for continuing instability in Gabon, the prospects for the program in the coming year are difficult to predict.

Mentor Spotlight

Former Struggling Student Now Helps Others in her Position

Suzie Avome Evoung understands how difficult it can be to go to school without the proper school supplies. Although her father was a schoolteacher, he had eleven children and could not afford to buy school supplies for all of them with his meager salary. "If this program had existed when I was young, I would have qualified," she says. Now a university student and new FEGAB mentor, Suzie's background gives her a special insight into the difficulties in the lives of the AGSP scholars. "Without having been able to benefit from [the program] in my childhood, if I can help others, why not? I don't want children to have to take on small jobs as I did in order to buy themselves notebooks that their parents can't afford to give them. It's my way of helping them by counseling them and monitoring their difficulties."

Originally Suzie served as a paid helper who helped to seat guests at some of FEGAB's ceremonies and scholarship distribution events, but, impressed with the work and the goals of the organization, she began to become more informed about their work and started volunteering at all their activities. "Before, I was a hostess and I participated in ceremonies for the money. Working for the program allowed me to understand that loving children is volunteering for them. Besides, with what I'm learning with FEGAB and AGSP, I was able to do some free tutoring sessions for the children having difficulties in my neighborhood." Asked what the most gratifying aspect of her work has been, Suzie responds, "It was when the president [of FEGAB] gave me and Carole [another FEGAB mentor] the responsibility of rehearsing the children for the show. With that trust [that she had in me], I gave myself totally and what a joy it was



FEGAB mentor Suzie Avome Evoung, pictured with former Bilateral Assistance Coordinator Gabriela Escudero of the US embassy in Libreville, understands how AGSP scholars feel since she often did not have the necessary school supplies as a young student. (Credit: FEGAB, 2009)

when the children performed like real professionals at the French Cultural Center.” Regarding the challenges she has faced in her work as a mentor, she responds, “For the moment, I can’t speak of any difficulties. I have a lot to learn. I am simply realizing that to speak with children and to teach them poems isn’t as easy as it seems. During the rehearsals, it was in watching how Carole did it, that I also could put up with the shouts and the absences of some of them. Today, you could say I’m used to it,” she said with an element of humor.

Suzy is looking forward to getting more training as a mentor. She says that already she has learned to be a better public speaker through her mentoring work. Asked about the program’s effects on families, she says, “I am not a parent of a scholar but I have seen the joy of parents and children when they receive this support. When I was only a hostess [at the events], the parents thought that I was a member of FEGAB and came to thank me. When I see a child come without shoes and put them on right away at the ceremony, then your satisfaction is beyond compare.”

In the Spotlight

Scholarships Help Large Family Keep Children in School

The Ella Mba family lives in a dank courtyard across from the latrines that they share with the neighbors in Libreville’s poor Baraka neighborhood. With seven children to buy school supplies, clothes, and books for, the family would probably not be able to send all their children to school if not for AGSP. Mr. Ella Mba is elderly and cannot work. According to the FEGAB mentor, he used to drink, but has now stopped. His wife is significantly younger but also unemployed. Neither had much formal education and as a result, they speak little French.

AGSP has helped four of the Ella Mba children to attend school. Chanel, age 13, says that he feels the mentoring is helpful. He has learned how to protect himself from HIV/AIDS and about domestic and gender-based violence. Before being chosen as an AGSP scholar, he had no textbooks and only one or two notebooks, so his academic performance suffered. He had to go to other scholars’ homes if he wanted to borrow a book. After receiving books and notebooks, among other things, as a part of the scholarship, his grades have now improved: he was ranked eighth out of 37 students in his class at the end of the last school year.



Olivia, Berthier, Moroline, and Chanel (back row, right) of the Ella Mba family all receive AGSP scholarships. (Credit: Winrock International, 2009)

AEI-AGSP Profile LESOTHO

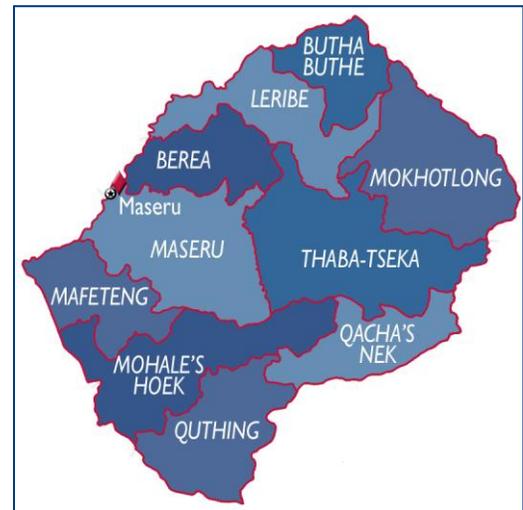


USAID
FROM THE AMERICAN PEOPLE

October 2008 through September 2009



AGSP beneficiaries from Seeiso High School receive their stationery. (Credit: LSC, 2009)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Number of Partners	Total Funds Approved (USD)	Total Scholarships	Schools with Scholars Enrolled
Year 1 (actual) Girls Only	1	\$54,840	162	37
Year 2 (actual) Girls Only	1	\$61,185	168	43
Year 3 (actual) Girls Only	1	\$70,333	172	58
Year 4 (actual) Girls & Boys	1	\$129,084 Girls: \$92,346 Boys: \$36,738	272 Girls: 172 Boys: 100	78
Year 5 (approved) Girls & Boys	1	\$135,798 Girls: \$83,890 Boys: \$51,908	217 Girls: 120 Boys: 97	67

Special note: USAID's contract with Winrock International to implement AEI-AGSP was scheduled to end in September, 2009. In preparation, all local partners were directed to complete this year's scholarship and mentoring activities by the end of June, to finish administrative work by the end of July, and to submit final reports to Winrock in August. On September 30, USAID awarded Winrock a two-year extension of AGSP for the continuation of scholarship and mentoring activities to children already enrolled in the program.

Scholarships (School Year January–December)

In Lesotho during the 2009 school year, Winrock International partnered with Lesotho Save the Children (LSC) to award AGSP scholarships to 120 girls and 97 boys. AGSP scholars attend both primary and secondary schools in eight of the 10 regions of Lesotho. In addition to the payment of school and hostel fees, AGSP girls and boys received books, school supplies, uniforms, and money for



transportation when necessary. AGSP also covered exam fees and in some cases food. For a unique group of pastoralist scholars known as “herd boys,” LSC trained volunteer teachers to teach basic literacy and counting skills in the evening after the boys had cared for the livestock that they tend. LSC began scholarship distribution in January. During this time, LSC verified school fee amounts for secondary scholars and made payments on scholars’ behalf. By the end of February, LSC reported 40 of the 67 schools had received tuition payments and scholars had received some of their scholarship items. By June LSC had completed almost all scholarship distributions including school fee payments, study materials, and uniforms. The final distribution of clothing for the herd boys occurred in August.

Mentoring (including HIV/AIDS)

Teachers provide various kinds of mentoring to AGSP scholars. In some cases, mentors meet with scholars for one-on-one discussion and counseling. AGSP scholars also attend large workshops and participate in hands-on activities to learn about topics such as gender issues, HIV/AIDS, substance abuse, and the importance of education. LSC reported that mentoring activities sometimes include poetry, music and drama, interactive games, and other activities. This year, scholars also watched films relating to mentoring topics.

In the fifth year of the program, LSC continued to train mentors and work with principals to improve AGSP implementation and mentoring. In January, LSC invited 52 principals to attend an organizational meeting in Maseru in an effort to build program transparency and strengthen support for AGSP. LSC Program Director Motselisi Shale and AGSP Project Officer Rethabile Sothoana discussed AGSP implementation and clarified the purpose of mentoring. The principals and LSC staff also worked together to find solutions to different implementation challenges. The agenda included: assessing progress, identifying program constraints encountered during implementation, making suggestions on how to improve collaboration in 2009, and discussing the future of AGSP. LSC reported that principals shared concerns and suggestions about the program, including the desire to increase the number of beneficiaries. Principals also recommended that additional school staff should be invited to participate in LSC mentoring workshops and that at the conclusion of the program year, principals should gather again to discuss implementation and future plans. Deputy Chief of Mission Elizabeth Powers of the US embassy addressed principals’ questions about the end of the AGSP. Andrew Devlin, Malipholo Sepitla, and Lide Paterno, also from the US embassy, participated in the workshop as well.



Palesa Monyane and Motemane Lebelo attend Abia High School with an AGSP scholarship. (Credit: Winrock International, 2008)



The herd boys participate in a mentoring session in Mokhotlong. (Credit: LSC, 2009)

In February, teachers from across the country attended a mentoring workshop in Maseru. Seventeen teachers from 12 schools in Maseru, Qacha’s Nek, Leribe, Berea, and Mokhotlong participated in activities to improve mentoring, identify resources, and share mentoring success and challenges with their peers. The *Girls’ Mentoring Resource Guide* was used throughout the training, and the Ministry of Education showed particular interest in the mentoring guide. LSC reported that the teachers were very pleased with the training and requested additional training sessions in the future.

AGSP scholars participated in a mentoring workshop from April 10–13 in Mokhotlong. Teacher mentors applied the skills they had learned during the February training and mentored 33 girls and 16 boys from Lebopo Primary School and Senkoase Primary School. Mentoring topics included: children’s rights, self-esteem, and HIV. LSC explained that during conversations on

the rights of the child, AGSP scholars raised concerns about issues such as being forced to leave school, early marriage, and abuse. Scholars also had the opportunity to share problems and seek advice. During the workshop mentors talked with scholars individually to counsel them on personal problems. LSC reported that these individual mentoring sessions were important since many of the scholars do not have a trusted adult in their lives. During a debriefing about the workshop with LSC staff, teacher mentors suggested that their schools hold trainings for all the teachers so that they could be supported in their work with AGSP scholars and the entire school could be active in AGSP. While LSC did not implement this strategy, the teachers' feedback demonstrated their commitment to AGSP and the goal of trying to meet the needs of all students.

Later in May, LSC continued to build the capacity of mentors by providing additional training on grief counseling and communication. This training was especially relevant as so many students have lost family members due to HIV. After the training, the mentor teachers reported feeling confident that they were better able to help AGSP scholars as well as other needy students in their schools.

Due to the shortened project year, several mentoring events took place in June. AGSP scholars from Maseru, Mokhotlong, Mafeteng, and Leribe attended mentoring workshops on HIV/AIDS prevention. In total, 52 AGSP girls and 17 AGSP boys attended the workshops. In addition to HIV prevention, scholars explored some of the newer mentoring topics including peer pressure, and substance abuse. LSC reported that scholars were very interested in discussing peer pressure. Palesa Lesia, a new AGSP project officer, explained that for one activity, scholars were divided into groups to perform short dramas on the situations in which they face peer pressure. The aim of this activity was to help the scholars identify peer pressure and to provide coping strategies when confronted with it.



AGSP scholars from Senkoase and Lebopo Primary Schools participate in an April mentoring workshop. (Credit: LSC, 2009)

In Qacha's Nek and Quthing, 11 girls and eight boys were mentored on life skills and HIV. LSC described an exciting outcome of the HIV/AIDS mentoring and how AGSP scholars were taking ownership of mentoring activities. Palesa Lesia explained, "One of the great achievements is that children would like to form clubs." According to LSC, in many cases children do not have supervision or activities to keep them occupied after school, and, in some cases, boredom leads to substance abuse. LSC was excited to learn that AGSP scholars had formed youth clubs in their villages to teach their peers about HIV/AIDS. Some were also starting soccer and music clubs.

Community Participation

LSC continued to work with communities in the implementation of AGSP. Throughout the year, LSC traveled to meet with parents, caregivers, and AGSP stakeholders to explain the program and to answer questions. In January, LSC hosted a meeting for families from Lebopo Primary, Senkoase Primary, Senkoase High School, Seeiso High School, and St. James High School. Sixty-one AGSP caregivers and parents attended the meeting. They were introduced to AGSP, and LSC emphasized how parents can play a role in their child's education by encouraging him or her to study. This meeting also provided parenting tips since many parents face discipline challenges with their children. Lesotho Save the Children reported that the meeting was successful because families and LSC were able to share their experiences working with children.

Throughout the project year, the US embassy provided assistance and accompanied LSC on several monitoring trips to visit with AGSP scholars. In May, Malipholo Sepitla from the US embassy traveled with the LSC team on a monitoring trip to the schools in Quthing area. In addition to meeting scholars and verifying the distribution of scholarship items at Maseribane High School, the team spent time talking with the principal about the numerous challenges that the school faces. The principal described how HIV is a problem within the community and how it affects the school: for example,

the school has lost two young teachers who were recent university graduates. In spite of the various impacts of poverty and HIV/AIDS, the principal reported that the AGSP scholars seem hopeful and optimistic. When the monitoring team asked AGSP scholar Thabo Mantso about his life before receiving the scholarship, he explained, “Before I got the scholarship it was difficult for me to come to school. Both my parents have died. I live with my grandmother....” After identifying all of his scholarship items, he concluded by saying, “If I did not get a chance to go to school, I would have resorted to drinking and other uncalled-for behavior such as stealing because I would have to fend for my survival.” He thanked all who contributed to his education like USAID, Winrock International, and Lesotho Save the Children. He thanked the US embassy for the vital role they play in helping his country.

In May, the AGSP herd boy scholars participated in a large mentoring workshop to discuss HIV, the ABC (abstinence, be faithful, use condoms) strategy of HIV prevention, decision making and self-esteem. LSC also invited the livestock owners whom the boys work for to attend the sessions. The owners hold a lot of sway over the boys’ lives, and unfortunately not all of them recognize the importance of education. LSC therefore used the opportunity to sensitize the men on the issue and to advocate on the boys’ behalf. Clearly LSC understands that making improvements in the lives of the herd boys necessarily involves raising awareness throughout the pastoralist community.

Many of the livestock owners reported that through the AGSP herd boys’ enrollment in evening school, the scholars have become role models to other shepherds. According to LSC staff, the boys “even teach what they have learned at school to others who do not have the opportunity.” These scholars explained that literacy training has come to play a major role in their lives and that now they want to learn as much as they can. LSC staff also described the changes that they have been seen in the boys’ behavior and the boys’ improved relationships with their parents, other villagers, and with the livestock owners. LSC reported that mentoring sessions have “empowered them to deal with day-to-day challenges and to change their attitudes towards girls and women.”

Engaging the principals in AGSP was a new strategy this year for LSC. Program Director Motselisi Shale explained that prior to this year’s introduction meeting, many principals were not very supportive of AGSP because they did not understand the program. In the final weeks leading up to the project’s planned close out, LSC invited principals for a second meeting to review the activities over the year and receive the principals’ feedback. On June 19th, principals from twenty schools came together to discuss the different challenges and how to improve the program if it were to continue. LSC reported positive feedback from the principals and Ms. Shale felt that by learning more about AGSP and mentoring, the principals had come to appreciate the program and the efforts made by teachers.

While LSC has made efforts to engage communities in the implementation of AGSP, LSC faced a challenge with a principal making it difficult for the concerns of a community to be heard. The student body at Hareng High School went on strike and broke windows at the school because they were dissatisfied with the food. As a result, all students (including AGSP scholars) were suspended and the hostel was closed. At a community meeting, the AGSP mentor tried to advocate on the students’ behalf, but LSC reported that the principal refused to listen. Community members, parents, and caregivers also tried to ask questions; however the principal would not cooperate and discuss their concerns. LSC has tried to contact the principal, and they have made several trips to the school, yet they have had no success in resolving the situation. Winrock and LSC continue to discuss strategies including how to engage district education officers and seek support when working with principals on difficult issues that impact AGSP scholars.



Motselisi Shale (sitting), Palesa Lesia (in pink), Ntlhonamo Koti, a herd boy and AGSP beneficiary, with US Embassy representative, Malipholo Sepitla (in blue), in Mokhotlong. (Credit: LSC, 2009)

Solutions and Lessons Learned

Early in the fifth year of program, Winrock made a monitoring visit to work with LSC and address different concerns about project implementation. In year four, scholarship distribution had been uneven, and Winrock and LSC were committed to discussing new strategies to ensure that all AGSP scholars would receive their scholarship items. At the onset of project year five, Winrock International built partner capacity by helping LSC create a detailed calendar and set deadlines for different tasks. This calendar was followed throughout the year with only a few adjustments and changes. LSC has reported replicating this approach with other projects it implements.

High staff turnover presented hurdles as new staff members struggled to understand AGSP programmatic and administrative requirements. Winrock supported LSC through these transitions by communicating regularly with LSC via telephone and email. In March, Rethabile Sothoana, the project officer, was replaced by Palesa Lesia, who had previously served as a volunteer at LSC supporting AGSP. Palesa quickly learned the different responsibilities associated with AGSP and attended a training in May in Johannesburg, South Africa to learn how to use the new AGSP database, FieldLink. At the training she entered and cleaned scholar data from the past five years of AGSP implementation. Winrock has also seen great strides in LSC's narrative reporting as Palesa has closely monitored AGSP activities.

In response to Winrock and US embassy concerns about LSC's history of under spending, concerted efforts were made by LSC to adhere to their budget and to utilize all funds available to them. However, towards the end of the scheduled close out of AGSP, LSC's accountant left, and the organization was ill-equipped to analyze and manage the project's finances. Without a trained accountant, LSC struggled to prepare financial reports and track their spending. An interim accountant left after a brief period, and two new accounting staff members are currently working closely with Winrock to resolve outstanding issues. Training by Winrock for the new team was scheduled, with a focus on budget management, clear and regular communication between LSC's program and finance staff members, and accurate and timely financial reporting to Winrock.

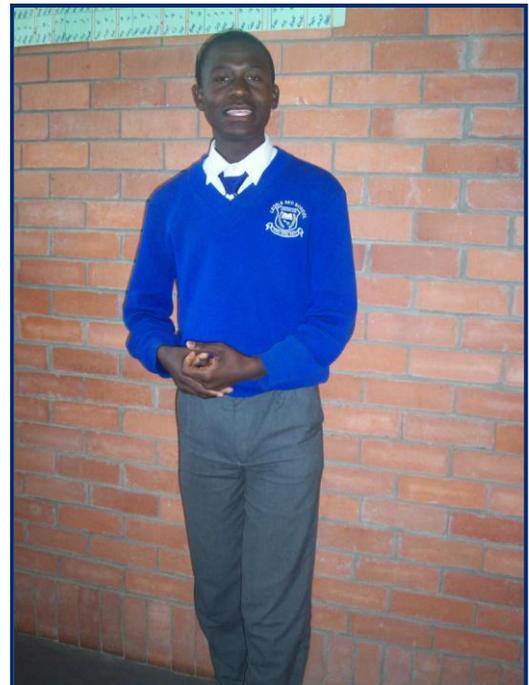
Scholar Spotlight

A Superstar in the Making

Thuloane Khajoane is a ninth-grade student at Leqele Secondary School in Maseru. He lives with his grandmother, three brothers, and two cousins in a small cement home with no electricity. Thuloane was able to attend primary school, but due to the required school fees, he knew that secondary school might not be possible. The family had no income and they lived off their small garden. This caused Thuloane stress, so at a very young age he turned to alcohol and cigarettes. He stopped attending school regularly and got into trouble with other boys. Looking back on those days, he described himself as "hopeless."

Two years ago when AGSP was extended to boys, Thuloane was awarded a scholarship. AGSP paid Thuloane's school fees and provided him with a school uniform. Thuloane also attended mentoring events. He explained that "during the mentoring workshops, I started wanting to change. Then I sought help from my mentor. I do not drink beer anymore.... What I like most about mentoring is the teachings about HIV/AIDS and drug and alcohol abuse. The topics helped [me] to become aware of the dangers I nearly got myself in. I have learned how to take care of myself."

Thuloane has also made great improvements in school. He has become more communicative about his problems and now seeks help from teachers. He struggles with writing, but he is motivated to study hard. LSC reported that in the second quarter test in English, he earned the



Thuloane Khajoane explains that mentoring encouraged him to change his ways. Now he is committed to teaching his peers about substance abuse. (Credit: LSC, 2009)

highest mark in his class. Even Mantebele Mahamo, the principal at Leqele has noted Thuloane's improvements. In a recent report, Mrs. Mahamo explained, "He is one scholar who was very naughty and stubborn and he used to drink a lot. But since he got the scholarship and since he has attended the mentoring workshops, he has stopped drinking and bunking [skipping] school. He performs well."

Thuloane is working hard in school and he is also taking the knowledge he has gained through mentoring and sharing it with others. After a mentoring workshop on HIV/AIDS and substance abuse, he organized his peers and formed a club to talk about HIV prevention. Thinking about his own experiences with alcohol, Thuloane declared that he is committed to teaching his peers about how addictive substances can destroy lives. With AGSP, Thuloane has hope. When asked about how his life has changed, he remarked, "Life has been different because my school fees are paid and I have uniforms like other scholars. I am beginning to dream about a future full of hope and glory. I feel like a superstar already. I can see my dreams come true [if] only I can work hard at school."

AEI-AGSP Profile MADAGASCAR

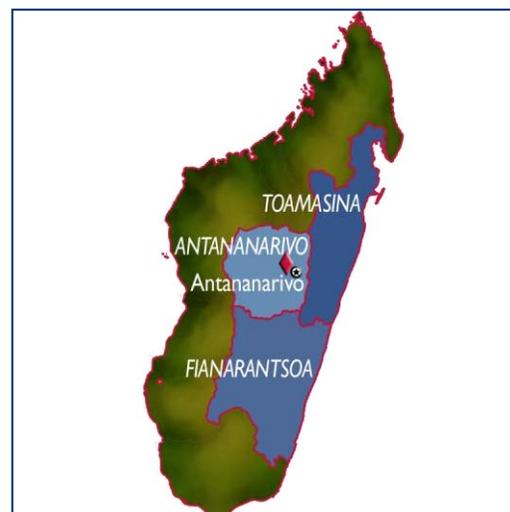
October 2008 through September 2009



USAID
FROM THE AMERICAN PEOPLE



Students at the Tsarahonenana Tsiroanomandidy Primary School (Credit: Pact/SIVE, 2009)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Number of Partners	Total Funds Approved (USD)	Total Scholarships	Schools with Scholars Enrolled
Year 1 (actual) Girls Only	1	\$163,114	1,000	164
Year 2 (actual) Girls Only	1	\$188,546	1,010	144
Year 3 (actual) Girls Only	1	\$212,992	1,000	134
Year 4 (actual) Girls & Boys	2	\$268,238 Girls: \$234,970 Boys: \$33,268	1,150 Girls: 1,000 Boys: 150	134
Year 5 (approved) Girls & Boys	2	\$275,796 Girls: \$237,431 Boys: \$38,365	1,150 Girls: 1,000 Boys: 150	136

Scholarships (School Year September–July)

In collaboration with the local nongovernmental organization SIVE, Pact provided 1,000 scholarships this year to girls in 134 schools located in 22 school districts. Five hundred twenty-seven scholarships went to girls in primary school, and 473 to girls in secondary school. SIVE directly implemented the boys' program, providing scholarships and mentoring to 150 boys in 35 schools this year, 100 in primary school and 50 in secondary.

Pact/SIVE provided scholarships by establishing a savings account for each scholar and depositing funds into it. Scholars were allowed to withdraw funds with the approval of his/her mentor and parent/guardian for costs such as the payment of school fees, the purchase of

uniforms and school materials, transportation, and other school-related essentials. Mentors and parents were trained on the correct use of scholarship funds and parents who did not follow the rules had the scholarship withdrawn. Pact/SIVE also distributed enriched flour and held hands-on trainings for scholars, mentors, and parents on how to prepare nutritious snacks to supplement their diet.

Mentoring (including HIV/AIDS)

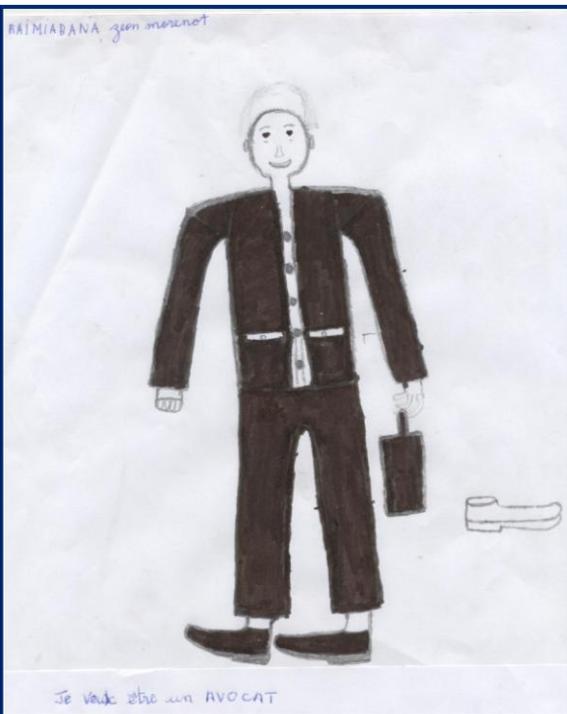
Pact/SIVE provided mentoring to its scholars on a variety of topics: HIV/AIDS, information technology, nutrition, and civic education (including topics such as etiquette, gender equality, the right to vote, and children's rights). Pact/SIVE worked with ministry offices and other experts in the execution 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), the LMI Project (for information technology), the *Office National de Nutrition* (National Nutrition Office), and the *Office de l'Éducation de Masse et du Civisme* (Public and Civic Education Office).

Pact/SIVE continued organizing training workshops throughout the year for its mentors to build their capacity, to allow them to better understand their role, and to utilize the USAID AEI-AGSP mentoring manual.

Four such trainings for nine different school districts were held in the first half of April. Pact/SIVE reported that the mentors particularly enjoyed the mentor training on reproduction and relationships as they believed that it strengthened their capacity as educators. These last four workshops brought Pact/SIVE's annual total to ten workshops organized throughout the school year in all ten regions, involving 22 school districts.



AGSP scholars learn how to prepare nutritious Malagasy dishes during a Pact/SIVE mentoring activity. (Credit: Pact/SIVE, 2009)



AGSP scholar Jean Morrenot Raimiabana's drawing entitled "I want to be a lawyer." (Credit: Pact/SIVE, 2009)

According to Pact/SIVE, the workshops were beneficial because they allowed the mentors to share experiences, challenges, and successful strategies, and they succeeded in expanding mentors' ideas of what a mentor is and what she or he does. After the training, certain mentors reported realizing that mentoring is not just academic tutoring, but goes beyond that to encompass a more holistic approach. Pact/SIVE stressed the need for mentors to continue to watch over their mentees even if the project ended. Mentor Josline Raharilalao, who participated in one of the workshops said, "I am ready to play my role as mentor beyond [the life of] the project and to always support my scholars." At the workshops held at the end of the school year, according to Pact/SIVE, 80% of the mentors had already started implementing mentoring modules with their scholars and 75% had developed well-defined mentoring plans. Ninety percent of the school districts in which AGSP operated had "given the green light" to continue mentoring activities with the students after the end of the project.

In the month of April, Pact/SIVE organized computer trainings for 316 scholars (283 girls and 33 boys) in the districts of Moramanga, Vatomaniry, Mahanoro, Toamasina I, Toamasina II and Fénérive Est. For the scholars in the latter district, it was the first time that they had ever had contact with a computer.

Four mentoring sessions on civic education were held in April for 130 scholars (105 girls 25 boys) in Manakara, Vohipeno, Farafangana, and Mananjary. The skills focused on during these trainings were: public speaking, debate,

persuasion, the summarizing of ideas, and behavior change. According to Léonidas Raymond Ramanatoanina, the principal of the middle school in Manakara, “The training on civic education allowed students to learn new words. Today, for example, they learned the meaning of ‘ideal,’ which helps students to attain their goal. Even if they learn civic education at school, the explanation during the training was clearer and very detailed.”

Over the Easter holidays in April, 282 scholars (249 girls, 33 boys) from 37 schools in the school districts of Fianarantsoa I, Fianarantsoa II, Ambalavao, Ambositra, and Fandriana attended the second module of Pact/SIVE’s HIV/AIDS trainings. The second module served to reinforce the basics on the transmission and prevention of HIV/AIDS learned in the first session and also how to communicate information about the disease to family members and peers.



AGSP scholars are eager to answer a question during a review session. (Credit: Pact/SIVE, 2009)

Mr. Marcel Ramalo, the father of an 11-year-old scholar, attended the training and commented on the importance of the subject in his district: “I find that the training is very interesting because here in Ambalavao, it’s very difficult to educate children [on the subject of AIDS] because, on account of the cattle market, they have a tendency to look for easy money in seeking partners who have money. The parents don’t always have the means to pay for all their children’s needs and encourage them to get married very young in order to get one or two cows.”

At the end of April, the boys’ mentors and scholars at the middle school in Ankorombe decided to organize an HIV/AIDS awareness-raising event for their classmates in 7th, 8th, and 9th grades. The event included a skit performed by the scholars and a question-and-answer session for the students in attendance. The event demonstrated the skills and knowledge of both the mentors and scholars in addition to their willingness to communicate to their peers on the subject.

Pact/SIVE also organized trainings in April on nutrition in five school districts in which 337 scholars (281 girls and 56 boys) and 48 mentors and school staff participated. The training began with theoretical learning about nutrition, hygiene, and the different food groups. Next, they prepared enriched, balanced traditional dishes with inexpensive and nutritious locally available products such as squash and manioc. After the training, 12-year-old Todisoa Raherimampionona said, “I like to cook! But we only cook manioc or *brèdes* (a type of edible leaf) and rice at the house because we don’t have a lot of money. Now, I will tell my mother that we can practice a more complete diet with less cost, because I’ve seen now that you can prepare nutritious food even if one doesn’t have enough money.” Some parents and guardians attended the trainings and were thus able to learn new recipes to take home to prepare for their families.

Finally, two schools at which there are boy scholars organized workshops on reading and using a dictionary. Teachers and mentors have remarked that the boys often lag in their reading and writing skills. As a result, review sessions with readings and practice were held in order to help the boys improve their proficiency. Girls’ mentors have also organized similar tutoring sessions, particularly in math and science, but the need for reading intervention was seen to be greater in the case of many of the younger boys. These academic support sessions became more frequent in May and June as exams approached. For example, Mrs. Lucie Ranoharisoa, a teacher at the Lycée Andoharanofotsy, led a tutoring session on French reading, writing, and pronunciation for 141 scholars in May. The reading and writing workshops often used a bi-monthly reader for youth published by the World Wildlife Foundation entitled *Vintsy*, which addresses environmental issues and the importance of protecting endemic species in Madagascar. According to Pact/SIVE, the scholars enjoyed the content and were able to practice their skills at the same time.

Also in May three trainings on civic education were attended by 158 scholars (100 girls, 58 boys). More mentoring activities on HIV/AIDS were organized for 68 girls in the districts of Moramanga and Manjakandriana and for 31 boys in the districts of Vatomandry and Mahanoro. Thirty-two boys from the capital took part in a reading and writing workshop in May as well. Tutoring sessions on reading, writing, and correct pronunciation in French were also organized by the mentors at the district level. Other mentoring activities had to be canceled due to the suspension of the program in Madagascar. (See “Solutions and Lessons Learned.”)

Scholars in Antananarivo continued to enjoy using the AGSP library. In the month of May alone, sixty girls from 13 schools in the capital came to study, read books, or draw. Scholars from the capital attended a mentoring session held at the library on the subject of career aspirations.

Towards the end of the school year, SIVE AGSP team member Felana Ravoson traveled to Winrock's database training in Johannesburg, South Africa. Pact/SIVE's data entry and cleaning was completed at the training, and Ms. Ravoson was even able to provide a considerable amount of help to her fellow francophone AGSP implementers in other countries who needed assistance completing their data work.

Community Participation

Each year Pact/SIVE ensured parental and community involvement by inviting parents and other community members to take part in the scholar selection process and to monitor the use of scholarship funds. Parents were also encouraged to attend meetings on subjects such as the importance of education as well as mentoring activities on HIV/AIDS, civic education, and nutrition. According to Pact/SIVE, parents attending the review sessions on reading and writing in French were particularly enthusiastic about the training as they often reported that they regret their low levels of French and inability to help their children with their schoolwork. Parents also valued the HIV/AIDS trainings: at the May workshops, over 90% of the parents and guardians were in attendance. In addition, parents were required to go see their child's mentor once a month either at his/her house or in the classroom to discuss their child's academic progress.

Solutions and Lessons Learned

The mentoring program faced a number of challenges throughout the year. First, there has been the emergence of a political crisis that the country is still experiencing. Students in certain areas had to miss class during parts of the year because of the political turbulence. As a result, many of the mentors decided to conduct tutoring and review sessions so that scholars' grades would not suffer as much as they would have without any intervention. In spite of the upheaval, national exam dates were not changed, so the mentors' review sessions held over the Easter vacation were crucial in helping students to catch up on lost lessons. In some areas (notably Fianarantsoa), exams were canceled altogether.

Secondly, in April Cyclone Jade created havoc in six districts in which AGSP was implemented in eastern Madagascar, causing school closures, electricity cuts, shortages of drinking water, and evacuations. Mentors in some cases took in scholars because their homes were flooded. The mentors also provided advice on precautions to take regarding drinking water in the aftermath of the cyclone.



A photo of the flooding caused during one of Madagascar's cyclones
(Credit: Pact/SIVE, 2009)

Finally, as a result of the deteriorating political situation on the island, the US Department of State suspended funding for AGSP and many other development programs. Because of this suspension, the majority of Pact/SIVE's activities were curtailed as of late May, 2009. The suspension of funding came at a particularly difficult time—the end of the school year, when mentors would normally be busy not only organizing large mentoring activities on subjects such as HIV/AIDS, civic education, and nutrition, but also tutoring scholars so that they might succeed on their end-of-the-year exams and pass to the next grade. Mentors prioritized the academic tutoring, while other activities could not be implemented. For instance, four districts were unable to participate in the second module of the HIV/AIDS training.

NGOs in Madagascar have documented the negative impacts that the political crisis is already having on children there: an increase in child labor and a decrease in school attendance and enrollment, for example. Both Winrock and SIVE remain committed to restarting AGSP should the political situation improve and funding resume.

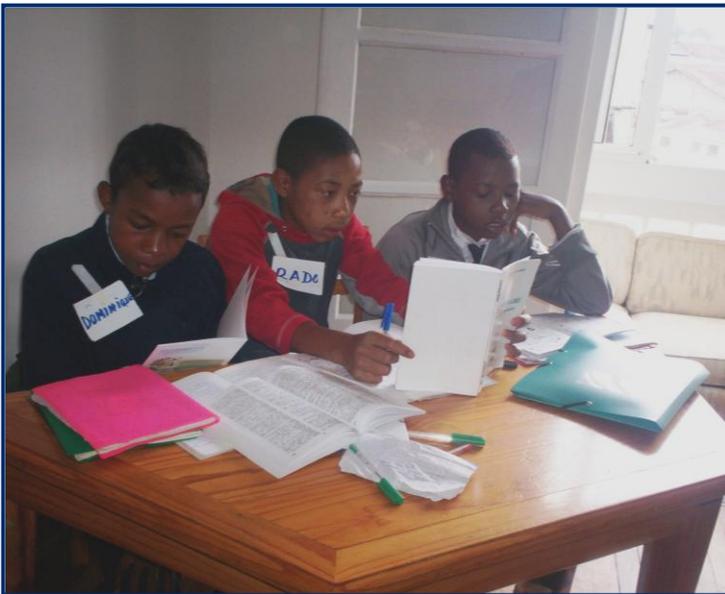
Scholar Spotlights

Two AGSP Scholars Take Top Honors in National Math Competition

Fifteen-year-old Erika Andrianirina Ramahatra, a ninth grader at the Andoharanofotsy junior high school, came in third place in a national math competition organized in collaboration with the Ministry of National Education. A scholar since 2006, Erika was weak in math last year, but thanks to her AGSP scholarship, she was able to pay for extra tutoring this year and her hard work paid off. One thousand students in grades six through 12 from both public and private schools all over Madagascar took part in the competition. Erika explained that her success was due to the support she received as an AGSP scholar: “AGSP gave me the courage and the strength to study well. I had nice school supplies, and I no longer worry like I did before when my notebooks run out. I was able to attend trainings and tutoring. And now, I have succeeded in this competition. I am really happy. Thanks, AGSP.”



Fifteen-year-old Erika Andrianirina Ramahatra used to struggle in math, but thanks to tutoring she received through her AGSP scholarship, she took third place in a national mathematics competition this year. (Credit: Pact/SIVE, 2009)



Fourteen-year-old AGSP scholar Rado Ramiandrisoa, pictured here seated in the middle of two fellow scholars, took first place in a national mathematics competition. (Credit: Pact/SIVE, 2009)

Another AGSP scholar, fourteen-year-old Rado Ramiandrisoa, took the top position in the same math competition. A seventh grader at the same junior high school as Erika, Rado is the youngest of eight siblings. Because of his family’s difficult financial situation, he was chosen by the AGSP selection committee to receive a scholarship for the past two years. With strong support from his mentor and with AGSP funds to pay for tutoring, Rado came in first in the math contest. According to the AGSP local implementing partner, SIVE, Rado was proud of the results of his efforts and promised to work even harder in order to attain his goal of becoming a medical doctor.

AGSP Scholarships Help Children Overcome Abuse and Trafficking

Akany Avoko is home to over 120 abandoned, orphaned, abused, impoverished or troubled children between the ages 6 months and 21 years old who are referred to the shelter by Malagasy social services. Among the children at the shelter are two AGSP scholars who have faced extremely difficult circumstances in their short lives.



Ravaka is one of the AGSP scholars at the Akany Avoko shelter for children who have had difficult childhoods. (Credit: Pact/SIVE, 2009)

Fifteen-year-old Finiavana Volatiana Ravaka Ravoniarisoa was taken in by the Avoko Center five years ago. Before that she had lived with her stepfather, mother, and three sisters. Ravaka was often mistreated by her stepfather. One day he stabbed her in the back, causing the neighbors to call the authorities. The stepfather was imprisoned for a year and a half, but Ravaka's mother subsequently abandoned her, so she was referred to the center. Ravaka suffers from the psychological effects of the abuse, but thanks to her participation in the AGSP program, she is becoming more sociable and can afford to buy the materials needed to continue her schooling. According to Pact/SIVE, her mentor has played a crucial role in her progress. Although she is 15, Ravaka is only in the fifth grade. However, her grades have improved since she joined the program. Asked what she would like to be when she finishes her education, Ravaka states that she would like to be a midwife.

N. [name withheld for reasons of confidentiality] is also fifteen and in fifth grade. She too was a victim of abuse before coming to the Akany Avoko center three years ago and being selected as an AGSP scholar. N. used to live in a remote part of the countryside with her parents, who had never gone to school. N. has eight brothers and sisters, none of whom attended school either. One day, a woman she did not know approached N. and proposed to take her to a job in a city. The woman promised N. that she could earn lots of money that she could send to her parents. Not suspecting anything, N. went with the woman and was trafficked into a job as a maid for two years during which she received no salary at all. Her boss raped her and the neighbors called the authorities. Since then, she has lived at the center thanks to the support she has received from AGSP.

AEI-AGSP Profile MALAWI

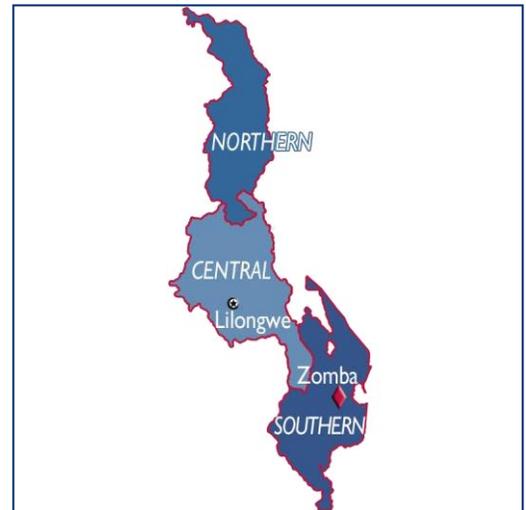
October 2008 through September 2009



USAID
FROM THE AMERICAN PEOPLE



Some communities in Malawi have raised money to provide small gifts, such as the notebook seen in this photo, for scholars who have excelled in their studies. The idea is to publicly reward and recognize scholars in order to encourage them to continue to work hard in school. (Credit: CRECCOM, 2009)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Number of Partners	Total Funds Approved (USD)	Total Scholarships	Schools with Scholars Enrolled
Year 1 (actual) Girls Only	1	\$471,975	3,307	1,392
Year 2 (actual) Girls Only	1	\$516,977	3,254	1,386
Year 3 (actual) Girls Only	1	\$549,012	3,322	1,390
Year 4 (actual) Girls & Boys	1	\$961,604 Girls: \$571,809 Boys: \$389,795	5,306 Girls: 3,293 Boys: 2,013	1,406
Year 5 (approved) Girls & Boys	1	\$840,848 Girls: \$508,389 Boys: \$332,459	5,335 Girls: 3,322 Boys: 2,013	1,386

Special note: USAID's contract with Winrock International to implement AEI-AGSP was scheduled to end in September, 2009. In preparation, all local partners were directed to complete this year's scholarship and mentoring activities by the end of June, to finish administrative work by the end of July, and to submit final reports to Winrock in August. On September 30, USAID awarded Winrock a two-year extension of AGSP for the continuation of scholarship and mentoring activities to children already enrolled in the program.

Scholarships (School Year January–December)
Creative Centre for Community Mobilisation (CRECCOM) provided scholarships to 3,322 girls in primary school in all 34 districts of the country. It also distributed 2,013 scholarships to boys in primary school, for a total of 5,335 scholarships in 1,386 schools across Malawi. Scholarship packages for all participants included the following items: school supplies, shoes,



AGSP scholar Maureen Chisamanga is seen wearing the sweater she received as a part of her AGSP scholarship. It is the first sweater she has ever owned. (Credit: CRECCOM, 2009)

underwear, one school uniform, a sweater, sugar, corn flour, paraffin (for studying by lamplight), laundry and bath soap, a toothbrush and toothpaste, a mosquito net, and a large bag to carry and store their scholarship items. Girls also received cloth for a dress and a small amount of money to have the cloth made into a dress. Boys received shoe polish. Scholarship distribution began in late January and concluded in late March.

Mentoring (including HIV/AIDS)

CRECCOM's 1,106 male and female mentors (including both teachers and members of the community) check on scholars' academic performance, carry out home visits, and advise parents and guardians on how to encourage their children to become good students. They provide mentoring to the scholars on subjects such as the importance of education, study tips, how to protect one's health, gender-based violence, HIV/AIDS mitigation and prevention, life skills, career options, and in some cases vocational skills and/or handicrafts. In addition, many collaborate with parents and students on small revenue-generating projects to fund extra AGSP activities such as community-based retreats, provide aid to additional non-AGSP orphans in the community, and to cover secondary school fees for brief periods of time for former AGSP scholars.

During Malawi's school holidays in April, CRECCOM organized three regional "most improved scholars' retreats" as an incentive for scholars to excel in school or to make noteworthy progress in their academic performance. A total of 146 girls and 62 boys took part in these retreats. Mentoring sessions at the retreats covered the following topics: the goals of AGSP as well as the program's achievements and challenges; drug and alcohol abuse; HIV/AIDS prevention and mitigation; adolescence, hygiene, and reproductive health; gender-based violence; and a lesson on reading and comprehension skills. In addition, students in Blantyre made an educational visit to the Blantyre Print and Malawi Institute of Journalism. Those in the capital, Lilongwe, visited the Ministry of Education and a wildlife center. Scholars in Mzuzu visited a hotel in order to learn about the hospitality industry. In addition to the subject material covered in the mentoring activities, CRECCOM reported that the retreats allowed the scholars to share the challenges they face in their day-to-day lives, to learn from each other, and to set goals and assume leadership roles. The retreats also helped to enhance the trust between scholars and mentors. Factoring in the three regional most improved scholars' retreats held in the fall, a total of 388 AGSP scholars participated in the retreats throughout the year.

Female and male role models are invited to the retreats to speak to the scholars about career opportunities, particularly in "non-traditional" fields. For example, Ms. Chisomo Nsomba Banda, a female lecturer in carpentry at the Soche Technical College, demonstrated some of her furniture-making skills for the scholars. AGSP scholar Zion Anold, a seventh-grade girl from the remote Chikwawa district, told Ms. Banda, "...this is considered a male-dominant job. I did not know that there are such women in Malawi. I am inspired that you are able to make beautiful furniture which you use in your home and others which you sell in Malawi and abroad."

Individuals who are invited to speak to scholars as role models have also often overcome difficult circumstances in their own lives and can therefore inspire scholars to aim high. The scholars who attended the retreat from the Central region had a chance to interact with a Mr. Besela, a male nurse at Bwaila Hospital in Lilongwe. Mr. Besela explained to scholars that he came from a very poor family that could not even afford to buy him a pair of shorts. He lost his father when he was young and he performed odd jobs in people's homes to earn money for his basic needs. After making it to secondary school, he continued his work during school vacations and managed to finish his secondary education. He applied for work as a health surveillance assistant and worked for three years before he was chosen by the government to attend the Malawi College of Health Science. Because AGSP scholars come from similarly disadvantaged backgrounds, hearing such success stories can motivate them to set goals and work hard to achieve them. According to CRECCOM, the role models encourage the scholars to put education first above everything and warn them against sexual relationships, early marriage, and dropping out of school because of pressure from relatives. Scholars developed personal action plans after the retreats to outline the steps they intend to take in order to meet their goals.

Mentors also continued to 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 that are usually held at local schools. At these gatherings, scholars, parents/guardians, mentors, and education advisors come together and organize mentoring and recreational activities with scholars. These are also an opportunity for all who are involved in AGSP to share experiences and build good relations amongst themselves. Twelve communities held such retreats in April and three did so in May. In the first half of the year, 45 communities had organized these retreats, for a yearly total of 60 across the country.

Community Participation

CRECCOM reports that communities have started to play a much more active role in combating early/forced marriage. In the area of Bulala in northern Malawi, for example, the village headmen have spearheaded the formation of an education monitoring committee to guard against the tendency of parents and guardians to force their children to marry men who work in South Africa (who are seen as good marriage prospects because of their earning power but who often already have wives in South Africa and who have an elevated risk of HIV infection). In fact, working together with the AGSP mentors, the committee succeeded in preventing AGSP scholar Joyce Mfuno from such a marriage. (See the following scholar spotlight story.) Traditional leaders in other villages have decided to assess a fine (often in the form of a cow or a goat) on families who marry off their daughters before the girls finish school. The fines serve not only to dissuade families from early marriage but also to support AGSP activities in the area.



Community members in Malawi gather to discuss problems such as early marriage, to strategize on how to improve education in the local schools, and often to launch revenue-generating activities to support local education needs. (Credit: CRECCOM, 2009)

In late April and early May, CRECCOM organized two monitoring trips to areas in which community participation in AGSP needs reinforcement. In order to motivate local stakeholders, CRECCOM brought in prominent community leaders from those areas where community participation in the program is highest. The goal was to reward those community leaders who have been successful and to stimulate those who have not been as active as they could be. The stakeholders from the more motivated communities shared successes and effective strategies with those from communities in which the mentors felt that the community members are not sufficiently engaged. CRECCOM reported that this usage of role models has successfully encouraged communities to become more active in places such as Nsanje, where stakeholders originally were not very engaged in the program but who are now highly motivated.

One of these stakeholder exchanges was held at the Chiwondo Teacher Development Center (TDC) in Karonga district and the other was held at Ilengo TDC in Chitipa district. The two areas were targeted because of the low participation of stakeholders such as community leaders, parents' associations, and head teachers in AGSP activities and also because of high rates of early marriage. The meetings were attended by 76 key stakeholders including mentors, teachers, community leaders, members of the parents' associations, and other local development agents. In both Chiwondo and Ilengo, community leaders who attended the meetings vowed to hold subsequent public meetings to share what they learned with the community at large and to get them on board.

As stated above, the community-based retreats were attended not only by scholars but also by parents and guardians, mentors, and other community members. Of the 12 community-based retreats held in April, 593 parents/guardians participated (along with 649 scholars). Of these 12 retreats, only two received a small amount of funding from AGSP; the rest were fully funded by local contributions of money, labor, or in-kind goods, demonstrating high levels of engagement on the part of community members.

In many communities, stakeholders have made significant contributions to the local AGSP committees as a way to ensure a measure of sustainability for the program, to offer benefits to other needy students, to provide small prizes or incentives to top-performing students, or to provide some form of support to former AGSP scholars who have

graduated to secondary school. In the Katete zone of northern Malawi, mentors developed an innovative way to pay for snacks and a weekly review session for scholars who are struggling in school. The mentors contributed 7,000 Malawian kwacha (roughly \$50 USD) to start up a paraffin-selling business that now supports the study sessions.

Another example is the Kankhoka School in the Mwazisi zone, where community members in the first half of the year donated tobacco to purchase a new roof for the teacher's house. In the second half of the year, the community again came together to purchase an additional 38 iron sheets and made enough bricks to construct an additional classroom block at the school as a way of relieving overcrowded classes and fostering better learning.

Solutions and Lessons Learned

Mentors continue to experience mobility problems as many of the AGSP schools in a given area are located far from each other. CRECCOM reports that some communities have begun revolving credit funds in order to raise money to cover the mentors' transport. In addition, CRECCOM has provided them with a small sum to help pay for transport as well.

In the Chitipa district, community members found a sustainable and inventive way to help AGSP scholars improve their attendance and focus more on their studies. Village Headman Mwenechipela offered one hectare of land to be used for gardening. The communities in the zone cultivated the land, producing 12 bags of corn (of 50 kilograms each). Six bags of the corn were donated to a community-based child care center (CBCC) in the zone. The community established the CCBC in order to discourage absences by the AGSP scholars who were often prevented from going to school because their parents asked them to watch over younger siblings. Such initiatives demonstrate the way that some communities have taken ownership of the program and translated AGSP's message about the importance of education into concrete actions that respond to local conditions.

On more somber note, CRECCOM reports that there has been a cut in the National AIDS Commission funds that the government was using to support needy secondary school students. These funds were helping former AGSP scholars who are now enrolled in secondary school. Communities have therefore stepped up their revenue-generating efforts and have even started lobbying local NGOs and Malawian politicians for support for their former AGSP scholars.

Scholar Spotlight

AGSP Helps Ease the Burden in a Child-headed Household

Beatrice Chizimbi is only ten years old but her family life has been one of constant struggle and flux. The third child in a family of seven girls and one boy, Beatrice lost both parents within the space of two months. The children were left in the care of their grandparents for a brief period of time before these relatives died as well. Because Beatrice's eldest sister had also passed away, the siblings next went to live with the eldest surviving sister, a 16-year-old who is currently a student in Form 2 at Kameme Community Day Secondary School.

At one point after the death of her parents, some relatives decided to foster the children. Unfortunately, those who took Beatrice and her elder sister refused to let them attend school, instead using them to look after their own children at home. In order to be able to go to school, Beatrice and her sister decided to go back to their village of Udonda near the Tanzanian border and look after themselves. Fortunately, the father had left behind an incomplete house in the village and some items for the completion of the house. Some community members in the village helped the children to finish the construction of the house.



Beatrice stands in front of the house that fellow villagers helped her and her sisters to complete. (Credit: CRECCOM, 2009)



Beatrice Chizimbi, in the green and red school uniform, and her sisters have lived on their own since losing both their parents and their grandparents. (Credit: CRECCOM, 2009)

With no one to support them, the children lack essentials such as food, decent clothes, soap, and school-related materials. Beatrice and her elder sister depend on “well wishers” in the village who sometimes give them food; otherwise they perform odd jobs in other villagers’ homes to support themselves. Beatrice and her sister sometimes do not have food to eat and often had to miss school to work for food. The children have a piece of land for farming but lack farm inputs such as fertilizer so the little food that they can grow does not last them long.

Fortunately, the children have a passion for education, and Beatrice is a strong student. Her selection as a scholar in AGSP has helped her situation at home and even strengthened her academic performance. At the end of the 2008 academic year, she was ranked 12 out of 80 students in her class, but managed to climb to first place at the end of the first term of

the 2009 academic year. She attributed her improved performance to the scholarship items she received and the fact that she no longer has to miss school in order to work. Besides the scholarship items, Beatrice is grateful to her mentors for continuously counseling her and her sister to focus on their futures instead of on their current difficulties. According to Beatrice, her mentors “have been supportive to all of us at this house. Sometimes they come with various items to support us besides the words of encouragement.”

Beatrice aspires to be a nurse when she grows up and the way she is performing in school, she has a good chance of succeeding. Without AGSP, she and her sister would likely have been among the many children in Malawi who are forced to drop out.

In the Spotlight

Mentoring and Support Trump Pressure to Marry

Fifteen-year-old Joyce Mfunne is an ambitious girl from Bulala, a remote area in northwestern Malawi where cattle is king. Joyce has not had an easy life and it would have become far worse if not for the intervention and support she received as an AGSP scholar.

Joyce is the first born in a family of four girls. After losing their father in 2000, the girls then suffered the death of their mother the next year. Care for the children fell to an elderly grandmother who could not provide for all their needs, particularly food and school-related materials such as exercise books, pens, and a school uniform. The girls’ education suffered because they were often forced to miss school in order to work to pay for food and other essentials.

In spite of these challenges Joyce continued to work hard in school. Her dedication to her studies paid off in 2005 when community members nominated her for one of the seven AGSP scholarships in the village. The items she received as a part of her scholarship—including school supplies, a uniform, shoes, food, etc.—eased the precarious situation of the family, and Joyce’s already-



Joyce Mfunne turned to her mentor when her family wanted to marry her off. Together they succeeded in persuading Joyce’s family to call off the engagement. (Credit: CRECCOM, 2009)

strong school results further improved. She became one of the best academic performers in the district.

In addition to her strong academic results, the mentoring that she received through AGSP reinforced Joyce's resilience in the face of her circumstances. According to her mentors, the topics she liked most in the program were the lessons on assertiveness, decision making, the importance of education, and career guidance. In fact, these skills would soon be put to the test.

Joyce described what happened: "My uncle called me one evening to inform me that they had arranged that I should go to a certain man's house in the area and everything I shall hear from him. On arrival at the said man's house, I was informed that the uncle had chosen me to be the man's wife and that a dowry of four cattle had been paid." The man Joyce had been engaged to lived and worked in Johannesburg, South Africa, where many local men go to seek employment and higher wages, which are hard to come by in Malawi. Viewed as "good catches" because of their relatively high earnings, the men are coveted for their income in spite of the fact that they are at much higher risk of HIV infection. The comparatively modern houses with glass windows that these men build dot the countryside in the area, standing out amongst the humble local huts and serving as reminders of the men's money and prestige.

Joyce told the man that she understood and promised to come back to him. From there, Joyce went directly to the house of Mrs Phiri, her mentor, and told her everything. Mrs. Phiri called an urgent meeting with the other AGSP mentors. They discussed the issue and decided to go to the girl's uncle and grandmother to persuade them to call off the engagement. The issue was discussed at length and the mentors stressed to the uncle the need for Joyce to continue with her education. Finally the uncle realized that they were right and agreed to go to the suitor's family and give them back the dowry of cattle that he had received. To make sure that the proposed husband's side understood correctly, the mentors, along with Mrs. Phiri's husband the local primary education advisor (PEA) as well as the village chief, decided to accompany the uncle to the man's house. There they were well received by the man's male relatives and again highlighted the need to allow Joyce to be educated. The man's family accepted the returned dowry, which is almost unheard of in the herding culture of the north. "This is a milestone reached because culturally it is a taboo to return a dowry price," said Mr. Phiri.



Joyce's family returned the dowry of four cows to the groom's family in spite of cultural pressure not to do so. (Credit: CRECCOM, 2009)

Asked why she refused a marriage offer from a man who is considered "well to do" in her society, Joyce replied, "I would like to continue with my education, get selected to Mzuzu Government Secondary School and then be selected to university to pursue a course in nursing and become a nurse. These dreams would not be fulfilled if I get married. Moreover, there is a tendency that men from our community who go to work in South Africa dump their wives and get married to another one there." Currently in 8th grade, Joyce was preparing to sit for the Primary School Leaving Certificate Examinations in September of this year and according to CRECCOM, there is hope that she will be selected to attend secondary school.

AEI-AGSP Profile MOZAMBIQUE

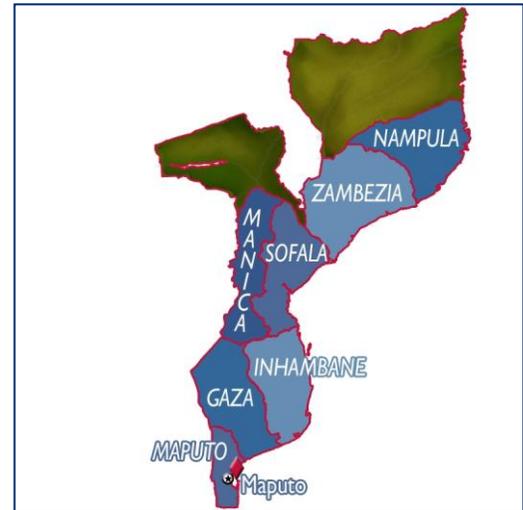
October 2008 through September 2009



USAID
FROM THE AMERICAN PEOPLE



The girls' soccer team at Cidadela das Crianças enjoyed an undefeated record in the spring of 2009. (Credit: ADPP, 2009)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Number of Partners	Total Funds Approved (USD)	Total Scholarships	Schools with Scholars Enrolled
Year 1 (actual) Girls Only	5	\$558,424	5,963	163
Year 2 (actual) Girls Only	5	\$766,703	6,284	173
Year 3 (actual) Girls Only	5	\$919,330	6,039	166
Year 4 (actual) Girls & Boys	5	\$1,194,895 Girls: \$986,969 Boys: \$207,926	7,640 Girls: 6,064 Boys: 1,576	170
Year 5 (approved) Girls & Boys	5	\$ 1,092,823 Girls: \$830,653 Boys: \$262,170	7,437 Girls: 5,848 Boys: 1,589	168

Special note: USAID's contract with Winrock International to implement AEI-AGSP was scheduled to end in September, 2009. In preparation, all local partners were directed to complete this year's scholarship and mentoring activities by the end of June, to finish administrative work by the end of July, and to submit final reports to Winrock in August. On September 30, USAID awarded Winrock a two-year extension of AGSP for the continuation of scholarship and mentoring activities to children already enrolled in the program.

Scholarships (School Year January–December)

In Mozambique, Winrock works with five local partners to continue the implementation of AEI-AGSP. During project year five, these partners provided a total of 7,437 scholarships to girls and boys.

Associação Moçambicana para a Ajuda de Desenvolvimento de Povo para Povo (ADPP) gave 550

scholarships to girls and 324 to boys in primary school Maputo, Manica, and Nampula Provinces. In Sofala province 1,750 scholarships were awarded to girls only. The scholarship items distributed included uniform components such as a shirt, trouser, skirt, and soap. Shoes were provided in some of the provinces as needed. In areas where temperatures are extreme in the winter; blankets and petroleum oil for lamps were available. At the start of the cold season in May, 75 scholars in Nhamatanda and 229 scholars in Gorongosa received both blankets and petroleum. ADPP reports that the oil lamps allow scholars to maintain their study routine even when the sun sets early in the winter. Scholars also received food items such as rice, cooking, oil, sugar, and beans. Transport money was provided for scholars who needed it in order to attend after-school mentoring activities.



Two scholars head home after receiving their AGSP scholarship items from Cáritas. (Credit: Winrock International, 2009)

Kulima/IDR provided 1,400 scholarships to girls and 800 scholarships to boys in primary school, all in Inhambane Province. Scholarship materials include clothing, shoes, uniform components, school supplies, nutritional supplements, hygiene kits, and additional expenses (such as transport for doctors' visits) for some scholars on an as-needed basis.

The **Forum for Women Educationalists in Mozambique (FAWEMO)** awarded scholarships to 500 girls and 200 boys in primary school in Zambézia, Gaza, and Inhambane Provinces. Scholarship materials include school supplies, uniform components such as a skirt, blouse, and underwear for girls, trousers and shirt for boys, shoes, and personal hygiene kits consisting of soap, toothpaste, and toothbrush. Scholars also receive food items such as beans, milk, tea, bread, corn flour, and sugar.

Cáritas Regional de Chokwé provided scholarships to 266 girls and 50 boys in primary school in Gaza Province and 34 scholarships to girls in secondary school who had previously received an AGSP scholarship in primary school. Scholarship items included notebooks, drawing materials, a backpack, and other school supplies. School uniforms were also provided along with soap. Food items such as cooking oil, rice, corn, beans, and sugar were given out over the course of the year. In the areas where the prevalence of malaria is high, mosquito nets were also distributed.

World Relief awarded 1,348 scholarships to girls and 215 to boys in primary school in Inhambane Province. Scholarship items included a blouse and skirt for girls and trousers for boys. Scholars also received five exercise books, pencils and pens, and a backpack. On a monthly basis each scholar received one kilogram of sugar, a bar of soap, one and a half kilograms of peanuts, and two kilograms of rice.

Mentoring (including HIV/AIDS)

The ADPP mentoring program relies on *mentoras*, *madrinhas*, and *padrinhos* to conduct activities at school and follow up with the scholars through home visits. A *mentora* is the designated teacher at each school who is responsible for AGSP implementation, and the *madrinhas* and *padrinhos* are female and male community members who work as volunteers and conduct home visits, organize club activities, and help with school work. In Sofala province, there are no boys enrolled in the program and many of the girls live in remote locations. For these reasons, their mentoring structure is slightly different and consists of ADPP trainers going out to each school to supervise activities and work with the *mentoras* in each school location.

Throughout the year the *madrinhas* and *padrinhos* participated in various meetings with the scholars, parents and guardians, teachers, and community members to provide valuable information to their beneficiaries and the wider community. The meetings organized by ADPP covered topics such as good hygiene practices, women's and children's rights, and the prevention of HIV/AIDS and other diseases. For example, in Nacala on April 21st, the *padrinhos* held a discussion for 100 girls and 75 boys on punctuality and how important it is to be on time in life. Community leaders and school officials were also present for this conversation.

In Sofala province, throughout the month April and May, ADPP placed a strong emphasis on capacity building for their mentoring staff. In Buzi, Gorongosa, and Nhamatanda districts, five retraining sessions were held in April for 51 *madrinhas* and 9 *mentoras*. Over the course of these day-long training sessions, the *madrinhas* and *mentoras* held discussions and performed group work focused on the role mentors play in AGSP implementation. HIV/AIDS education, menstruation, and school attendance were also covered. In May, three-day sessions were held in the same districts with 112 *mentoras* and *madrinhas* to integrate new *madrinhas* into the program. In addition to the topics on HIV/AIDS, children's rights, and programmatic activities, new *madrinhas* were also able to share their experiences and receive feedback from more experienced *madrinhas* on different approaches and problem-solving tactics. ADPP reported that this was particularly valuable as many of these women have not been to school themselves and view the training as a learning experience to become more knowledgeable for the benefit of themselves and their scholars. ADPP also encouraged them to continue to care for the scholars and to maintain the established system of support and cooperation with the schools even though the plans for the continuation of the program remained unclear at the time.



Beneficiaries and *madrinhas* enjoy embroidering together at Jossias Tongogara School, Nhamatanda. Embroidery is one of the mentoring activities organized by ADPP. (Credit, ADPP, 2009)

In some cases, the scholars also attended trainings with the *madrinhas*. Thirty girl scholars and 30 *madrinhas* attended a training in Lamego on becoming more self-aware as the scholars approach adolescence. In addition to providing information to the mentors and scholars, these trainings have also served as a good opportunity to facilitate cooperation among the *madrinhas* and scholars. In May, 15 girls and one trainer were invited to attend a UNICEF seminar focused on children's rights. Given the lack of awareness on this subject, the participants felt it was a particularly beneficial workshop that provided them with information to which they would not have otherwise been exposed.

Home visits and scholar activities continued during April and May as well. Over the course of the two months, 2,472 home visits were conducted in Sofala to monitor the girls' progress in school and to assess their living situation. Sewing clubs, embroidery clubs, crochet clubs, sporting events, and income-generation activities (IGAs) were also monitored by the Sofala trainers. The trainers visited 22 clubs in Nhamatanda district and five IGAs during which they observed the harvesting of corn, the sale of sweet potatoes, and the work being done at a pottery IGA. Trainers also provided suggestions at EPI Monte Siluvo where the *madrinhas* are experiencing problems with their crop development.



Alfandega Companhia, pictured above watering the vegetable garden at Escola das Formigas do Futuro Chimoio, has overcome many obstacles including a physical disability and the loss of both parents. With the help of ADPP mentors, he is determined to continue his studies. (Credit: ADPP, 2009)

On June 10th, 22 *madrinhas* and two *mentoras* worked with 20 girls and 10 boys at the Escola das Formigas do Futuro Chimoio to maintain the vegetable garden on the school grounds. Garbage and weeds were removed from the area surrounding the water tanks reserved for irrigation. In addition to ensuring that the water source was not contaminated by the garbage, this activity also was a good lesson for the scholars regarding the importance of a clean food and water supply. Vegetables were transplanted from the nursery to plots that each scholar was then responsible for maintaining. Beyond the life-skills sessions held twice a week at Formigas do Futuro, mentors have been working with scholars in their extracurricular clubs including rhythmic gymnastics, traditional dance, piano, crochet, and sewing. The students participating in the traditional dance group were asked to perform in the Independence Market in celebration of Mozambican Independence Day on June 25th.

Cáritas implements its mentoring program through mentors they call *activistas*. Each school is assigned an *activista* who is a member of the community. Throughout the year, the *activistas* visited the scholars in their homes and at school to make sure they were attending school and doing well. In April, in particular, their focus was on addressing illiteracy among rural girls. They also held monthly meetings on the weekends for the scholars as well as their parents. Cáritas has begun using the *Girls' Mentoring Resource Guide* in those communities where the guide has been distributed and plans to continue this in the future. On May 1–3, events were organized for all beneficiaries, parents/guardians, school directors, teachers, and community leaders at all Cáritas schools to discuss the potential end of the program and how to utilize local resources to ensure continued scholar success. Expressing concern over the growing number of orphans and vulnerable children in their communities, Cáritas is aiming to increase mentoring and education about HIV/AIDS throughout the community.

FAWEMO's mentoring program relies on one or two mentors at each school who work closely with the scholars, teachers, and other community members. The schools each have a girls' club that held weekly meetings on Saturdays to discuss any problems that the scholars may have had and provided help with schoolwork. Even though it is called a girls' club, boys were welcome to attend as well. Currently the clubs are 80% girls and 20% boys. A large focus of mentoring activities in May and June centered on HIV/AIDS and its impact on the scholars and community. A total of 1,012 girls and 1,129 boys (including 500 AGSP girls and 200 AGSP boys) attended HIV/AIDS sessions hosted by the mentors. Included in the discussions at these sessions were previously taboo topics such as sexuality and rites of initiation. Mentors also participated in larger sessions with members of the school community to talk about combating the stigmatization of children affected by HIV/AIDS and the role the community must play in supporting orphans.

Kulima utilizes both in-school and extracurricular activities in its program. Mentors visit the scholars at home and at school and encourage the development of life skills through soccer matches, local games, singing, dancing, debates, and artwork. Between January and May Kulima mentors reached 470 girls and 281 boys through the extracurricular activities it organizes. Originally an agricultural organization, Kulima has recently integrated the planting of fruit trees into its AGSP activities with the hope that the trees will become a sustainable resource for the schools near them. A major tree-planting project involving mentors and scholars began in January and has resulted in over 2,000 trees being planted near scholars' homes and schools. Kulima has placed a strong emphasis on tree planting and is moving forward with similar enthusiasm in the area of vegetable gardening. In June mentors worked with stakeholders to identify criteria to award prizes for the best school garden. Kulima's program also provides tutoring sessions to scholars and structured time for homework and studying that might not be available to them at home. A Peace Corps volunteer has been assisting with mentoring in the Jangamo district and has been offering English classes to scholars as well.

Peace Corps Volunteer Antonio Bernardo has been assisting with Kulima's mentoring program in the Jangamo district. According to Bernardo, in the Mozambican educational system children are often not encouraged to participate actively in class. Bernardo has therefore tried to help students overcome their timidity by actively engaging them and using positive reinforcement. He reports that the results have been good: students now enjoy coming to the board to answer questions in class. "They are beginning to have confidence in their answers and themselves,"



Two AGSP scholars participate in a tree-planting activity. Kulima's efforts resulted in 2,000 trees being planted throughout the region. (Credit: Winrock International, 2009)

World Relief's mentoring program assigns one mentor to every five scholars, ensuring individual attention for both the scholars and their families during home visits. The mentors also visit the schools to verify that the scholars are attending on a regular basis and to organize group activities for the scholars. This past year World Relief has facilitated sessions for scholars on disease prevention and reproductive health. In April, at EPI de Joaquim Alberto Chissano, 96 girls and 15 boys received information on HIV/AIDS and at EPC de Quissico, 371 girls and 250 boys used the "Making Good Choices" module from World Relief's *Choose Life* guide that focused on HIV/AIDS education. On April 7th, mentors participated in the celebration for Mozambican Women's Day through the presentation of

songs, dances, and speeches. This event increased the visibility of AGSP through the participation of 500 people including program mentors who work in the district government offices and the involvement of the secretary for the *Organização das Mulheres Moçambicanas* (Organization of Mozambican Women), who is also a mentor. The event emphasized the importance of equal access to education for men and women and the need to educate girls in the community. In honor of Children's Day on June 1, roughly 100 AGSP scholars from the Mahumane, Mussacate, and Quissico communities were selected to attend and represent their fellow scholars. Scholars in particular enjoyed the event and came away feeling that they played a special role in society.

World Relief has also organized training events to build mentors' capacity. At the beginning of July, 291 female mentors and 30 male mentors attended two-day trainings in their districts. The trainings focused on the different ways to facilitate mentoring, how to build strong relationships and involve the community, and what the overall importance of mentoring is in relation to AGSP implementation. Representatives from the Women's and Social Welfare organization, the Education and Culture Institute, in addition to the local government and schools, also participated in some of these trainings to show their support for the mentors. World Relief reported that the mentors felt supported in their activities through the attendance of these officials. Throughout the trainings, participants were encouraged to share their experiences with one another.

Community Participation

ADPP has encouraged community participation by organizing public meetings focused on various topics of concern. For example, in Nacala the mentors held a meeting with local authorities to discuss how to combat poverty. ADPP reported that the meeting was interesting because all of the participants realized that education is one of the ways to overcome poverty, and thus they understood why it is important to invest in the education of children. Mentors in Nacala also discussed the drawbacks of early marriage with 100 girls and 75 boys and other community members in attendance. A social worker advised the community to support girls to complete their education prior to getting married. ADPP reported that the meeting was very encouraging for the scholars to see their community gathered in support of their educational pursuits.



Cáritas mentors gather under a tree prior to the distribution of scholarship items at Primaria de Pumbe School in Gaza. (Credit: Winrock, 2009)

During the selection process and in various activities throughout the year, Cáritas involved members of the community. For example, the community members were present during the distribution of the scholarship materials to beneficiaries. Cáritas took advantage of their presence at the distribution to solicit feedback on the impact of the program. Community members said that they felt the program had been a positive influence and hoped that it would continue. Cáritas also held formal meetings throughout the community and ensured that all stakeholders were included in the discussions. One such series of meetings focused on pregnancy and pregnancy prevention. Cáritas staff shared ideas with community leaders, 291 girls, and 50 boys over the course of 24 separate meetings on how to protect girls and prevent early pregnancy.

FAWEMO closely interacts with community members throughout the AGSP implementation process and believes this practice increases transparency and strengthens its implementation. According to FAWEMO reports, AGSP scholarship committees are composed of the headmaster, members of the school council, teachers, and students, and community members. This committee is involved in scholar selection and distribution and it determines the items to be included in the scholarship package. In June, communities participated in the distribution of scholarship materials and counseled scholars on issues related to hygiene. Earlier in the year mentors held meetings to discuss the importance of girls' education and its overall value to the community.

Kulima involves community members in various activities throughout the year. In February, a meeting was held with representatives from all five districts to discuss the program. A representative from the administrative office of Jangamo was also present. Beginning in February, Kulima staff began holding meetings to discuss the successes and challenges of



A scholar receives help with her homework from Lizete, a World Relief staff member in Zavala, during a home visit. (Credit: Winrock International, 2009)

implementing the program in different areas. The objective of these meetings was to engage more deeply with community members and emphasize their accountability in AGSP and to the scholars themselves. Over 200 students, parents/guardians, and teachers attended these meetings between February and June. Students in secondary school have also become involved in providing guidance to younger scholars. These students have shared life experiences, assisted with schoolwork, and participated in field trips with AGSP scholars.

World Relief mentors have developed a strong network of support amongst themselves. Over the past year, mentors reported building dynamic relationships within their communities and implementing lessons learned in their own families as well as with scholars. Teresa Maria, a mentor for World Relief, states: "Through my involvement with AGSP I have learned that educating a child is not enough, but educating the community is also important because the community members are parents and guardians of the children." Mentors continued to be a presence in their communities through home visits and community meetings across the region. Mentors are also starting to seek community support for income-generating activities that could be sustainable beyond the end of the program. Various mentoring groups, for example, purchased chickens as a means of continued support for the scholars and activities.

Solutions and Lessons Learned

ADPP faced problems during their food distribution due to heavy rains, which often cause significant flooding in Mozambique. In Nhamatanda District, four schools could not be reached as the roads were impassable. However, ADPP was able to return and complete the distribution at a later date. At EPC Mao Tse Tung, mentors were faced with the need to replace a part of the sewing machine purchased for income-generating activities. Seeing the long-term value in the machine, the mentor and madrinhas contributed to a fund to purchase the necessary components. Once the machine was fixed, it was reported that they were able to begin generating money and are hopeful for the future of this activity.

World Relief has faced difficulties due to the movement and transfer of scholars between parents, guardians, and neighbors, which has been disruptive to mentoring activities. Mentors will continue to be persistent in gathering information and following up regularly to check on the living arrangements of their scholars. Another challenge World Relief has faced is the low level of literacy of their mentors. World Relief has found that poor literacy skills became a hindrance in the mentors' ability to access information and to support the AGSP scholars. To avoid such problems in the future, World Relief plans to make these skills a more important criterion when selecting mentors.

Winrock began the year with a transition to a new AGSP database known as FieldLink. Partners were therefore required to learn the new system. Because of the large number of partners and scholars in Mozambique, in February Winrock deployed its subcontractor, SageFox Consulting Group, to Maputo to provide a week-long training for two representatives from each AGSP partner there. While learning a new system required a period of adjustment, the partners in Mozambique have reported their satisfaction with the new system and their ability to receive guidance and assistance when data entry concerns arise. Each of the five partners have completed their data entry for the past five years and are in the process of verifying that all of the information has been correctly entered in terms of the age and grade level of scholars, the rural and urban designation of schools, and ensuring that there are no duplicate records.

In the Spotlight

Mentor Provides “School Star” a New Home

Sixteen-year-old Odete Timoteo, a seventh grader at Escola Formigas do Futuro Chimoio, is now referred to as a “school star,” but in the past she was not even able to attend school regularly. Having lost both her parents, Odete was living with relatives who could not provide for her because they were unemployed and physically disabled. In addition, her relatives treated her poorly, often requiring her to do additional work around the house and providing her with fewer necessities such as clothing. Luckily she was able to overcome these obstacles through the support that she has received through AGSP. ADPP believes that without the scholarship and mentoring that Odete receives through the program, she would likely be living on the street and not enrolled in school.

Odete credits the mentoring she received from her madrinha as a critical component of the program. She states, “If it were not for this part [the mentoring], no one would help me understand the importance of going to school.” In addition to the life-skills sessions and encouragement to participate in AGSP activities, Odete’s godmother has opened her home to the scholar, providing her with a stable environment while she continues her studies.

Now a successful student, Odete’s favorite subject is science. She hopes to graduate from 7th grade and continue on at a boarding school with in the hope of becoming a police officer. She advises other students to “be strong even in difficult times and go to school so that you can be responsible on your own.”



Odete Timoteo (left) is living with her madrinha (right) and now feels hopeful about her future. (Credit: ADPP, 2009)

AEI-AGSP Profile NAMIBIA

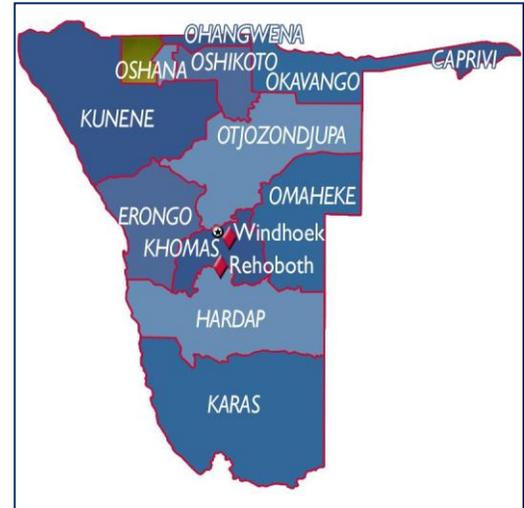


USAID
FROM THE AMERICAN PEOPLE

October 2008 to September 2009



Nelselina Araes, Ernestine Swartbooi, Diana Gabes, and Goretha Van Wyk at Al Steenkamp Primary School in Khomas (Credit: Winrock International, 2009)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Number of Partners	Total Funds Approved (USD)	Total Scholarships	Schools with Scholars Enrolled
Year 1 (actual) Girls Only	3	\$184,539	929	161
Year 2 (actual) Girls Only	3	\$194,288	910	107
Year 3 (actual) Girls Only	2	\$268,242	1,048	98
Year 4 (actual) Girls & Boys	2	\$349,314 Girls: \$301,686 Boys: \$47,628	1,251 Girls: 1,051 Boys: 200	97
Year 5 (approved) Girls & Boys	2	\$306,797 Girls: \$257,201 Boys: \$49,596	1,251 Girls: 1,051 Boys: 200	94

Special note: USAID’s contract with Winrock International to implement AEI-AGSP was scheduled to end in September, 2009. In preparation, all local partners were directed to complete this year’s scholarship and mentoring activities by the end of June, to finish administrative work by the end of July, and to submit final reports to Winrock in August. On September 30, USAID awarded Winrock a two-year extension of AGSP for the continuation of scholarship and mentoring activities to children already enrolled in the program.

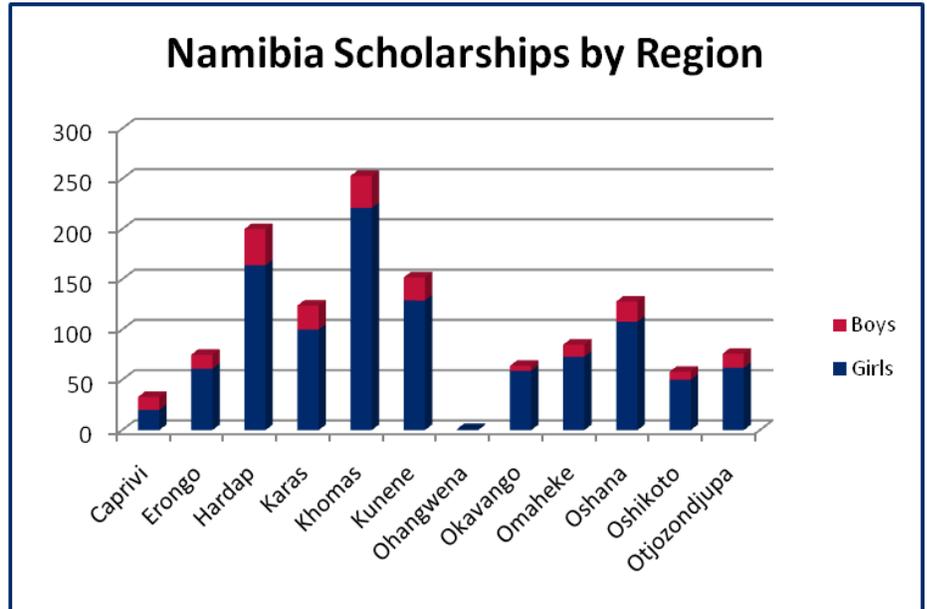
Scholarships (School Year January–December)

Winrock International continued to partner with two local organizations, the **Forum for African Women Educationalists in Namibia (FAWENA)** and the **Evangelical Lutheran Church AIDS Programme (ELCAP)** to reach 1,251 school children (1,051 girls and 200 boys). FAWENA and ECLAP implemented AEI-AGSP in 12 regions throughout Namibia, and awarded

scholarships to primary scholars in 94 schools.

The Evangelical Lutheran Church AIDS Programme (ELCAP) provided scholarships to 534 scholars in 48 schools. School fees were paid and scholarship items were awarded to 434 primary school girls and 100 primary school boys in the regions of Erongo, Hardap, Karas, Khomas, Kunene, Oshikoto and Otjozondjupa. In addition to the payment of school fees and the School Development Fund, the ELCAP scholarship package included uniforms, toiletries, and school supplies. Some of the specific items given to

scholars were shirts, school shoes, socks, school bags, sweaters, dresses, school tracksuits, rulers, pencils, erasers, crayons, and exam pads. Scholars also received personal items such as soap, deodorant, toothpaste, and a tooth brush. Puberty-aged girls also received sanitary pads.



The Forum for African Women Educationalists in Namibia (FAWENA) awarded scholarships to 717 primary school students in 46 schools. School fees were paid for 617 girls and 100 boys in Caprivi, Khomas, Kunene, Ohangwena, Okavango, Omaheke, Oshana, Oshikoto, and Otjozondjupa. Beneficiaries also received school items such as uniforms (including pants, skirts, socks, shoes, and sweaters). They were given soap, deodorant, a washcloth, underwear, and other toiletries. In addition, puberty-aged girls received sanitary pads. FAWENA continued to support scholars with physical disabilities. In response to a request from some of the special-needs schools, FAWENA purchased assistive devices such as wheelchairs, cushions for the chairs, crutches, glasses, and hearing aids for AGSP scholars with special needs. Scholarship funds paid towards the School Development Fund and Community Hostel Fee also helped improve hostel conditions by purchasing locks and mattresses for AGSP beneficiaries.



Happy Mawaya, Precious Myambe, Saino "Beauty" Subulwa (former AGSP scholars), and Omercky Museta are in secondary school and are part of the AGSP Plus scholarship program supported by USAID and Standard Bank. They live at the Cheshire Home in Caprivi with other AGSP scholars with special needs. (Credit: Winrock International, 2009)

Mentoring (including HIV/AIDS)

At the beginning of the fifth year of AGSP, ELCAP organized a training for focal teachers who serve as AGSP mentors. In December, 45 teachers attended a weekend training to learn about mentoring and AGSP administrative responsibilities. ELCAP reported that the first day of the training was dedicated to answering questions about AEI-AGSP and explaining the tasks associated with the collection of receipts and reporting. The second and third days of the training focused on mentoring skills and topics from the *Girls' Mentoring Resource Guide*. ELCAP hired a facilitator to work with the focal teachers on mentoring skills and creating mentoring plans. Focal teachers were also given a copy of the resource guide to use with scholars throughout the year. Caroline !Gaoses, the AGSP program manager at ELCAP, reported that many of the focal teachers were new to AGSP and needed to learn about the administrative requirements and the reporting process. She explained, "This workshop taught the new teachers a lot of valuable lessons and now they will be able to carry out the tasks as expected from them at their individual schools."

Starting in March, schools in the different regions began implementing their mentoring programs. ELCAP reported that two schools in the Erongo region mentored AGSP scholars together on gender issues as well as on careers. ELCAP reported that “after the discussions, the girls realized that they have the right to choose [their] careers.” In Tsumeb, located in the Oshikoto region, scholars’ first mentoring session focused on the importance of education. Later in March, this same group of scholars met to discuss gender and children’s rights.

HIV/AIDS prevention and awareness were key themes in mentoring sessions throughout the school year. At Karundu Primary School in Otjozondjupa region, AGSP scholars talked about the stigma and discrimination that those living with AIDS might face. To do this, the scholars also participated in a role-play activity. One scholar reported that the experience helped her understand what living with AIDS could be like and how discrimination can make others feel bad. The next mentoring session at this school included a discussion about caring for those with HIV and the students lit candles in memory of those they had lost to HIV/AIDS. In the Kunene region, focal teachers asked a community nurse to facilitate a joint mentoring session on HIV/AIDS for AGSP scholars from two schools. Nineteen scholars learned about the transmission of HIV and how to protect themselves. Scholars were active and asked questions about how to live with AIDS and the emotional impact of the disease.

In addition to HIV/AIDS education, AGSP scholars worked with focal teachers on topics such as communication, peer pressure, domestic violence, and identifying role models. In Rehoboth, five scholars created a “My Hero” book where they first identified the characteristics of a hero and then created books about their own personal heroes. Through the creation of books, scholars shared their feelings and described the people they admire. In some cases, this exercise helped scholars in the grieving process as often the remembered heroes were people who had passed away.

A teacher-mentor from Dagbreek Special School describes the changes she has seen in an AGSP scholar.

“Kakuindjowo Kamanja is a 10-year-old girl and is in fourth grade. She struggles in school, and she attends remedial classes. But she has picked up quickly with some encouragement. She works very hard and before the end of the second term I could see the progress she had made. Before the end of grade 4, Kakuindjowo could read and tell stories in class. She was really a joy to teach because of her willingness and commitment. In my class she is amongst the learners who make me want to teach every day. She works so well because with the help of USAID she has all the materials she needed for class; this makes learning easier and enjoyable for her.”

At the end of 2008, FAWENA reported that AGSP scholars received academic mentoring in preparation for the end-of-the-year exams. Many schools such as Bravo Primary School in Okavango continued to offer after-school help in mathematics, English, and science throughout the 2009 school year. Teachers from Okorosave Primary School in Kunene work with scholars on math, reading, and writing. The principal reported that teachers are seeing great improvements in the classroom due to the extra help. At Opuwo Primary School, AGSP scholars participated in an after-school English club. Non-AGSP scholars were also interested in the club and were encouraged to join. After school on Wednesdays and Thursdays, the students worked together to learn new words and practice reading in English. The teacher-mentor at the school also made sure that all club members registered at the library so that they could access books and improve their reading skills.

To improve the mentoring of scholars, FAWENA invited teachers who mentor AGSP scholars (focal teachers) to a weekend training in February to learn about new mentoring topics, improve skills, and share best practices with colleagues from across the country. In

total, 82 focal teachers attended the weekend trainings. The FAWENA team facilitated the workshop and invited guest speakers to work with focal teachers on mentoring topics related to gender and physical disabilities. Ms. F. Mwashita, an expert on gender, facilitated a session that sensitized teachers on how gender bias discourages girls and can hinder their academic performance. She challenged focal teachers to consider how their actions in the classroom and during mentoring can promote gender equality. Many focal teachers reported that this session was particularly interesting as they learned how cultural norms can prevent girls from reaching their full potential. The training provided focal teachers with an opportunity to reflect on the impacts of AGSP within their schools and share how the program is helping individual girls and boys. Academic improvement, school-wide behavior changes, and increased community involvement were just a few common positive changes that teachers observed in their schools.



Often orphaned scholars live with their grandparents. Letisia Petrus is a 3rd grader at Opawa Primary School in Tsumeb. (Credit: Winrock International, 2009)

In addition to afterschool academic support, mentoring also took place through one-on-one, informal counseling sessions. Teacher-mentors met with AGSP scholars to provide emotional support and advocated on students' behalf when children were faced with problems that required adult intervention. Early in the fifth year of AGSP, at Opuwo Primary teacher-mentors visited all the scholars' homes in order to talk with the families about the purpose and goals of AGSP. They also used this opportunity to learn more about the scholars, their families, and their living conditions.

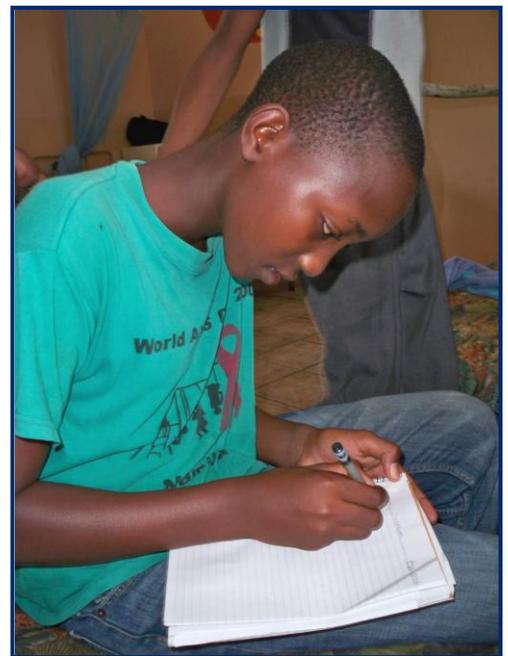
AGSP beneficiaries also receive mentoring through large-group sensitization sessions. Focal teachers often seek experts from the community to lead sessions with AGSP scholars on topics such as HIV/AIDS and reproductive health. In April, focal teachers at Aris Primary School in Khomas conducted a workshop on adolescent reproductive health, HIV/AIDS, and relationships using the *Girls' Mentoring Resource Guide*. A total of 20 girls and five boys attended this workshop.

Dagbreek Special School in Windhoek conducted HIV/AIDS activity with all 25 AGSP learners in April. This was a challenge for focal teachers as the students at this school have a variety of learning needs and in some cases are severely mentally handicapped. The focal teachers reported that the scholars were divided into groups (girls and

boys) and were taught how to identify dangerous situations and how to protect themselves by saying "No." They also discussed the dangers of drugs, cigarettes, and alcohol. Teachers used the movie "Beat the Drum," a realistic South African film about HIV/AIDS, to launch a discussion with scholars about the disease.

Also in April, Mrs. Khiba and Mr. Mudisie from Gunichas Primary School conducted a workshop for seven AGSP beneficiaries to understand children's rights and responsibilities. During this discussion the scholars explored gender issues and gender-based violence using activities from the resource guide. Another FAWENA mentoring highlight occurred in April at Uukwiyoongwe Combined School in the Oshana Region. The school conducted mentoring activities for the beneficiaries for three days. Focal teachers invited teachers from other schools to serve as guest speakers. Ms. Alfeus from Erundu Secondary School, Mr. T. Bernard from Ambili Combined School, Mr. Negongo-Ashihenge, and Ms. Shinyemba both from Oshakati Secondary School made presentations to AGSP scholars to encourage them to work hard in their studies and to think about their futures. Each guest teacher presented information on an area of expertise, and scholars were divided into lower- and upper-primary levels. Presentations addressed health and study habits, and upper-primary students learned job-related skills such as inventory control and entrepreneurship. FAWENA reported that scholars enjoyed hearing information from new mentors, and the focal teacher felt this mentoring strategy was a success. The learners thanked all presenters and encouraged them to visit their school in the future.

In May, 21 AGSP girls attended a workshop on health awareness at Okanguati Combined School in Kunene. The community counselor facilitated the session and activities were aimed at empowering beneficiaries with information on health education and sexual relationships. The beneficiaries listed some of the pros and cons of



Muyoba Attie Iilukena is a third-grade student. He lives at the Cheshire Home for students with special needs. (Credit: Winrock International, 2009)

sexual relationships and discussed HIV/AIDS, STIs, and cholera. Twenty girls and five boys at Ondjamba Combined School in Oshikoto region participated in mentoring activities on alcohol and substance abuse. For this session, a police officer served as a guest speaker.

Mentors from Kameru Senior Primary School describe how families are becoming more involved in the school due to AGSP.

“Parents come to the school to try to improve their child’s performance. Many of the parents ask if there is anything they can do. They know the impact of the program in their lives. They want to be sure that their child is performing academically. USAID/FAWENA provides a platform for the parents to speak.”

Community Participation

FAWENA and ELCAP continued to involve parents and community members in the implementation of AGSP. Early in the fifth year of the project, new AGSP scholars were selected by school scholarship committees comprised of parents, community members, and teachers.

In addition, ELCAP worked closely with communities through their monitoring and evaluation trips. While visiting schools throughout Namibia, ELCAP conducted parent and community meetings to explain AEI-AGSP and the purpose of the scholarship program. ELCAP reported that often community members had concerns about the continuation of AGSP. Some focal teachers reached out to the communities in other ways. ELCAP reported that teachers from several schools conducted home visits to better understand the scholars’ living situation and to meet with families and caregivers.

Focal teachers also engage community members in mentoring activities. Focal teachers trained by FAWENA invited families to participate in mentoring activities in order sensitize communities on the various mentoring topics that would be explored with AGSP scholars. FAWENA reported that during AGSP parent meetings, focal teachers encouraged parents and caregivers to become involved with the school and spoke to them about the challenges students face. For example in April, the FAWENA team met with parents and caregivers from Martin Ndumba Combined School in Okavango to discuss the future of AGSP. During this meeting, invitees shared their experiences talking with children about the mentoring activities.

Caregivers and parents felt that because of the scholarship, they were better able to communicate with their children on important issues. FAWENA reported that the focal teachers at the school feel that parental involvement in the children’s lives has improved due to AGSP.

In northern Namibia, floods affected program implementation and the timing of scholarship distribution. In addition to the closure of schools, the floods directly affected mentoring plans for FAWENA. Once the schools re-opened, the school calendar was adjusted by the Ministry of Education, thus making it impossible for FAWENA to hold the annual All San Girls Conference. FAWENA had planned the event for June, but the Namibian Ministry of Education felt that scholars should not miss school in order to attend the conference since some scholars had missed more than a month of classes due to the floods.



Scholars and their caregivers from Orwetoveni Primary, Karundu Primary, and Rogate Primary attended a joint AGSP meeting in Otjiwarongo. (Credit: Winrock International, 2009)

Solutions and Lessons Learned

ELCAP faced challenges this year after the departure of Peace Corps Volunteer, David Mayo, who had worked directly in the ELCAP office on AGSP. He developed systems to accomplish various administrative tasks, including record keeping and the collection of receipts. ELCAP struggled to maintain these systems and administrative difficulties arose. During a Winrock monitoring trip, it was discovered that schools had vacant scholarship slots and that there were several irregularities in school fee payments. Winrock and ELCAP worked together to identify which schools were not paid the correct amount and created an action plan to resolve the payment issue. Winrock

closely monitored this process, requiring ELCAP to submit documentation showing which schools were reimbursed and when ELCAP recovered funds from schools that were overpaid. During this process, ELCAP and Winrock also discussed different strategies to communicate with schools and created a work calendar to share with teachers who mentor scholars.

In addition, ELCAP struggled to prepare accurate financial reports. During the monitoring trip, Winrock collaborated with the financial and program staff at ELCAP to rectify financial discrepancies. While many corrections were made at the time, Winrock recognized that the ELCAP accountant was not as engaged in AGSP as necessary and financial reports would require extensive attention. The Winrock financial associate communicated regularly with ELCAP AGSP staff and provided specific instructions in order to correctly process expenses. During a three-hour telephone conference towards the end of the project year, Winrock worked with and the ELCAP coordinator to prioritize tasks and lay out plans to ensure that ELCAP would meet program targets.

Scholar Spotlight

ASGP Scholar Makes Friends through Mentoring

Maria Andreas is a 12-year-old albino girl attending fifth grade at Dr. Aupa Frans Indongo Primary School. She lives with her parents and younger sister in a township neighborhood outside of Windhoek that consists of shacks built with scrap wood, cardboard, and other materials.

In many cultures albinos are stigmatized, face discrimination, and are often the targets of violence. As a result, Maria suffered from low self-esteem. She was teased by her peers and she covered her body with as much clothing as possible so people couldn't see her skin. Her lack of confidence and her sense of shame made it difficult for her to socialize and make friends. Her discomfort around classmates affected her class work, and her academic performance was weak. In addition, Maria has poor eyesight, which made school even more challenging.

This year, Maria received an AGSP scholarship. She received a uniform, toiletries, school supplies, and was able to see an optometrist and receive eyeglasses. The provision of school materials was very helpful, but for Maria, mentoring support is the component of AGSP that has made the real difference in her life. Maria's mentor gave her special attention and encouraged her to interact with the other AGSP scholars. This emotional support gave Maria the courage to reach out to her peers and to socialize. Gradually, she began feeling more comfortable in school and her mentor reports that Maria has been making friends. School is still difficult for Maria, but her teachers say that she is trying hard and they see an increase in her confidence. She has become more talkative in class and her overall participation has greatly improved. Even Maria's mother, Magdalena Mberem, has seen positive changes in her daughter. She said, "Thanks to AEI-AGSP for what it did in my child's life. We are so proud of our child. Now her future looks bright. This is all thanks to AEI-AGSP." And Maria agrees! She exclaimed, "I feel good about AEI-AGSP. It supports me. Before I joined AEI-AGSP, I did not know who I was. I was ashamed facing people. That was just because of my skin color. But I am just as normal as they are. My goal is to finish [school]. Thank you AEI-AGSP for making me the person I am today."



Maria with her teachers at Dr. Aupa Frans Indongo Primary School (Credit: FAWENA, 2009)

AEI-AGSP Profile SAO TOME

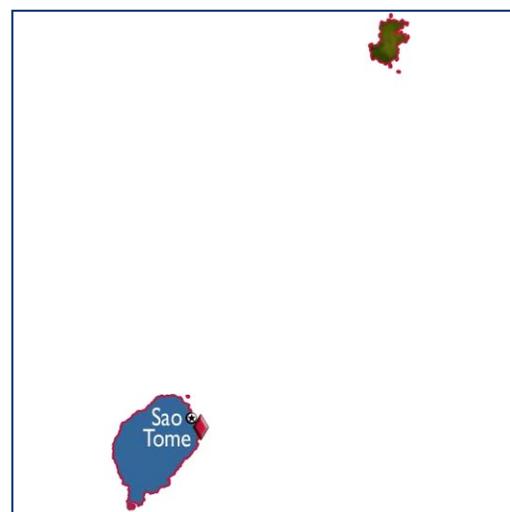
October 2008 through September 2009



USAID
FROM THE AMERICAN PEOPLE



AGSP scholars from the impoverished fishing village of Santa Catarina (Credit: Winrock International, 2009)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Number of Partners	Total Funds Approved (USD)	Total Scholarships	Schools with Scholars Enrolled
Year 1 (actual) Girls Only	1	\$57,994	400	50
Year 2 (actual) Girls Only	1	\$72,940	500	54
Year 3 (actual) Girls Only	1	\$95,566	600	58
Year 4 (actual) Girls & Boys	1	\$195,241 Girls: \$115,419 Boys: \$79,822	1,000 Girls: 600 Boys: 400	57
Year 5 (approved) Girls & Boys	1	\$170,000 Girls: \$103,437 Boys: \$66,563	1,000 Girls: 600 Boys: 400	59

Special note: USAID's contract with Winrock International to implement AEI-AGSP was scheduled to end in September, 2009. In preparation, all local partners were directed to complete this year's scholarship and mentoring activities by the end of June, to finish administrative work by the end of July, and to submit final reports to Winrock in August. On September 30, USAID awarded Winrock a two-year extension of AGSP for the continuation of scholarship and mentoring activities to children already enrolled in the program.

Scholarships (School Year September–July)

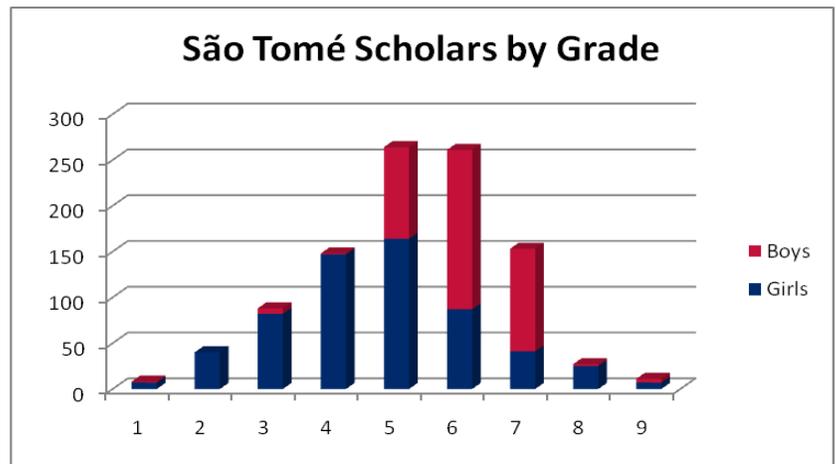
AEI-AGSP local implementing partner São Tomé e Príncipe Union for Promotion (STeP UP) provided a total of 600 scholarships to girls this year, including 276 girls in primary school and 324 girls in junior secondary school. STeP UP provided scholarships to eight boys in primary school and 392 boys enrolled in junior secondary school this year. STeP UP implemented the

program in 59 schools on the island of São Tomé.

Materials provided through the scholarship included: fabric for school uniforms, food rations (including staples such as rice, beans, cooking oil, etc.), school supplies, soap and detergent, and funds for additional expenses such as transportation to school, shoes, or clothes as needed.

Mentoring (including HIV/AIDS)

STeP UP's 28 male and female mentors are local teachers or school directors who monitor students' performance at school and general well-being. In addition, two mentoring coordinators manage multiple



regions, providing additional support to scholars and mentors, helping with scholarship distribution, and working on organizing intra-regional events.

Below is a short piece by a nine-year-old AGSP scholar as told by herself (translated by STeP UP) with minor edits for comprehension.

Folha Fêde is in the district of Mè-Zòchi near Trindade town. My school is a mix[ed] school with 428 students (boys and girls). I like my school, my teachers and my classmates, too. Folha Fêde has a good climate compared to other places in São Tomé, my mother said. We have a lot of trees around.

I am from a poor family. My mother is very nice. She helps my father a lot. We are eight in the family. My father is a carpenter. My grandmother also lives with us. I love her.

[...] I was selected because the school knew how difficult [it] is for my family to afford four of us in the school. We are not many in the program. I wish other of my colleagues should be selected. [...] I have been receiving rations, school materials, uniform, and cash to pay other things that my parents think I will need. Sometimes they use this money to buy small things for my sister too. Unfortunately she is not in the program.

This time [with] the money my mother received [360,000 dobras, about \$23.48 USD] from my scholarship, she decided to buy a sow to raise. She built a small fence, so it is its house. She said when [the sow] starts reproducing she will sell other so the money will grow. I am happy. I help my mother to take care of [the sow], washing [its] house.

Since I was integrated in the program my parents learned how important the school is. My oldest sister is no longer in the school. So they now are helping [me] every day to get school on time and also clean. I used to go to school bare-footed but now I have sandals to go to school.

This is the reason I am studying very hard to pass the class. I hope this program must continue to help me and other children in the school,

Thank you very much.

—Micaela de Brito Neto, age 9, third grade

STeP UP works together on its HIV/AIDS activities with ASPAF, the São Toméan Association for Family Planning. ASPAF volunteers conduct HIV/AIDS mentoring events along with STeP UP staff and provide scholars with learning materials on the subject. Parents and guardians are encouraged to attend these sessions in order to sensitize them as well. Individual STeP UP mentors also lead mentoring activities on the disease, particularly for secondary students, who are more likely to engage in risky behaviors. For example, AGSP scholars at four secondary schools worked with their mentors to organize three days of awareness-raising campaigns aimed at their fellow students.

In addition to HIV/AIDS, STeP UP is continuing to provide mentoring on a number of other issues such as hygiene, the importance of education, environmental protection, malaria prevention, and violence within the family and at school. Some of the mentors, such as Osvaldo João in Angolares, organized sports activities and art projects for the scholars. In the community of Santana, the mentors held a meeting for parents and guardians on the importance of education for both girls and boys. The mentors reported that after the meeting, parents began to “see the program with new eyes.” They learned that their children need to perform well in school in order not to lose the opportunity they have been given. As a result, parents and caregivers are now more engaged in monitoring their

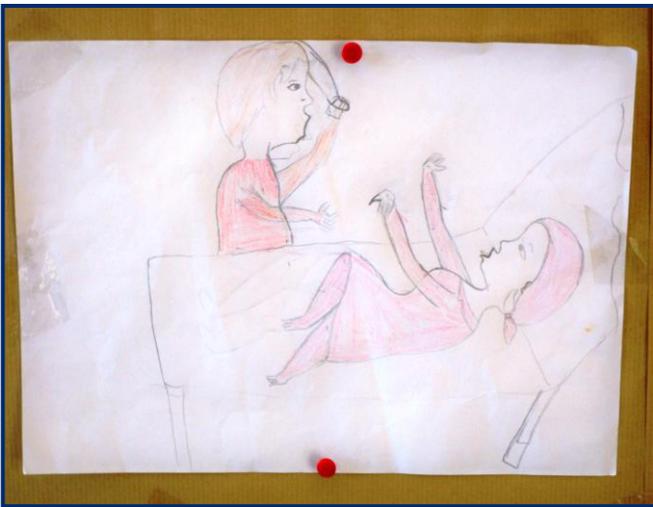
children's daily schoolwork and overall academic performance.

STeP UP also organizes activities that bring together scholars from different parts of the island for joint field trips and mentoring during which students are able to participate in life-skills activities, games, and sports. For students in isolated communities, these opportunities are particularly valued as many of them seldom have a chance to leave their villages. On May 14, students from the remote fishing villages of Ribeira Peixe and Porto Alegre traveled 80 kilometers to the capital to take a tour of the National Assembly, where staff arranged an activity in which scholars played the role of deputies. Next the scholars visited the national television station and did some sightseeing in the capital. Then they departed for Nêves, where they toured a factory and then played games and sports with the AGSP scholars there.



Micaela de Brito Neto, far left, with her fellow AGSP scholars at her school in Folha Fêde (Credit: Winrock International, 2009)

STeP UP has worked closely since the project's inception with the São Toméan Ministry of Education, which has been very supportive of the program. Minister of Education Jorge Bom Jesus attended STeP UP's year-end AGSP meeting on June 27, along with 89 other stakeholders including mentors, school directors, a representative from ASPAF, and US Embassy Political/Economic Assistant Isilda Pinto, among others. Two mentors—one from Porto Alegre and one from Nêves—presented their experiences with the program and STeP UP's AGSP team leaders Roberta dos Santos and Quintino Quade gave presentations on program data, selection criteria, successes, and challenges. A girl who is a scholar in the program spoke as well. The half-day meeting was featured on São Toméan national television. Afterwards, STeP UP and the mentors contributed funds to host a lunch for all 90 participants.



Gender-based violence and domestic violence, as depicted in this drawing by an AGSP scholar, are serious problems in São Tomé and have been the subject of STeP UP's mentoring activities. (Credit: Winrock International, 2009)

Community Participation

STeP UP has worked hard to involve scholars' family members, teachers, and local education officials in the program. As previously mentioned, some parents and guardians participate in HIV/AIDS-awareness events with the scholars. The parents of scholars in Porto Alegre and Nêves turned out in large numbers to welcome the Winrock representative during the last site visit. Mentors report that some parents have even started saving their meager earnings to pay for extra classes for their children after being sensitized by mentors on the importance of education.

Solutions and Lessons Learned

Because São Tomé suffers from frequent electricity and internet cuts and because of the large number of scholars there, the STeP UP team had fallen behind with their data-entry work. However, Roberta dos Santos and Quintino Quade were able to attend the Winrock database training in Johannesburg, South Africa, in May, 2009. With adequate access to electricity

and the internet, as well as a structured environment and a lot of support, STeP UP has made considerable progress in their data entry and accuracy. Because of the ease of the new system, STeP UP is confident that even with the frequent outages on the island, it can henceforth do a better job staying current on their data-entry work.

Focus on Mentoring

Two AGSP Mentors Share their Experiences

Marisa Bom Jesus and Felipe de Jesus [no relation] are AGSP mentors in the small town of Nêves, on the northwestern coast of the island. Marisa has been a mentor for five years, and Felipe for two. Marisa began simply as a volunteer and supporter, but quickly signed up to become a mentor. For Felipe, he had seen the project's work with the girls at his school and was happy to come on board when the boys were integrated into the program. A trained social worker before becoming a teacher, Felipe was interested in using his skills in mentoring boys.

Describing the evolution of her work, Marisa says that originally she would just talk to the girls about issues such as hygiene, HIV/AIDS, and avoiding early pregnancy. However, for the upcoming AGSP scholar exchanges with the different regions, she is developing games and activities to implement with the students. Felipe says that he meets with the boys, talks to them about the objectives of the program as well as behavior issues, and plays games with them. With the addition of the boys, Marisa and Felipe have begun holding joint activities for those discussions that do not involve sensitive topics. Both say that scholars have come to them for advice and counseling on a variety of issues and personal problems. Marisa notes that one girl comes to her to talk about her boyfriend, and Felipe remarks that some boys have come to him for advice on how to manage the funds that they receive as a part of their scholarship. STeP UP has provided some training to Marisa and Felipe on subjects such as how to treat the scholars and their parents, the selection process, and how to conduct home visits.



Marisa Bom Jesus, an AGSP mentor in the São Toméan community of Nêves, has noticed a number of positive changes in the girls she mentors. (Credit: Winrock International, 2009)



Felipe de Jesus, a boys' mentor in Nêves, became interested in mentoring because of his background in social work. (Credit: Winrock International, 2009)

Asked if they have seen changes in the scholars that they mentor, Marisa responds that she has witnessed the girls practice better hygiene and has noticed that they are in better health. Felipe notes that the boys' behavior has changed: now they are studying more and they are more open, he says. As for obstacles facing the scholars, both mentors cite the difficult transport situation on the island—some of the students must travel long distances down from the hills or from nearby fishing villages to attend school, and public transportation from these locales does not exist.

In the Spotlight

AGSP Helps Grandfather to Support Orphaned Granddaughter

Sixty-nine-year-old Agnelo da Costa Mendes never had the opportunity to go to school as a child. He only learned to read and write a little through the literacy classes he eventually took as an adult. Neither da Costa nor his wife works. They live on the vegetables he grows in his garden. If it weren't for the AGSP scholarship his orphaned granddaughter receives, his family would likely not be able to afford the uniform, shoes, notebooks, and other supplies necessary for her to attend school. Mr. da Costa Mendes attends meetings with other AGSP parents and guardians at which the mentors speak to them about the importance of allowing their children enough time to study at night and not overburdening them with household tasks. He has witnessed his granddaughter, who is in the sixth grade, begin to apply herself more seriously to her studies, spending more time studying than she had previously. The result is that since she began receiving the scholarship she has passed her exams each year and has not had to repeat a grade in school. With guidance from the mentors, Mr. da Costa Mendes and his wife have encouraged their granddaughter to delay having sexual relations at an early age—a common problem in São Tomé, where many girls become single mothers and are forced to drop out of school before the age of 16—so that she can focus on her studies.



AGSP is helping Agnelo da Costa Mendes send his orphaned granddaughter to school. (Credit: Winrock International, 2009)

AEI-AGSP Profile

SOUTH AFRICA

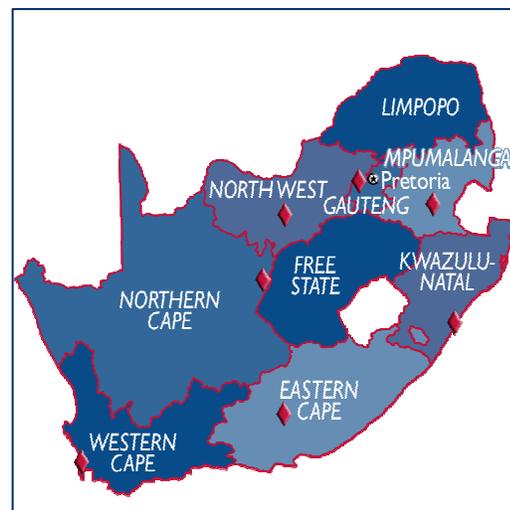
October 2008 to September 2009



USAID
FROM THE AMERICAN PEOPLE



AGSP scholars in Mpumalanga discuss HIV/AIDS during a mentoring session. (Credit: Masoyi Home-Based Care, 2009)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Number of Partners	Total Funds Approved (USD)	Total Scholarships	Schools with Scholars Enrolled
Year 1 (actual) Girls Only	5	\$149,627	1,229	105
Year 2 (actual) Girls Only	6	\$260,704	1,675	134
Year 3 (actual) Girls Only	5	\$379,031	1,504	124
Year 4 (actual) Girls & Boys	6	\$577,487 Girls: \$409,731 Boys: \$167,756	2,629 Girls: 1,781 Boys: 848	172
Year 5 (approved) Girls & Boys	6	\$649,577 Girls: \$438,259 Boys: \$211,318	2,666 Girls: 1,784 Boys: 882	172

Special note: USAID's contract with Winrock International to implement AEI-AGSP was scheduled to end in September, 2009. In preparation, all local partners were directed to complete this year's scholarship and mentoring activities by the end of June, to finish administrative work by the end of July, and to submit final reports to Winrock in August. On September 30, USAID awarded Winrock a two-year extension of AGSP for the continuation of scholarship and mentoring activities to children already enrolled in the program.

Scholarships (School Year January–December)

In the fifth year of the project, Winrock International partnered with six implementing organizations in South Africa to provide scholarships and mentoring to 1,784 girls and 882 boys throughout the country. Partners worked in all nine provinces: Eastern Cape, Free State, Gauteng, KwaZulu-Natal, Limpopo, Mpumalanga, Northern

Cape, North West, and Western Cape in both rural and urban schools.

Heartbeat implemented AEI-AGSP at 41 schools in two communities in Free State. Heartbeat provided scholarships to 234 girls and 97 boys. Scholars were both primary and secondary students. This year scholars received uniforms, toiletries, stationery, food parcels, and in some cases transport money to attend activities at the after-school centers (ASC). Heartbeat is also participating in a Procter & Gamble program, "Protecting Futures." Under that program, Heartbeat is in the process of completing a distribution of sanitary pads and puberty education to AGSP girls in their program who have reached puberty.

Humana People to People continued to provide scholarships to children attending 44 rural and urban schools in Gauteng and Limpopo. Three hundred girls and 300 boys in primary school received scholarships and mentoring. In addition to scholarship items (uniforms, school supplies, and toiletries) 224 girls received sanitary pads through the Protecting Futures program. This year boys sponsored by Humana also received back-to-school haircuts. Specific scholarship items included: dresses, shirts, skirts, trousers, shoes, socks, underwear, sweaters, track suits, blankets, hats, a toothbrush, toothpaste, a wash cloth, soap, deodorant, school bags, paper, pencils, calculators, and an atlas. Scholars also received food.

Life Centre provided scholarships to scholars in 24 primary and secondary schools in Northern Cape. Two hundred and twenty-seven girls and 88 boys received uniforms (skirts, shirts, sweaters, pants, and socks) and school supplies. School supplies included: stationery, exercise books, pens, and school bags. Scholars also were given toiletries such as a toothbrush, toothpaste, and soap. In some cases, individuals received transport money if they live far from school. Over the school holidays, scholars were also given food parcels. In addition, 150 girls received sanitary pads through the Procter & Gamble project.



AGSP male scholars received back-to-school haircuts in Doornkop.
(Credit: Humana, 2009)

Masoyi Home-Based Care gave scholarships to scholars in 23 rural primary schools in Mpumalanga. Two hundred and twenty girls and 100 boys received uniforms and school supplies. Girls received a dress or skirt, shirt, sweater, socks, and shoes. The boys were given pants, a shirt, socks, shoes, a sweater, and a tie. All AGSP scholars received a school bag, book covers, folders, a calculator, tape, scissors, pencils with a pencil case and sharpener, a dictionary, and an atlas. In addition, when scholars attended the after-school centers, they received a snack. Also, 150 girls received sanitary pads from Procter & Gamble.

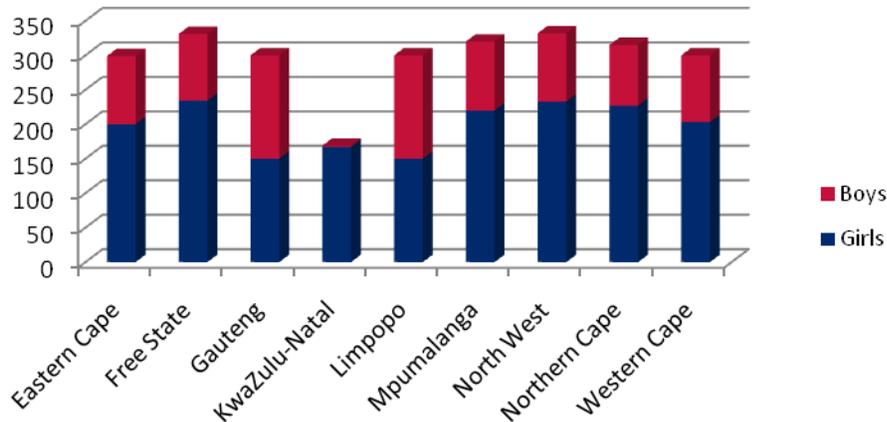
Media In Education Trust (MiET) implemented AGSP at 31 schools in three regions: KwaZulu-Natal, Eastern Cape, and North West. Six hundred girls and 200 boys in primary and secondary school received scholarship assistance. MiET purchased food, uniforms, school supplies, and personal items like toothbrushes, deodorant, soap, and other toiletries for the scholars. In addition, MiET used AGSP funds to purchase books to use as counseling tools to provide psycho-social support.

Natural Botanicals and Winrock International partnered for the second year to implement AGSP in three township schools outside of Cape Town and in six rural schools in the farming communities in Western Cape. This year, Natural Botanicals provided scholarships to 203 girls and 97 boys in primary schools. The scholarship package included: shoes, a uniform, underwear, socks, a washcloth, soap, shoe polish, and some scholars in Western Cape received winter jackets. School items included: stationery, book bags, a dictionary and math tools. One hundred and fifty girls also participated in the Procter & Gamble sanitary pad program.

Mentoring (including HIV/AIDS)

Heartbeat mentored AGSP scholars at the two after-school centers (ASC) in Free State. The ASCs and the child-care workers assisted AGSP scholars and other vulnerable youth in Pieter Swart and Botshabelo. In addition to planned activities such as sensitizations, sports, music, and homework assistance, scholars also received a meal at the

South Africa Scholarships by Province



center. Also, child-care workers provided individual counseling and advocated on scholars' behalf. Often mentors visited scholars in their homes and worked with family members and caregivers to ensure that the children's needs were being met.

Child-care workers helped scholars prepare for their 2008 end-of-the-year exams by providing tutoring and helping with homework. In addition, teachers from the schools volunteered after school hours to provide academic assistance. At the completion of the school

year, AGSP beneficiaries also participated in a field trip to the zoo in Bloemfontein. Heartbeat reported that the scholars enjoyed seeing the animals and celebrating the end of the school year. A special graduation ceremony was planned for the seventh-grade scholars at both Pieter Swart and Botshabelo to celebrate their passage into secondary school.

At the beginning of the 2009 school year, Heartbeat organized a welcome meeting for AGSP scholars and their families, caregivers, and parents. A social worker went to both ASCs to meet with the children and explain the objectives of the AGSP. Also, scholars received their transport money so that they can attend mentoring activities at the ASC. Heartbeat reported that 143 girls and 40 boys from Botshabelo were given transportation funds in January. Later in the month, 50 girls and 40 boys at Pieter Swart also received their transport money to travel from school to the ASC. In response to scholars' concerns about harassment and robbery, Heartbeat helped 41 AGSP scholars open bank accounts to keep their money safe.

In February, social workers planned a gardening and nutrition mentoring activity for AGSP scholars. At both sites, scholars learned how to grow vegetables and they discussed healthy eating. In total 25 children from Botshabelo (nine boys and 16 girls), and 54 children from Pieter Swart (31 boys and 23 girls) participated in the gardening activity.

Throughout the fifth year of the project, AGSP scholars attended the ASCs and met with child-care workers. Heartbeat reported that educational games were purchased for the centers to enhance learning. Heartbeat also purchased new books for the libraries at both centers. Some of the books included books for mathematics, English, physical science, history, and geography. Charmaine Steyn the AGSP program manager at Heartbeat explained, "These books will assist the children with their preparations for exams and will improve their school performance." AGSP scholars also received their scholarship items (stationery, uniforms, and school supplies).

In collaboration with another USAID funded program, Heartbeat mentored AGSP scholars (and non-AGSP scholars) on HIV/AIDS using a peer education framework. In April, youth between the ages of 16 and 18 were trained on peer mentoring and how to sensitize their younger counterparts. Every Friday children learned about prevention of HIV/AIDS through discussions and activities with the trained peers.

In June, Heartbeat planned an outing for AGSP scholars. One hundred and fifty-seven girls and 56 boys traveled by bus and toured the National Museum in Bloemfontein. The children went on a guided tour and visited the museum's library and education department, where they learned about how the library functions. Heartbeat reported that for many of the scholars, it was the first time they have ever been to museum and that the scholars requested to go again.

Humana People to People provided mentoring to AGSP scholars using a variety of approaches. Scholars attended after-school activities at the Child Aid Centers in both Doornkop and Bakenburg. Activities at the centers included homework help, sports, music, and dance. In Doornkop, scholars also had access to a library. All AGSP scholars were given a meal when attending the center after school. The two centers also hosted large mentoring events and sometimes overnight camps. In addition to formal and informal mentoring that took place at the Child Aid Centers, mentors made home visits and talked with teachers at the different schools to ensure that scholars were completing homework and working hard in their classes.

In January, Bakenburg mentors focused on visiting scholars in their homes in order to understand each scholar's living situation. The mentors visited all 150 girls and 150 boys in the 13 different villages. They were also able to meet school teachers and principals and make plans for future visits to monitor the scholars' performance in school. Later in February, AGSP scholars met at the Child Aid Center for a netball tournament; scholars also received their uniforms and school supplies at that time. Forty-two mentors, 13 local leaders, teachers, and parents assisted in the scholarship distribution.

In addition to the daily mentoring at the Child Aid Center, larger mentoring events included an overnight camp in February at the Doornkop site. Using the new modules from the *Girls' Mentoring Resource Guide*, AGSP scholars learned about the dangers of substance abuse and talked about leadership. Scholars also watched the movie, "The Lion King." Humana mentors asked the beneficiaries to choose a character and think about his or her actions and how he or she is a leader. After the film scholars discussed leadership, what makes a good leader, and how to become a leader.

In April, 95 girls and 56 boys participated in a formal mentoring event on reproductive health. After the activities, AGSP scholars received toiletries. Later in May, 150 girls and 150 boys attended a workshop on gender equality in Bakenburg. Humana reported, "The goal was that participants understand what gender equality means and to spread it to others in the community." In addition to scholar participation, Child Care Committee members, mentors, and local leaders attended the event. The day ended with the distribution of food parcels to the AGSP scholars.

The Child Care Center in Doornkop hosted a Cultural & Arts Festival in May. Different groups from the community came to the center to display and talk about their crafts and art. This purpose of this smaller event was to educate and expose the youth to different cultures and artwork common in South Africa. Fifteen girls and 11 boys, as well as teachers from their school, attended the event.

Life Centre mentored girls and boys by organizing camps, after-school workshops, and one-on-one counseling sessions with AGSP scholars in Northern Cape. Girls and boys interacted with mentors that are teachers from their own schools as well as additional mentors from Life Centre. In addition, 25 eleventh- and twelfth-grade students served as role models to AGSP scholars using a peer-mentoring approach. Life Centre reported that the high school students attended an initial three-day training to learn about the goals of AGSP and how to mentor their younger counterparts; they are also trained on continuous basis throughout the year. With more mentors, Jasper Marisa, the program director for Life Centre, felt that, "mentoring can be more valuable as the high school peer mentors facilitate small-group discussions resulting in a greater impact for AGSP scholars."

At the beginning of the fifth year of the project, a Life Centre mentor visited different schools to follow up on scholar progress. For example, mentors spent three days at Reaipela Farm School in Frances Baard district. AGSP scholars met individually with the mentor to discuss problems and follow up on past concerns. In a few cases, the mentor needed to remind the children about the responsibilities associated with being an AGSP scholar and the necessity of staying focused in school. Life Centre reported that the children were dealing with a variety of issues including: absenteeism, family alcohol abuse and lack of family support and guidance.

In November, AGSP scholars were preparing for their end-of-the-year exams. After-school tutoring and mentoring sessions focusing on study skills occurred at Bongani Primary, Bongani High, Kevin Nkoane Primary, Progress Primary, Beacon Primary, Boitshoko Primary, Letshego Primary, Waterworks Primary, Pniellandgoed Primary, and Barkly West Higher Primary schools.

In December, 155 AGSP scholars from eight Northern Cape schools attended sleep-away camp outside Bloemfontein. The camp was called “Celebration,” and Jasper Marisa explained that the objectives of camp activities were to celebrate the accomplishments of all scholars. Accomplishments included: academic improvement, promotion to the next grade, leadership, and sports. Staff at Life Centre felt that celebrating the scholars’ success would build confidence and encourage increased efforts at school. Other workshop sessions included activities on relationships, drug and alcohol abuse, and HIV/AIDS. Time was also set aside for scholars to meet individually with mentors for one-on-one counseling. Life Centre reported that from these discussions, the necessary follow up with psychologists was arranged for certain cases.

As the 2009 school year began, Life Centre visited the different schools to distribute scholarship items and conducted assessments to understand the individual needs of each scholar. In February, Life Centre reported on the academic struggles of many of the boy scholars. Jasper Marisa explained that some had started school at a late age because of family problems. Mr. Marisa observed that many of these scholars are far behind their peers academically. He reported, “We have some teenage boys still in grade 4 or 5. Their struggles include socializing at their own age level or at the level of their classmates.” Life Centre also reported that sometimes the older boys were teased by the younger students. Mentors worked hard trying to meet the emotional needs of these scholars by making home visits and encouraging them in their studies. Mentors also talked with educational specialists to identify any scholars with learning disabilities. In recent months Life Centre reported that while some still struggle in school, many of the boys have made significant improvements in school attendance, behavior, and academic performance.

In April, mentors from Life Centre organized a second camp. One hundred and thirty girls and 41 boys attended sensitization sessions, played games, performed drama, and discussed topics such as puberty, HIV/AIDS, and teenage pregnancy. In addition, using the new modules from the *Girls Mentoring Resource Guide*, AGSP scholars talked about the dangers of substance abuse and participated in interactive, team-building activities and “ice breakers.” The camp environment supported scholars emotionally as they had the opportunity to spend time with trusted adults and talk about personal problems that might otherwise go unnoticed. Life Centre reported that some girls needed counseling on rape and abuse, and that the camp experience gave them the courage to seek help from their mentors. Life Centre’s program director applauded the work of the mentors saying, “This shows that the mentorship process does make a difference. We have taken a few cases to court [and this] gives encouragement to the victims of abuse.”

In May and June, AGSP scholars were mentored on a variety of topics chosen by mentors depending on scholars’ interests. At Kevin Nkoane Primary in Frances Baard, nine girls discussed goal setting. Scholars at Tshwarelela Primary, Boitshoko Primary, and Floors North Intermediate High Schools all discussed peer pressure and friendship. In total, 19 AGSP scholars from the three schools talked about these topics and participated in hands-on activities from the *Girls’ Mentoring Resource Guide*. In addition, scholars from Progress and Letshego Primary Schools revisited the topic of HIV/AIDS and prevention. Many scholars were also mentored individually on personal problems that were then followed up on by the mentor.

Masoyi Home-Based Care in Mpumalanga provided mentoring through ongoing after-school activities at the After-School Support Program (ASSP) centers. AGSP scholars participated in after-school mentoring activities with Peer Gold mentors, (young adults who have been trained in mentoring and volunteer to work with Masoyi). Scholars received help with homework, played games, or talked with a mentor. Sometimes the mentors planned formal mentoring activities to sensitize beneficiaries on topics such as HIV/AIDS, gender issues, and the importance of education. In addition to after-school mentoring, AGSP field officers made frequent visits to scholars’ homes. These home visits were an important component of AGSP implementation. During home visits, the Masoyi staff helped families and caregivers address problems, access health care, and ensure that scholars’ needs were met. Lastly,



Mentor Lindeni Nkonyane with AGSP scholars after they received their backpacks and school supplies in Mpumalanga. (Credit: Masoyi, 2009)

Masoyi organized large-scale mentoring workshops for AGSP boys and girls. These workshops were designed to provide scholars with in-depth information on relevant life topics (such as HIV/AIDS, gender issues, and substance abuse) through hands-on activities, guest speakers, games, and discussions.

At the onset of the fifth year of the project Masoyi organized two large workshops, one for boys in November and one for girls in December. At both workshops, AGSP scholars participated in ice-breaker activities to build a sense of camaraderie among the scholars. Boys learned about school-related gender-based violence (SRGBV). In addition to two guest speakers who had been trained on SRGBV, the Mthimba Scouts (a volunteer group that helps the elderly in the community) facilitated the sessions for the boys' workshop. These volunteers were role-models to the boys and Masoyi reported that several AGSP scholars wanted to join their group to help others in their own communities. The girls' workshop included discussions on careers and making plans for the future. Girls discussed goal setting, academics, and working hard to achieve dreams. In one activity, girls had to identify the classes in school that would help them achieve their "dream job." Masoyi reported that this was an exciting exercise for the girls because they recognized for the first time how what they learn at school can impact their future.

In January and February, Masoyi mentored AGSP scholars through home visits and after-school activities at the 23 ASSP centers. The Masoyi field staff organized formal mentoring sessions focusing on puberty and reproductive health at each center. The girls and boys were mentored separately on this topic so that the scholars would feel comfortable asking questions. To follow up on the reproductive health mentoring, Masoyi brought the 120 girls from the different schools together for a workshop on teenage pregnancy and HIV/AIDS. In a separate workshop, 30 boys learned more about gender issues. Masoyi reported that as the topic of gender and violence are new topics for the boys, the boys were split into smaller groups to participate in discussions with a Gold Peer mentor. Both workshops were facilitated by the Gold Peer mentors and the Masoyi field officers.

Mentors and field officers used different strategies to make mentoring sessions interactive. During an HIV/AIDS mentoring session, girls participated in an interactive discussion called a "talk show." Imitating TV talk shows, the girls wrote questions and put them in a basket. The talk show host pulled different questions and asked the group for their opinion of the topic. Everyone was encouraged to say something and share her perspective. Scholars also shared facts about the topic. This activity encouraged group participation and the facilitator was able to correct any misunderstandings that scholars had on a topic.

Junior Achievement Facilitators are high school graduates trained to work with orphans and vulnerable children (OVCs) on leadership and serve as role models. In April, the Junior Achievement team organized a celebration on Freedom Day, a South African holiday to commemorate the first post-apartheid elections in 1994. One hundred and sixty-six girls attended the event and in smaller groups they discussed leadership and what freedom means to them. Masoyi observed that some children talked about losing their freedom because their parents had passed away. They described how this loss prevented them from "feeling free." The boys participated in a similar workshop a week later. Again, Masoyi used this opportunity to include ice breakers and discussions on equality and gender issues.

In June, 80 AGSP boys participated in a three-day camp in Nelspruit based on the themes of self-expression and healing. The camp themes were aimed at facilitating activities that would allow the children to talk about their lives, their history, and their families. These children had lost one or both parents and through different exercises the boys were encouraged to speak about the challenges they have faced in life and the impact of losing a loved one.

Media in Education Trust (MiET) continued to use its psycho-social approach to mentor AGSP scholars and provide the needed emotional support in communities in North West, KwaZulu-Natal,



MiET social workers counsel AGSP scholars using play therapy. (Credit: MiET, 2009)

and Eastern Cape. By coordinating with local community mentors called “school-based carers” (SBCs), MiET provided individualized mentoring depending on the needs of the child and the community. SBCs regularly visited scholars and their families in their homes. At the end of the 2008 school year, SBCs helped scholars with homework and assisted the scholars in preparing for their end-of-the-year exams.

Prior to the beginning of the 2009 school year, MiET organized a meeting in Durban to review administrative tasks and scholar data collection. This prepared MiET provincial coordinators and social workers to provide SBCs with direction in their community work. Once the school year began, MiET social workers, provincial coordinators, and MiET program management staff visited schools and AGSP scholars to ensure that children had returned from the holiday break and that all AGSP scholars were accounted for. MiET also used this opportunity to talk with teachers about the specific challenges scholars face in their communities, including abuse and teenage pregnancy.

In February, AGSP scholars received their toiletries and scholars attended their first mentoring session of the year. During this session, girls and boys learned about where their scholarship comes from and the expectations and responsibilities of being selected as an AGSP scholar. The scholars also discussed the goals of AGSP. MiET reported that it was interesting that most beneficiaries could identify Barack Obama as the new president of the United States and were very excited their scholarship was part of a presidential initiative. Scholars who had received an AGSP scholarship in past years then talked with the new scholars about AGSP and what happens during mentoring.

In March, AGSP beneficiaries in all three provinces were mentored on leadership. The boys and girls participated in the mentoring session together. Besides identifying leadership qualities and talking about how to become a leader, mentors engaged scholars in discussions on gender. MiET reported that many boys still believe only men are meant to be leaders. This information guided MiET in their mentoring plans as the boys do not understand gender issues and gender equality. Also, in March AGSP beneficiaries in KwaZulu-Natal attended mentoring sessions on gender and children’s rights. One hundred and twelve primary school girls and 64 secondary girls received toiletries including: toothpaste, a toothbrush, a towel, body lotion, deodorant, and bath soap.



AGSP girls from Vukykhanye Public Primary School near Cape Town (Credit: Winrock International, 2008)

AGSP scholars also received psycho-social support from psychologists and social workers. In Mt Ayliff, in Eastern Cape, Ms. Mayekiso visited beneficiaries and provided HIV/AIDS counseling. In KwaZulu-Natal counseling materials were distributed to three schools that hold materials for a cluster of schools in the area. A social worker led mentoring sessions using these materials and also met with individual scholars referred by the community-based carer. For example, at Ngxongwane Primary School, an AGSP scholar was dealing with the loss of her parents so the SBC referred her to the social worker for counseling and follow-up action.

In collaboration with MiET, Mrs. Lindi from the Department of Social Welfare and Mr. Mbhele from the Child Protection Unit visited schools in Eastern Cape to talk with scholars about early marriage and teen pregnancy. They provided the girls with their personal contact numbers to use for help if they found themselves in a situation where they were going to be forced to get married, an issue that has surfaced in the news of late.

In April, MiET continued to distribute scholarship items. AGSP beneficiaries in North West received their school uniforms. Mentoring continued throughout the three provinces. In Eastern Cape, scholars participated in mentoring sessions on relationships and HIV/AIDS. MiET separated the boys from girls for these mentoring sessions as they wanted the scholars to feel comfortable to raise questions and express concerns. According to MiET, the outcome was positive because scholars actively participated and were very concerned about their HIV status since they now understand the importance of early detection and prevention. MiET also reported that the scholars are encouraging their peers to be tested because they want to build an “HIV-free generation.”

In May, MiET organized a collaborative training for mentors in the different provinces. During this training, mentors traded best practices and the MiET team shared information about the administrative requirements related to AGSP. MiET also used this time to talk with staff about data collection. MiET staff needed SBC mentors in the communities to complete scholar demographic information and verify data from the five years of the project.

Mentoring sessions on coping with stress were conducted in eight schools in Eastern Cape. Scholars reported that both exams and dealing with family issues often cause stress for them. They also had concerns about their education and the possibilities of continuing in school. During the mentoring session, scholars were taught different coping strategies such as talking about problems with friends, exercising and seeking help from others.

MiET made the final distribution of scholarship items in June, mainly uniforms to 108 girls in the three different provinces. Learners and caregivers were thankful to Winrock and they expressed their wish that the collaboration with MiET and USAID should continue. At this time, scholars also received “sejo” (a nutritious soy-based product) packets to take home to their families and caregivers.

In the final three months of 2008, Natural Botanical’s two lead mentors, Eugene de Vis (working with scholars in the Cape Town township schools) and Merle Dietrich (working in the rural Western Cape schools) completed mentoring activities for the 2008 school year. In November, scholars from the township schools (Nkazimlo Public Primary School, Vukykhanye Public Primary School, and Walter Teka Primary School) received book bags and participated in mentoring activities. During these sessions AGSP girls reviewed where their scholarships came from and the importance of education. During a Winrock monitoring trip in November, girls at Walter Teka discussed the challenges they face in their community, including gang activity, theft, and violence. The girls shared stories about friends and cousins being threatened and approached to use drugs. When asked how they handle this, they talked about sticking with their friends and basic safety strategies like not walking around at night and using phrases like “leave me alone.” The girls also explained that they know to seek help from trusted adults like teachers, police, and their mentor. Also in November, AGSP scholars in the rural farming communities participated in end-of-the-school-year mentoring activities. Twenty-eight scholars from Citrusdal Primary held a party and received scholarship items such as book bags, calculators, and dictionaries.

In preparation for the 2009 school year and AGSP implementation, Natural Botanicals ordered hand-made leather shoes from a shoe factory in Wuppertal, a village in Western Cape in December. AGSP scholars would then receive shoes made by villagers from the community along with their school uniforms. After the holiday break in December and January, mentors prepared mentoring plans for the coming school year. Using the *Girl’s Mentoring Resource Guide*, both mentors worked with Natural Botanicals Director Marianna Smith to devise a mentoring plan for AGSP girls and boys. Starting in January, Eugene de Vis and Marianna traveled to the three different township schools to complete administrative activities and meet the scholars and school staff. They also talked with the scholars about AGSP, and mentored the girls on reproductive health and puberty.



AGSP scholars from Northern Cape participate in a team-building “ice breaker” activity. (Credit: Life Centre, 2009)

In March, Natural Botanicals conducted HIV/AIDS mentoring workshops at the six rural schools in Western Cape. Scholars at Citrusdal Primary, Eendekuil Primary, Goedverwacht Primary, Groenvlei Primary, Stawelklip Moravian Primary and Steynville Primary schools all participated in cultural games and then learned about HIV/AIDS prevention. Using pamphlets supplied by the government and partnering with an organization called HOPE Worldwide, local community members worked with mentor Merle Dietrich to talk to AGSP scholars at the different schools about the epidemic. In total 125 girls and 97 boys were mentored on HIV during March in rural Western Cape. Closer to Cape Town, Marianna Smith and Eugene de Vis mentored 78 AGSP girls at the three

different township schools. During the mentoring sessions, the girls learned about the goals of AGSP, the importance of education, and they were given their school stationery.

Mentoring continued through April and in the rural schools the mentor collaborated with teachers to talk with AGSP scholars about nutrition. The mentor gave each scholar a small pizza and used it as a teaching tool. Before scholars could eat the pizza, they discussed the different ingredients making up the pizza. The scholars learned about the different food groups and what their bodies need. After eating the pizza, the mentors talked with scholars about HIV/AIDS. A government clinic provided pamphlets so the scholars could share the information with friends and family. After the mentoring sessions, scholars were measured for their uniforms.

HIV/AIDS education continued through May in Western Cape schools. At Citrusdal Primary School in Elandsdloof, 23 girls and 18 boys created an HIV-awareness banner to show that the school is HIV-friendly. Similar HIV/AIDS mentoring events took place at the other rural schools. In total, 100 girls and 85 boys were mentored that month on HIV/AIDS in rural Western Cape. Many of the schools also included sporting and cultural events during the mentoring to keep the children active. During these mentoring sessions, scholars also received their toiletries and were measured for jackets. AGSP girls attending the three Cape Town schools were mentored on personal hygiene. They received their school stationery and were also measured for their school uniforms.

In June, 89 girls, 70 boys and community mentors from rural Western Cape attended the *Snoek & Patat* festival, a well-known local food and cultural festival. The festivities included performances by the South Africa Idol winner, Sasha-Lee Davids. Like the AGSP beneficiaries, she came from a disadvantaged community. She explained to scholars that they too can achieve their dreams. She urged scholars to work hard in school and to set goals for the future. Other activities included drama, face painting, music, and dance. A special HIV presentation was made by the mothers of two AGSP scholars.

Later in June, AGSP scholars from the township schools went on a field trip to Robben Island off the coast of Cape Town. Fifty-two girls learned about South African history and experienced a new environment outside of their home communities. The Cape Town schools concluded their mentoring program for the project year by discussing peer pressure and decision making.

Community Participation

Implementing partners in South Africa continued to encourage communities, caregivers, and family participation in AGSP. Partners' strategies to engage communities varied depending on their implementation approach. Some partners relied on community volunteers to help in the distribution of scholarship items; others communicated regularly with families through school-based meetings, and some organized sensitizations for communities. For example, Heartbeat invited community members and families to the ASC to welcome AGSP scholars at the beginning of the school year. Heartbeat reported, "The program was explained again, and the newly identified



Community members assist in the food distribution to AGSP scholars.
(Credit: MiET, 2009)

children had a chance to get to know the program and the rest of the children." In addition, Heartbeat Program Coordinator Mamiki Tlali raised community awareness about AGSP, vulnerable children, and the importance of education in an interview she gave to a local radio station. During the interview she shared success stories about AGSP scholars.

At the beginning of the year, the Humana team in Bakenburg organized a community workshop and invited participants from 13 villages to discuss the events and themes for mentoring. Humana reported that the workshop was "a team building exercise for the mentors and members of the community.... It was a successful workshop with 38 mentors, 11 local leaders and 12 community members participating." Humana in Doornkop organized outreach events to sensitize communities and involve parents and

caregivers in mentoring activities. In February, 40 girls and 30 boys and their caregivers attended a Valentine's Day HIV mentoring workshop. The event included presentations, dancing, and music. Other topics of discussion included HIV prevention, dating, and relationships.

On April 20th, the Humana team in Bakenburg continued to engage communities by organizing a training on cholera for 43 mentors, ten local leaders, seven school representatives, and 28 community child-care workers. Humana explained that the goal for the training was for participants to share the information with their communities. After the training, parents, local leaders, and mentors then distributed food to 150 AGSP girls and 150 AGSP boys.

In June, parents and caregivers were eager to learn about the future of AGSP so they attended an informational meeting. During the meeting, Humana explained that AGSP activities would be ending as the AGSP was scheduled to close. Humana reported that the community showed much appreciation and parents and caregivers gave testimonies to thank USAID, Winrock and Humana. Humana reported 295 parents and caregivers attended the meeting. After this meeting, families assisted with the last food distribution for scholars.

As the future of AGSP was still unknown at the end of June, both Humana sites planned celebrations to mark the conclusion of AGSP programmatic activities. More than 800 participants including scholars, caregivers, parents, and teachers attended the event to celebrate the achievements of AGSP. Roland Ngoh, Humana's AGSP coordinator in South Africa, welcomed all the participants. Guest speakers gave speeches on the positive changes they have seen in scholars over the past five years. Speakers included: Ms. Pat Magubane, the councilor of Doornkop, and Tonsana Nonkquibel, a teacher from Mayibuye Primary School, as well as several parents, mentors, and community members. In addition, Ms. Lone Torbenson from the Humana partnership unit read a message from Winrock International. Certificates of appreciation and recognition were awarded to mentors and scholars. AGSP scholars actively participated in the event with songs, poems, drama, and dance.

Masoyi continued to work with school communities and families through AGSP-related activities. Childcare workers from Masoyi focus on caring for people within their communities and regularly visiting those who are sick. While Masoyi does not provide medical services, a key component of their work includes helping people access medical care. On a Winrock monitoring visit in November, Masoyi demonstrated this aspect of their work when visiting scholars. In one particular case, a scholar's mother was paralyzed from a possible stroke. Vivian Matsabe, the AGSP program director at Masoyi, and the Masoyi staff observed that the father was depressed and was not seeking the help that his wife needed. The Masoyi staff talked with the father and helped to arrange transport so that she could see a doctor.



At the AGSP 5th-Year Celebration in June, Humana scholars performed a traditional South African dance. (Credit: Humana, 2009)

Masoyi relies on the volunteer work of the childcare workers who are from the scholars' communities and know the children well. Masoyi reported that they assisted with corrections in the data collection and gathered demographic information. In addition, Masoyi engaged teachers, childcare workers, community volunteers, and caregivers in the distribution of uniforms and school supplies to AGSP scholars. Masoyi also conducted several school meetings throughout the year to build program transparency. Because Winrock's contract to implement AGSP was due to close, Masoyi invited teachers to an informational meeting. Masoyi held similar meeting within communities as most caregivers were not aware that the program was slated to end.

MiET's school-based carers (SBCs) are mentors from the communities who assist in the collection of demographic information, the filling out of forms, and the involvement of communities in AGSP. These volunteers served as links between MiET staff and schools, community leaders, and families. In November, MiET extended mentoring activities to include community members. SBCs, families, and scholars were invited to a workshop on how to deal with grief,

mourning, and the loss of a loved one. The workshop helped participants understand what psycho-social support is available and emphasized the importance of supporting children during the grieving process.

MiET also held a series of parent/caregiver meetings throughout the school year. In March, several parent meetings took place throughout the different provinces. Ninety-six parents attended a meeting at Ngxongwane Primary School in Nongoma, KwaZulu-Natal. MiET reported that School Principal L. B. Masondo talked to parents about being involved in the school community, children's progress, and how to encourage students to work hard in school. To build program transparency, parents and caregivers were informed of the funding source of AEI-AGSP, the goals of the program, and the scholarship package. During the meeting, families also learned about the mentoring component of AGSP, as well as the topics that would be discussed. Caregivers and parents were also encouraged to speak openly with their children about HIV/AIDS.

Through May and June, MiET continued to reach out to communities and to address the concerns about the scheduled closure of AGSP. Coordinators held meetings in two schools in KwaZulu-Natal (KZN) that 44 parents and caregivers attended. Again, MiET coordinators encouraged families to talk with their scholars about the mentoring topics. MiET reported, "In KZN the attendance of the parents' meeting was very high, which shows their enthusiasm and commitment to the programs objectives." Eighty-two parents attended a meeting organized for four schools in North West. During these meetings MiET continued to explain the goals of AGSP, the funding source, and the importance of supporting girls' education. MiET also advised families on communicating with their girls and boys on HIV/AIDS and sexual activity.

Life Centre relied on communities and encouraged family involvement in school. Last November, in conjunction with academic assistance at schools, mentors met with AGSP caregivers and families to discuss the importance of academics and how to support children in their studies. Parent and caregiver meetings took place at: Delportshoop Intermediate, Frances Mohapanele, Tshwarelela Primary, Kevin Nkoane Primary, Letshego Primary, Reापेla Farm, and Motswedi Thuto High schools. The mentors also used this opportunity to raise awareness about AGSP, the requirements of the scholarship, and the source of funding. In addition, a community women's group at Tadcaster Farm School became involved in AGSP by handing out food to those AGSP scholars receiving food parcels.

Life Centre reported that most of its community-outreach activities took the form of community meetings at schools. For many uneducated caregivers and parents, being involved in the school community is difficult; by



AGSP scholar Maureen Fransman smiles with her foster mother at the end-of-the-year AGSP party in Elands-kloof, Western Cape. (Credit: Winrock International, 2008)

communicating with families about the school system, Life Centre facilitates the involvement of parents and caregivers. Jasper Marisa explained, "We had some meetings with parents to discuss how they can be part of AGSP and the school community. We decided to do this because poor schools have little parental support yet the way education is structured, they are an important piece of the puzzle.... Of most importance was [their] role in homework, dealing with behavioral problems, and supporting the school management [by] attending meetings."

Natural Botanicals also connected with communities through school meetings. At the beginning of the project year, several schools brought parents and caregivers together to discuss AGSP. In addition, families learned about the mentoring topics that the scholars would discuss. A similar meeting took place later in February in Goedverwacht. Mostly mothers attended this meeting and

in addition to discussing AGSP, the community discussed concerns about unemployment. Many of the women had been involved with AGSP in the past and helped with the needlework for the AGSP scholars' book bags. The mothers requested more training in order to participate in income-generating projects. Merle Dietrich, a Natural Botanicals mentor, helped women in the area open a bakery and tailoring shop. In collaboration with AGSP, she organized a training on flower arranging in April. While scholars attended an HIV/AIDS mentoring session, mothers

and caregivers participated in the training. Because of the training, several of the mothers earned money to arrange flowers for funerals. This training was so successful that with the assistance of the Goedverwacht Tourism Bureau, AGSP parents were trained to work as hosts and hostesses for the Snoek & Patat Festival. Sixty-two AGSP family members attended the host and hostess training, and AGSP covered the transport expenses for the trainer. Later in June, caregivers put their skills to work and earned money as hosts and hostesses at the event.

Solutions and Lessons Learned

AGSP implementing partners continued to learn valuable lessons in how to improve programming and administrative activities. The five AGSP partners with data to input attended a training organized by Winrock International in Johannesburg in May on the new AGSP database, FieldLink. During this training partners were excited to work with a database that was so “user-friendly”. However, while preparing for the training, several partners realized that their record keeping was flawed. With Winrock’s assistance, partners analyzed old spreadsheets and paper records in order to arrive at the training prepared to learn the new system and “clean up” past data. While most partners in South Africa have tackled this enormous task and now have up-to-date, accurate data, some partners are still faced with inconsistencies. With the assistance of both Winrock and its subcontractor, SageFox, Heartbeat in particular is working through data discrepancies and updating scholar lists. Winrock feels that data collection is an important aspect of program management and is committed to collaborating with SageFox to ensure that all partners’ data reflects the reality of program implementation.

In addition to cleaning data, Heartbeat has continued to struggle with communications between the headquarters in Pretoria and the AGSP sites in Free State. In several cases, the Pretoria staff had not communicated clearly with the field staff, thus the field staff encountered reporting difficulties. Early last year, Winrock International visited the team at Heartbeat to discuss communication strategies and record keeping. Improvements were made, but Heartbeat still has communication difficulties. Most recently, the Heartbeat director, Maryke Venter has stepped down and a new director, Teresa McNeil, is in place. Winrock looks forward to collaborating with the new director and has already scheduled a teleconference to discuss program improvement strategies for the sixth year of AGSP.



AGSP girls in Northern Cape are delighted to get their track suits.
(Credit: Life Centre, 2009)

MiET also struggled with their data clean up. Due to the high number of scholars and some gaps in recording keeping in past years, MiET is working closely with SageFox to ensure that all AGSP data is accurate and up-to-date. While this is a challenging task, both Winrock and Sagefox are committed to assisting MiET achieve this goal.

Another source of difficulties for MiET was the late date on which they signed their letter of agreement with Winrock. Unfortunately, this delay rippled into implementation and because the project was scheduled to close at the end of June, MiET risked significantly underspending on its budget and not completing the program plans for the year. Winrock worked with MiET and helped them create an action plan to ensure that all AGSP activities would be completed and all scholars would receive their scholarship packages. Winrock also extended the closeout date so that MiET could complete the planned activities. As the program drew to a close, MiET also faced challenges with staff as two coordinators left the program for positions with the Department of Education.

In May, Winrock raised questions with Masoyi Home-Based Care when the AGSP program director could not confirm that the school uniforms had been purchased for AGSP scholars. Winrock made several phone calls and was assured that the uniform purchases were underway. Later Winrock discovered the source of the delay: irregularities in the quotations for the uniforms had raised concerns of the accounting staff at Hands at Work (an umbrella organization that assists Masoyi with finances and accounting) and had blocked the proposed purchase. Through further investigations, Hands at Work learned that the AGSP program director had attempted to bypass normal procurement procedures and purchase the uniforms at a higher cost from a company she created. Her contract

with Masoyi was terminated, and the procurement of uniforms was made elsewhere, at lower cost and in accordance with Masoyi's procedures, albeit with significant delay. Masoyi's regulations and systems were successful in preventing potentially fraudulent activity. Nonetheless, Winrock, Masoyi, and Hands at Work are reviewing the AGSP management structure to ensure that potential problems can be dealt with on a more timely basis.

Procter & Gamble Sanitary Pad Donation Project

This year, Winrock concluded an agreement with the Procter & Gamble Company to provide additional puberty education and sanitary pads to AGSP girls in South Africa. Five of the six implementing partners agreed to participate in the "Protecting Futures" program. Heartbeat, Humana, Life Centre, Masoyi, and Natural Botanicals all received sanitary pads to distribute to more than 800 AGSP puberty-aged girls. The aim of the program was to provide pads to girls so that they would attend school while having their periods, rather than staying home. Each girl was slated to receive 39 pads as instructed by Procter & Gamble.



AGSP scholars received donated sanitary pads through Procter and Gamble's "Protecting Futures" program. (Credit: Life Centre, 2009)

The sanitary pads reached South Africa in late July. Thanks to the donated services of EWC Express, a South African shipping company, partners received their allotted cases by early August, and shortly thereafter partners began the distribution to female scholars. In addition to receiving sanitary pads, girls participated in a puberty education program facilitated by partner mentors. Winrock International adapted Procter & Gamble's informational materials and created a handout for mentors to give to the girls when talking about puberty and menstruation. To date, four of the five partners have completed their distribution. Heartbeat is finalizing the plans for the last delivery of sanitary pads. At the completion of the project, a total of 817 girls in South Africa will have received sanitary pads from Procter & Gamble.

In the Spotlight

Mother and Son—Proud of Each Other

Valentino Roman is a fifth-grade student at Goedverwacht Primary School in Western Cape. He lives with his mother, two older brothers, and grandmother. His father died when he was two months old. Their home is a rented house in the farming community of Goedverwacht. There is electricity in the house, but it is not always connected, the roof leaks, and there are other structural repairs that need to be made. Valentino's mother was unemployed, and the family survived on the grandmother's small government grant. In addition to the financial strains that the family faced, Valentino's mother Susan Roman became depressed after the death of her husband and started abusing alcohol. Natural Botanicals explained that Valentino felt ashamed of his mother and their poverty. His stresses at home made focusing on school difficult. But in May of 2008, Valentino received an AGSP scholarship. He received school supplies, a uniform, a school bag, and other items. He also benefitted from mentoring from a community mentor



Valentino Roman receives an award for excellence in math. (Credit: Natural Botanicals, 2008)

named Cynthia Booy. After receiving an AGSP scholarship, things for Valentino and his mother began to change for the better.

In Goedverwacht, Cynthia Booy not only mentors scholars, she also mentors women in the community to help them become self-sufficient. Cynthia motivated Susan and provided her with support to stop drinking. Cynthia made sure that Susan attended the AGSP parent trainings and helped Susan find a part-time job cleaning and cooking. Now, Valentino is proud of his mother and he is also proud of himself. Without the shame of his mother's drinking, he has put all his energy into school. Prior to receiving a scholarship, his teachers reported Valentino was shy and withdrawn. Now, his teachers remark on his growing confidence. He is working hard in his classes and even participates in sports. At the end of the 2008 school year he received a diploma for excellence in mathematics. When asked about mentoring, Valentino explained, "My mentor is so nice and friendly and she really cares for us. Her name is Cynthia. Now, since the scholarship started, I am very happy and satisfied. I have a place to go after school and there is someone I can talk to and tell problems when I have problems. In the mentoring sessions I learned about HIV/AIDS, so I know how to live to prevent getting infected. I can also tell my mother and friends about it." In fact, both Valentino and his mother are grateful for the mentoring. With Cynthia's help and AGSP, both mother and son are improving their lives and are proud of each other.

Mentor Spotlight

AGSP Brings Satisfaction to Mentors

Mr. G.J. Selaletsi is an AGSP mentor and teacher at Motswedi Thuto High School. He has been mentoring scholars in Hartswater in Northern Cape for two years with Life Centre. He first learned about AGSP through a female colleague. Mr. Selaletsi has always been motivated to help his community and work with children, and when he saw AGSP making a difference in the lives of vulnerable youth, he wanted to become involved. As a mentor, Mr. Selaletsi is an advocate and counselor for the 13 AGSP boys and girls at his school. He has also facilitated sensitization sessions at Life Centre camps.

Life Centre reported that Mr. Selaletsi has a reputation for being very dedicated to mentoring with AGSP. His commitment to youth extends beyond AGSP activities and he has used what he has learned to help other children in the school as well. Jasper Marisa from Life Centre reported that while most teachers try to mentor students during school hours, Mr. Selaletsi regularly meets with the children after school on his own time in order to talk with them about personal problems or be the caring adult that most scholars lack. Mr. Marisa explains, "He has thrown himself into mentoring both girls and boys and he is very committed. He even takes his mentoring lessons outside the school time. This is rare for male teachers in our communities." Life Centre has reported that it has been difficult to find males to serve as mentors for the boy scholars, so Mr. Selaletsi's commitment to vulnerable youth makes him a role model to other male teachers.



Mr. Selaletsi with scholars from Motswedi Thuto High School (Credit: Life Centre, 2009)

Mr. Selaletsi believes that mentoring does not just benefit the mentees. As he has learned how to mentor scholars, he says that his new skills are also useful in the classroom. He feels that learning how to creatively facilitate information sessions has helped him become a more effective teacher. He also noted that AGSP has helped him reflect on new issues. By learning more about gender, he has examined his own teaching practices and is working to

overcome the obstacles of gender bias in the classroom and the community. When asked about the impacts of AGSP, he said, “Children who had been abused in the past and had a negative perspective on life begin to love life and cherish education. [This is] all because of AGSP and the mentoring processes. They begin to blossom like flowers.”

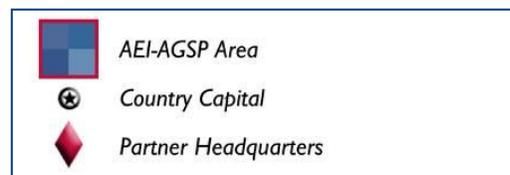
AEI-AGSP Profile SWAZILAND



October 2008 to September 2009



Caritas mentor Mrs. Sphiwe Nxumalo works with scholars on their scholarship forms at the Elulakeni community homestead in Shiselweni. (Credit: Caritas Orphanaid, 2009)



Project Data	Number of Partners	Total Funds Approved (USD)	Total Scholarships	Schools with Scholars Enrolled
Year 1 (actual) Girls Only	1	\$194,743	1,193	221
Year 2 (actual) Girls Only	1	\$150,789	1,207	179
Year 3 (actual) Girls Only	1	\$161,030	1,246	181
Year 4 (actual) Girls & Boys	1	\$147,875 Girls: \$121,633 Boys: \$26,242	1,538 Girls: 1,233 Boys: 305	214
Year 5 (approved) Girls & Boys	1	\$238,037 Girls: \$186,979 Boys: \$51,058	1,527 Girls: 1,219 Boys: 308	254

Special note: USAID's contract with Winrock International to implement AEI-AGSP was scheduled to end in September, 2009. In preparation, all local partners were directed to complete this year's scholarship and mentoring activities by the end of June, to finish administrative work by the end of July, and to submit final reports to Winrock in August. On September 30, USAID awarded Winrock a two-year extension of AGSP for the continuation of scholarship and mentoring activities to children already enrolled in the program.

Scholarships (School Year January–December)

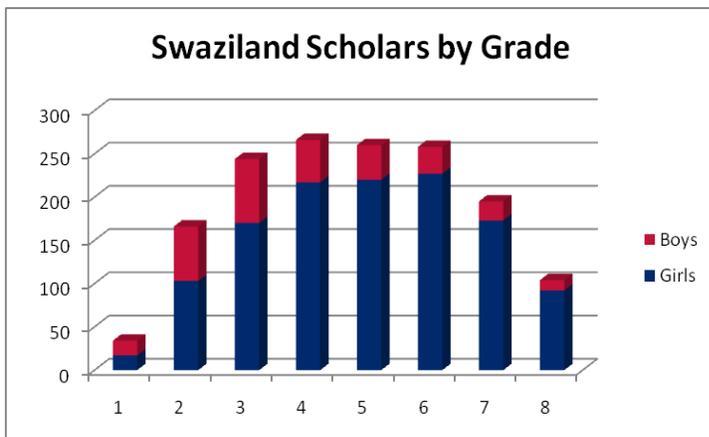
Winrock International continued its partnership with Caritas Orphanaid for the fifth year of the AMBASSADORS GIRLS SCHOLARSHIP PROGRAM. Caritas Orphanaid awarded 1,219 scholarships to girls and 308 scholarships to boys across all four districts of Swaziland. Scholarship items include school fees, uniform components, a track suit, a school bag, and toiletries. Given the high prevalence of HIV/AIDS in Swaziland, many AGSP



scholars face serious economic hardships due to the loss of a parent or guardian. The transition to secondary school is particularly difficult as students are forced to wait months or even years for the government scholarship needed to cover school fees and uniform costs. As a result, this year scholarships have been extended to AGSP scholars who completed primary school in 2008 and advanced to secondary school in 2009. Ninety-two girls and 12 boys in secondary school received assistance as part of this new follow-on support.

Mentoring (including HIV/AIDS)

Caritas Orphanaid places a strong emphasis on developing a mentoring plan in collaboration with both community mentors and teacher mentors. Through this group effort, Caritas mentors have been able to assess the immediate needs of the scholars and decide which topics would be most relevant at any given time. Scholars report finding stability in the structure that this partnership has provided. The recent introduction of the *Girls' Mentoring Resource Guide* has further strengthened the framework of Caritas's mentoring plan. Mentors have begun using the guide, which was translated into SiSwati, thereby making it accessible to all mentors including those with more limited educational backgrounds. On March 27th, the guide was made available to mentors in the Lubombo region and on April 22nd to mentors in Shiselweni. Both groups reported that it has enhanced their ability to mentor scholars on a range of issues and be more systematic in their approach.



Each month, mentoring sessions have focused on different themes, such as the importance of education. Throughout the month of March, four separate mentoring sessions were held for 450 scholars in the Lubombo and Shiselweni regions to discuss the value and benefit of education. Parents, guardians, and teachers also attended these sessions. In April the theme was "welcome back to school," which encompassed the distribution of scholarship materials and continued life-skills training. Despite the school break at the end of April, mentoring activities continued in May and dealt with the issue of peer pressure. Scholars enrolled at the Siphoso Primary School discussed the negative influences that they might be facing from some of their peers and ways to confront that pressure. Another topic in May was the importance of being appreciative and thankful. Scholars in the Shewula community wrote letters and poems about the support they were receiving through AGSP.



Life-skills training and income-generating activities are an important part of the Caritas Orphanaid mentoring program. In this photo, a scholar is learning how to make liquid soap and fabric softener. (Credit: Caritas Orphanaid, 2009)

Life-skills training combined with income-generating activities (IGAs) continued to be key components of Caritas Orphanaid's mentoring program. Beginning in January 2009, mentors attended trainings aimed at equipping them with the ability to manufacture various products such as liquid soap and fabric softener known as "Star-Soft," as well as giving them the ability to train scholars in the production of these items. The Ministry of Agriculture and Cooperatives offered the training to the mentors in five different sessions that were well received and provided a good basis for the income-generating activities that ensued. On May 12th, 35 primary school students from Ngcina Primary and three high school students participated in a training on the production of Star-Soft and liquid soap. These trainings were particularly effective as the scholars present were engaged in the process from start to completion of the product. Parents and guardians in particular were satisfied with the event because they saw that their children were being equipped with marketable skills for the future. The sustainability of these income-generating activities is now ensured through the purchase of these products by the schools themselves.

June was a big month for mentoring activities as Caritas held two weekend mentoring camps for scholars from three regions. The first camp was held in Piggs Peak for the schools located in the Northern Hhohho region during the weekend of June 12th. Scholars from 10 primary schools and three high schools

participated in the weekend's events, which focused on life skills and IGAs. One of the mentors, a division coordinator from the Red Cross, worked with the scholars on beading activities in addition to her discussion of peer pressure. Nurses from the Piggs Peak government hospital attended and mentored the scholars on mental health and HIV/AIDS. US embassy officials were also in attendance. Self-help Coordinator Vicky Mboka-Boyer, Assistant Political and Economic Advisor Bongani Vilakazi, and Political and Economic Officer Craig Pike participated in the camp's activities and were pleased to engage with the scholars. Caritas reported that Mr. Pike took the opportunity to address the scholars and encouraged them to make good use of the scholarship they had received.



Political and Economic Officer Craig Pike, of the US embassy, asks an AGSP scholar to locate Swaziland on the globe. (Credit: Caritas Orphanaid, 2009)

The second camp was held the weekend of June 19th in the Shiselweni region for scholars from Lower Lubombo and parts of Manzini. Fourteen primary schools participated in the camp and attended sessions similar to those offered in the first camp.



AGSP boys enjoy beading activities organized by Caritas during a mentoring camp held in June 2009. (Credit: Caritas Orphanaid, 2009)

In addition, scholars were mentored on children's rights by staff from Save the Children. The Swaziland National Youth Council also put on a play dealing with HIV/AIDS and education, a meaningful topic for AGSP scholars as many of them have been personally affected by the disease. A particularly interesting element of both camps was the exploration of gender stereotypes that arise in the IGAs. All participants were given equal opportunity to take part in the various activities ranging from woodwork to beading. However, girls were urged to try woodwork and boys were urged to try beading. Caritas reported that the mixed sessions were very successful with both boys and girls enjoying the nontraditional activities in which they engaged. Some scholarship items—such as toothpaste, laundry and bath soap, and underwear—were distributed during these camps as well.

Community Participation

Caritas Orphanaid describes AGSP as a community-based program with each stakeholder playing an important role in its success. Caritas states, "Ideas largely come from the stakeholders on how the program can be best implemented. It provides a holistic approach in sponsoring the scholars...." Community leaders are responsible for overseeing activities offered by Caritas staff and mentors in their communities. Caregivers and parents are responsible for providing after-school support for their child, ensuring the scholar completes all homework, keeps his or her uniform clean, and attends school every day. The partnership between community mentors and teacher mentors has resulted in a high level of awareness of and involvement in AGSP implementation by local authorities and parents/guardians. Caritas stresses the importance of transparency and community ownership of the program through parent/guardian participation in scholarship distributions and other mentoring sessions. Community leaders, parents, teachers, and scholars are sensitized on the mentoring themes as a group. Scholars also have the opportunity to sensitize their parents/guardians on the various topics they have encountered in the mentoring sessions.

"AGSP did not only bring education to Swaziland, but it also brought a sense of caring for each other. The communities are now concerned when they see children not attending school. Communities also mentor the scholars on their own and have made it their habit that children are mentored at their various homesteads."

—Caritas Orphanaid, 2009

Solutions and Lessons Learned

The prevalence of HIV/AIDS in Swaziland inevitably impacts AGSP scholars and their participation in school. Caritas Orphanaid has had to contend with high scholar dropout rates due to the death of scholars' parents and guardians. Frequently, following the death of a parent or guardian, scholars are removed from their communities and relocated to live with a relative in another town, or even in South Africa. This often results in the scholar being removed from school. Mentors use individual sessions to try to monitor scholars facing this challenging situation of being moved from one place to another as a result of a death.

Caritas is also contending with reporting difficulties concerning school receipts and accounting. When school fees are paid via check, the head teachers are required to produce a receipt documenting the payment. However, some head teachers have expressed the need for the check to be cleared prior to issuing a receipt. Given the delay associated with this payment processing procedure, the Caritas monthly financial reporting is therefore also delayed. Caritas is addressing this situation by sensitizing the head teachers on the impact that the lack of these receipts is having on the program and their ability to secure a steady flow of funds from Winrock.

In the Spotlight

AGSP Reunites Two Families

Life has never been easy for the family of AGSP scholar Nonhlanhla Tfwala. Nonhlanhla's mother had always been the breadwinner. She worked as a maid in several households in Piggs Peak town in the Northern Hhohho region. She did not earn much but she managed to feed her four children and unemployed husband and send the children to school.

Then in 1996 Nonhlanhla's mother died. The family was forced to leave their homestead and live with the extended family. Sending the children to school became a problem for Nonhlanhla's father. His health deteriorated. The children dropped out of school. Nonhlanhla's extended family wanted to help but was unsure how to do so. The aunts wanted to take their brother's children to their various homesteads because they felt unable to help when they were far away from them, they said. If the aunts took the children in, what would happen to Nonhlanhla's father, they wondered. The children too, did not want to leave their father. The extended family felt helpless and ended up not taking any action.

When the poverty in Nonhlanhla's family got worse, her older uncle decided to bring the whole family to come and live with him. At first, life at her uncle's home was better. He tried hard to provide everything: shelter, food, and clothing. He sent Nonhlanhla and her siblings back to school. His own children were in the lower grades too. As the children advanced in school, however, life became more and more difficult. Nonhlanhla's uncle earned a meager salary and could not take care of all of them. Basic items like clothing and food became very difficult to obtain. In such straitened circumstances, the two blended families became divided. The uncle's wife threatened to leave. School fees were high and there were many children to send to school. The children's performance in school suffered.

Things finally began to look up for the family when Nonhlanhla was chosen as an AGSP scholar. Nonhlanhla's brothers and sister subsequently began to receive scholarships from the government. Relations between the two families improved. The scholars' performance at school has steadily progressed. The stress of paying for school fees and uniforms was relieved thanks to AGSP. Unfortunately, Nonhlanhla's 59-year-old father has been diagnosed with tuberculosis, but Caritas reports that he is a happy man because the "apple of his eye," Nonhlanhla, now has a brighter future. According to Caritas, he is forever grateful to AGSP. Nonhlanhla is completing the last grade of primary school (grade 7) in 2009. She wants to become a pilot.



Nonhlanhla Tfwala holds the AGSP t-shirt that she won during a mentoring event. (Credit: Caritas Orphanaid, 2009)

AEI-AGSP Profile

ZAMBIA

October 2008 through September 2009



USAID
FROM THE AMERICAN PEOPLE



Brenda Ngosa attends Chainda Basic School with the assistance of an AGSP scholarship. (Credit: FAWEZA, 2009)



Project Data	Number of Partners	Total Funds Approved (USD)	Total Scholarships	Schools with Scholars Enrolled
Year 1 (actual) Girls Only	2	\$228,339	2,021	254
Year 2 (actual) Girls Only	1	\$275,053	2,415	238
Year 3 (actual) Girls Only	1	\$299,070	2,301	192
Year 4 (actual) Girls & Boys	1	\$457,448 Girls: \$347,005 Boys: \$110,443	2,660 Girls: 2,000 Boys: 660	179
Year 5 (approved) Girls & Boys	1	\$332,742 Girls: \$191,458 Boys: \$141,284	1,450 Girls: 800 Boys: 650	130

Special note: USAID's contract with Winrock International to implement AEI-AGSP was scheduled to end in September, 2009. In preparation, all local partners were directed to complete this year's scholarship and mentoring activities by the end of June, to finish administrative work by the end of July, and to submit final reports in August. Those AGSP scholars who successfully complete ninth grade at the end of 2009 may be eligible for PEPFAR assistance for the 2010 school year.

Scholarships (School year January–December) For the fifth year of project implementation, Winrock International partnered with the Forum for African Women Educationalists of Zambia (FAWEZA). FAWEZA provided scholarships and mentoring to ninth-grade boys and girls in six provinces of Zambia: Central, Copperbelt, Eastern, Lusaka, North Western, and Southern. One-thousand, four hundred and fifty scholars (800 girls and 650 boys) at 130 different schools received school uniforms, school



FAWEZA National Coordinator Daphne Chimuka delivered comfort kits and mentoring to AGSP girls at Kabwanga Basic School. (Credit: Winrock International, 2009)

materials and toiletries. FAWWEZA paid scholar tuition and other associated school fees, which sometimes included hostel fees. In partnership with the US-based, Once-A-Month Campaign, female scholars also received comfort kits that included washable, reusable sanitary pads. In addition to items for each individual, FAWWEZA provided supplementary study guides for English, mathematics, history, geography and civics for schools with AGSP scholars. This year, teachers facilitated study sessions for AGSP scholars in preparation for their ninth-grade exams.

Mentoring (Including HIV/AIDS)

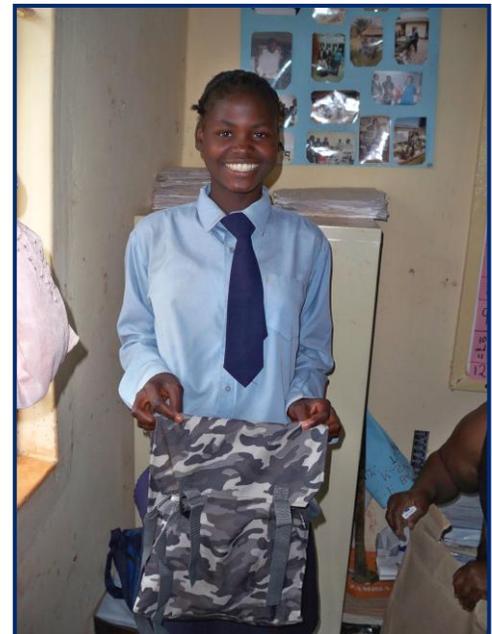
AGSP scholars participate in mentoring activities through FAWWEZA SAFE (Student Alliance for Female Education) clubs. SAFE clubs operate within schools and use a peer-mentoring, student-directed approach. Students attend trainings and learn leadership skills so then they can talk with classmates about topics such as substance abuse, HIV/AIDS, and teenage pregnancy. Club activities are student-driven, and FAWWEZA

trains teachers to serve as club facilitators or “SAFE club overseers.” The SAFE club overseers collaborate with other teachers, principals, community members, and PTAs to coordinate mentoring activities and complete AGSP administrative tasks such as reporting, scholarship distribution, and the collection of receipts. The SAFE club overseers also advocate on scholars’ behalf when students are faced with issues that require adult intervention. SAFE clubs use a communication box as a tool to enhance the communication between the overseer and the scholars. Students can write down questions or problems and place them anonymously in the small box. The overseer then addresses these questions with the entire group or with an individual in the case of a personal problem. FAWWEZA has reported many success stories due to the use of the communication box. Children have reported cases of abuse, and overseers have collaborated with social workers and the Zambian Victims Unit of the police force to intervene and protect children.

As the 2008 school year drew to a close, AGSP scholars were preparing for their final exams so most SAFE clubs did not organize formal activities. In many cases, SAFE club overseers helped students prepare for their tests and provided academic assistance. In Lusaka, the FAWWEZA team reviewed data collection forms and revised the forms in preparation for the upcoming school year. FAWWEZA also spent significant time reviewing demographic data and record keeping.

At the beginning of the 2009 school year, FAWWEZA traveled throughout the country to meet with SAFE club overseers, and school selection committees (SSCs) to complete administrative tasks associated with scholar selection and to verify scholar information. During these site visits, school payments were made. Scholarship distribution also occurred in some districts in January. In addition, FAWWEZA reported that comfort kits were delivered to girls in North Western Province in the districts of Solwezi, Kabompo, Chavuma, Zambezi, Mufumbwe, and Mwinilunga. FAWWEZA reported that 96 AGSP girls received their kits and participated in a short mentoring session on how to use and care for the washable sanitary pads.

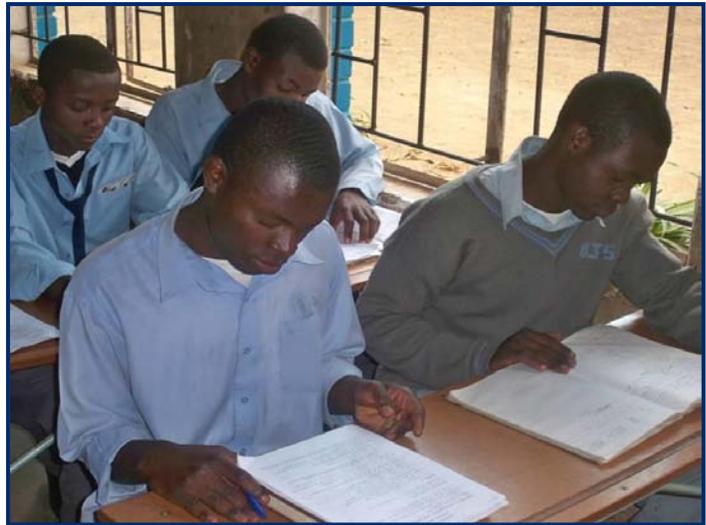
In February, FAWWEZA continued school visits to verify demographic information, meet with AGSP scholars and SAFE club overseers, and make tuition payments. Safe club activities also had gotten underway and AGSP scholars were participating in mentoring sessions at their home schools. For example, at Mary Aikenhead Community School in Lusaka, SAFE Club Overseer Anita Muletambo reported that seven peer educators were trained last year and graduated, but that they continued to run the club and mentor their younger counterparts. Forty-four AGSP girls participated in the SAFE club activities at



Iness Chaliko at Kalilwe Basic receives her new backpack. (Credit: Winrock International, 2009)

Mary Aikenhead. FAWEZA reported that the topics discussed at SAFE club mentoring sessions included HIV/AIDS, sexually transmitted infections, and early marriage.

In February and March during the distribution of comfort kits, AGSP girls learned about reproductive health and how to use the washable sanitary pads. At Kabwanbanga Basic School in Central Province, scholars described the impact of having a proper uniform for school. The girls explained how wearing a nice uniform makes them confident in class and helps motivate them to be serious students. Girls also discussed the value of the comfort kits and how in the past they would miss school when having their periods. They were fearful of getting their clothes dirty and being teased by boys. With the comfort kits, AGSP girls are not afraid to come to school during menstruation. By the end of March, 680 comfort kits had been distributed throughout the six provinces.



Elijah Chikoni is a new AGSP scholar at Chibolya Basic School. (Credit: FAWEZA, 2009)

In April, FAWEZA continued to distribute comfort kits and scholarship items. Mentoring activities focused on training scholars to be peer educators. On April 12–14, AGSP scholars from across the country attended peer educator trainings, facilitated by SAFE club overseers and FAWEZA staff. The training took place in four different communities and a total of 269 girls and 133 boys learned about reproductive health, HIV/AIDS, gender issues, human rights, and the importance of education. They were also trained on how to mentor their peers by talking with classmates about these topics. FAWEZA reported that after scholars were trained, schools provided additional opportunities for scholars to take on leadership positions. In an April report, FAWEZA noted that, “schools in Copperbelt revealed that a number of SAFE club members have been put into leadership positions within their schools. These are Head Girl, Senior Prefect, and Prefects.”

In May and June, AGSP scholars continued to attend SAFE club activities. Katete Basic School in Eastern Province



AGSP scholars perform a theater sketch for their peers at a SAFE club mentoring session at Prince Takamado Basic School. (Credit: FAWEZA, 2009)

reported that with the prevalence of unreported cases of gender-based violence, children need to be sensitized on their rights to feel safe and know how they can get help if necessary. In response to this, the SAFE club overseer invited a police officer and a health worker to present information about the Victim Support Unit of the Zambian Police and how the unit assists in preventing abuse. One AGSP girl and five AGSP boys participated in the session along with 39 non-AGSP peers.

At Kasanda Malombe Basic School in Central Province, the SAFE club organized a performance of drama, songs, and dances to raise community awareness about the impacts of early pregnancy and the dangers of substance abuse. FAWEZA estimated that 200 people attended the performance. At Hapwaya Basic School in Southern Province, 10 AGSP girls and 10 AGSP boys participated in SAFE club discussions on HIV/AIDS transmission and prevention, and adolescence and changes in the body. On June 16 several schools organized

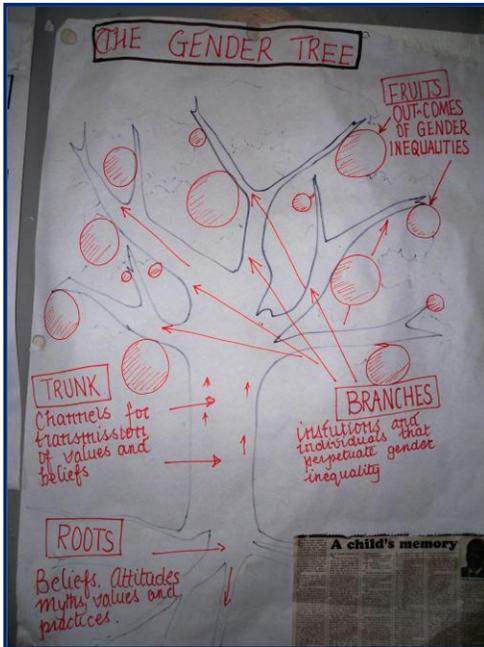
activities to commemorate the Day of the African Child. AGSP scholars participated in reading activities well as school-wide spelling competitions. Also in June, FAWEZA continued to deliver supplemental text books and study guides so teachers could organize after-school study sessions as a part of their mentoring activities.

Community Participation

FAWEZA relies on community involvement through the participation of school selection committees (SSC). The SSCs are comprised of community members, teachers, school principals, and often community organization leaders. The SSCs

make recommendations and verify that the neediest students are identified as AGSP beneficiaries. In addition, the SSCs ensure that uniforms, stipends, and other scholarship items are properly distributed. In many cases the SSCs are also active in the scholars' academic lives and members make school visits to monitor scholar attendance and performance.

FAWEZA also works with the education community. In December, FAWEZA organized a conference focusing on the causes of gender disparity in education and the impact and prevention of school-related, gender-based violence (SRGBV). The National Symposium on Girls' Education brought different education stakeholders together to discuss gender issues. One hundred and seventeen people attended the event and participants included: the minister of education, the permanent secretary in the Ministry of Education, and representatives from UN and foreign missions in Zambia, district commissioners, traditional chiefs, and partner organizations. AGSP scholars and former AGSP scholars participated by making presentations on gender-based violence and the perpetuation of violence against women and girls by certain cultural practices.



SAFE clubs use the gender tree poster as a teaching tool to examine issues such as gender bias, violence, and cultural norms that are harmful to women and girls. (Credit: Winrock International, 2009)

Many SAFE clubs' activities included community participation. During the peer educator trainings in April, families from Monze, (Southern Province,) Ndola (Copperbelt Province), Katete (Eastern Province) and Mpika (Northern Province) cooked for the attendees and hosted scholars during the training. FAWEZA reported, "The communities were very cooperative by cooking for the children and providing parental guidance during the convention. [This] proved that parents were very interested in the AGSP activities."

FAWEZA also reported on SAFE club community-outreach activities. Club members at Lundazi Boarding School planned several events to help members of their community. AGSP girls and SAFE club members talked to younger girls in their communities about the dangers of prostitution and drug use. These scholars also organized fundraising activities to help needy children stay in school. To begin this project, the club members sold drinks and snacks. The club used the money to buy exercise books for some students in their communities.

The SAFE club from Katete Basic in Eastern Province sensitized community members and younger students on gender-based violence. The scholars also shared information about the Victim Support Unit and how to get assistance and report abuse. In June, community members from Kabanga, Mwambula, and Shandomo villages in Mamvule (Central Province) discussed HIV during a sensitization facilitated by SAFE members from Mamvule Basic School. People asked questions about prevention and there was high interest regarding the impacts of HIV on the community. In many cases, community outreach focused on talking with communities about girls' education. FAWEZA observed that "AGSP linked communities to schools by reaching out to them with sensitization messages on girls' education issues.... Community sensitizations through the SAFE club helped in changing the behavior[s]/belief[s] among community members on girls' education."

Solutions and Lessons Learned

FAWEZA reported that collecting demographic data was sometimes difficult and that often errors were discovered when FAWEZA staff were making tuition payments to schools. In some cases scholar slots had not been filled and SSCs had to gather again to determine which students were the neediest and should receive scholarship assistance. Similarly, when examining scholar lists and item receipt documentation, FAWEZA discovered some irregularities in one school's record keeping. Further investigation revealed that a few scholars at the school had not received their entire stipend the prior year (PY4). FAWEZA's follow-up actions included a personal meeting with the district Ministry of Education officer to report the incident. FAWEZA also sent a letter detailing what was discovered to the district education officer. The district officer made a full investigation, and the school repaid those students who had not received all of their scholarship funds. In addition, FAWEZA reported that the principal at the school, who had since moved to new school, faced MOE disciplinary action. Winrock and FAWEZA discussed monitoring strategies that could prevent these kinds of

activities. It was decided that the FAWEZA district chairperson who oversees the SAFE clubs in each district should identify schools that require additional monitoring and make those schools a higher priority for monitoring visits.

Scholar Spotlight

Scholar No Longer Fears Being Asked to Leave School

Nilla Muyembe is 15 years old and is in the 9th grade at St. Monica's Basic school in Lusaka. Nilla, her mother and her two siblings moved to Matero Township (a shanty town neighborhood outside of Lusaka) with her aunt's family when her father passed away a year ago. The three adults and five children live all together in a two-room house with no electricity. Nilla's mother doesn't have a job, so her uncle is the sole breadwinner. On his single income, the family could not afford to pay school fees. Nilla explained that her father passed away after her first term in 8th grade. She is sad when she remembers that during the second and third term often the school would send her home due to the nonpayment of school fees.

This year, Nilla was awarded an AGSP scholarship. Nilla explained that the most important component of the scholarship package has been the payment of the school fees. Prior to the scholarship, she was anxious because she knew that the school might ask her to leave at anytime. But with the support of FAWEZA and AGSP, she explained that this year she has been more focused in school because her fees are taken care of and she can concentrate on her studies.



Nilla (center) with her mother (left) and her mentor, Mrs. Chuba, (right) during a recent home visit. (Credit: FAWEZA, 2009)



AGSP scholars participated in training activities at the Peer Mentoring Convention in April to become peer mentors. (Credit: FAWEZA, 2009)

Nilla participates in SAFE club activities after school. She also attended this year's peer mentoring convention in Eastern Province. At the training she acquired leadership skills and learned how to talk with classmates about topics such as HIV/AIDS, early pregnancy, and substance abuse. Peer mentoring is a rewarding experience for Nilla. She said that mentoring her peers gives her the strength to live a positive and productive life. She also encourages her classmates to study hard. Because Nilla experienced the heartbreak of not being able to attend school, her advice to other AGSP scholars is to work hard and not to waste the opportunities that have been given to them. With the AGSP scholarship, Nilla puts in more effort now than ever before.

Annex D: School Directory

Annex D - School Directory

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Angola	ADPP - Angola	Luanda	Escola Polivalente Formigas do Futuro 7050	275	100	375	U
Angola	Centro Horizonte Azul	Luanda	500 Casas	1	0	1	U
Angola	Centro Horizonte Azul	Luanda	C.E.Elsamina	2	0	2	U
Angola	Centro Horizonte Azul	Luanda	ESCOLA n° 9035	2	0	2	U
Angola	Centro Horizonte Azul	Luanda	Escola Nova n° 9004	14	0	14	U
Angola	Centro Horizonte Azul	Luanda	Horizonte Azul	338	244	582	U
Angola	Centro Horizonte Azul	Luanda	IMNE	5	0	5	U
Angola	Centro Horizonte Azul	Luanda	Instituto ZANGO	10	0	10	U
Angola	Centro Horizonte Azul	Luanda	Loy	1	0	1	U
Angola	Centro Horizonte Azul	Luanda	Paiva	1	0	1	U
Angola	Centro Horizonte Azul	Luanda	Petalas do Saber	5	0	5	U
Angola	Centro Horizonte Azul	Luanda	Rainha Nhacatolo	1	0	1	U
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Centro Escola CEV de Viana	3	0	3	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Centro Kalakala	0	9	9	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Centro de Alfabetização Nivel I,II,III	0	1	1	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Mussilio	0	1	1	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Santo Estevao	2	1	3	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Sao Francisco	1	0	1	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Jofraide	2	0	2	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio 7° Dia	2	1	3	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Janeth Tavares	1	0	1	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Mamá Jú	3	0	3	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Nzinga Moxi	1	0	1	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Quina Angola	2	0	2	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Complexo Escolar Do Cazenga N 7049	0	1	1	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Assunção Micol	0	1	1	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Ana Paula da Sapú-N° 9094	1	0	1	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola As Bongavilhas	1	3	4	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Bitá-Sapœ N° 9102	4	0	4	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Catarina e Camosse	30	0	30	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Comparticipada Molowini	0	2	2	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Esperança	27	14	41	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Japão	2	0	2	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Madre Maria Luisa	1	1	2	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Missionária Dona Rosária	1	0	1	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola N° 7044	1	0	1	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Teresiana de Viana	0	2	2	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola da Nazaré	11	0	11	R
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Nnguitalele	4	12	16	R
Angola	Salesianos de Dom Bosco	Cuanza Norte	Cassoalala, Escola Missionária	176	0	176	U
Angola	Salesianos de Dom Bosco	Cuanza Sul	BANGO-ANGA, Escola da Missão Calulo	2	0	2	R
Angola	Salesianos de Dom Bosco	Cuanza Sul	Calulo-Sede, Escola da Missão Calulo	398	0	398	U
Angola	Salesianos de Dom Bosco	Cuanza Sul	QUITILA, Escola da Missão Calulo	85	0	85	U
Angola	Salesianos de Dom Bosco	Luanda	EDB-Lixeira, Escola Dom Bosco	408	0	408	U
Angola	Salesianos de Dom Bosco	Luanda	Trilhos, Escola Dom Bosco	252	0	252	U
Botswana	Skillshare International/Botswana	Central	Mannathoko Primary School-Botshelo Project	12	9	21	U
Botswana	Skillshare International/Botswana	Central	Riverside Primary School	1	0	1	U
Botswana	Skillshare International/Botswana	Central	St Augustine's Primary School-Botshelo Project	13	11	24	U
Botswana	Skillshare International/Botswana	Kgalagadi	KANG PRE-SCHOOL	20	20	40	R
Botswana	Skillshare International/Botswana	Kgalagadi	Kang Primary School	23	11	34	R
Botswana	Skillshare International/Botswana	Kgalagadi	Mahusane Primary School	15	8	23	R
Botswana	Skillshare International/Botswana	Kgalagadi	Phuduhudu Pre School	16	7	23	R
Botswana	Skillshare International/Botswana	Kgalagadi	Phuduhudu Primary School	43	41	84	R
Congo	Aide à l'Enfance	Bouenza	Ecole primaire AIDE A L'ENFANCE de Nkayi	141	10	151	R
Congo	Aide à l'Enfance	Lekoumou	ECOLE HENRI BOUNDA DE SIBITI	75	10	85	R
Congo	Aide à l'Enfance	Likouala	Ecole 31 juillet 1968 d Impfondo	75	50	125	U
Congo	Aide à l'Enfance	Niari	Ecole primaire AIDE A L'ENFANCE de Dolisie	154	30	184	U
Congo	CONGO-U.S. ALUMNI ASSOCIATION (CUSAA)	Bouenza	Lycée de Nkayi	10	0	10	R
Congo	CUSAA	Brazzaville	Chaminade	7	6	13	U
Congo	CUSAA	Brazzaville	Lycée Technique 1er MAI	5	3	8	U
Congo	CUSAA	Brazzaville	Lycée Technique 5 Février	6	4	10	U
Congo	CUSAA	Brazzaville	Réconciliation	1	0	1	U
Congo	CUSAA	Brazzaville	Révolution	5	6	11	U
Congo	CUSAA	Brazzaville	Savorgnan de Brazza	5	7	12	U
Congo	CUSAA	Brazzaville	Thomas Sankara	5	7	12	U
Congo	CUSAA	Cuvette Ouest	Lycée d'Owando	6	0	6	R
Congo	CUSAA	Kouilou	Pointe Noire II	10	11	21	U
Congo	CUSAA	Kouilou	Victor Augagneur	6	5	11	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Congo	CUSAA	Lekoumou	Lycée de Sibiti	6	0	6	R
Congo	CUSAA	Niari	Technique de Dolisie	4	0	4	U
Congo	CUSAA	Niari	Victor Justin Sathoud	3	0	3	U
Congo	CUSAA	Plateaux	Lycée de Gamboma	6	1	7	R
Congo	CUSAA	Pool	Lycée de Kinkala	7	0	7	R
Congo	CUSAA	Sangha	Lycée de Ouessou	8	0	8	R
Gabon	Association des Femmes Educatrices du Gabon (AFEG)	Moyen-Ogooue	Adanhe	16	0	16	R
Gabon	AFEG	Moyen-Ogooue	Koungoule	18	5	23	R
Gabon	AFEG	Moyen-Ogooue	Mitone	18	0	18	R
Gabon	AFEG	Moyen-Ogooue	Moussamou Koungou	20	5	25	R
Gabon	AFEG	Moyen-Ogooue	Nzoghe Bang	18	5	23	R
Gabon	AFEG	Ogooue-Lolo	Bembicani	14	2	16	R
Gabon	AFEG	Ogooue-Lolo	Kessipoughou	30	8	38	R
Gabon	AFEG	Ogooue-Lolo	Lipaka II	15	0	15	R
Gabon	AFEG	Ogooue-Lolo	Malanga	8	0	8	R
Gabon	AFEG	Ogooue-Lolo	Moukombi	15	0	15	R
Gabon	AFEG	Ogooue-Lolo	Tsati	8	5	13	R
Gabon	AFEG	Woleu-Ntem	Afenane	11	0	11	R
Gabon	AFEG	Woleu-Ntem	Akoh	5	0	5	R
Gabon	AFEG	Woleu-Ntem	Alene Meboume	14	0	14	R
Gabon	AFEG	Woleu-Ntem	Angang	14	4	18	R
Gabon	AFEG	Woleu-Ntem	Belfort	5	4	9	R
Gabon	AFEG	Woleu-Ntem	Bolossoville	16	4	20	R
Gabon	AFEG	Woleu-Ntem	Elop	12	0	12	R
Gabon	AFEG	Woleu-Ntem	Nkolabona	15	4	19	R
Gabon	AFEG	Woleu-Ntem	Nkout	16	4	20	R
Gabon	AFEG	Woleu-Ntem	Sougoudzap-Ville	12	0	12	R
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Adventiste	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Akébé 1	2	0	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Akébé 2	35	7	42	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Akébé 2B	1	1	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Akébé Belle vue 2	3	0	3	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Akébé OPT	6	1	7	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Alibandeng	1	1	2	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Alliance Chrétienne PK8	2	0	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Awendjé	3	0	3	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Baraka Mission	7	9	16	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Batavéa 1	21	7	28	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Batavéa 2	8	0	8	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Batavéa 3	17	0	17	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Belle vue 1A	6	1	7	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Belle vue 2	7	1	8	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Belle vue 3	4	1	5	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Bikélé St Luc	3	1	4	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Bissegue Plein Ciel	2	0	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Bon Grain	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	CS Bilingue de l'Unité	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Charbonnages	3	0	3	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Charbonnages I	2	0	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Cité Mébiame	5	1	6	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Cité des Ailes	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Damas I	15	1	16	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	De la joie	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	De la joie (beau séjour)	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	ENS B	2	0	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	ENSET B	3	1	4	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Ecole Nationale pour Enfants Déficients Auditifs	3	3	6	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Ecole Triomphale	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Elite Africaine	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Flamboyants	0	1	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Fopi	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Glass	2	0	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Gros Bouquet 3	3	1	4	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Gros Bouquet 4	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Jeanne D'arc	3	0	3	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Kinguélé	2	0	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	La Bonne Semence	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Lacruche	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Les Champs Fleuris	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Les Petits Coeurs	3	0	3	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Les anges	0	1	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Louis	3	0	3	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Mairie de Plaine Niger	7	1	8	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Martine Oulabou	9	1	10	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Melen	4	0	4	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Melen Palat	1	1	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Mindoubé I	4	3	7	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Mont Sinaï	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Montfort	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Notre Dame des Apôtres	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Notre Dame des Victoires	10	0	10	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Nzeng Ayong 1	0	1	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Nzeng Ayong 2	2	0	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Nzeng Ayong 3	2	0	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Nzeng Ayong Dragages	20	0	20	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Nzeng Ayong Lacs	2	1	3	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Nzeng Ayong Nouvelle Cité	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Okala	2	0	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Ossengué	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Ozangué	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	PK8 2	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Petits Lurons	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Peyrie	4	0	4	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Pilote Urbaine du Centre	4	1	5	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Pk8 1	2	0	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Providence Divine	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Rédemption Totale des Sourds	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	SIBANG 1	2	0	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	SNI 2	1	0	1	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Sibang 3	3	0	3	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Sorbonne 1	2	0	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	St Joseph	3	0	3	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	St Michel	6	1	7	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	St Nicolas	2	0	2	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Ste Thérèse de Lalala	7	1	8	U
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Venez Voir	1	0	1	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Lesotho	Lesotho Save the Children	Berea	St. Agnes High School	2	1	3	U
Lesotho	Lesotho Save the Children	Berea	Zenon High School	1	0	1	U
Lesotho	Lesotho Save the Children	Butha-Buthe	Sefako High School	1	0	1	R
Lesotho	Lesotho Save the Children	Butha-Buthe	St Margaret Secondary School	1	0	1	R
Lesotho	Lesotho Save the Children	Leribe	Holy Family High school	1	0	1	U
Lesotho	Lesotho Save the Children	Leribe	Holy Names High School	5	0	5	U
Lesotho	Lesotho Save the Children	Leribe	Khethisa High School	5	0	5	R
Lesotho	Lesotho Save the Children	Leribe	Leribe High School	0	1	1	U
Lesotho	Lesotho Save the Children	Leribe	Peka High School	1	0	1	R
Lesotho	Lesotho Save the Children	Leribe	Phelisanong Disabled	3	0	3	R
Lesotho	Lesotho Save the Children	Leribe	Resource Center for the Blind	2	1	3	U
Lesotho	Lesotho Save the Children	Mafeteng	Lesaoana Secondary School	0	1	1	U
Lesotho	Lesotho Save the Children	Mafeteng	Matsepe High School	0	1	1	U
Lesotho	Lesotho Save the Children	Mafeteng	Sebelekoane Secondary School	1	0	1	R
Lesotho	Lesotho Save the Children	Mafeteng	St John's High School	0	1	1	U
Lesotho	Lesotho Save the Children	Maseru	Abia High School	1	0	1	U
Lesotho	Lesotho Save the Children	Maseru	Adventville High School	0	1	1	U
Lesotho	Lesotho Save the Children	Maseru	Bishop de Mazenod High School	1	0	1	U
Lesotho	Lesotho Save the Children	Maseru	Cenez High School	0	3	3	U
Lesotho	Lesotho Save the Children	Maseru	Ikaheng Secondary School	4	1	5	U
Lesotho	Lesotho Save the Children	Maseru	Itekeng High School	1	2	3	U
Lesotho	Lesotho Save the Children	Maseru	Khubetsoana High School	0	4	4	U
Lesotho	Lesotho Save the Children	Maseru	Leqele Secondary School	0	3	3	U
Lesotho	Lesotho Save the Children	Maseru	Lerotholi Community High School	1	0	1	U
Lesotho	Lesotho Save the Children	Maseru	Lesotho High School	1	1	2	U
Lesotho	Lesotho Save the Children	Maseru	Lithabaneng L.E.C. High School	2	0	2	U
Lesotho	Lesotho Save the Children	Maseru	Lithoteng Primary School	0	1	1	U
Lesotho	Lesotho Save the Children	Maseru	Mabathoana High School	0	2	2	U
Lesotho	Lesotho Save the Children	Maseru	Mahlabatheng High School	1	0	1	U
Lesotho	Lesotho Save the Children	Maseru	Maseru Day High School	0	1	1	U
Lesotho	Lesotho Save the Children	Maseru	Maseru High School	1	1	2	U
Lesotho	Lesotho Save the Children	Maseru	Maseru L.E.C. Primary School	2	1	3	U
Lesotho	Lesotho Save the Children	Maseru	Masianokeng High School	1	2	3	U
Lesotho	Lesotho Save the Children	Maseru	Matikoe High School	3	0	3	U
Lesotho	Lesotho Save the Children	Maseru	Mazenod High School	0	3	3	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Lesotho	Lesotho Save the Children	Maseru	Mazenod Primary School	1	1	2	U
Lesotho	Lesotho Save the Children	Maseru	Methodist High School	0	1	1	U
Lesotho	Lesotho Save the Children	Maseru	Morija Girl School High School	1	0	1	U
Lesotho	Lesotho Save the Children	Maseru	Moruthoane High School	1	0	1	U
Lesotho	Lesotho Save the Children	Maseru	Moshoeshoe II High School	1	0	1	U
Lesotho	Lesotho Save the Children	Maseru	Phomolong L.E.C. Secondary School	1	3	4	U
Lesotho	Lesotho Save the Children	Maseru	Qoaling High School	1	1	2	U
Lesotho	Lesotho Save the Children	Maseru	Rasetimela Secondary School	1	1	2	U
Lesotho	Lesotho Save the Children	Maseru	Sefika High School	0	1	1	U
Lesotho	Lesotho Save the Children	Maseru	St. James Anglican High School	1	0	1	U
Lesotho	Lesotho Save the Children	Maseru	St. Joseph High School	0	1	1	U
Lesotho	Lesotho Save the Children	Maseru	St. Mary's High School	2	0	2	U
Lesotho	Lesotho Save the Children	Maseru	St.Catherine's High School	1	0	1	U
Lesotho	Lesotho Save the Children	Maseru	Thabeng High School	1	0	1	U
Lesotho	Lesotho Save the Children	Maseru	Thuto Ke Leseli Government Secondary School	1	0	1	U
Lesotho	Lesotho Save the Children	Maseru	Ts'epo Christian High School	0	1	1	U
Lesotho	Lesotho Save the Children	Mohales Hoek	Mokhalimetso Primary School	2	0	2	R
Lesotho	Lesotho Save the Children	Mokhotlong	Lebopo Herdboys School	0	15	15	R
Lesotho	Lesotho Save the Children	Mokhotlong	Lebopo Primary School	15	8	23	R
Lesotho	Lesotho Save the Children	Mokhotlong	Paneng Herdboys School	0	15	15	R
Lesotho	Lesotho Save the Children	Mokhotlong	Seeiso High School	5	0	5	R
Lesotho	Lesotho Save the Children	Mokhotlong	Senkoase High School	8	2	10	R
Lesotho	Lesotho Save the Children	Mokhotlong	Senkoase Primary School	18	9	27	R
Lesotho	Lesotho Save the Children	Mokhotlong	St. James High School	3	0	3	R
Lesotho	Lesotho Save the Children	Qacha`s Nek	Hareeng High School	2	2	4	R
Lesotho	Lesotho Save the Children	Qacha`s Nek	John xxiii High School	2	0	2	R
Lesotho	Lesotho Save the Children	Qacha`s Nek	Mavuka Primary School	0	2	2	R
Lesotho	Lesotho Save the Children	Qacha`s Nek	Patlong High School	2	0	2	R
Lesotho	Lesotho Save the Children	Quthing	Maseribane High School	0	2	2	R
Lesotho	Lesotho Save the Children	Quthing	Sebapala Secondary School	1	0	1	R
Lesotho	Lesotho Save the Children	Thaba-Tseka	Mohale Primary School	1	0	1	R
Madagascar	Pact, Inc.	Antananarivo	AAM (Association des polyhandicapés)	5	0	5	U
Madagascar	Pact, Inc.	Antananarivo	AKAMA (Ecole des sourds muettes)	6	0	6	U
Madagascar	Pact, Inc.	Antananarivo	AKANY AVOKO (Centre d'orphelinat)	5	0	5	U
Madagascar	Pact, Inc.	Antananarivo	CEG Ambilombe	7	0	7	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Madagascar	Pact, Inc.	Antananarivo	CEG Ambohimalaza	7	0	7	R
Madagascar	Pact, Inc.	Antananarivo	CEG Ampefiloha	7	0	7	U
Madagascar	Pact, Inc.	Antananarivo	CEG Analamahintsy	6	0	6	U
Madagascar	Pact, Inc.	Antananarivo	CEG Andoharanofotsy	6	0	6	R
Madagascar	Pact, Inc.	Antananarivo	CEG Andranomanelatra	7	0	7	R
Madagascar	Pact, Inc.	Antananarivo	CEG Anosibe	7	0	7	U
Madagascar	Pact, Inc.	Antananarivo	CEG Antanimena	7	0	7	U
Madagascar	Pact, Inc.	Antananarivo	CEG Belazao	7	0	7	R
Madagascar	Pact, Inc.	Antananarivo	CEG Bemasoandro	6	0	6	R
Madagascar	Pact, Inc.	Antananarivo	CEG Mandaniresaka	8	0	8	U
Madagascar	Pact, Inc.	Antananarivo	CEG Manjakandriana	21	0	21	U
Madagascar	Pact, Inc.	Antananarivo	CEG Nanisana	6	0	6	U
Madagascar	Pact, Inc.	Antananarivo	CEG Sabotsy Namehana	6	0	6	R
Madagascar	Pact, Inc.	Antananarivo	CEG Soamalaza	7	0	7	U
Madagascar	Pact, Inc.	Antananarivo	CEG Tanjombato	6	0	6	R
Madagascar	Pact, Inc.	Antananarivo	CEG Tsiroanomandidy	15	0	15	U
Madagascar	Pact, Inc.	Antananarivo	Club d'Enfants FIKRIZAMA	7	0	7	U
Madagascar	Pact, Inc.	Antananarivo	Collège Adventiste	6	0	6	R
Madagascar	Pact, Inc.	Antananarivo	Collège Anglican St Jean Ambohimangakely	7	0	7	R
Madagascar	Pact, Inc.	Antananarivo	Collège Saint Laurent Ambohimanoro	5	0	5	U
Madagascar	Pact, Inc.	Antananarivo	Collège Saint Philippe et Jacques	6	0	6	R
Madagascar	Pact, Inc.	Antananarivo	Collège St Jean Baptiste Ambohimalaza	7	0	7	R
Madagascar	Pact, Inc.	Antananarivo	EPP Tsarahonenana	10	0	10	R
Madagascar	Pact, Inc.	Antananarivo	EPP Andravoahangy I	7	0	7	U
Madagascar	Pact, Inc.	Antananarivo	EPP Andrononobe	7	0	7	R
Madagascar	Pact, Inc.	Antananarivo	EPP Belazao	7	0	7	R
Madagascar	Pact, Inc.	Antananarivo	EPP Bemasoandro	7	0	7	R
Madagascar	Pact, Inc.	Antananarivo	EPP Fieferana	10	0	10	R
Madagascar	Pact, Inc.	Antananarivo	EPP Mahatafandry	10	0	10	R
Madagascar	Pact, Inc.	Antananarivo	EPP Mangarivotra	10	0	10	R
Madagascar	Pact, Inc.	Antananarivo	EPP Soanafindra	10	0	10	R
Madagascar	Pact, Inc.	Antananarivo	EPP Soarano	5	0	5	U
Madagascar	Pact, Inc.	Antananarivo	EPP Tomboarivo	8	0	8	U
Madagascar	Pact, Inc.	Antananarivo	École Anne Marie Javouhey	7	0	7	U
Madagascar	Pact, Inc.	Antananarivo	École Caleb Razafimino	6	0	6	R
Madagascar	Pact, Inc.	Antananarivo	École Champagnat	7	0	7	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Madagascar	Pact, Inc.	Antananarivo	École La Providence	5	0	5	U
Madagascar	Pact, Inc.	Antananarivo	FESD (Association humanitaire)	6	0	6	U
Madagascar	Pact, Inc.	Antananarivo	FJKM Ilanivato	6	0	6	U
Madagascar	Pact, Inc.	Antananarivo	Foibe F Anabeazana Jamba (École des Aveugles)	7	0	7	U
Madagascar	Pact, Inc.	Antananarivo	Foibe F Anabeazana Marenina (Éc. des sourds-muets)	7	0	7	U
Madagascar	Pact, Inc.	Antananarivo	Lycée Vinet Ambohimalaza	6	0	6	R
Madagascar	Pact, Inc.	Antananarivo	Notre Dame de Rosaire	7	0	7	U
Madagascar	Pact, Inc.	Antananarivo	SFGD	7	0	7	U
Madagascar	Pact, Inc.	Antananarivo	UNAHM (Association des polyhandicapés)	5	0	5	U
Madagascar	Pact, Inc.	Fianarantsoa	CEG Ambatovory	5	0	5	U
Madagascar	Pact, Inc.	Fianarantsoa	CEG Ambohimadana	6	0	6	U
Madagascar	Pact, Inc.	Fianarantsoa	CEG Anjoma Itsara	6	0	6	R
Madagascar	Pact, Inc.	Fianarantsoa	CEG Ankorombe	7	0	7	R
Madagascar	Pact, Inc.	Fianarantsoa	CEG Antsaharoa	6	0	6	R
Madagascar	Pact, Inc.	Fianarantsoa	CEG Fandriana	11	0	11	R
Madagascar	Pact, Inc.	Fianarantsoa	CEG Farafangana	9	0	9	U
Madagascar	Pact, Inc.	Fianarantsoa	CEG Isorana	6	0	6	R
Madagascar	Pact, Inc.	Fianarantsoa	CEG Jo'l Rakotomalala	6	0	6	U
Madagascar	Pact, Inc.	Fianarantsoa	CEG Mahasoabe	6	0	6	R
Madagascar	Pact, Inc.	Fianarantsoa	CEG Mahatsinjony	6	0	6	R
Madagascar	Pact, Inc.	Fianarantsoa	CEG Manakara Be	7	0	7	U
Madagascar	Pact, Inc.	Fianarantsoa	CEG Mananjary	10	0	10	U
Madagascar	Pact, Inc.	Fianarantsoa	CEG Rakotozafy Alphonse	6	0	6	U
Madagascar	Pact, Inc.	Fianarantsoa	CEG Vohimasina	6	0	6	R
Madagascar	Pact, Inc.	Fianarantsoa	CEG Vohipeno	10	0	10	R
Madagascar	Pact, Inc.	Fianarantsoa	CEG Maneva	6	0	6	R
Madagascar	Pact, Inc.	Fianarantsoa	Collège Benjamin Escande	7	0	7	U
Madagascar	Pact, Inc.	Fianarantsoa	Collège Brillant Avenir	7	0	7	U
Madagascar	Pact, Inc.	Fianarantsoa	Collège Présentation de Marie	7	0	7	U
Madagascar	Pact, Inc.	Fianarantsoa	EPP Ambalanomby	11	0	11	R
Madagascar	Pact, Inc.	Fianarantsoa	EPP Ambohimirary Sud	11	0	11	R
Madagascar	Pact, Inc.	Fianarantsoa	EPP Ambondrona	6	0	6	R
Madagascar	Pact, Inc.	Fianarantsoa	EPP Amparihibe Mahatsinjony	6	0	6	R
Madagascar	Pact, Inc.	Fianarantsoa	EPP Anara I	7	0	7	R
Madagascar	Pact, Inc.	Fianarantsoa	EPP Ankaramalaza	6	0	6	R
Madagascar	Pact, Inc.	Fianarantsoa	EPP Ankilahila	10	0	10	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Madagascar	Pact, Inc.	Fianarantsoa	EPP Ankofafa Ambony	6	0	6	U
Madagascar	Pact, Inc.	Fianarantsoa	EPP Ankofafalahy	6	0	6	U
Madagascar	Pact, Inc.	Fianarantsoa	EPP Antarandolo Fianarantsoa I	6	0	6	R
Madagascar	Pact, Inc.	Fianarantsoa	EPP CENTRE I	6	0	6	U
Madagascar	Pact, Inc.	Fianarantsoa	EPP Centre	10	0	10	U
Madagascar	Pact, Inc.	Fianarantsoa	EPP Ilanitra	10	0	10	R
Madagascar	Pact, Inc.	Fianarantsoa	EPP Isorana	6	0	6	R
Madagascar	Pact, Inc.	Fianarantsoa	EPP MATAVY	7	0	7	R
Madagascar	Pact, Inc.	Fianarantsoa	EPP Mahamasina	10	0	10	R
Madagascar	Pact, Inc.	Fianarantsoa	EPP Mahatsinjony	7	0	7	R
Madagascar	Pact, Inc.	Fianarantsoa	EPP Masindranao	10	0	10	U
Madagascar	Pact, Inc.	Fianarantsoa	EPP Plateau Fianarantsoa I	6	0	6	U
Madagascar	Pact, Inc.	Fianarantsoa	EPP Plateau Mananjary	10	0	10	U
Madagascar	Pact, Inc.	Fianarantsoa	EPP Sahambavy Gare	6	0	6	R
Madagascar	Pact, Inc.	Fianarantsoa	EPP Sahasoa	6	0	6	R
Madagascar	Pact, Inc.	Fianarantsoa	EPP Tanambao	7	0	7	U
Madagascar	Pact, Inc.	Fianarantsoa	EPP Vohimasina	6	0	6	R
Madagascar	Pact, Inc.	Fianarantsoa	FJKM Ankazomanitra	7	0	7	R
Madagascar	Pact, Inc.	Fianarantsoa	Kolejy Loteriana Ivory	6	0	6	U
Madagascar	Pact, Inc.	Fianarantsoa	Kolejy Loteriana masombahoaka	6	0	6	U
Madagascar	Pact, Inc.	Fianarantsoa	Saint Joseph Ouvrier	6	0	6	U
Madagascar	Pact, Inc.	Fianarantsoa	Saint Joseph de Cluny	6	0	6	U
Madagascar	Pact, Inc.	Fianarantsoa	Saint Loius De Gonzague	6	0	6	R
Madagascar	Pact, Inc.	Toamasina	CEG Ambodibonara	10	0	10	R
Madagascar	Pact, Inc.	Toamasina	CEG Annexe	6	0	6	U
Madagascar	Pact, Inc.	Toamasina	CEG Betsizaraina	7	0	7	R
Madagascar	Pact, Inc.	Toamasina	CEG Fénérive Est	10	0	10	U
Madagascar	Pact, Inc.	Toamasina	CEG Mahanoro	10	0	10	U
Madagascar	Pact, Inc.	Toamasina	CEG Mangarano	8	0	8	U
Madagascar	Pact, Inc.	Toamasina	CEG Ramahatahitra	10	0	10	U
Madagascar	Pact, Inc.	Toamasina	CEG Ratsimilaho	10	0	10	U
Madagascar	Pact, Inc.	Toamasina	CEG Tananambo	10	0	10	R
Madagascar	Pact, Inc.	Toamasina	CEG Vatomandry	16	0	16	R
Madagascar	Pact, Inc.	Toamasina	EPP Ambalamangahazo	7	0	7	R
Madagascar	Pact, Inc.	Toamasina	EPP Ambilakely	6	0	6	R
Madagascar	Pact, Inc.	Toamasina	EPP Ambodibonara	10	0	10	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Madagascar	Pact, Inc.	Toamasina	EPP Ambodiharina	7	0	7	R
Madagascar	Pact, Inc.	Toamasina	EPP Ambodisaina	10	0	10	U
Madagascar	Pact, Inc.	Toamasina	EPP Ambohimandroso	5	0	5	R
Madagascar	Pact, Inc.	Toamasina	EPP Ambohitranjavidy	5	0	5	R
Madagascar	Pact, Inc.	Toamasina	EPP Ampanalana	6	0	6	R
Madagascar	Pact, Inc.	Toamasina	EPP Ampapanambo	7	0	7	R
Madagascar	Pact, Inc.	Toamasina	EPP Ankazobe	6	0	6	R
Madagascar	Pact, Inc.	Toamasina	EPP Antsikafoka	10	0	10	R
Madagascar	Pact, Inc.	Toamasina	EPP Béryl Rose	10	0	10	U
Madagascar	Pact, Inc.	Toamasina	EPP Camps des Mariés	5	0	5	R
Madagascar	Pact, Inc.	Toamasina	EPP Centre Ville	6	0	6	R
Madagascar	Pact, Inc.	Toamasina	EPP Fanandrana	10	0	10	R
Madagascar	Pact, Inc.	Toamasina	EPP Maintinandry	6	0	6	R
Madagascar	Pact, Inc.	Toamasina	EPP Mangarivotra-Fénériver Est	10	0	10	R
Madagascar	Pact, Inc.	Toamasina	EPP Sahafitana	6	0	6	R
Madagascar	Pact, Inc.	Toamasina	EPP Sahavola	10	0	10	R
Madagascar	Pact, Inc.	Toamasina	EPP Tanambao II	7	0	7	R
Madagascar	Pact, Inc.	Toamasina	EPP Tananambo	10	0	10	R
Madagascar	Pact, Inc.	Toamasina	EPP Tanandava	10	0	10	R
Madagascar	Pact, Inc.	Toamasina	EPP Todivelona	7	0	7	U
Madagascar	Pact, Inc.	Toamasina	EPP Tsarafasina	5	0	5	R
Madagascar	Pact, Inc.	Toamasina	EPP Vohitsara	6	0	6	R
Madagascar	SIVE	Antananarivo	AAM	0	3	3	U
Madagascar	SIVE	Antananarivo	AKAMA	0	5	5	U
Madagascar	SIVE	Antananarivo	CEG Andoharanofotsy	0	4	4	R
Madagascar	SIVE	Antananarivo	CEG Nanisana	0	2	2	U
Madagascar	SIVE	Antananarivo	Collège St Jean Baptiste Ambohimalaza	0	3	3	R
Madagascar	SIVE	Antananarivo	EPP Andravoahangy	0	3	3	U
Madagascar	SIVE	Antananarivo	EPP Andrononobe	0	4	4	R
Madagascar	SIVE	Antananarivo	EPP Mangarivotra	0	8	8	R
Madagascar	SIVE	Antananarivo	EPP Soanafindra	0	7	7	R
Madagascar	SIVE	Antananarivo	EPP Tsarahonenana	0	9	9	R
Madagascar	SIVE	Antananarivo	NDR Antohomadinika	0	4	4	U
Madagascar	SIVE	Antananarivo	UNAHM	0	4	4	U
Madagascar	SIVE	Fianarantsoa	Benjamin Escande	0	6	6	R
Madagascar	SIVE	Fianarantsoa	CEG ANKOROMBE	0	6	6	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Madagascar	SIVE	Fianarantsoa	CEG Ambohimiadana	0	5	5	R
Madagascar	SIVE	Fianarantsoa	CEG Mananjary	0	5	5	U
Madagascar	SIVE	Fianarantsoa	CEG Vohipeno	0	5	5	R
Madagascar	SIVE	Fianarantsoa	EPP ANARA I	0	3	3	R
Madagascar	SIVE	Fianarantsoa	EPP Ilanitra	0	5	5	R
Madagascar	SIVE	Fianarantsoa	EPP Mahamasina	0	5	5	R
Madagascar	SIVE	Fianarantsoa	EPP Mahatsinjony	0	3	3	R
Madagascar	SIVE	Fianarantsoa	EPP Masindrano	0	5	5	U
Madagascar	SIVE	Fianarantsoa	EPP Matavy	0	3	3	R
Madagascar	SIVE	Fianarantsoa	EPP Plateau de la Milice	0	5	5	U
Madagascar	SIVE	Fianarantsoa	FJKM Ankazomanitra	0	3	3	R
Madagascar	SIVE	Toamasina	CEG Betsizaraina	0	3	3	R
Madagascar	SIVE	Toamasina	CEG Mahanoro	0	3	3	U
Madagascar	SIVE	Toamasina	EPP Ambalamangahazo	0	3	3	R
Madagascar	SIVE	Toamasina	EPP Ambilakely	0	5	5	R
Madagascar	SIVE	Toamasina	EPP Ampampanambo	0	3	3	R
Madagascar	SIVE	Toamasina	EPP Ampanalana	0	3	3	R
Madagascar	SIVE	Toamasina	EPP Centre Ville	0	4	4	R
Madagascar	SIVE	Toamasina	EPP Maintinandry	0	4	4	R
Madagascar	SIVE	Toamasina	EPP Tanambao II	0	3	3	R
Madagascar	SIVE	Toamasina	EPP Vohitsara	0	4	4	R
Malawi	Creative Centre for Community Mobilisation (CRECCOM)	Balaka	Balaka Primary School, Balaka	2	4	6	R
Malawi	CRECCOM	Balaka	Bazale	1	3	4	R
Malawi	CRECCOM	Balaka	Binoni	3	0	3	R
Malawi	CRECCOM	Balaka	Bvumo	1	2	3	R
Malawi	CRECCOM	Balaka	Chawanda	1	0	1	R
Malawi	CRECCOM	Balaka	Chembera	2	2	4	R
Malawi	CRECCOM	Balaka	Chiendausiku	2	0	2	R
Malawi	CRECCOM	Balaka	Chigumula Balaka	1	0	1	R
Malawi	CRECCOM	Balaka	Chikowa	1	0	1	R
Malawi	CRECCOM	Balaka	Chikwakwa	1	0	1	R
Malawi	CRECCOM	Balaka	Dalabani	2	0	2	R
Malawi	CRECCOM	Balaka	Damu	0	1	1	R
Malawi	CRECCOM	Balaka	Kabango	1	0	1	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Balaka	Kapalamula Balaka	1	0	1	R
Malawi	CRECCOM	Balaka	Kapandatsitsi	3	0	3	R
Malawi	CRECCOM	Balaka	Khwisa	1	0	1	R
Malawi	CRECCOM	Balaka	Liwawadzi	1	2	3	R
Malawi	CRECCOM	Balaka	Liwonde	2	3	5	R
Malawi	CRECCOM	Balaka	M'BAWA	0	1	1	R
Malawi	CRECCOM	Balaka	Magomero	1	0	1	R
Malawi	CRECCOM	Balaka	Makanjira	2	0	2	R
Malawi	CRECCOM	Balaka	Makuta	1	1	2	R
Malawi	CRECCOM	Balaka	Maria Woyera	1	2	3	R
Malawi	CRECCOM	Balaka	Masenjere	1	0	1	R
Malawi	CRECCOM	Balaka	Matola Balaka	1	0	1	R
Malawi	CRECCOM	Balaka	Mchenga Balaka	1	2	3	R
Malawi	CRECCOM	Balaka	Mcheza	1	0	1	R
Malawi	CRECCOM	Balaka	Misu	2	2	4	R
Malawi	CRECCOM	Balaka	Mpilisi	2	0	2	R
Malawi	CRECCOM	Balaka	Mponda Balaka	2	0	2	R
Malawi	CRECCOM	Balaka	Mthumba	2	2	4	R
Malawi	CRECCOM	Balaka	Mwanje	3	3	6	R
Malawi	CRECCOM	Balaka	Mwaye	3	3	6	R
Malawi	CRECCOM	Balaka	Nambira	2	0	2	R
Malawi	CRECCOM	Balaka	Nancholi	3	0	3	R
Malawi	CRECCOM	Balaka	Ndandanda	1	1	2	R
Malawi	CRECCOM	Balaka	Ngwangwa	1	2	3	R
Malawi	CRECCOM	Balaka	Nkhongoyazizira	1	0	1	R
Malawi	CRECCOM	Balaka	Ntalikachao	3	2	5	R
Malawi	CRECCOM	Balaka	Sawali	2	2	4	R
Malawi	CRECCOM	Balaka	Sosola	1	0	1	R
Malawi	CRECCOM	Balaka	St Augustine	1	0	1	R
Malawi	CRECCOM	Balaka	St Marys	1	0	1	R
Malawi	CRECCOM	Balaka	St. Augustine Balaka	1	2	3	R
Malawi	CRECCOM	Balaka	Toleza	1	0	1	R
Malawi	CRECCOM	Balaka	Yiwula	4	0	4	R
Malawi	CRECCOM	Balaka	Zammimba	1	0	1	R
Malawi	CRECCOM	Blantyre R	Chibvumbe	4	1	5	R
Malawi	CRECCOM	Blantyre R	Chigodi	1	2	3	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Blantyre R	Chikuli Blantyre	7	3	10	R
Malawi	CRECCOM	Blantyre R	Chikwembere	5	1	6	R
Malawi	CRECCOM	Blantyre R	Chilandepa	0	1	1	R
Malawi	CRECCOM	Blantyre R	Chilaweni	6	3	9	R
Malawi	CRECCOM	Blantyre R	Chisenjere	4	2	6	R
Malawi	CRECCOM	Blantyre R	Dzunga	15	5	20	R
Malawi	CRECCOM	Blantyre R	Dzungwi	0	1	1	R
Malawi	CRECCOM	Blantyre R	Gumeni	3	2	5	R
Malawi	CRECCOM	Blantyre R	Katete II	2	1	3	R
Malawi	CRECCOM	Blantyre R	Kaumeni	0	1	1	R
Malawi	CRECCOM	Blantyre R	Khola	4	3	7	R
Malawi	CRECCOM	Blantyre R	Likulu	3	2	5	R
Malawi	CRECCOM	Blantyre R	Lirangwe	4	1	5	R
Malawi	CRECCOM	Blantyre R	Lunzu Catholic	4	3	7	R
Malawi	CRECCOM	Blantyre R	Makalanga	2	2	4	R
Malawi	CRECCOM	Blantyre R	Malaka	2	1	3	R
Malawi	CRECCOM	Blantyre R	Mang'omba	4	4	8	R
Malawi	CRECCOM	Blantyre R	Mbira Blantyre	2	2	4	R
Malawi	CRECCOM	Blantyre R	Mchenga Blantyre	5	4	9	R
Malawi	CRECCOM	Blantyre R	Mkomadzi	1	2	3	R
Malawi	CRECCOM	Blantyre R	Mlambe I	2	1	3	R
Malawi	CRECCOM	Blantyre R	Mlomba	2	1	3	R
Malawi	CRECCOM	Blantyre R	Mpachika	5	3	8	R
Malawi	CRECCOM	Blantyre R	Mpapa	6	4	10	R
Malawi	CRECCOM	Blantyre R	Mpatseabwire	1	2	3	R
Malawi	CRECCOM	Blantyre R	Mthawira Blantyre R	1	1	2	R
Malawi	CRECCOM	Blantyre R	Mwayi Blantyre R	4	3	7	R
Malawi	CRECCOM	Blantyre R	Namwina	3	1	4	R
Malawi	CRECCOM	Blantyre R	Namwiyo	0	2	2	R
Malawi	CRECCOM	Blantyre R	Nangulukutiche	2	2	4	R
Malawi	CRECCOM	Blantyre R	Nanjere	1	1	2	R
Malawi	CRECCOM	Blantyre R	Nansengwe	5	2	7	R
Malawi	CRECCOM	Blantyre R	Nasiyaya	5	2	7	R
Malawi	CRECCOM	Blantyre R	Nasonjo	2	2	4	R
Malawi	CRECCOM	Blantyre R	Ndalapa	1	2	3	R
Malawi	CRECCOM	Blantyre R	Ng'onga	2	2	4	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Blantyre R	Ngumbe	7	3	10	R
Malawi	CRECCOM	Blantyre R	Nkaladzi	1	3	4	R
Malawi	CRECCOM	Blantyre R	Nsambamwali	2	2	4	R
Malawi	CRECCOM	Blantyre R	Ntenjera C.C.A.P	6	4	10	R
Malawi	CRECCOM	Blantyre R	Seyama	3	3	6	R
Malawi	CRECCOM	Blantyre R	Sonzowa	1	1	2	R
Malawi	CRECCOM	Blantyre R	Tapani	4	2	6	R
Malawi	CRECCOM	Blantyre U	Bangwe C.C.A.P	5	2	7	U
Malawi	CRECCOM	Blantyre U	Bangwe Catholic	6	3	9	U
Malawi	CRECCOM	Blantyre U	CHIMALIRO	3	2	5	U
Malawi	CRECCOM	Blantyre U	Chigumula C.C.A.P	3	2	5	U
Malawi	CRECCOM	Blantyre U	Chilomoni Catholic	5	3	8	U
Malawi	CRECCOM	Blantyre U	Chilomoni L.E.A	5	1	6	U
Malawi	CRECCOM	Blantyre U	Chisombezi	2	2	4	U
Malawi	CRECCOM	Blantyre U	Likhubula L.E.A	6	3	9	U
Malawi	CRECCOM	Blantyre U	Lumbira	5	1	6	U
Malawi	CRECCOM	Blantyre U	Misesa L.E.A	4	0	4	U
Malawi	CRECCOM	Blantyre U	Mpingwe	3	2	5	U
Malawi	CRECCOM	Blantyre U	Mulunguzi Blantyre	3	3	6	U
Malawi	CRECCOM	Blantyre U	Mzamba	2	2	4	U
Malawi	CRECCOM	Blantyre U	Namatapa L.E.A	3	3	6	U
Malawi	CRECCOM	Blantyre U	Namatete	0	5	5	U
Malawi	CRECCOM	Blantyre U	Namiwawa Blantyre	5	2	7	U
Malawi	CRECCOM	Blantyre U	Nayizi	5	3	8	U
Malawi	CRECCOM	Blantyre U	Sigelege	5	2	7	U
Malawi	CRECCOM	Blantyre U	Yolodani	2	1	3	U
Malawi	CRECCOM	Chikwawa	Bereu	4	4	8	R
Malawi	CRECCOM	Chikwawa	Biasi	1	0	1	R
Malawi	CRECCOM	Chikwawa	Bwabwali	1	2	3	R
Malawi	CRECCOM	Chikwawa	Changadeya	2	2	4	R
Malawi	CRECCOM	Chikwawa	Chimwanjale	2	1	3	R
Malawi	CRECCOM	Chikwawa	Dzinthenga	4	2	6	R
Malawi	CRECCOM	Chikwawa	Gola	3	2	5	R
Malawi	CRECCOM	Chikwawa	Gungulu	4	2	6	R
Malawi	CRECCOM	Chikwawa	Kakoma Chikwawa	4	3	7	R
Malawi	CRECCOM	Chikwawa	Kampomo	4	2	6	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Chikwawa	Kanyongolo	4	2	6	R
Malawi	CRECCOM	Chikwawa	Kanzimbi	4	2	6	R
Malawi	CRECCOM	Chikwawa	Kubalalika	4	2	6	R
Malawi	CRECCOM	Chikwawa	Lengwe	3	2	5	R
Malawi	CRECCOM	Chikwawa	Lundu Chikwawa	4	2	6	R
Malawi	CRECCOM	Chikwawa	Maleme	2	2	4	R
Malawi	CRECCOM	Chikwawa	Mandrade	2	1	3	R
Malawi	CRECCOM	Chikwawa	Mangulenje	3	1	4	R
Malawi	CRECCOM	Chikwawa	Mavuwa	4	2	6	R
Malawi	CRECCOM	Chikwawa	Mawira	3	1	4	R
Malawi	CRECCOM	Chikwawa	Mbundu	3	2	5	R
Malawi	CRECCOM	Chikwawa	Mbwemba	3	2	5	R
Malawi	CRECCOM	Chikwawa	Mondrade	2	0	2	R
Malawi	CRECCOM	Chikwawa	Mwanaalilenji	4	2	6	R
Malawi	CRECCOM	Chikwawa	Mwayi Chikwawa	3	0	3	R
Malawi	CRECCOM	Chikwawa	Namiwawa Chikwawa	3	1	4	R
Malawi	CRECCOM	Chikwawa	Nantchengwe	2	1	3	R
Malawi	CRECCOM	Chikwawa	Ndakwera	3	2	5	R
Malawi	CRECCOM	Chikwawa	Phwadzi	4	2	6	R
Malawi	CRECCOM	Chikwawa	Salumbidwa	2	1	3	R
Malawi	CRECCOM	Chikwawa	Satodwa	2	2	4	R
Malawi	CRECCOM	Chikwawa	Suweni	4	2	6	R
Malawi	CRECCOM	Chikwawa	TETERA	0	2	2	R
Malawi	CRECCOM	Chikwawa	Tchande	4	2	6	R
Malawi	CRECCOM	Chikwawa	Tomali	3	3	6	R
Malawi	CRECCOM	Chikwawa	Vimvi	4	2	6	R
Malawi	CRECCOM	Chiradzulu	Chikuli Chiradzulu	3	2	5	R
Malawi	CRECCOM	Chiradzulu	Chimwankhunda	4	2	6	R
Malawi	CRECCOM	Chiradzulu	Choda	3	2	5	R
Malawi	CRECCOM	Chiradzulu	Khoromana	3	1	4	R
Malawi	CRECCOM	Chiradzulu	Lichenza	3	2	5	R
Malawi	CRECCOM	Chiradzulu	Makuwa Chiradzulu	5	2	7	R
Malawi	CRECCOM	Chiradzulu	Malire	3	2	5	R
Malawi	CRECCOM	Chiradzulu	Mapesi	3	2	5	R
Malawi	CRECCOM	Chiradzulu	Mombezi	2	2	4	R
Malawi	CRECCOM	Chiradzulu	Mombo	2	1	3	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Chiradzulu	Mulirankwali	3	2	5	R
Malawi	CRECCOM	Chiradzulu	Nalanda	3	2	5	R
Malawi	CRECCOM	Chiradzulu	Namachete	3	1	4	R
Malawi	CRECCOM	Chiradzulu	Namadidi	2	2	4	R
Malawi	CRECCOM	Chiradzulu	Namipingo	4	2	6	R
Malawi	CRECCOM	Chiradzulu	Namitembe	4	2	6	R
Malawi	CRECCOM	Chiradzulu	Nankhundi	3	2	5	R
Malawi	CRECCOM	Chiradzulu	Nasulu	3	2	5	R
Malawi	CRECCOM	Chiradzulu	Ndata	4	3	7	R
Malawi	CRECCOM	Chiradzulu	Ndunde CCAP	5	2	7	R
Malawi	CRECCOM	Chiradzulu	Ndunde LEA	3	2	5	R
Malawi	CRECCOM	Chiradzulu	Thuchila	4	2	6	R
Malawi	CRECCOM	Chitipa	Chaba CCAP	1	1	2	R
Malawi	CRECCOM	Chitipa	Chendo	2	2	4	R
Malawi	CRECCOM	Chitipa	Chimwemwe	2	1	3	R
Malawi	CRECCOM	Chitipa	Chipitu	2	1	3	R
Malawi	CRECCOM	Chitipa	Chipwera	2	1	3	R
Malawi	CRECCOM	Chitipa	Chisitu	1	1	2	R
Malawi	CRECCOM	Chitipa	Chitipa CCAP	4	1	5	R
Malawi	CRECCOM	Chitipa	Chitipa Model	2	1	3	R
Malawi	CRECCOM	Chitipa	Chiwanga I	2	1	3	R
Malawi	CRECCOM	Chitipa	Chiwanga II	1	0	1	R
Malawi	CRECCOM	Chitipa	Ibuzga	2	2	4	R
Malawi	CRECCOM	Chitipa	Ilanga	2	1	3	R
Malawi	CRECCOM	Chitipa	Ilema	2	1	3	R
Malawi	CRECCOM	Chitipa	Ilengo	2	2	4	R
Malawi	CRECCOM	Chitipa	Ipenza	3	2	5	R
Malawi	CRECCOM	Chitipa	Ipula	2	1	3	R
Malawi	CRECCOM	Chitipa	Isyalikila	3	2	5	R
Malawi	CRECCOM	Chitipa	Kafola	1	1	2	R
Malawi	CRECCOM	Chitipa	Kanyenjere	2	2	4	R
Malawi	CRECCOM	Chitipa	Kapele	4	1	5	R
Malawi	CRECCOM	Chitipa	Kapiri Chitipa	1	1	2	R
Malawi	CRECCOM	Chitipa	Kapoka Chitipa	2	1	3	R
Malawi	CRECCOM	Chitipa	Kasaghala	2	1	3	R
Malawi	CRECCOM	Chitipa	Kasinde	1	1	2	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Chitipa	Kasisi	2	2	4	R
Malawi	CRECCOM	Chitipa	Kasitu Chitipa	2	1	3	R
Malawi	CRECCOM	Chitipa	Katutula Chitipa	2	1	3	R
Malawi	CRECCOM	Chitipa	Kawale Chitipa	3	1	4	R
Malawi	CRECCOM	Chitipa	Kayanike	1	1	2	R
Malawi	CRECCOM	Chitipa	Lwakwa	1	1	2	R
Malawi	CRECCOM	Chitipa	Lwambo	2	1	3	R
Malawi	CRECCOM	Chitipa	Malamula	2	1	3	R
Malawi	CRECCOM	Chitipa	Malukwa	3	1	4	R
Malawi	CRECCOM	Chitipa	Meru	2	1	3	R
Malawi	CRECCOM	Chitipa	Miyombo	2	1	3	R
Malawi	CRECCOM	Chitipa	Mubanga	2	1	3	R
Malawi	CRECCOM	Chitipa	Mung'ongo	2	1	3	R
Malawi	CRECCOM	Chitipa	Muselema	1	1	2	R
Malawi	CRECCOM	Chitipa	NAMUYEMBA	1	1	2	R
Malawi	CRECCOM	Chitipa	Nachipangapanga	2	1	3	R
Malawi	CRECCOM	Chitipa	Nachiwe	3	0	3	R
Malawi	CRECCOM	Chitipa	Nahatobo	2	0	2	R
Malawi	CRECCOM	Chitipa	Nahayombo	2	1	3	R
Malawi	CRECCOM	Chitipa	Nakachenja	0	1	1	R
Malawi	CRECCOM	Chitipa	Namatubi	0	2	2	R
Malawi	CRECCOM	Chitipa	Namuchese	2	1	3	R
Malawi	CRECCOM	Chitipa	Nankonza	2	1	3	R
Malawi	CRECCOM	Chitipa	Nanyiru	1	1	2	R
Malawi	CRECCOM	Chitipa	Ngoya	2	1	3	R
Malawi	CRECCOM	Chitipa	Nkhanga	2	1	3	R
Malawi	CRECCOM	Chitipa	Nsambo	2	1	3	R
Malawi	CRECCOM	Chitipa	TITI	1	1	2	R
Malawi	CRECCOM	Chitipa	Tondola	2	1	3	R
Malawi	CRECCOM	Chitipa	Zamamba	2	1	3	R
Malawi	CRECCOM	Chitipa	Zambwe	2	2	4	R
Malawi	CRECCOM	Chitipa	Chisansu	3	1	4	R
Malawi	CRECCOM	Chitipa	Kadole	2	1	3	R
Malawi	CRECCOM	Dedza	Alibelito	2	1	3	R
Malawi	CRECCOM	Dedza	Bembeke R. C.	2	2	4	R
Malawi	CRECCOM	Dedza	Chawe LEA	1	1	2	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Dedza	Chimkombelo	2	2	4	R
Malawi	CRECCOM	Dedza	Chithimba	6	3	9	R
Malawi	CRECCOM	Dedza	Chitundu	2	3	5	R
Malawi	CRECCOM	Dedza	Fumbwa	3	0	3	R
Malawi	CRECCOM	Dedza	Gwengwe	3	0	3	R
Malawi	CRECCOM	Dedza	Kalilombe	2	2	4	R
Malawi	CRECCOM	Dedza	Kantchito	2	1	3	R
Malawi	CRECCOM	Dedza	Kanyenda	2	0	2	R
Malawi	CRECCOM	Dedza	Kapoche	5	2	7	R
Malawi	CRECCOM	Dedza	Katongole	2	0	2	R
Malawi	CRECCOM	Dedza	Liphuphwe	1	0	1	R
Malawi	CRECCOM	Dedza	Lodzanyama	3	2	5	R
Malawi	CRECCOM	Dedza	Lombodzi	0	2	2	R
Malawi	CRECCOM	Dedza	M'werankhuku J.P	0	1	1	R
Malawi	CRECCOM	Dedza	MISUKU	3	2	5	R
Malawi	CRECCOM	Dedza	Machese	8	4	12	R
Malawi	CRECCOM	Dedza	Madzumbi	7	0	7	R
Malawi	CRECCOM	Dedza	Magaleta	2	1	3	R
Malawi	CRECCOM	Dedza	Magunditsa	1	2	3	R
Malawi	CRECCOM	Dedza	Makota	5	4	9	R
Malawi	CRECCOM	Dedza	Mapuyu	0	2	2	R
Malawi	CRECCOM	Dedza	Mazanjala	2	1	3	R
Malawi	CRECCOM	Dedza	Mdindo	2	2	4	R
Malawi	CRECCOM	Dedza	Mgawi	1	0	1	R
Malawi	CRECCOM	Dedza	Mkomeko	2	3	5	R
Malawi	CRECCOM	Dedza	Mlozi L.E.A.	3	0	3	R
Malawi	CRECCOM	Dedza	Mlunduni	3	0	3	R
Malawi	CRECCOM	Dedza	Moonekera	2	1	3	R
Malawi	CRECCOM	Dedza	Mpango	1	2	3	R
Malawi	CRECCOM	Dedza	Msesa	2	1	3	R
Malawi	CRECCOM	Dedza	Mtemwende	5	2	7	R
Malawi	CRECCOM	Dedza	Mtiwe	1	1	2	R
Malawi	CRECCOM	Dedza	Mtonya	2	1	3	R
Malawi	CRECCOM	Dedza	Nadzikhale	1	1	2	R
Malawi	CRECCOM	Dedza	Namadzidzi	1	2	3	R
Malawi	CRECCOM	Dedza	Ngonoonda	2	2	4	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Dedza	Ngwaya	1	0	1	R
Malawi	CRECCOM	Dedza	Ntcheu	3	0	3	R
Malawi	CRECCOM	Dedza	Phoka	3	2	5	R
Malawi	CRECCOM	Dedza	St Joseph's Demonstration	3	2	5	R
Malawi	CRECCOM	Dedza	Tchetsa-Dedza	2	0	2	R
Malawi	CRECCOM	Dedza	Thombozi	2	2	4	R
Malawi	CRECCOM	Dedza	Windu J.P School	0	1	1	R
Malawi	CRECCOM	Dowa	Banga	4	1	5	R
Malawi	CRECCOM	Dowa	Chankhungu	3	2	5	R
Malawi	CRECCOM	Dowa	Chigwere	2	1	3	R
Malawi	CRECCOM	Dowa	Chimwankhuku	3	1	4	R
Malawi	CRECCOM	Dowa	Chingamba	2	1	3	R
Malawi	CRECCOM	Dowa	Chingondo	1	1	2	R
Malawi	CRECCOM	Dowa	GOGO	0	1	1	R
Malawi	CRECCOM	Dowa	Gawamadzi-Hoya	2	1	3	R
Malawi	CRECCOM	Dowa	Kabadwa	1	1	2	R
Malawi	CRECCOM	Dowa	Kainja	3	2	5	R
Malawi	CRECCOM	Dowa	Kalewa	1	1	2	R
Malawi	CRECCOM	Dowa	Kambalu-Dowa	4	2	6	R
Malawi	CRECCOM	Dowa	Kambewa	1	2	3	R
Malawi	CRECCOM	Dowa	Kanyanyata	3	1	4	R
Malawi	CRECCOM	Dowa	Kanyenje	2	2	4	R
Malawi	CRECCOM	Dowa	Kanyerere Dowa	4	1	5	R
Malawi	CRECCOM	Dowa	Kaomba	1	1	2	R
Malawi	CRECCOM	Dowa	Kapita	4	1	5	R
Malawi	CRECCOM	Dowa	Katona	2	1	3	R
Malawi	CRECCOM	Dowa	Katundu	3	1	4	R
Malawi	CRECCOM	Dowa	Kavuwu	3	2	5	R
Malawi	CRECCOM	Dowa	Kawangwi	4	1	5	R
Malawi	CRECCOM	Dowa	Lufe	2	1	3	R
Malawi	CRECCOM	Dowa	MBINDO	0	2	2	R
Malawi	CRECCOM	Dowa	Madzidzi	2	1	3	R
Malawi	CRECCOM	Dowa	Mbira Dowa	2	1	3	R
Malawi	CRECCOM	Dowa	Mdabwi	2	2	4	R
Malawi	CRECCOM	Dowa	Mgoni	3	1	4	R
Malawi	CRECCOM	Dowa	Mkhalanjoka	3	1	4	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Dowa	Mpala Dowa	3	1	4	R
Malawi	CRECCOM	Dowa	Mpangweni	1	2	3	R
Malawi	CRECCOM	Dowa	Mphande Dowa	4	2	6	R
Malawi	CRECCOM	Dowa	Msaderera	2	2	4	R
Malawi	CRECCOM	Dowa	Msipe	3	1	4	R
Malawi	CRECCOM	Dowa	Mtayafuko	3	1	4	R
Malawi	CRECCOM	Dowa	Mtchakhatha	2	1	3	R
Malawi	CRECCOM	Dowa	Mtengenji	3	2	5	R
Malawi	CRECCOM	Dowa	Mtengowopotoka	2	1	3	R
Malawi	CRECCOM	Dowa	Mtenje	0	1	1	R
Malawi	CRECCOM	Dowa	Mvera	3	2	5	R
Malawi	CRECCOM	Dowa	Nalunga	3	2	5	R
Malawi	CRECCOM	Dowa	Pheleni	1	2	3	R
Malawi	CRECCOM	Dowa	St. Mathias	2	2	4	R
Malawi	CRECCOM	Dowa	TSIKITI	0	1	1	R
Malawi	CRECCOM	Dowa	Thonje	3	1	4	R
Malawi	CRECCOM	Dowa	Windu Dowa	6	2	8	R
Malawi	CRECCOM	Karonga	Bundi	3	1	4	R
Malawi	CRECCOM	Karonga	Bvungu	2	1	3	R
Malawi	CRECCOM	Karonga	Bwaye	2	1	3	R
Malawi	CRECCOM	Karonga	Chankholombe	3	1	4	R
Malawi	CRECCOM	Karonga	Chazale	2	1	3	R
Malawi	CRECCOM	Karonga	Chiduli	1	1	2	R
Malawi	CRECCOM	Karonga	Chilambiro	3	2	5	R
Malawi	CRECCOM	Karonga	Chinsogholo	1	0	1	R
Malawi	CRECCOM	Karonga	Chiteka	2	1	3	R
Malawi	CRECCOM	Karonga	Chiwondo	4	3	7	R
Malawi	CRECCOM	Karonga	Chonanga	3	2	5	R
Malawi	CRECCOM	Karonga	Gumi	2	1	3	R
Malawi	CRECCOM	Karonga	Hangalawe	3	2	5	R
Malawi	CRECCOM	Karonga	Hara	3	1	4	R
Malawi	CRECCOM	Karonga	Ibundya	2	1	3	R
Malawi	CRECCOM	Karonga	Juma	2	1	3	R
Malawi	CRECCOM	Karonga	Kalowe	2	1	3	R
Malawi	CRECCOM	Karonga	Kambenene	1	1	2	R
Malawi	CRECCOM	Karonga	Kapilikalanda J.P.	1	1	2	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Karonga	Kasikizi	3	2	5	R
Malawi	CRECCOM	Karonga	Kasimba	2	1	3	R
Malawi	CRECCOM	Karonga	Kayuni	2	1	3	R
Malawi	CRECCOM	Karonga	Khwawa	3	2	5	R
Malawi	CRECCOM	Karonga	Lemero	3	2	5	R
Malawi	CRECCOM	Karonga	Lufira	2	1	3	R
Malawi	CRECCOM	Karonga	Lughali	2	2	4	R
Malawi	CRECCOM	Karonga	Luhenga	2	1	3	R
Malawi	CRECCOM	Karonga	Lupembe	3	2	5	R
Malawi	CRECCOM	Karonga	Lwezga	3	1	4	R
Malawi	CRECCOM	Karonga	Mbande	3	2	5	R
Malawi	CRECCOM	Karonga	Mkungwe	2	1	3	R
Malawi	CRECCOM	Karonga	Mlare	3	2	5	R
Malawi	CRECCOM	Karonga	Mphungu Karonga	2	1	3	R
Malawi	CRECCOM	Karonga	Mphwanya	2	1	3	R
Malawi	CRECCOM	Karonga	Mtambwe	1	1	2	R
Malawi	CRECCOM	Karonga	Nayi F.P School	2	1	3	R
Malawi	CRECCOM	Karonga	Ndembwera	2	2	4	R
Malawi	CRECCOM	Karonga	Ndomo	1	2	3	R
Malawi	CRECCOM	Karonga	Nkhando	3	2	5	R
Malawi	CRECCOM	Karonga	Nthambo	2	1	3	R
Malawi	CRECCOM	Karonga	Sanambe	2	1	3	R
Malawi	CRECCOM	Karonga	Sangilo	3	1	4	R
Malawi	CRECCOM	Karonga	St. Joseph Karonga	2	1	3	R
Malawi	CRECCOM	Karonga	Thunduti	3	1	4	R
Malawi	CRECCOM	Karonga	Uliwa	3	2	5	R
Malawi	CRECCOM	Karonga	Vilaule	3	1	4	R
Malawi	CRECCOM	Karonga	Wiliro	2	2	4	R
Malawi	CRECCOM	Kasungu	Boma	1	0	1	R
Malawi	CRECCOM	Kasungu	Chabuula	1	2	3	R
Malawi	CRECCOM	Kasungu	Chambidzi	1	0	1	R
Malawi	CRECCOM	Kasungu	Chambwe	4	0	4	R
Malawi	CRECCOM	Kasungu	Champhemvu	1	2	3	R
Malawi	CRECCOM	Kasungu	Chamwabvi	4	4	8	R
Malawi	CRECCOM	Kasungu	Chang'ombe	1	2	3	R
Malawi	CRECCOM	Kasungu	Chankhanga Kasungu	3	3	6	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Kasungu	Chanthunthu	2	1	3	R
Malawi	CRECCOM	Kasungu	Chatalala	1	2	3	R
Malawi	CRECCOM	Kasungu	Chibwe	2	2	4	R
Malawi	CRECCOM	Kasungu	Chidedza	1	2	3	R
Malawi	CRECCOM	Kasungu	Chidzenje	1	2	3	R
Malawi	CRECCOM	Kasungu	Chilanga (Blind)	2	2	4	R
Malawi	CRECCOM	Kasungu	Chilanga (Sighted)	2	2	4	R
Malawi	CRECCOM	Kasungu	Chilinda	1	2	3	R
Malawi	CRECCOM	Kasungu	Chimwaye	1	1	2	R
Malawi	CRECCOM	Kasungu	Chinkhoma	2	0	2	R
Malawi	CRECCOM	Kasungu	Chipanga-Kasungu	0	2	2	R
Malawi	CRECCOM	Kasungu	Chiphaso	2	0	2	R
Malawi	CRECCOM	Kasungu	Chipholi	1	2	3	R
Malawi	CRECCOM	Kasungu	Chipwaila	0	1	1	R
Malawi	CRECCOM	Kasungu	Chisumbu	2	0	2	R
Malawi	CRECCOM	Kasungu	Chitenje	4	0	4	R
Malawi	CRECCOM	Kasungu	Chithiba Kasungu	1	0	1	R
Malawi	CRECCOM	Kasungu	Chitunthika	3	2	5	R
Malawi	CRECCOM	Kasungu	Dambo	1	2	3	R
Malawi	CRECCOM	Kasungu	Dunda	2	0	2	R
Malawi	CRECCOM	Kasungu	Dwangwa Kasungu	2	2	4	R
Malawi	CRECCOM	Kasungu	Hannock Msokera	3	3	6	R
Malawi	CRECCOM	Kasungu	Kadansana Kasungu	1	2	3	R
Malawi	CRECCOM	Kasungu	Kadifula	3	1	4	R
Malawi	CRECCOM	Kasungu	Kakola	1	1	2	R
Malawi	CRECCOM	Kasungu	Kalolo	3	3	6	R
Malawi	CRECCOM	Kasungu	Kalulu-Kasungu	0	3	3	R
Malawi	CRECCOM	Kasungu	Kamaliwa	2	1	3	R
Malawi	CRECCOM	Kasungu	Kamono	1	0	1	R
Malawi	CRECCOM	Kasungu	Kamuzu	3	0	3	R
Malawi	CRECCOM	Kasungu	Kamwala Kasungu	2	0	2	R
Malawi	CRECCOM	Kasungu	Kanganjovu	2	0	2	R
Malawi	CRECCOM	Kasungu	Kanjoka	2	0	2	R
Malawi	CRECCOM	Kasungu	Kaphaizi	3	1	4	R
Malawi	CRECCOM	Kasungu	Kapiri Kasungu	2	0	2	R
Malawi	CRECCOM	Kasungu	Kasikidzi	1	0	1	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Kasungu	Kasungu Demo	1	2	3	R
Malawi	CRECCOM	Kasungu	Kasungu L.E.A	2	0	2	R
Malawi	CRECCOM	Kasungu	Katayanthona	2	2	4	R
Malawi	CRECCOM	Kasungu	Katchereza	3	2	5	R
Malawi	CRECCOM	Kasungu	Katuta	1	2	3	R
Malawi	CRECCOM	Kasungu	Kavunguti	2	2	4	R
Malawi	CRECCOM	Kasungu	Kayeleka	3	1	4	R
Malawi	CRECCOM	Kasungu	Khuza	3	2	5	R
Malawi	CRECCOM	Kasungu	Lingadzi	2	2	4	R
Malawi	CRECCOM	Kasungu	Lisandwa	2	2	4	R
Malawi	CRECCOM	Kasungu	Lisasadzi	1	0	1	R
Malawi	CRECCOM	Kasungu	Makwiniro	1	2	3	R
Malawi	CRECCOM	Kasungu	Mankhaka	3	0	3	R
Malawi	CRECCOM	Kasungu	Manyani	2	0	2	R
Malawi	CRECCOM	Kasungu	Mayala	2	0	2	R
Malawi	CRECCOM	Kasungu	Mbambawa	1	3	4	R
Malawi	CRECCOM	Kasungu	Mchezi	2	0	2	R
Malawi	CRECCOM	Kasungu	Misuku - Kasungu	3	2	5	R
Malawi	CRECCOM	Kasungu	Mitula	1	2	3	R
Malawi	CRECCOM	Kasungu	Mkwayule	3	0	3	R
Malawi	CRECCOM	Kasungu	Mnguzi	1	1	2	R
Malawi	CRECCOM	Kasungu	Mphasi	2	0	2	R
Malawi	CRECCOM	Kasungu	Mphowe	2	0	2	R
Malawi	CRECCOM	Kasungu	Mponda Kasungu	3	0	3	R
Malawi	CRECCOM	Kasungu	Msawala	2	2	4	R
Malawi	CRECCOM	Kasungu	Msulira	1	2	3	R
Malawi	CRECCOM	Kasungu	Mteketana	0	2	2	R
Malawi	CRECCOM	Kasungu	Mwimba Kasungu	3	2	5	R
Malawi	CRECCOM	Kasungu	Nthema	2	0	2	R
Malawi	CRECCOM	Kasungu	Phanga	3	2	5	R
Malawi	CRECCOM	Kasungu	Suza	2	2	4	R
Malawi	CRECCOM	Kasungu	Tchapa	2	0	2	R
Malawi	CRECCOM	Kasungu	Thondolo	1	2	3	R
Malawi	CRECCOM	Kasungu	Vivya	1	0	1	R
Malawi	CRECCOM	Kasungu	Vyeyo	1	0	1	R
Malawi	CRECCOM	Likoma	Chiteko	6	3	9	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Likoma	Mtengula	2	2	4	R
Malawi	CRECCOM	Likoma	Nkhwazi	6	4	10	R
Malawi	CRECCOM	Likoma	Same	4	3	7	R
Malawi	CRECCOM	Likoma	St. Peter's	8	5	13	R
Malawi	CRECCOM	Likoma	Yofu	10	4	14	R
Malawi	CRECCOM	Lilongwe Rural East	Bango Lilongwe	4	2	6	R
Malawi	CRECCOM	Lilongwe Rural East	CHITENGA	0	2	2	R
Malawi	CRECCOM	Lilongwe Rural East	Chadza	4	3	7	R
Malawi	CRECCOM	Lilongwe Rural East	Chibubu	4	3	7	R
Malawi	CRECCOM	Lilongwe Rural East	Chibwata Nathenje	1	1	2	R
Malawi	CRECCOM	Lilongwe Rural East	Chikanga	4	3	7	R
Malawi	CRECCOM	Lilongwe Rural East	Chilembwe	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural East	Chinguwo Lilongwe	4	2	6	R
Malawi	CRECCOM	Lilongwe Rural East	Chizinga	4	3	7	R
Malawi	CRECCOM	Lilongwe Rural East	Dembo	2	0	2	R
Malawi	CRECCOM	Lilongwe Rural East	Dzundi	2	2	4	R
Malawi	CRECCOM	Lilongwe Rural East	Gumbi	1	0	1	R
Malawi	CRECCOM	Lilongwe Rural East	KAKWELA	0	2	2	R
Malawi	CRECCOM	Lilongwe Rural East	Kalumbu	3	0	3	R
Malawi	CRECCOM	Lilongwe Rural East	Kamganga	4	2	6	R
Malawi	CRECCOM	Lilongwe Rural East	Kamwana	3	3	6	R
Malawi	CRECCOM	Lilongwe Rural East	Kanjamwana	2	0	2	R
Malawi	CRECCOM	Lilongwe Rural East	Kanjedza Lilongwe	1	0	1	R
Malawi	CRECCOM	Lilongwe Rural East	Kapedzera	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural East	Kaphala	4	2	6	R
Malawi	CRECCOM	Lilongwe Rural East	Kasemba	2	2	4	R
Malawi	CRECCOM	Lilongwe Rural East	Katope Lilongwe	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural East	Kaundama	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural East	Khuzi	2	0	2	R
Malawi	CRECCOM	Lilongwe Rural East	Makanya	2	0	2	R
Malawi	CRECCOM	Lilongwe Rural East	Mando	2	1	3	R
Malawi	CRECCOM	Lilongwe Rural East	Mapembe	2	0	2	R
Malawi	CRECCOM	Lilongwe Rural East	Mataka II	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural East	Matapila	5	3	8	R
Malawi	CRECCOM	Lilongwe Rural East	Matuta	4	2	6	R
Malawi	CRECCOM	Lilongwe Rural East	Mazengera	3	2	5	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Lilongwe Rural East	Mchuchu	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural East	Miteme	1	2	3	R
Malawi	CRECCOM	Lilongwe Rural East	Mkhomo	4	2	6	R
Malawi	CRECCOM	Lilongwe Rural East	Mpasu	2	2	4	R
Malawi	CRECCOM	Lilongwe Rural East	Mphalapala	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural East	Mphangula	3	3	6	R
Malawi	CRECCOM	Lilongwe Rural East	Mphesi	3	3	6	R
Malawi	CRECCOM	Lilongwe Rural East	Msako	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural East	Mtentera	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural East	Mwangu	2	2	4	R
Malawi	CRECCOM	Lilongwe Rural East	Mwatibu	3	3	6	R
Malawi	CRECCOM	Lilongwe Rural East	NGALA- LLRE	5	3	8	R
Malawi	CRECCOM	Lilongwe Rural East	Namulera	3	3	6	R
Malawi	CRECCOM	Lilongwe Rural East	Nathenje	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural East	Ng'ozzi	2	1	3	R
Malawi	CRECCOM	Lilongwe Rural East	Nsanjiko	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural East	Nyama	2	2	4	R
Malawi	CRECCOM	Lilongwe Rural East	Selengo	2	2	4	R
Malawi	CRECCOM	Lilongwe Rural East	Sonkhwe	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural East	Tsachiti	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural East	Ulongwe	3	0	3	R
Malawi	CRECCOM	Lilongwe Rural West	Bowa Lilongwe	2	1	3	R
Malawi	CRECCOM	Lilongwe Rural West	Chagamba	4	3	7	R
Malawi	CRECCOM	Lilongwe Rural West	Chambu	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural West	Chamtambe	2	1	3	R
Malawi	CRECCOM	Lilongwe Rural West	Chibwata Kalonga	4	1	5	R
Malawi	CRECCOM	Lilongwe Rural West	Chikanda	3	3	6	R
Malawi	CRECCOM	Lilongwe Rural West	Chikhutu	4	2	6	R
Malawi	CRECCOM	Lilongwe Rural West	Chikutu	3	1	4	R
Malawi	CRECCOM	Lilongwe Rural West	Chikuyakuti	2	2	4	R
Malawi	CRECCOM	Lilongwe Rural West	Chilombo	3	1	4	R
Malawi	CRECCOM	Lilongwe Rural West	Chimphepo	2	2	4	R
Malawi	CRECCOM	Lilongwe Rural West	Chimpumbulu	3	1	4	R
Malawi	CRECCOM	Lilongwe Rural West	Chimutu Kalonga	2	1	3	R
Malawi	CRECCOM	Lilongwe Rural West	Chiponde II	2	2	4	R
Malawi	CRECCOM	Lilongwe Rural West	Chitedze II	4	2	6	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Lilongwe Rural West	Chitsime	3	1	4	R
Malawi	CRECCOM	Lilongwe Rural West	Chitukula	4	3	7	R
Malawi	CRECCOM	Lilongwe Rural West	Chiwoko	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural West	Chokolo Mzumanzi	3	1	4	R
Malawi	CRECCOM	Lilongwe Rural West	Dzenza	5	3	8	R
Malawi	CRECCOM	Lilongwe Rural West	Kadakumba	2	2	4	R
Malawi	CRECCOM	Lilongwe Rural West	Kafutwe-Chizumba	2	3	5	R
Malawi	CRECCOM	Lilongwe Rural West	Kakoma Lilongwe	4	2	6	R
Malawi	CRECCOM	Lilongwe Rural West	Kalonga	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural West	Kambira	3	1	4	R
Malawi	CRECCOM	Lilongwe Rural West	Kambwa	3	1	4	R
Malawi	CRECCOM	Lilongwe Rural West	Kamwala Lilongwe	3	1	4	R
Malawi	CRECCOM	Lilongwe Rural West	Kaning'a	3	1	4	R
Malawi	CRECCOM	Lilongwe Rural West	Kasanje Mzumanzi	1	2	3	R
Malawi	CRECCOM	Lilongwe Rural West	M'bang'ombe	4	2	6	R
Malawi	CRECCOM	Lilongwe Rural West	Maani	1	2	3	R
Malawi	CRECCOM	Lilongwe Rural West	Madzimnyanga	5	2	7	R
Malawi	CRECCOM	Lilongwe Rural West	Makumbi	0	1	1	R
Malawi	CRECCOM	Lilongwe Rural West	Malembe	4	3	7	R
Malawi	CRECCOM	Lilongwe Rural West	Masiye	0	1	1	R
Malawi	CRECCOM	Lilongwe Rural West	Mbambanda	2	1	3	R
Malawi	CRECCOM	Lilongwe Rural West	Mguwata	3	1	4	R
Malawi	CRECCOM	Lilongwe Rural West	Milombwa	3	1	4	R
Malawi	CRECCOM	Lilongwe Rural West	Mkhalapadzuwa	0	1	1	R
Malawi	CRECCOM	Lilongwe Rural West	Mlezi	3	3	6	R
Malawi	CRECCOM	Lilongwe Rural West	Mlumbwira	1	1	2	R
Malawi	CRECCOM	Lilongwe Rural West	Mndeke	3	2	5	R
Malawi	CRECCOM	Lilongwe Rural West	Mngwangwa	2	4	6	R
Malawi	CRECCOM	Lilongwe Rural West	Mpime	1	2	3	R
Malawi	CRECCOM	Lilongwe Rural West	Mseteza	2	1	3	R
Malawi	CRECCOM	Lilongwe Rural West	Mtemambalame	2	2	4	R
Malawi	CRECCOM	Lilongwe Rural West	Mteza	1	2	3	R
Malawi	CRECCOM	Lilongwe Rural West	Mtsukwa	1	3	4	R
Malawi	CRECCOM	Lilongwe Rural West	Mzumanzi	1	3	4	R
Malawi	CRECCOM	Lilongwe Rural West	Namanyanga	5	2	7	R
Malawi	CRECCOM	Lilongwe Rural West	Nambuma Boys	0	2	2	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Lilongwe Rural West	Nambuma Girls'	4	0	4	R
Malawi	CRECCOM	Lilongwe Rural West	Nthulu	3	1	4	R
Malawi	CRECCOM	Lilongwe Rural West	Ukwe	4	1	5	R
Malawi	CRECCOM	Lilongwe Rural West	Yepa	4	2	6	R
Malawi	CRECCOM	Lilongwe Urban	Chankhandwe	2	2	4	R
Malawi	CRECCOM	Lilongwe Urban	Chatuwa	3	3	6	U
Malawi	CRECCOM	Lilongwe Urban	Chilambula	2	1	3	U
Malawi	CRECCOM	Lilongwe Urban	Chimutu Chimutu	3	1	4	U
Malawi	CRECCOM	Lilongwe Urban	Chinsapo	4	3	7	U
Malawi	CRECCOM	Lilongwe Urban	Kakule	3	1	4	U
Malawi	CRECCOM	Lilongwe Urban	Kauma	4	2	6	U
Malawi	CRECCOM	Lilongwe Urban	M'binzi	2	1	3	U
Malawi	CRECCOM	Lilongwe Urban	M'bwetu	0	2	2	R
Malawi	CRECCOM	Lilongwe Urban	Mphungu Lilongwe	1	1	2	U
Malawi	CRECCOM	Lilongwe Urban	Nankhaka	2	1	3	U
Malawi	CRECCOM	Lilongwe Urban	Nguluwe	5	1	6	U
Malawi	CRECCOM	Lilongwe Urban	Tsokamkwanasi	4	2	6	U
Malawi	CRECCOM	Machinga	Bisa	3	2	5	R
Malawi	CRECCOM	Machinga	Chimwankhwazi	3	1	4	R
Malawi	CRECCOM	Machinga	Chinduzi	3	2	5	R
Malawi	CRECCOM	Machinga	Chinkwezule	3	2	5	R
Malawi	CRECCOM	Machinga	Gawanani	3	2	5	R
Malawi	CRECCOM	Machinga	Kachere	3	2	5	R
Malawi	CRECCOM	Machinga	Kambewe	3	2	5	R
Malawi	CRECCOM	Machinga	Kanjedza Machinga	3	2	5	R
Malawi	CRECCOM	Machinga	Kaombe	3	2	5	R
Malawi	CRECCOM	Machinga	Katambasula	3	2	5	R
Malawi	CRECCOM	Machinga	Likwenu	3	2	5	R
Malawi	CRECCOM	Machinga	Lisanjala	2	1	3	R
Malawi	CRECCOM	Machinga	Machinga	3	2	5	R
Malawi	CRECCOM	Machinga	Madzianjuchi	2	1	3	R
Malawi	CRECCOM	Machinga	Maiwa	2	1	3	R
Malawi	CRECCOM	Machinga	Majiga- Machinga	2	1	3	R
Malawi	CRECCOM	Machinga	Makengere J.P	1	1	2	R
Malawi	CRECCOM	Machinga	Masanje	3	2	5	R
Malawi	CRECCOM	Machinga	Matope	4	2	6	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Machinga	Mgwiriza	5	2	7	R
Malawi	CRECCOM	Machinga	Michongwe	5	2	7	R
Malawi	CRECCOM	Machinga	Mikachu	3	1	4	R
Malawi	CRECCOM	Machinga	Milala Machinga	3	2	5	R
Malawi	CRECCOM	Machinga	Mlirankhandwe	4	2	6	R
Malawi	CRECCOM	Machinga	Msalabani	3	2	5	R
Malawi	CRECCOM	Machinga	Msewe	2	1	3	R
Malawi	CRECCOM	Machinga	Mwacheya	2	1	3	R
Malawi	CRECCOM	Machinga	Mwaiwathu	2	0	2	R
Malawi	CRECCOM	Machinga	Namakanga	3	2	5	R
Malawi	CRECCOM	Machinga	Namandanje	3	2	5	R
Malawi	CRECCOM	Machinga	Namisangu	3	2	5	R
Malawi	CRECCOM	Machinga	Namwini	2	1	3	R
Malawi	CRECCOM	Machinga	Nangondo	3	2	5	R
Malawi	CRECCOM	Machinga	Nankhunda	2	1	3	R
Malawi	CRECCOM	Machinga	Nanyumbu	3	2	5	R
Malawi	CRECCOM	Machinga	Napere	3	2	5	R
Malawi	CRECCOM	Machinga	Ntangaye	2	2	4	R
Malawi	CRECCOM	Machinga	Ntapwa	3	2	5	R
Malawi	CRECCOM	Mangochi	Chaona	1	2	3	R
Malawi	CRECCOM	Mangochi	Chigumula Mangochi	2	0	2	R
Malawi	CRECCOM	Mangochi	Chikomwe Mangochi	2	1	3	R
Malawi	CRECCOM	Mangochi	Chimbende	5	2	7	R
Malawi	CRECCOM	Mangochi	Chimesya	1	2	3	R
Malawi	CRECCOM	Mangochi	Chinguwo Mangochi	3	2	5	R
Malawi	CRECCOM	Mangochi	Chipalamawamba	2	2	4	R
Malawi	CRECCOM	Mangochi	Chipeleka	0	1	1	R
Malawi	CRECCOM	Mangochi	Chiusi	2	1	3	R
Malawi	CRECCOM	Mangochi	Chowe	3	2	5	R
Malawi	CRECCOM	Mangochi	Koche	3	0	3	R
Malawi	CRECCOM	Mangochi	Lilimbe	2	1	3	R
Malawi	CRECCOM	Mangochi	Litete	2	1	3	R
Malawi	CRECCOM	Mangochi	Lugola	3	0	3	R
Malawi	CRECCOM	Mangochi	Lungwena	3	2	5	R
Malawi	CRECCOM	Mangochi	Lupetele	1	0	1	R
Malawi	CRECCOM	Mangochi	Lwanga	2	0	2	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Mangochi	MKWELA	0	2	2	R
Malawi	CRECCOM	Mangochi	Makumba	3	2	5	R
Malawi	CRECCOM	Mangochi	Malindi Mangochi	3	2	5	R
Malawi	CRECCOM	Mangochi	Malombe	3	2	5	R
Malawi	CRECCOM	Mangochi	Malombera	2	1	3	R
Malawi	CRECCOM	Mangochi	Malukula	3	2	5	R
Malawi	CRECCOM	Mangochi	Mangale	2	1	3	R
Malawi	CRECCOM	Mangochi	Matamanda J.P	2	2	4	R
Malawi	CRECCOM	Mangochi	Mauni	3	0	3	R
Malawi	CRECCOM	Mangochi	Mbombwe	3	2	5	R
Malawi	CRECCOM	Mangochi	Mbonechera	2	2	4	R
Malawi	CRECCOM	Mangochi	Mchoka	1	2	3	R
Malawi	CRECCOM	Mangochi	Mdalamakumba	2	2	4	R
Malawi	CRECCOM	Mangochi	Mikombe	2	2	4	R
Malawi	CRECCOM	Mangochi	Milambe	2	2	4	R
Malawi	CRECCOM	Mangochi	Milimbo	3	2	5	R
Malawi	CRECCOM	Mangochi	Misolo	4	1	5	R
Malawi	CRECCOM	Mangochi	Miwawe	3	2	5	R
Malawi	CRECCOM	Mangochi	Mpondas	4	2	6	R
Malawi	CRECCOM	Mangochi	Msinjiri	2	1	3	R
Malawi	CRECCOM	Mangochi	Mtambuwa	3	2	5	R
Malawi	CRECCOM	Mangochi	Mtamila	3	1	4	R
Malawi	CRECCOM	Mangochi	Mtengeza	2	2	4	R
Malawi	CRECCOM	Mangochi	Mtitimila	1	1	2	R
Malawi	CRECCOM	Mangochi	Mtuwa	5	2	7	R
Malawi	CRECCOM	Mangochi	Nalikolo	2	1	3	R
Malawi	CRECCOM	Mangochi	Namaswa	4	2	6	R
Malawi	CRECCOM	Mangochi	Namatanda	2	0	2	R
Malawi	CRECCOM	Mangochi	Nangwazi	2	1	3	R
Malawi	CRECCOM	Mangochi	Njera	2	1	3	R
Malawi	CRECCOM	Mangochi	Njereza	2	0	2	R
Malawi	CRECCOM	Mangochi	Nkonang'ona	2	1	3	R
Malawi	CRECCOM	Mangochi	Nsawa	2	2	4	R
Malawi	CRECCOM	Mangochi	Samama	2	0	2	R
Malawi	CRECCOM	Mangochi	St. Augustine I	3	2	5	R
Malawi	CRECCOM	Mangochi	St. Augustine II	4	2	6	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Mangochi	St. Augustine III	5	3	8	R
Malawi	CRECCOM	Mangochi	St. Joseph Mangochi	4	2	6	R
Malawi	CRECCOM	Mangochi	Sungusya	2	3	5	R
Malawi	CRECCOM	Mangochi	Taliya	2	1	3	R
Malawi	CRECCOM	Mangochi	Unga I	2	1	3	R
Malawi	CRECCOM	Mangochi	Unga II	2	1	3	R
Malawi	CRECCOM	Mchinji	Balitse	1	1	2	R
Malawi	CRECCOM	Mchinji	Chankhanga Mchinji	1	2	3	R
Malawi	CRECCOM	Mchinji	Chimwamkango	4	0	4	R
Malawi	CRECCOM	Mchinji	Chinunda	2	0	2	R
Malawi	CRECCOM	Mchinji	Chisamba	1	0	1	R
Malawi	CRECCOM	Mchinji	Chisasa	1	1	2	R
Malawi	CRECCOM	Mchinji	Chitsuto	2	1	3	R
Malawi	CRECCOM	Mchinji	Diti	2	1	3	R
Malawi	CRECCOM	Mchinji	Estate 76	1	1	2	R
Malawi	CRECCOM	Mchinji	Fanuel	2	0	2	R
Malawi	CRECCOM	Mchinji	General Farming	2	1	3	R
Malawi	CRECCOM	Mchinji	Gumba	4	1	5	R
Malawi	CRECCOM	Mchinji	Kaigwazanga	3	2	5	R
Malawi	CRECCOM	Mchinji	Kalimanjala	1	1	2	R
Malawi	CRECCOM	Mchinji	Kalulu	3	2	5	R
Malawi	CRECCOM	Mchinji	Kamphata	2	1	3	R
Malawi	CRECCOM	Mchinji	Kamwazonde	1	0	1	R
Malawi	CRECCOM	Mchinji	Kaolambumba	1	1	2	R
Malawi	CRECCOM	Mchinji	Kapezi	0	1	1	R
Malawi	CRECCOM	Mchinji	Kaputu	1	1	2	R
Malawi	CRECCOM	Mchinji	Kaseka	1	1	2	R
Malawi	CRECCOM	Mchinji	Katutula Mchinji	1	1	2	R
Malawi	CRECCOM	Mchinji	Kawerawera	1	1	2	R
Malawi	CRECCOM	Mchinji	Kawere	3	2	5	R
Malawi	CRECCOM	Mchinji	Kazyozyo	4	2	6	R
Malawi	CRECCOM	Mchinji	Lameke	2	1	3	R
Malawi	CRECCOM	Mchinji	Lipunga	2	2	4	R
Malawi	CRECCOM	Mchinji	Lombwa	2	0	2	R
Malawi	CRECCOM	Mchinji	Maseche	2	2	4	R
Malawi	CRECCOM	Mchinji	Matuwamba	2	2	4	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Mchinji	Mkaladzi	1	1	2	R
Malawi	CRECCOM	Mchinji	Mkama Mchinji	0	1	1	R
Malawi	CRECCOM	Mchinji	Mkanda	7	2	9	R
Malawi	CRECCOM	Mchinji	Mndomba	1	0	1	R
Malawi	CRECCOM	Mchinji	Mpazi	2	0	2	R
Malawi	CRECCOM	Mchinji	Mpita	3	2	5	R
Malawi	CRECCOM	Mchinji	Msanama	2	1	3	R
Malawi	CRECCOM	Mchinji	Mtundu	1	1	2	R
Malawi	CRECCOM	Mchinji	Mwase	2	1	3	R
Malawi	CRECCOM	Mchinji	Mwelakera	2	1	3	R
Malawi	CRECCOM	Mchinji	Mzenga	3	2	5	R
Malawi	CRECCOM	Mchinji	Namangwe	4	1	5	R
Malawi	CRECCOM	Mchinji	Nambera	1	1	2	R
Malawi	CRECCOM	Mchinji	Ngoza	2	1	3	R
Malawi	CRECCOM	Mchinji	Ngulukira	2	1	3	R
Malawi	CRECCOM	Mchinji	Njisa	2	2	4	R
Malawi	CRECCOM	Mchinji	Pitala	2	2	4	R
Malawi	CRECCOM	Mchinji	Puye	2	1	3	R
Malawi	CRECCOM	Mchinji	Rusa	2	2	4	R
Malawi	CRECCOM	Mchinji	Sunama	2	1	3	R
Malawi	CRECCOM	Mchinji	Takondwa	5	3	8	R
Malawi	CRECCOM	Mchinji	Tasekera	1	0	1	R
Malawi	CRECCOM	Mchinji	Tsanyale	4	4	8	R
Malawi	CRECCOM	Mulanje	Bango Mulanje	5	2	7	R
Malawi	CRECCOM	Mulanje	Chigombe	3	2	5	R
Malawi	CRECCOM	Mulanje	Chimalira	2	0	2	R
Malawi	CRECCOM	Mulanje	Chimwaza	4	3	7	R
Malawi	CRECCOM	Mulanje	Chisambe C.C.A.P	3	2	5	R
Malawi	CRECCOM	Mulanje	Chisambo	3	2	5	R
Malawi	CRECCOM	Mulanje	Gambula	2	1	3	R
Malawi	CRECCOM	Mulanje	Kabichi	3	2	5	R
Malawi	CRECCOM	Mulanje	Khurubwe	2	2	4	R
Malawi	CRECCOM	Mulanje	Lujeri	3	2	5	R
Malawi	CRECCOM	Mulanje	Mabanja	3	2	5	R
Malawi	CRECCOM	Mulanje	Malilima	4	2	6	R
Malawi	CRECCOM	Mulanje	Manyamba	5	3	8	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Mulanje	Maveya	3	2	5	R
Malawi	CRECCOM	Mulanje	Milonde	4	2	6	R
Malawi	CRECCOM	Mulanje	Misyoni	5	2	7	R
Malawi	CRECCOM	Mulanje	Mitawa	4	2	6	R
Malawi	CRECCOM	Mulanje	Mitochi	2	1	3	R
Malawi	CRECCOM	Mulanje	Monjole	4	2	6	R
Malawi	CRECCOM	Mulanje	Mpala Mulanje	5	2	7	R
Malawi	CRECCOM	Mulanje	Muloza	4	2	6	R
Malawi	CRECCOM	Mulanje	Nalingula	2	2	4	R
Malawi	CRECCOM	Mulanje	Naluso	3	2	5	R
Malawi	CRECCOM	Mulanje	Namame	3	2	5	R
Malawi	CRECCOM	Mulanje	Nanchidwa	4	2	6	R
Malawi	CRECCOM	Mulanje	Nanjiwa Mulanje	2	2	4	R
Malawi	CRECCOM	Mulanje	Nansongole	2	2	4	R
Malawi	CRECCOM	Mulanje	Ngangala	4	2	6	R
Malawi	CRECCOM	Mulanje	Ruo	4	2	6	R
Malawi	CRECCOM	Mulanje	Siloni Catholic	4	2	6	R
Malawi	CRECCOM	Mulanje	Songwe	3	2	5	R
Malawi	CRECCOM	Mulanje	Thundu Mulanje	1	1	2	R
Malawi	CRECCOM	Mulanje	Zimbo	3	2	5	R
Malawi	CRECCOM	Mwanza	Chimwembe	1	1	2	R
Malawi	CRECCOM	Mwanza	Ching'ombe	3	1	4	R
Malawi	CRECCOM	Mwanza	Dzeyo	2	1	3	R
Malawi	CRECCOM	Mwanza	Futsa	3	1	4	R
Malawi	CRECCOM	Mwanza	Kaphirikamodzi	0	1	1	R
Malawi	CRECCOM	Mwanza	Kawale Mwanza	0	1	1	R
Malawi	CRECCOM	Mwanza	Khudze	3	1	4	R
Malawi	CRECCOM	Mwanza	Lipongwe	2	1	3	R
Malawi	CRECCOM	Mwanza	Malambe	2	1	3	R
Malawi	CRECCOM	Mwanza	Michiru	3	1	4	R
Malawi	CRECCOM	Mwanza	Mpandadzi	0	1	1	R
Malawi	CRECCOM	Mwanza	Mphande Mwanza	2	1	3	R
Malawi	CRECCOM	Mwanza	Mphete	2	1	3	R
Malawi	CRECCOM	Mwanza	Mpira	1	1	2	R
Malawi	CRECCOM	Mwanza	Mtandamula	0	1	1	R
Malawi	CRECCOM	Mwanza	Mwanza	2	1	3	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Mwanza	Namiwawa Mwanza	2	1	3	R
Malawi	CRECCOM	Mwanza	Phanda	2	1	3	R
Malawi	CRECCOM	Mwanza	Sanjika	2	1	3	R
Malawi	CRECCOM	Mwanza	Tchetsa-Mwanza	1	1	2	R
Malawi	CRECCOM	Mwanza	Thawale Mwanza	0	1	1	R
Malawi	CRECCOM	Mwanza	Thumba Mwanza	1	0	1	R
Malawi	CRECCOM	Mwanza	Tsenga	3	1	4	R
Malawi	CRECCOM	Mzimba N	Babatoni	2	1	3	R
Malawi	CRECCOM	Mzimba N	Bolomombwe	2	2	4	R
Malawi	CRECCOM	Mzimba N	Bulala	2	4	6	R
Malawi	CRECCOM	Mzimba N	Chaboli	3	0	3	R
Malawi	CRECCOM	Mzimba N	Chalunga	2	2	4	R
Malawi	CRECCOM	Mzimba N	Chamaliwa	3	2	5	R
Malawi	CRECCOM	Mzimba N	Chumphumphi	1	0	1	R
Malawi	CRECCOM	Mzimba N	Chang'anga	3	2	5	R
Malawi	CRECCOM	Mzimba N	Chankhalamu Mzimba	2	3	5	R
Malawi	CRECCOM	Mzimba N	Chanyama	2	0	2	R
Malawi	CRECCOM	Mzimba N	Chasengo	1	1	2	R
Malawi	CRECCOM	Mzimba N	Chasimba	3	3	6	R
Malawi	CRECCOM	Mzimba N	Chibale	3	0	3	R
Malawi	CRECCOM	Mzimba N	Ching'anyi	2	3	5	R
Malawi	CRECCOM	Mzimba N	Chitheba	2	0	2	R
Malawi	CRECCOM	Mzimba N	Echilumbeni	4	3	7	R
Malawi	CRECCOM	Mzimba N	Emoneni	2	0	2	R
Malawi	CRECCOM	Mzimba N	Eswazini	2	0	2	R
Malawi	CRECCOM	Mzimba N	Jandalala	2	0	2	R
Malawi	CRECCOM	Mzimba N	Jinga	3	2	5	R
Malawi	CRECCOM	Mzimba N	Kabondwe	2	2	4	R
Malawi	CRECCOM	Mzimba N	Kabowozga	3	2	5	R
Malawi	CRECCOM	Mzimba N	Kakombwe	2	2	4	R
Malawi	CRECCOM	Mzimba N	Kam'banga	3	2	5	R
Malawi	CRECCOM	Mzimba N	Kamphakata	2	2	4	R
Malawi	CRECCOM	Mzimba N	Kamsalango	2	0	2	R
Malawi	CRECCOM	Mzimba N	Kanyankhunde	3	0	3	R
Malawi	CRECCOM	Mzimba N	Kapoka Mzimba	0	1	1	R
Malawi	CRECCOM	Mzimba N	Katawa	2	0	2	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Mzimba N	Katondo	2	2	4	R
Malawi	CRECCOM	Mzimba N	Kavitengo	2	0	2	R
Malawi	CRECCOM	Mzimba N	Kavululanga	3	3	6	R
Malawi	CRECCOM	Mzimba N	Kawiruwiru	3	2	5	R
Malawi	CRECCOM	Mzimba N	Kawonekera	4	2	6	R
Malawi	CRECCOM	Mzimba N	Lukwelukwe	2	0	2	R
Malawi	CRECCOM	Mzimba N	Luwewe	1	1	2	R
Malawi	CRECCOM	Mzimba N	Lwankhozi	3	2	5	R
Malawi	CRECCOM	Mzimba N	Malangazi	3	4	7	R
Malawi	CRECCOM	Mzimba N	Maumba	1	2	3	R
Malawi	CRECCOM	Mzimba N	Mchingasanya	4	2	6	R
Malawi	CRECCOM	Mzimba N	Mphofwa	3	0	3	R
Malawi	CRECCOM	Mzimba N	Mtantha	2	2	4	R
Malawi	CRECCOM	Mzimba N	Mtemera	2	2	4	R
Malawi	CRECCOM	Mzimba N	Mtende L.E.A.	6	5	11	R
Malawi	CRECCOM	Mzimba N	Mzalangwe	3	4	7	R
Malawi	CRECCOM	Mzimba N	Nthengwe	3	2	5	R
Malawi	CRECCOM	Mzimba N	Nthumba	5	3	8	R
Malawi	CRECCOM	Mzimba N	Nyeremukire	1	1	2	R
Malawi	CRECCOM	Mzimba N	Phala	2	2	4	R
Malawi	CRECCOM	Mzimba N	Phemba	2	2	4	R
Malawi	CRECCOM	Mzimba N	Sasa	2	2	4	R
Malawi	CRECCOM	Mzimba N	St. Annes Mzimba N	0	1	1	R
Malawi	CRECCOM	Mzimba N	St. Benard J.P	2	0	2	R
Malawi	CRECCOM	Mzimba N	St. Mary's Bulala	3	0	3	R
Malawi	CRECCOM	Mzimba N	Thale	2	3	5	R
Malawi	CRECCOM	Mzimba N	Visenthe	3	4	7	R
Malawi	CRECCOM	Mzimba N	Vithando	1	1	2	R
Malawi	CRECCOM	Mzimba N	Viwowo	1	1	2	R
Malawi	CRECCOM	Mzimba N	Wantaya	2	1	3	R
Malawi	CRECCOM	Mzimba N	Zowe	3	3	6	R
Malawi	CRECCOM	Mzimba N	Zukuma	2	0	2	R
Malawi	CRECCOM	Mzimba S	Bala	2	1	3	R
Malawi	CRECCOM	Mzimba S	Bawa Mzimba	1	0	1	R
Malawi	CRECCOM	Mzimba S	Bokola	3	0	3	R
Malawi	CRECCOM	Mzimba S	Bumbunyika	2	2	4	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Mzimba S	Chabere	2	2	4	R
Malawi	CRECCOM	Mzimba S	Chaleza	1	0	1	R
Malawi	CRECCOM	Mzimba S	Cham'ngulube	2	2	4	R
Malawi	CRECCOM	Mzimba S	Chamaji	3	2	5	R
Malawi	CRECCOM	Mzimba S	Champheta	2	0	2	R
Malawi	CRECCOM	Mzimba S	Champhinga	1	0	1	R
Malawi	CRECCOM	Mzimba S	Chasato Mzimba	1	0	1	R
Malawi	CRECCOM	Mzimba S	Chathale	2	0	2	R
Malawi	CRECCOM	Mzimba S	Chikangawa	3	2	5	R
Malawi	CRECCOM	Mzimba S	Chikhwengwe	2	1	3	R
Malawi	CRECCOM	Mzimba S	Chinungu	2	0	2	R
Malawi	CRECCOM	Mzimba S	Chipata	2	2	4	R
Malawi	CRECCOM	Mzimba S	Chipombo	2	1	3	R
Malawi	CRECCOM	Mzimba S	Chipumulo	0	1	1	R
Malawi	CRECCOM	Mzimba S	Davy	1	2	3	R
Malawi	CRECCOM	Mzimba S	Dewe	1	2	3	R
Malawi	CRECCOM	Mzimba S	Emazwini	2	0	2	R
Malawi	CRECCOM	Mzimba S	Hoho	3	0	3	R
Malawi	CRECCOM	Mzimba S	Kabuku	2	2	4	R
Malawi	CRECCOM	Mzimba S	Kagunda	1	0	1	R
Malawi	CRECCOM	Mzimba S	Kalowa	3	0	3	R
Malawi	CRECCOM	Mzimba S	Kalwera	2	2	4	R
Malawi	CRECCOM	Mzimba S	Kalweya	2	1	3	R
Malawi	CRECCOM	Mzimba S	Kamarambo	3	3	6	R
Malawi	CRECCOM	Mzimba S	Kamatawo	2	0	2	R
Malawi	CRECCOM	Mzimba S	Kamilaza	2	2	4	R
Malawi	CRECCOM	Mzimba S	Kamtanthambwe	2	0	2	R
Malawi	CRECCOM	Mzimba S	Kamterwe	3	3	6	R
Malawi	CRECCOM	Mzimba S	Kamwambakanthu	2	0	2	R
Malawi	CRECCOM	Mzimba S	Kamwampheska	1	2	3	R
Malawi	CRECCOM	Mzimba S	Kamwamphimbi	2	2	4	R
Malawi	CRECCOM	Mzimba S	Kamwilo	2	0	2	R
Malawi	CRECCOM	Mzimba S	Kankholi	2	0	2	R
Malawi	CRECCOM	Mzimba S	Kanyerere Mzimba S	0	2	2	R
Malawi	CRECCOM	Mzimba S	Kapenga	2	2	4	R
Malawi	CRECCOM	Mzimba S	Kaphuta	2	3	5	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Mzimba S	Kasambankholi	2	0	2	R
Malawi	CRECCOM	Mzimba S	Kasangazi	2	2	4	R
Malawi	CRECCOM	Mzimba S	Katete Boys	0	3	3	R
Malawi	CRECCOM	Mzimba S	Katete Girls	2	0	2	R
Malawi	CRECCOM	Mzimba S	Kathibi	1	2	3	R
Malawi	CRECCOM	Mzimba S	Kaufipa	2	2	4	R
Malawi	CRECCOM	Mzimba S	Kaulankhutu	2	2	4	R
Malawi	CRECCOM	Mzimba S	Kaulusi	2	2	4	R
Malawi	CRECCOM	Mzimba S	Kaunga	2	2	4	R
Malawi	CRECCOM	Mzimba S	Kavitowo	1	0	1	R
Malawi	CRECCOM	Mzimba S	Kavitukutu	2	2	4	R
Malawi	CRECCOM	Mzimba S	Kazengo	1	3	4	R
Malawi	CRECCOM	Mzimba S	Kazingilira	2	0	2	R
Malawi	CRECCOM	Mzimba S	Kazomba	3	3	6	R
Malawi	CRECCOM	Mzimba S	Lupuha	1	0	1	R
Malawi	CRECCOM	Mzimba S	Luviri Mzimba	4	3	7	R
Malawi	CRECCOM	Mzimba S	Luwawa	2	2	4	R
Malawi	CRECCOM	Mzimba S	Lwanjati	0	2	2	R
Malawi	CRECCOM	Mzimba S	Machelechete	2	2	4	R
Malawi	CRECCOM	Mzimba S	Makali	2	2	4	R
Malawi	CRECCOM	Mzimba S	Makazi	2	2	4	R
Malawi	CRECCOM	Mzimba S	Makusu	2	0	2	R
Malawi	CRECCOM	Mzimba S	Manyamula	2	2	4	R
Malawi	CRECCOM	Mzimba S	Mapanjira	2	2	4	R
Malawi	CRECCOM	Mzimba S	Mateu	1	2	3	R
Malawi	CRECCOM	Mzimba S	Matopoto	1	2	3	R
Malawi	CRECCOM	Mzimba S	Mawowo	2	0	2	R
Malawi	CRECCOM	Mzimba S	Mbawala	1	2	3	R
Malawi	CRECCOM	Mzimba S	Mbwiriwiza	3	0	3	R
Malawi	CRECCOM	Mzimba S	Mdeka Mzimba	1	2	3	R
Malawi	CRECCOM	Mzimba S	Mgungulu	2	2	4	R
Malawi	CRECCOM	Mzimba S	Mhana	2	0	2	R
Malawi	CRECCOM	Mzimba S	Milala Mzimba	2	2	4	R
Malawi	CRECCOM	Mzimba S	Mphongo	2	0	2	R
Malawi	CRECCOM	Mzimba S	Msazi	2	0	2	R
Malawi	CRECCOM	Mzimba S	Mtangatanga	2	2	4	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Mzimba S	Mtavu	3	1	4	R
Malawi	CRECCOM	Mzimba S	Mtendere	1	1	2	R
Malawi	CRECCOM	Mzimba S	Mtenthe	3	0	3	R
Malawi	CRECCOM	Mzimba S	Mtuza	2	0	2	R
Malawi	CRECCOM	Mzimba S	Mzgambuzi	1	2	3	R
Malawi	CRECCOM	Mzimba S	Mzikubola	1	0	1	R
Malawi	CRECCOM	Mzimba S	Mzimba	1	3	4	R
Malawi	CRECCOM	Mzimba S	Ngoli	2	0	2	R
Malawi	CRECCOM	Mzimba S	Njoka	2	2	4	R
Malawi	CRECCOM	Mzimba S	Nthungwa	2	1	3	R
Malawi	CRECCOM	Mzimba S	Sazu	2	0	2	R
Malawi	CRECCOM	Mzimba S	St. Annes Mzimba S	2	2	4	R
Malawi	CRECCOM	Mzimba S	St. Joseph Mzimba S	2	1	3	R
Malawi	CRECCOM	Mzimba S	St. Pauls Mzimba S	3	2	5	R
Malawi	CRECCOM	Mzimba S	Thambani	3	0	3	R
Malawi	CRECCOM	Mzimba S	Thanthe	4	1	5	R
Malawi	CRECCOM	Mzimba S	Tupwenge	2	0	2	R
Malawi	CRECCOM	Mzimba S	Vulundiya	1	2	3	R
Malawi	CRECCOM	Mzimba S	Wozi	0	2	2	R
Malawi	CRECCOM	Mzimba S	Zubachulu	2	2	4	R
Malawi	CRECCOM	Mzuzu City	Chibavi	4	0	4	U
Malawi	CRECCOM	Mzuzu City	Doroba	3	0	3	R
Malawi	CRECCOM	Mzuzu City	GEISHA Primary	0	2	2	R
Malawi	CRECCOM	Mzuzu City	KAVIWALE	0	2	2	R
Malawi	CRECCOM	Mzuzu City	Kanthete	2	0	2	R
Malawi	CRECCOM	Mzuzu City	Katoto	4	4	8	R
Malawi	CRECCOM	Mzuzu City	Kawuwa	3	3	6	R
Malawi	CRECCOM	Mzuzu City	Lupaso	2	0	2	U
Malawi	CRECCOM	Mzuzu City	Mchengautuwa	4	6	10	R
Malawi	CRECCOM	Mzuzu City	Mzuzu Foundation	2	0	2	U
Malawi	CRECCOM	Mzuzu City	Nambo	2	2	4	R
Malawi	CRECCOM	Mzuzu City	Nkhorongo	3	0	3	R
Malawi	CRECCOM	Mzuzu City	Sonda	2	2	4	R
Malawi	CRECCOM	Mzuzu City	St. Augustine	3	0	3	R
Malawi	CRECCOM	Mzuzu City	Viyere	2	0	2	R
Malawi	CRECCOM	Neno	Chawe-Neno	3	2	5	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Neno	Chikonde	5	2	7	R
Malawi	CRECCOM	Neno	Chiuli	1	1	2	R
Malawi	CRECCOM	Neno	Chiwambe	5	3	8	R
Malawi	CRECCOM	Neno	Kadansana Neno	0	1	1	R
Malawi	CRECCOM	Neno	Kalitera	1	1	2	R
Malawi	CRECCOM	Neno	Kamoto	0	1	1	R
Malawi	CRECCOM	Neno	Kaponda	2	1	3	R
Malawi	CRECCOM	Neno	Kasenjere	3	1	4	R
Malawi	CRECCOM	Neno	Khale	0	1	1	R
Malawi	CRECCOM	Neno	Kholombidzo	7	2	9	R
Malawi	CRECCOM	Neno	Malimba	3	2	5	R
Malawi	CRECCOM	Neno	Mapanga	2	1	3	R
Malawi	CRECCOM	Neno	Matope Anglican	4	4	8	R
Malawi	CRECCOM	Neno	Mchenga Neno	2	1	3	R
Malawi	CRECCOM	Neno	Mfunda	1	1	2	R
Malawi	CRECCOM	Neno	Midzemba	4	2	6	R
Malawi	CRECCOM	Neno	Mkavu	1	1	2	R
Malawi	CRECCOM	Neno	Mlemeka	5	2	7	R
Malawi	CRECCOM	Neno	Mpimbi	0	1	1	R
Malawi	CRECCOM	Neno	Muonekera	3	1	4	R
Malawi	CRECCOM	Neno	Mwadzi	1	1	2	R
Malawi	CRECCOM	Neno	Mwetang'ombe	4	1	5	R
Malawi	CRECCOM	Neno	Nkhande Neno	1	1	2	R
Malawi	CRECCOM	Neno	Nkhombe	2	1	3	R
Malawi	CRECCOM	Neno	Nsawedza	5	1	6	R
Malawi	CRECCOM	Neno	Nsenjere	2	1	3	R
Malawi	CRECCOM	Neno	Phitsa	0	1	1	R
Malawi	CRECCOM	Neno	Thava	1	1	2	R
Malawi	CRECCOM	Neno	Thima	0	1	1	R
Malawi	CRECCOM	Neno	Thumba Neno	2	1	3	R
Malawi	CRECCOM	Neno	Tsanjalamwimba	2	0	2	R
Malawi	CRECCOM	Nkhata Bay	Banda Nkhata-Bay	3	3	6	R
Malawi	CRECCOM	Nkhata Bay	Bula Nkhata-bay	2	0	2	R
Malawi	CRECCOM	Nkhata Bay	Bunga	5	3	8	R
Malawi	CRECCOM	Nkhata Bay	Buwa	4	2	6	R
Malawi	CRECCOM	Nkhata Bay	Chifupa	3	2	5	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Nkhata Bay	Chikwina	5	3	8	R
Malawi	CRECCOM	Nkhata Bay	Chilibwe	1	2	3	R
Malawi	CRECCOM	Nkhata Bay	Chipunga	4	2	6	R
Malawi	CRECCOM	Nkhata Bay	Chisangawe	4	0	4	R
Malawi	CRECCOM	Nkhata Bay	Chiwisi	4	3	7	R
Malawi	CRECCOM	Nkhata Bay	Kangoyi	4	3	7	R
Malawi	CRECCOM	Nkhata Bay	Kaulasisi	3	0	3	R
Malawi	CRECCOM	Nkhata Bay	Khwenthu	0	2	2	R
Malawi	CRECCOM	Nkhata Bay	Lichenga	3	0	3	R
Malawi	CRECCOM	Nkhata Bay	Mayuchi	3	0	3	R
Malawi	CRECCOM	Nkhata Bay	Mbuyapi	3	2	5	R
Malawi	CRECCOM	Nkhata Bay	Misinjiyiwi	2	0	2	R
Malawi	CRECCOM	Nkhata Bay	Mtawa	2	2	4	R
Malawi	CRECCOM	Nkhata Bay	Muzgola	4	3	7	R
Malawi	CRECCOM	Nkhata Bay	Mwambazi	3	0	3	R
Malawi	CRECCOM	Nkhata Bay	New Salewa	3	2	5	R
Malawi	CRECCOM	Nkhata Bay	Nhwenthu	1	0	1	R
Malawi	CRECCOM	Nkhata Bay	Njiri	3	2	5	R
Malawi	CRECCOM	Nkhata Bay	Nkhondowe	1	0	1	R
Malawi	CRECCOM	Nkhata Bay	Nkhoso Nkhata-bay	4	3	7	R
Malawi	CRECCOM	Nkhata Bay	Nkhutu	2	3	5	R
Malawi	CRECCOM	Nkhata Bay	Nthembo	3	3	6	R
Malawi	CRECCOM	Nkhata Bay	Ruarwe	3	3	6	R
Malawi	CRECCOM	Nkhata Bay	SOPANI	1	0	1	R
Malawi	CRECCOM	Nkhata Bay	Sangano	2	2	4	R
Malawi	CRECCOM	Nkhata Bay	Taone	3	2	5	R
Malawi	CRECCOM	Nkhata Bay	Thanula	3	3	6	R
Malawi	CRECCOM	Nkhata Bay	Thoto	4	0	4	R
Malawi	CRECCOM	Nkhata Bay	Usingini	2	0	2	R
Malawi	CRECCOM	Nkhata Bay	Usisya	4	3	7	R
Malawi	CRECCOM	Nkhata Bay	Khondowe	3	3	6	R
Malawi	CRECCOM	Nkhata Bay	Luvuwu	4	2	6	R
Malawi	CRECCOM	Nkhotakota	Bowa Nkhotakota	2	0	2	R
Malawi	CRECCOM	Nkhotakota	Chambwande	2	2	4	R
Malawi	CRECCOM	Nkhotakota	Chasato Nkhotakota	1	1	2	R
Malawi	CRECCOM	Nkhotakota	Chidebwe	2	1	3	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Nkhotakota	Chigumukire Nkhotakota	3	3	6	R
Malawi	CRECCOM	Nkhotakota	Chigunda	2	1	3	R
Malawi	CRECCOM	Nkhotakota	Chingonda	3	2	5	R
Malawi	CRECCOM	Nkhotakota	Chinkhuti	2	1	3	R
Malawi	CRECCOM	Nkhotakota	Chipando	2	1	3	R
Malawi	CRECCOM	Nkhotakota	Chipanga-Nkhotakota	3	1	4	R
Malawi	CRECCOM	Nkhotakota	Chiphole	3	1	4	R
Malawi	CRECCOM	Nkhotakota	Chivumu	3	1	4	R
Malawi	CRECCOM	Nkhotakota	Chizewo	2	2	4	R
Malawi	CRECCOM	Nkhotakota	Dema	2	1	3	R
Malawi	CRECCOM	Nkhotakota	Dwambazi	1	2	3	R
Malawi	CRECCOM	Nkhotakota	Dwangwa Nkhotakota	2	2	4	R
Malawi	CRECCOM	Nkhotakota	KANYENDA-NKHOTAKOTA	4	4	8	R
Malawi	CRECCOM	Nkhotakota	Kabiza	2	0	2	R
Malawi	CRECCOM	Nkhotakota	Kalinda	2	2	4	R
Malawi	CRECCOM	Nkhotakota	Kamwala Nkhotakota	2	1	3	R
Malawi	CRECCOM	Nkhotakota	Kangoza	2	2	4	R
Malawi	CRECCOM	Nkhotakota	Kaongozi	2	1	3	R
Malawi	CRECCOM	Nkhotakota	Kapando	1	2	3	R
Malawi	CRECCOM	Nkhotakota	Kapuku	2	1	3	R
Malawi	CRECCOM	Nkhotakota	Kasitu Nkhotakota	4	3	7	R
Malawi	CRECCOM	Nkhotakota	Katimbira	2	1	3	R
Malawi	CRECCOM	Nkhotakota	Kaweruwuru	2	2	4	R
Malawi	CRECCOM	Nkhotakota	Khonde	2	2	4	R
Malawi	CRECCOM	Nkhotakota	Khuyu	3	2	5	R
Malawi	CRECCOM	Nkhotakota	Liwaladzi	2	0	2	R
Malawi	CRECCOM	Nkhotakota	Luluzi	3	1	4	R
Malawi	CRECCOM	Nkhotakota	M'dyankhanga	2	3	5	R
Malawi	CRECCOM	Nkhotakota	Maliwa	2	1	3	R
Malawi	CRECCOM	Nkhotakota	Matiki	3	0	3	R
Malawi	CRECCOM	Nkhotakota	Matumbi	2	0	2	R
Malawi	CRECCOM	Nkhotakota	Mlala	2	0	2	R
Malawi	CRECCOM	Nkhotakota	Mpandawadothi	4	2	6	R
Malawi	CRECCOM	Nkhotakota	Mpongozipita	1	2	3	R
Malawi	CRECCOM	Nkhotakota	Msangu	2	1	3	R
Malawi	CRECCOM	Nkhotakota	Msenjere	2	2	4	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Nkhotakota	Mtupi	2	2	4	R
Malawi	CRECCOM	Nkhotakota	Ngala - Nkhota-kota	2	2	4	R
Malawi	CRECCOM	Nkhotakota	Nyamvuu	3	0	3	R
Malawi	CRECCOM	Nkhotakota	Sanga	2	0	2	R
Malawi	CRECCOM	Nkhotakota	Senjere	2	0	2	R
Malawi	CRECCOM	Nkhotakota	Tipate	3	0	3	R
Malawi	CRECCOM	Nkhotakota	Ukasi	2	0	2	R
Malawi	CRECCOM	Nkhotakota	Walemera	2	2	4	R
Malawi	CRECCOM	Nsanje	Bambala	5	1	6	R
Malawi	CRECCOM	Nsanje	Chigumukire Nsanje	3	2	5	R
Malawi	CRECCOM	Nsanje	Chilumba Nsanje	2	2	4	R
Malawi	CRECCOM	Nsanje	Chiwephe	1	1	2	R
Malawi	CRECCOM	Nsanje	Kagunje	0	1	1	R
Malawi	CRECCOM	Nsanje	Kamphinda	0	1	1	R
Malawi	CRECCOM	Nsanje	Kanjedza Nsanje	2	1	3	R
Malawi	CRECCOM	Nsanje	Kavulanthenga	3	1	4	R
Malawi	CRECCOM	Nsanje	Khulubvi	4	2	6	R
Malawi	CRECCOM	Nsanje	Mabungwa	0	1	1	R
Malawi	CRECCOM	Nsanje	Magoma	5	1	6	R
Malawi	CRECCOM	Nsanje	Makoka	2	1	3	R
Malawi	CRECCOM	Nsanje	Malindi Nsanje	0	1	1	R
Malawi	CRECCOM	Nsanje	Matundu	4	1	5	R
Malawi	CRECCOM	Nsanje	Mbale	2	1	3	R
Malawi	CRECCOM	Nsanje	Mchere	3	2	5	R
Malawi	CRECCOM	Nsanje	Mgoza	2	2	4	R
Malawi	CRECCOM	Nsanje	Mguda	3	2	5	R
Malawi	CRECCOM	Nsanje	Mkanga	1	1	2	R
Malawi	CRECCOM	Nsanje	Mpatsa	5	2	7	R
Malawi	CRECCOM	Nsanje	Mpepe	3	1	4	R
Malawi	CRECCOM	Nsanje	Mthawira Nsanje	2	2	4	R
Malawi	CRECCOM	Nsanje	Mulaka	0	1	1	R
Malawi	CRECCOM	Nsanje	Mwanambweri	4	1	5	R
Malawi	CRECCOM	Nsanje	Ndiola	3	1	4	R
Malawi	CRECCOM	Nsanje	Nyakamba	0	1	1	R
Malawi	CRECCOM	Nsanje	Nyamijeti	2	1	3	R
Malawi	CRECCOM	Nsanje	Nyamikolongo	2	1	3	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Nsanje	Nyankhwale	2	1	3	R
Malawi	CRECCOM	Nsanje	Nyansima	0	1	1	R
Malawi	CRECCOM	Nsanje	Phanga Catholic	5	2	7	R
Malawi	CRECCOM	Nsanje	Phombwe	2	2	4	R
Malawi	CRECCOM	Ntcheu	Bangala	2	2	4	R
Malawi	CRECCOM	Ntcheu	Bawi	3	2	5	R
Malawi	CRECCOM	Ntcheu	Bemvu	4	2	6	R
Malawi	CRECCOM	Ntcheu	Bula Ntcheu	2	1	3	R
Malawi	CRECCOM	Ntcheu	Champiti	3	1	4	R
Malawi	CRECCOM	Ntcheu	Chauta	3	1	4	R
Malawi	CRECCOM	Ntcheu	Chikuse	3	2	5	R
Malawi	CRECCOM	Ntcheu	Chimutu-Ntcheu	0	1	1	R
Malawi	CRECCOM	Ntcheu	Chimvano	2	2	4	R
Malawi	CRECCOM	Ntcheu	Chimwala Ntcheu	2	1	3	R
Malawi	CRECCOM	Ntcheu	Chiole	2	2	4	R
Malawi	CRECCOM	Ntcheu	Chiole Annexe	2	1	3	R
Malawi	CRECCOM	Ntcheu	Chipula	3	0	3	R
Malawi	CRECCOM	Ntcheu	Chipusile	4	0	4	R
Malawi	CRECCOM	Ntcheu	Chitungu	3	2	5	R
Malawi	CRECCOM	Ntcheu	Dombole	4	2	6	R
Malawi	CRECCOM	Ntcheu	Dzoole	2	2	4	R
Malawi	CRECCOM	Ntcheu	Gongolo	3	1	4	R
Malawi	CRECCOM	Ntcheu	Gumbu	3	2	5	R
Malawi	CRECCOM	Ntcheu	Gunde	3	1	4	R
Malawi	CRECCOM	Ntcheu	Gwauya	3	1	4	R
Malawi	CRECCOM	Ntcheu	Gwedeza (N/Nsipe)	1	0	1	R
Malawi	CRECCOM	Ntcheu	Hau	3	2	5	R
Malawi	CRECCOM	Ntcheu	Kabwazi	2	2	4	R
Malawi	CRECCOM	Ntcheu	Kadansana Ntcheu	3	1	4	R
Malawi	CRECCOM	Ntcheu	Kadzakalowa	2	0	2	R
Malawi	CRECCOM	Ntcheu	Kame Catholic	3	2	5	R
Malawi	CRECCOM	Ntcheu	Kamtema	0	1	1	R
Malawi	CRECCOM	Ntcheu	Kamtsitsi	3	1	4	R
Malawi	CRECCOM	Ntcheu	Kansapato	2	1	3	R
Malawi	CRECCOM	Ntcheu	Kanyimbo	2	0	2	R
Malawi	CRECCOM	Ntcheu	Kapalamula Ntcheu	3	2	5	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Ntcheu	Khuluza	2	1	3	R
Malawi	CRECCOM	Ntcheu	Kuthakwanasi	3	3	6	R
Malawi	CRECCOM	Ntcheu	Kuyenda	2	1	3	R
Malawi	CRECCOM	Ntcheu	Linengwe	2	0	2	R
Malawi	CRECCOM	Ntcheu	Madzanje	3	2	5	R
Malawi	CRECCOM	Ntcheu	Malimwe	3	1	4	R
Malawi	CRECCOM	Ntcheu	Mdeka Ntcheu	3	2	5	R
Malawi	CRECCOM	Ntcheu	Mtsunduliza	2	1	3	R
Malawi	CRECCOM	Ntcheu	Namanyenyezi	2	1	3	R
Malawi	CRECCOM	Ntcheu	Namigoza	1	0	1	R
Malawi	CRECCOM	Ntcheu	Namitengo	3	1	4	R
Malawi	CRECCOM	Ntcheu	Nkandabwako	1	1	2	R
Malawi	CRECCOM	Ntcheu	Nkhande Ntcheu	3	1	4	R
Malawi	CRECCOM	Ntcheu	Nsangu	1	0	1	R
Malawi	CRECCOM	Ntcheu	Nsipe	3	2	5	R
Malawi	CRECCOM	Ntcheu	Nsiyaludzu	6	2	8	R
Malawi	CRECCOM	Ntcheu	Nsiyaludzu (Blind)	11	12	23	R
Malawi	CRECCOM	Ntcheu	Ntcheu Catholic	3	2	5	R
Malawi	CRECCOM	Ntcheu	Nthumbi	1	1	2	R
Malawi	CRECCOM	Ntcheu	Ntumba	6	2	8	R
Malawi	CRECCOM	Ntcheu	Pamdule	3	2	5	R
Malawi	CRECCOM	Ntcheu	Pheza	3	1	4	R
Malawi	CRECCOM	Ntcheu	Sabwera	3	1	4	R
Malawi	CRECCOM	Ntcheu	Satumba	3	0	3	R
Malawi	CRECCOM	Ntcheu	Thipe	2	1	3	R
Malawi	CRECCOM	Ntcheu	Tseka	3	2	5	R
Malawi	CRECCOM	Ntchisi	Chafumbi	3	2	5	R
Malawi	CRECCOM	Ntchisi	Chambawala Ntchisi	2	2	4	R
Malawi	CRECCOM	Ntchisi	Chamthiko	0	1	1	R
Malawi	CRECCOM	Ntchisi	Chibweya	8	2	10	R
Malawi	CRECCOM	Ntchisi	Chimwala Ntchisi	3	2	5	R
Malawi	CRECCOM	Ntchisi	Chinthembwe	3	3	6	R
Malawi	CRECCOM	Ntchisi	Chitawo	7	2	9	R
Malawi	CRECCOM	Ntchisi	Kafantandala	3	2	5	R
Malawi	CRECCOM	Ntchisi	Kalira I	2	2	4	R
Malawi	CRECCOM	Ntchisi	Kalira II	5	2	7	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Ntchisi	Kambadzo	3	2	5	R
Malawi	CRECCOM	Ntchisi	Kapombe	2	2	4	R
Malawi	CRECCOM	Ntchisi	Katope Ntchisi	1	2	3	R
Malawi	CRECCOM	Ntchisi	Kaulatsitsi	1	0	1	R
Malawi	CRECCOM	Ntchisi	Kawaza Ntchisi	3	0	3	R
Malawi	CRECCOM	Ntchisi	Kayuwi	6	2	8	R
Malawi	CRECCOM	Ntchisi	Malindi Ntchisi	3	2	5	R
Malawi	CRECCOM	Ntchisi	Mikwala	2	2	4	R
Malawi	CRECCOM	Ntchisi	Mkondamwini J.P School	0	2	2	R
Malawi	CRECCOM	Ntchisi	Mpamila	3	1	4	R
Malawi	CRECCOM	Ntchisi	Msinda	1	2	3	R
Malawi	CRECCOM	Ntchisi	Ndendere	3	2	5	R
Malawi	CRECCOM	Ntchisi	Ndevu	4	1	5	R
Malawi	CRECCOM	Ntchisi	Nyalabvu	2	0	2	R
Malawi	CRECCOM	Ntchisi	Nyanga	2	2	4	R
Malawi	CRECCOM	Phalombe	Baani	3	1	4	R
Malawi	CRECCOM	Phalombe	Bona	3	1	4	R
Malawi	CRECCOM	Phalombe	Chingozi	2	2	4	R
Malawi	CRECCOM	Phalombe	Chipalanje	2	2	4	R
Malawi	CRECCOM	Phalombe	Chisengeleni	0	2	2	R
Malawi	CRECCOM	Phalombe	Chithumbwi	3	2	5	R
Malawi	CRECCOM	Phalombe	Dindi	3	2	5	R
Malawi	CRECCOM	Phalombe	Dzenje	3	2	5	R
Malawi	CRECCOM	Phalombe	Khongoloni	3	1	4	R
Malawi	CRECCOM	Phalombe	Lihaka	3	2	5	R
Malawi	CRECCOM	Phalombe	Makhanga	2	2	4	R
Malawi	CRECCOM	Phalombe	Makuwa Phalombe	2	2	4	R
Malawi	CRECCOM	Phalombe	Malambwe	2	2	4	R
Malawi	CRECCOM	Phalombe	Matawa	3	0	3	R
Malawi	CRECCOM	Phalombe	Mianga	3	1	4	R
Malawi	CRECCOM	Phalombe	Mileme	4	1	5	R
Malawi	CRECCOM	Phalombe	Milonga Phalombe	3	0	3	R
Malawi	CRECCOM	Phalombe	Mitekete	3	2	5	R
Malawi	CRECCOM	Phalombe	Mpoto	2	1	3	R
Malawi	CRECCOM	Phalombe	Mwalawamphuno	2	2	4	R
Malawi	CRECCOM	Phalombe	Mwanga Catholic	3	0	3	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Phalombe	Mwimba Phalombe	2	1	3	R
Malawi	CRECCOM	Phalombe	Namanjerema	3	2	5	R
Malawi	CRECCOM	Phalombe	Nambazo	4	2	6	R
Malawi	CRECCOM	Phalombe	Nkholonje	2	1	3	R
Malawi	CRECCOM	Phalombe	Phaloni	3	2	5	R
Malawi	CRECCOM	Phalombe	Tchereni	0	2	2	R
Malawi	CRECCOM	Phalombe	Tchereni Catholic	3	0	3	R
Malawi	CRECCOM	Phalombe	Uthwa	1	2	3	R
Malawi	CRECCOM	Rumphi	Barwe	2	1	3	R
Malawi	CRECCOM	Rumphi	Bawa Rumphi	2	1	3	R
Malawi	CRECCOM	Rumphi	Bembe	2	2	4	R
Malawi	CRECCOM	Rumphi	Bolero	3	2	5	R
Malawi	CRECCOM	Rumphi	Bowe	2	1	3	R
Malawi	CRECCOM	Rumphi	Bululuji	2	1	3	R
Malawi	CRECCOM	Rumphi	Chankhalamu Rumphi	3	2	5	R
Malawi	CRECCOM	Rumphi	Chankhomi Rumphi	2	1	3	R
Malawi	CRECCOM	Rumphi	Chirambo	2	1	3	R
Malawi	CRECCOM	Rumphi	Chitanga	2	1	3	R
Malawi	CRECCOM	Rumphi	Chitipwiri	2	1	3	R
Malawi	CRECCOM	Rumphi	Chiyola	1	1	2	R
Malawi	CRECCOM	Rumphi	Jandang'ombe	2	1	3	R
Malawi	CRECCOM	Rumphi	Jumbi	2	1	3	R
Malawi	CRECCOM	Rumphi	Kamphenda	5	2	7	R
Malawi	CRECCOM	Rumphi	Kankhoka	2	0	2	R
Malawi	CRECCOM	Rumphi	Kanyerere Rumphi	2	1	3	R
Malawi	CRECCOM	Rumphi	Kapyolambavi	0	1	1	R
Malawi	CRECCOM	Rumphi	Kasasa	0	1	1	R
Malawi	CRECCOM	Rumphi	Kasere	2	1	3	R
Malawi	CRECCOM	Rumphi	Kawaza Rumphi	2	1	3	R
Malawi	CRECCOM	Rumphi	Kayola	2	1	3	R
Malawi	CRECCOM	Rumphi	Livuri L.E.A.	0	1	1	R
Malawi	CRECCOM	Rumphi	Luhono	2	1	3	R
Malawi	CRECCOM	Rumphi	Lundu Rumphi	2	1	3	R
Malawi	CRECCOM	Rumphi	Luparamizi	2	1	3	R
Malawi	CRECCOM	Rumphi	Lusani	2	1	3	R
Malawi	CRECCOM	Rumphi	Luviri Rumphi	2	0	2	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Rumphi	Magalasi	4	1	5	R
Malawi	CRECCOM	Rumphi	Matunkha	2	1	3	R
Malawi	CRECCOM	Rumphi	Mkama Rumphi	1	1	2	R
Malawi	CRECCOM	Rumphi	Mphande Rumphi	2	1	3	R
Malawi	CRECCOM	Rumphi	Mwazisi L.E.A.	2	2	4	R
Malawi	CRECCOM	Rumphi	Nkhozho Rumphi	2	2	4	R
Malawi	CRECCOM	Rumphi	Sinjiliheni	1	1	2	R
Malawi	CRECCOM	Rumphi	Sokolo	2	1	3	R
Malawi	CRECCOM	Rumphi	Waliro	2	2	4	R
Malawi	CRECCOM	Salima	Chambawala Salima	1	1	2	R
Malawi	CRECCOM	Salima	Changoma	2	1	3	R
Malawi	CRECCOM	Salima	Chawira	2	1	3	R
Malawi	CRECCOM	Salima	Chikombe	3	1	4	R
Malawi	CRECCOM	Salima	Chilanga	4	2	6	R
Malawi	CRECCOM	Salima	Chiluwa I	2	1	3	R
Malawi	CRECCOM	Salima	Chiluwa II	1	1	2	R
Malawi	CRECCOM	Salima	Chinkhuli	2	1	3	R
Malawi	CRECCOM	Salima	Chionjeza	3	1	4	R
Malawi	CRECCOM	Salima	Chitala	2	1	3	R
Malawi	CRECCOM	Salima	Chithiba Salima	3	1	4	R
Malawi	CRECCOM	Salima	Joni	3	1	4	R
Malawi	CRECCOM	Salima	Kalembo	2	1	3	R
Malawi	CRECCOM	Salima	Kanjuwi	1	1	2	R
Malawi	CRECCOM	Salima	Kanongola	4	1	5	R
Malawi	CRECCOM	Salima	Kasache	3	1	4	R
Malawi	CRECCOM	Salima	Katete	1	1	2	R
Malawi	CRECCOM	Salima	Katitima I	2	1	3	R
Malawi	CRECCOM	Salima	Khotekhote	0	1	1	R
Malawi	CRECCOM	Salima	Kolakola	1	1	2	R
Malawi	CRECCOM	Salima	Liwadzi	1	1	2	R
Malawi	CRECCOM	Salima	Matenje	2	2	4	R
Malawi	CRECCOM	Salima	Mchenga Salima	2	1	3	R
Malawi	CRECCOM	Salima	Mchepa	1	1	2	R
Malawi	CRECCOM	Salima	Mgwele	2	1	3	R
Malawi	CRECCOM	Salima	Michulu	2	1	3	R
Malawi	CRECCOM	Salima	Mlesi	2	1	3	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Salima	Mnema	1	1	2	R
Malawi	CRECCOM	Salima	Msanyanda	2	1	3	R
Malawi	CRECCOM	Salima	Msaza	2	2	4	R
Malawi	CRECCOM	Salima	Nakaledza	2	1	3	R
Malawi	CRECCOM	Salima	Nankhata	2	1	3	R
Malawi	CRECCOM	Salima	Ndonda	1	0	1	R
Malawi	CRECCOM	Salima	Njiza	1	1	2	R
Malawi	CRECCOM	Salima	Nthumbo	3	2	5	R
Malawi	CRECCOM	Salima	Thavite	2	2	4	R
Malawi	CRECCOM	Salima	Thawale Salima	1	1	2	R
Malawi	CRECCOM	Salima	Tisawala J.P	1	1	2	R
Malawi	CRECCOM	Thyolo	Chelewani	4	2	6	R
Malawi	CRECCOM	Thyolo	Chididi	3	2	5	R
Malawi	CRECCOM	Thyolo	Chikungwa	0	1	1	R
Malawi	CRECCOM	Thyolo	Chimbewa	2	1	3	R
Malawi	CRECCOM	Thyolo	Chimbwi	0	1	1	R
Malawi	CRECCOM	Thyolo	Chimpaya	0	1	1	R
Malawi	CRECCOM	Thyolo	Chimvu	4	2	6	R
Malawi	CRECCOM	Thyolo	Chisoka	2	2	4	R
Malawi	CRECCOM	Thyolo	Goliati	2	2	4	R
Malawi	CRECCOM	Thyolo	Gombe	8	0	8	R
Malawi	CRECCOM	Thyolo	January	5	2	7	R
Malawi	CRECCOM	Thyolo	Kalimbuka	3	0	3	R
Malawi	CRECCOM	Thyolo	Khawe	4	2	6	R
Malawi	CRECCOM	Thyolo	Khonjen	4	2	6	R
Malawi	CRECCOM	Thyolo	Kumadzi	4	2	6	R
Malawi	CRECCOM	Thyolo	Kwanjana	2	0	2	R
Malawi	CRECCOM	Thyolo	Lisule	0	1	1	R
Malawi	CRECCOM	Thyolo	MILONGA Thyolo	5	2	7	R
Malawi	CRECCOM	Thyolo	Makandi	0	1	1	R
Malawi	CRECCOM	Thyolo	Makapwa	4	3	7	R
Malawi	CRECCOM	Thyolo	Mandindi	1	1	2	R
Malawi	CRECCOM	Thyolo	Matete	1	1	2	R
Malawi	CRECCOM	Thyolo	Mathiya	3	0	3	R
Malawi	CRECCOM	Thyolo	Mikate	2	2	4	R
Malawi	CRECCOM	Thyolo	Minguni	4	4	8	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Thyolo	Mitengo	4	1	5	R
Malawi	CRECCOM	Thyolo	Mmethiwa	2	2	4	R
Malawi	CRECCOM	Thyolo	Mulunguzi Thyolo	0	1	1	R
Malawi	CRECCOM	Thyolo	Mwabvi	5	3	8	R
Malawi	CRECCOM	Thyolo	NANSADI	2	1	3	R
Malawi	CRECCOM	Thyolo	Namiwawa Thyolo	1	1	2	R
Malawi	CRECCOM	Thyolo	Namvula	0	2	2	R
Malawi	CRECCOM	Thyolo	Nanfukwe	2	2	4	R
Malawi	CRECCOM	Thyolo	Nang'ombe	2	2	4	R
Malawi	CRECCOM	Thyolo	Nantchefu	1	1	2	R
Malawi	CRECCOM	Thyolo	Naphiyo	2	0	2	R
Malawi	CRECCOM	Thyolo	Nawita	2	2	4	R
Malawi	CRECCOM	Thyolo	Nsabwe	3	2	5	R
Malawi	CRECCOM	Thyolo	Nsanje	2	0	2	R
Malawi	CRECCOM	Thyolo	Ntundama	3	0	3	R
Malawi	CRECCOM	Thyolo	Sambani	0	1	1	R
Malawi	CRECCOM	Thyolo	Thekerani	9	4	13	R
Malawi	CRECCOM	Thyolo	Likwezembe	1	1	2	R
Malawi	CRECCOM	Zomba Rural	Bishop Mackenzie	2	2	4	R
Malawi	CRECCOM	Zomba Rural	Chanda	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Chikomwe Zomba Rural	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Chilumba Zomba Rural	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Chimbeta	1	1	2	R
Malawi	CRECCOM	Zomba Rural	Chimwalira	3	2	5	R
Malawi	CRECCOM	Zomba Rural	Chiphoola	3	2	5	R
Malawi	CRECCOM	Zomba Rural	Jenala	2	2	4	R
Malawi	CRECCOM	Zomba Rural	Kasimu	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Kayeramadzi	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Khuluvi	2	2	4	R
Malawi	CRECCOM	Zomba Rural	Lomoni	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Machereni	3	2	5	R
Malawi	CRECCOM	Zomba Rural	Malonje	2	2	4	R
Malawi	CRECCOM	Zomba Rural	Mateketa	1	0	1	R
Malawi	CRECCOM	Zomba Rural	Mathuwa	3	2	5	R
Malawi	CRECCOM	Zomba Rural	Maula	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Mbidi	1	1	2	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Zomba Rural	Mchenga Zomba Rural	0	1	1	R
Malawi	CRECCOM	Zomba Rural	Mpanda	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Mtimawoyera	3	2	5	R
Malawi	CRECCOM	Zomba Rural	Mulinga	1	1	2	R
Malawi	CRECCOM	Zomba Rural	Muluma	1	1	2	R
Malawi	CRECCOM	Zomba Rural	Nachiswe	3	2	5	R
Malawi	CRECCOM	Zomba Rural	Nakamba	1	1	2	R
Malawi	CRECCOM	Zomba Rural	Nakholopa	1	1	2	R
Malawi	CRECCOM	Zomba Rural	Nalikukuta	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Namakungwa	2	2	4	R
Malawi	CRECCOM	Zomba Rural	Namakwena	0	1	1	R
Malawi	CRECCOM	Zomba Rural	Namalombe	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Namatope	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Namikhate	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Namilambe	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Namitsitsi	2	2	4	R
Malawi	CRECCOM	Zomba Rural	Namiwawa Zomba Rural	4	2	6	R
Malawi	CRECCOM	Zomba Rural	Namiyala	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Nanjiri	3	2	5	R
Malawi	CRECCOM	Zomba Rural	Nanjiwa Zomba Rural	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Nantchengwa	1	1	2	R
Malawi	CRECCOM	Zomba Rural	Nathupi	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Nazitimbe	3	1	4	R
Malawi	CRECCOM	Zomba Rural	Ntangatanga	3	1	4	R
Malawi	CRECCOM	Zomba Rural	Sabola	2	2	4	R
Malawi	CRECCOM	Zomba Rural	Sakatama	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Sambaalendo	4	2	6	R
Malawi	CRECCOM	Zomba Rural	St. Martins	4	1	5	R
Malawi	CRECCOM	Zomba Rural	St. Pius	3	2	5	R
Malawi	CRECCOM	Zomba Rural	Taibu	3	1	4	R
Malawi	CRECCOM	Zomba Rural	Thabwani Zomba Rural	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Thangala	2	1	3	R
Malawi	CRECCOM	Zomba Rural	Utwe	3	2	5	R
Malawi	CRECCOM	Zomba Urban	Chikamveka Zomba	5	3	8	U
Malawi	CRECCOM	Zomba Urban	Chipiloni	4	3	7	U
Malawi	CRECCOM	Zomba Urban	Matiya	5	3	8	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Malawi	CRECCOM	Zomba Urban	Mponda Zomba	5	2	7	U
Malawi	CRECCOM	Zomba Urban	Ndangopuma	5	3	8	U
Malawi	CRECCOM	Zomba Urban	Police	5	3	8	U
Malawi	CRECCOM	Zomba Urban	Thundu Zomba	4	2	6	U
Malawi	CRECCOM	Zomba Urban	Zomba CCAP	3	2	5	U
Mozambique	Associação Moçambicana para a Ajuda de Desenvolvimento de Povo para Povo (ADPP)	Manica	Escola das Formigas do Futuro Chimoio	100	75	175	R
Mozambique	ADPP	Maputo	ADPP-Cidadela das Crianças	250	100	350	U
Mozambique	ADPP	Maputo	Escola Desportiva Xipamanine	100	74	174	U
Mozambique	ADPP	Nampula	EP I - Matola	4	10	14	U
Mozambique	ADPP	Nampula	EPC 4º Congresso	4	0	4	U
Mozambique	ADPP	Nampula	EPC 7º Abril - Nacala	9	0	9	U
Mozambique	ADPP	Nampula	EPC Maiaia	4	0	4	U
Mozambique	ADPP	Nampula	EPC Mocone	4	5	9	U
Mozambique	ADPP	Nampula	EPC Naherengue	4	10	14	U
Mozambique	ADPP	Nampula	EPC Triângulo	5	0	5	U
Mozambique	ADPP	Nampula	Ep I - Muzuane	8	0	8	U
Mozambique	ADPP	Nampula	Ep I - Socaju	2	10	12	U
Mozambique	ADPP	Nampula	Epc Cidade Alta	7	0	7	U
Mozambique	ADPP	Nampula	Escola das Formigas do Futuro - Nacala	49	40	89	U
Mozambique	ADPP	Sofala	EPI I de Junho Nha	15	0	15	R
Mozambique	ADPP	Sofala	EPI I de Maio	40	0	40	R
Mozambique	ADPP	Sofala	EPI 24 de Julho	15	0	15	R
Mozambique	ADPP	Sofala	EPI 25 de Setembro	24	0	24	R
Mozambique	ADPP	Sofala	EPI 3 de Fevereiro Buzi	19	0	19	R
Mozambique	ADPP	Sofala	EPI 3 de Fevereiro Gor	20	0	20	R
Mozambique	ADPP	Sofala	EPI 3 de Fevereiro Nha	20	0	20	R
Mozambique	ADPP	Sofala	EPI Bandua II	30	0	30	R
Mozambique	ADPP	Sofala	EPI Chicoio	24	0	24	R
Mozambique	ADPP	Sofala	EPI Chirasicua	25	0	25	R
Mozambique	ADPP	Sofala	EPI Chitunga	35	0	35	R
Mozambique	ADPP	Sofala	EPI Cudzo	26	0	26	R
Mozambique	ADPP	Sofala	EPI Fumo	19	0	19	R
Mozambique	ADPP	Sofala	EPI Guara-Guara	25	0	25	R
Mozambique	ADPP	Sofala	EPI Gurunguire	25	0	25	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Mozambique	ADPP	Sofala	EPI Harrumua	15	0	15	R
Mozambique	ADPP	Sofala	EPI Inhamita	24	0	24	R
Mozambique	ADPP	Sofala	EPI Josina Machel	20	0	20	R
Mozambique	ADPP	Sofala	EPI Machico	20	0	20	R
Mozambique	ADPP	Sofala	EPI Maconde	29	0	29	R
Mozambique	ADPP	Sofala	EPI Macua	24	0	24	R
Mozambique	ADPP	Sofala	EPI Macumba	20	0	20	R
Mozambique	ADPP	Sofala	EPI Mada	20	0	20	R
Mozambique	ADPP	Sofala	EPI Malulu	10	0	10	R
Mozambique	ADPP	Sofala	EPI Manguena	20	0	20	R
Mozambique	ADPP	Sofala	EPI Mau-Tse-Tung	20	0	20	R
Mozambique	ADPP	Sofala	EPI Mbulawa	25	0	25	R
Mozambique	ADPP	Sofala	EPI Metuchira Empresa	20	0	20	R
Mozambique	ADPP	Sofala	EPI Metuchira Nharuchonga	15	0	15	R
Mozambique	ADPP	Sofala	EPI Monte Siluvo	20	0	20	R
Mozambique	ADPP	Sofala	EPI Muchenessa	24	0	24	R
Mozambique	ADPP	Sofala	EPI Mucodza	20	0	20	R
Mozambique	ADPP	Sofala	EPI Mucombedzi I	20	0	20	R
Mozambique	ADPP	Sofala	EPI Munamicua	29	0	29	R
Mozambique	ADPP	Sofala	EPI Mutamarega	30	0	30	R
Mozambique	ADPP	Sofala	EPI Mutiambamba	10	0	10	R
Mozambique	ADPP	Sofala	EPI Nhambita	14	0	14	R
Mozambique	ADPP	Sofala	EPI Nhambondo	29	0	29	R
Mozambique	ADPP	Sofala	EPI Nhamussangora	25	0	25	R
Mozambique	ADPP	Sofala	EPI Nhangea	10	0	10	R
Mozambique	ADPP	Sofala	EPI Nhanoa	15	0	15	R
Mozambique	ADPP	Sofala	EPI Nhansato	10	0	10	R
Mozambique	ADPP	Sofala	EPI Pavua	20	0	20	R
Mozambique	ADPP	Sofala	EPI Pungue	31	0	31	R
Mozambique	ADPP	Sofala	EPI Tambarara	20	0	20	R
Mozambique	ADPP	Sofala	EPI Tazaronda	20	0	20	R
Mozambique	ADPP	Sofala	EPI Tchiro I	20	0	20	R
Mozambique	ADPP	Sofala	EPI Tsunguza	20	0	20	R
Mozambique	ADPP	Sofala	EPI de Begaja	24	0	24	R
Mozambique	ADPP	Sofala	EP2 Buzi	23	0	23	R
Mozambique	ADPP	Sofala	EPC I de Junho Buzi	31	0	31	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Mozambique	ADPP	Sofala	EPC 12 de Outubro	20	0	20	R
Mozambique	ADPP	Sofala	EPC 25 de Junho	30	0	30	R
Mozambique	ADPP	Sofala	EPC 25 de Setembro-Gorongosa	20	0	20	R
Mozambique	ADPP	Sofala	EPC 7 de Abril - Nha	25	0	25	R
Mozambique	ADPP	Sofala	EPC Acordos de Lusaka	30	0	30	R
Mozambique	ADPP	Sofala	EPC Bandua	33	0	33	R
Mozambique	ADPP	Sofala	EPC Chirimonho	30	0	30	R
Mozambique	ADPP	Sofala	EPC Guara-Guara	37	0	37	R
Mozambique	ADPP	Sofala	EPC Herois Mocabicanos	20	0	20	R
Mozambique	ADPP	Sofala	EPC Inhanjou	31	0	31	R
Mozambique	ADPP	Sofala	EPC Inharongue	30	0	30	R
Mozambique	ADPP	Sofala	EPC J. Tongogara	20	0	20	R
Mozambique	ADPP	Sofala	EPC Mapombwe	45	0	45	R
Mozambique	ADPP	Sofala	EPC Mecuzi	20	0	20	R
Mozambique	ADPP	Sofala	EPC Metuchira Pita	20	0	20	R
Mozambique	ADPP	Sofala	EPC Mucombedzi 2	20	0	20	R
Mozambique	ADPP	Sofala	EPC Ndeja	20	0	20	R
Mozambique	ADPP	Sofala	EPC Nhampoca	15	0	15	R
Mozambique	ADPP	Sofala	EPC Nharuchonga	20	0	20	R
Mozambique	ADPP	Sofala	EPC Nhataca	30	0	30	R
Mozambique	ADPP	Sofala	EPC Nova Jerusalem	30	0	30	R
Mozambique	ADPP	Sofala	EPC Tsiquiri	35	0	35	R
Mozambique	ADPP	Sofala	EPC Ussingue	30	0	30	R
Mozambique	ADPP	Sofala	EPC Vunduzi	30	0	30	R
Mozambique	Cáritas Regional de Chokwé	Gaza	EPI de Punguine	15	0	15	R
Mozambique	Cáritas Regional de Chokwé	Gaza	EPI de Tingonhamene	6	0	6	R
Mozambique	Cáritas Regional de Chokwé	Gaza	EP2 -Conhane	10	10	20	R
Mozambique	Cáritas Regional de Chokwé	Gaza	EPC de Chate	10	0	10	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Escola Primaria de Bombofo	22	0	22	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Escola Primaria de Changulene	10	0	10	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Escola Primaria de Chinhacanine	20	0	20	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Escola Primaria de Djodjo	9	0	9	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Escola Primaria de Donga	18	10	28	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Escola Primaria de Inchovane	10	0	10	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Escola Primaria de Kandiza	14	0	14	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Escola Primaria de Lionde	7	0	7	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Mozambique	Cáritas Regional de Chokwé	Gaza	Escola Primaria de Majajamela	7	0	7	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Escola Primaria de Manjangue	13	10	23	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Escola Primaria de Matuba	20	10	30	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Escola Primaria de Tlawene	8	0	8	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Escola Primaria de Nhanale	7	0	7	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Primaria 25 de Setembro	9	0	9	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Primaria de Chiaquelane	21	0	21	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Primaria de Duvane	10	0	10	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Primaria de Machinho	7	0	7	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Primaria de Mubanguene	11	0	11	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Primaria de Pumbe	14	10	24	R
Mozambique	Cáritas Regional de Chokwé	Gaza	Primaria de Tomanine	22	0	22	R
Mozambique	FAWEMO	Gaza	EPC Chitar	25	18	43	R
Mozambique	FAWEMO	Gaza	EPC Coca Missava	25	18	43	R
Mozambique	FAWEMO	Gaza	EPC Eduardo Mondlane	25	18	43	R
Mozambique	FAWEMO	Gaza	EPC Tihovene	25	18	43	R
Mozambique	FAWEMO	Inhambane	EPC Nhachengue	30	18	48	R
Mozambique	FAWEMO	Inhambane	EPC Pamuane	35	18	53	R
Mozambique	FAWEMO	Inhambane	EPC de Muvamba	35	18	53	R
Mozambique	FAWEMO	Zambezia	EPC Samora Machel	150	37	187	R
Mozambique	FAWEMO	Zambezia	EPC Sede	150	37	187	R
Mozambique	Kulima	Inhambane	EPC 25 de setembro	28	24	52	U
Mozambique	Kulima	Inhambane	EPC 7 de Abril Meu	21	34	55	R
Mozambique	Kulima	Inhambane	EPC Agostinho Neto	61	29	90	R
Mozambique	Kulima	Inhambane	EPC I de Maio	17	0	17	U
Mozambique	Kulima	Inhambane	EPC Jangamo	51	26	77	R
Mozambique	Kulima	Inhambane	EPC Nhamangue	18	20	38	R
Mozambique	Kulima	Inhambane	EPC Sede de Homoine	29	9	38	R
Mozambique	Kulima	Inhambane	EPC de Chicuque	15	26	41	U
Mozambique	Kulima	Inhambane	EPC de Chinjinguir	22	19	41	R
Mozambique	Kulima	Inhambane	EPC de Chithicua	49	25	74	R
Mozambique	Kulima	Inhambane	EPC de Chizapela	49	41	90	R
Mozambique	Kulima	Inhambane	EPC de Chongola	33	23	56	R
Mozambique	Kulima	Inhambane	EPC de Cumbana	59	33	92	R
Mozambique	Kulima	Inhambane	EPC de Dimande	33	18	51	R
Mozambique	Kulima	Inhambane	EPC de Guiua	42	6	48	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Mozambique	Kulima	Inhambane	EPC de Homoine Anexa	43	35	78	R
Mozambique	Kulima	Inhambane	EPC de Inhamussa	40	24	64	R
Mozambique	Kulima	Inhambane	EPC de Inharrime	53	24	77	R
Mozambique	Kulima	Inhambane	EPC de Mabil	71	28	99	R
Mozambique	Kulima	Inhambane	EPC de Machavela	34	20	54	R
Mozambique	Kulima	Inhambane	EPC de Mahalamba	49	22	71	R
Mozambique	Kulima	Inhambane	EPC de Mangorro	53	23	76	R
Mozambique	Kulima	Inhambane	EPC de Marrumwana	53	42	95	R
Mozambique	Kulima	Inhambane	EPC de Muchirre	25	25	50	R
Mozambique	Kulima	Inhambane	EPC de Nhacoja	44	34	78	U
Mozambique	Kulima	Inhambane	EPC de Nhamossa	13	20	33	U
Mozambique	Kulima	Inhambane	EPC de Nhanguila	53	25	78	R
Mozambique	Kulima	Inhambane	EPC de Nhatitima	37	28	65	R
Mozambique	Kulima	Inhambane	EPC de Rumbana	3	0	3	U
Mozambique	Kulima	Inhambane	EPI Cumbula	23	6	29	R
Mozambique	Kulima	Inhambane	EPI Ngulela	28	13	41	R
Mozambique	Kulima	Inhambane	EPI de Chibassa	45	29	74	R
Mozambique	Kulima	Inhambane	EPI de Cuguana	18	0	18	R
Mozambique	Kulima	Inhambane	EPI de Daulamazi	15	0	15	R
Mozambique	Kulima	Inhambane	EPI de Fambacuassee	48	11	59	R
Mozambique	Kulima	Inhambane	EPI de Hanhane	19	15	34	R
Mozambique	Kulima	Inhambane	EPI de Inhamussua	14	0	14	R
Mozambique	Kulima	Inhambane	EPI de Madovela	30	16	46	R
Mozambique	Kulima	Inhambane	EPI de Nhambio	8	0	8	R
Mozambique	Kulima	Inhambane	EPI de Nhantumbo	33	14	47	R
Mozambique	Kulima	Inhambane	EPI de Ussaca	21	13	34	R
Mozambique	World Relief Mozambique	Inhambane	EPI Armando Emilio Guebuza de Mussacate	147	12	159	U
Mozambique	World Relief Mozambique	Inhambane	EPI de Joaquim Alberto Chissano, Quissico	260	11	271	U
Mozambique	World Relief Mozambique	Inhambane	Escola Primaria Completa de Quissico	497	58	555	U
Mozambique	World Relief Mozambique	Inhambane	Escola Primária do 1º Grau de Mahumane	158	68	226	U
Mozambique	World Relief Mozambique	Inhambane	Escola Primária do 1º Grau de Nhabinde	286	66	352	U
Namibia	Evangelical Lutheran Church HIV/AIDS Programme (ELCAP)	Erongo	Brandberg P.S.	5	1	6	R
Namibia	ELCAP	Erongo	Duinesig Combined School	4	1	5	U
Namibia	ELCAP	Erongo	Ebenhaeser P.S	9	2	11	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Namibia	ELCAP	Erongo	Elifas Goseb P.S	4	1	5	U
Namibia	ELCAP	Erongo	Erongosig P. S	5	1	6	U
Namibia	ELCAP	Erongo	Otjimbingwe P.S	12	3	15	R
Namibia	ELCAP	Erongo	Tutalení P.S	5	1	6	U
Namibia	ELCAP	Erongo	W. Borchard P.S	17	4	21	U
Namibia	ELCAP	Hardap	C Spellmeyer JSS	10	2	12	R
Namibia	ELCAP	Hardap	D.C. Fredericks P.S	8	2	10	R
Namibia	ELCAP	Hardap	D.D. Guibeb P.S	8	2	10	U
Namibia	ELCAP	Hardap	Daweb J.S.S.	19	4	23	U
Namibia	ELCAP	Hardap	Edward Fredericks P.S	5	1	6	R
Namibia	ELCAP	Hardap	J.R.Camm S.P.S	8	2	10	R
Namibia	ELCAP	Hardap	J.T.L Beukes P.S	6	1	7	U
Namibia	ELCAP	Hardap	Jakob Saul P. S	21	5	26	R
Namibia	ELCAP	Hardap	Klein Aub P. S	10	2	12	R
Namibia	ELCAP	Hardap	Mariental P. S	11	2	13	U
Namibia	ELCAP	Hardap	N.Mutschuana P. S	21	5	26	R
Namibia	ELCAP	Hardap	Oanob P.S	4	1	5	U
Namibia	ELCAP	Hardap	Origo P.S	3	1	4	U
Namibia	ELCAP	Hardap	Salmon Boois J. P. S	9	2	11	R
Namibia	ELCAP	Hardap	Sonop P. School	6	1	7	U
Namibia	ELCAP	Hardap	Vooruitsig J.S.S	11	2	13	U
Namibia	ELCAP	Hardap	W.M. Jodd P.S	4	1	5	R
Namibia	ELCAP	Karas	E.H. Baard P.S	5	1	6	R
Namibia	ELCAP	Karas	Ernst Jager J.S.S	28	7	35	U
Namibia	ELCAP	Karas	Geduld P.S	7	2	9	R
Namibia	ELCAP	Karas	Kaitsi !Gubeb P S	18	4	22	R
Namibia	ELCAP	Karas	Karasburg P.S	10	2	12	U
Namibia	ELCAP	Karas	Michel Durocher P.S	7	2	9	R
Namibia	ELCAP	Karas	Mina Sachs P. School	10	2	12	U
Namibia	ELCAP	Karas	Nowak P.S	4	1	5	R
Namibia	ELCAP	Karas	Schmelenville J.S.S	11	3	14	R
Namibia	ELCAP	Khomas	Dordabis P. S.	15	4	19	R
Namibia	ELCAP	Khomas	Groot-Aub J.S.S	5	1	6	R
Namibia	ELCAP	Khomas	Rehoboth Primary School	5	1	6	U
Namibia	ELCAP	Kunene	D.F./Uirab P.S	12	4	16	R
Namibia	ELCAP	Kunene	Kamanjab Combined P.S	18	4	22	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Namibia	ELCAP	Oshikoto	Opawa P.S	11	3	14	U
Namibia	ELCAP	Otjozondjupa	Aurora P.S	1	0	1	U
Namibia	ELCAP	Otjozondjupa	Kalenga P.S	4	1	5	U
Namibia	ELCAP	Otjozondjupa	Karundu P.S	4	0	4	U
Namibia	ELCAP	Otjozondjupa	Khorab J.S.S	12	3	15	U
Namibia	ELCAP	Otjozondjupa	Makalani P.S	4	1	5	U
Namibia	ELCAP	Otjozondjupa	Orwetoveni P. School	6	1	7	U
Namibia	ELCAP	Otjozondjupa	Rogate P.S.	8	2	10	U
Namibia	ELCAP	Otjozondjupa	Spesbona P.S.	4	1	5	U
Namibia	Forum for African Women Educationalists in Namibia (FAWENA)	Caprivi	Cheshire Homes 2	20	13	33	R
Namibia	FAWENA	Khomas	A.I. Steenkamp Primary School 2	9	5	14	U
Namibia	FAWENA	Khomas	Aris Primary School	20	5	25	R
Namibia	FAWENA	Khomas	Auas Primary School	1	0	1	U
Namibia	FAWENA	Khomas	Augeikhas Primary School 2	1	0	1	U
Namibia	FAWENA	Khomas	Bet-El Primary School	1	0	1	U
Namibia	FAWENA	Khomas	Dagbreek Centre 2	21	6	27	U
Namibia	FAWENA	Khomas	Dr. Aupa Frans Indongo Primary School	3	0	3	U
Namibia	FAWENA	Khomas	Elim Primary School 2	2	0	2	U
Namibia	FAWENA	Khomas	Eluwa Special School 2	20	5	25	U
Namibia	FAWENA	Khomas	Eros Girls School 2	13	0	13	U
Namibia	FAWENA	Khomas	Gammams Primary School 2	8	0	8	U
Namibia	FAWENA	Khomas	Hermann Gmeiner Primary School 2	3	0	3	U
Namibia	FAWENA	Khomas	Martti Ahtisaari Primary School 2	11	0	11	U
Namibia	FAWENA	Khomas	Michelle McLean Primary School 2	17	0	17	U
Namibia	FAWENA	Khomas	Moreson Special School 2	15	5	20	U
Namibia	FAWENA	Khomas	Moses Goraeb	8	0	8	U
Namibia	FAWENA	Khomas	Moses van der Byl Primary School 2	8	0	8	U
Namibia	FAWENA	Khomas	Namibia Primary School 2	1	0	1	U
Namibia	FAWENA	Khomas	Namutuni Primary School 2	4	0	4	U
Namibia	FAWENA	Khomas	National Institute for Special Education: Hearing	20	0	20	U
Namibia	FAWENA	Khomas	St. Andrews Primary School 2	3	0	3	U
Namibia	FAWENA	Khomas	St. Barnabas Primary School 2	1	0	1	U
Namibia	FAWENA	Khomas	Tobias Hainyeko Primary School 2	3	0	3	U
Namibia	FAWENA	Khomas	Van Rhyn Primary School 2	3	0	3	U
Namibia	FAWENA	Kunene	Kameru Senior Primary School	20	5	25	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Namibia	FAWENA	Kunene	Okanguati Primary School	21	0	21	R
Namibia	FAWENA	Kunene	Okorosave Primary school	20	5	25	R
Namibia	FAWENA	Kunene	Opuwo Primary School	20	0	20	R
Namibia	FAWENA	Kunene	Ruiter Primary School	18	5	23	R
Namibia	FAWENA	Ohangwena	Endola Primary School	1	0	1	R
Namibia	FAWENA	Okavango	Bravo Primary School	19	5	24	R
Namibia	FAWENA	Okavango	Martin Ndumba Combined School	19	0	19	R
Namibia	FAWENA	Okavango	Nkurenkuru Primary School	21	0	21	R
Namibia	FAWENA	Omaheke	Gobabis Primary School	11	3	14	U
Namibia	FAWENA	Omaheke	Gunichas R.C. Primary School	21	5	26	R
Namibia	FAWENA	Omaheke	Hippo Primary School	20	0	20	R
Namibia	FAWENA	Omaheke	Rakutuka Primary School	21	4	25	U
Namibia	FAWENA	Oshana	Okaku Primary School	20	4	24	R
Namibia	FAWENA	Oshana	Okashandja Combined School	20	4	24	R
Namibia	FAWENA	Oshana	Ompaandakani Combined	19	4	23	R
Namibia	FAWENA	Oshana	Ondiamande Combined School	29	4	33	R
Namibia	FAWENA	Oshana	Uukwiyoongwe Combined School	20	4	24	R
Namibia	FAWENA	Oshikoto	Omuntele Primary School	15	0	15	R
Namibia	FAWENA	Oshikoto	Ondjamba Combine School 2	24	5	29	R
Namibia	FAWENA	Otjozondjupa	Mangeti Primary School	19	5	24	R
São Tomé	São Tomé e Príncipe Union for Promotion (STeP UP)	São Tomé	1 de Junho	9	0	9	U
São Tomé	STeP UP	São Tomé	12 de Julho	12	0	12	U
São Tomé	STeP UP	São Tomé	Aeroporto/Francisco Tenreiro	10	0	10	U
São Tomé	STeP UP	São Tomé	Água - Ize	14	20	34	R
São Tomé	STeP UP	São Tomé	Almas Primária	7	0	7	U
São Tomé	STeP UP	São Tomé	Almas Secundária	9	26	35	U
São Tomé	STeP UP	São Tomé	Almeirim	5	0	5	U
São Tomé	STeP UP	São Tomé	Angolares	7	0	7	R
São Tomé	STeP UP	São Tomé	Angolares Secondary	23	27	50	R
São Tomé	STeP UP	São Tomé	Anselmo Andrade	5	0	5	R
São Tomé	STeP UP	São Tomé	Atanasio Gomes	7	1	8	U
São Tomé	STeP UP	São Tomé	Batepa	4	0	4	R
São Tomé	STeP UP	São Tomé	Boa Entrada	5	3	8	R
São Tomé	STeP UP	São Tomé	Bobo - Forro	8	0	8	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
São Tomé	STeP UP	São Tomé	Bombom Primary	6	0	6	U
São Tomé	STeP UP	São Tomé	Bombom Secondary	19	38	57	U
São Tomé	STeP UP	São Tomé	Caixao- Grande	6	0	6	U
São Tomé	STeP UP	São Tomé	Conde	3	2	5	R
São Tomé	STeP UP	São Tomé	Conde Secondary School	8	9	17	R
São Tomé	STeP UP	São Tomé	Desejada	9	9	18	R
São Tomé	STeP UP	São Tomé	Diogo Vaz	3	0	3	R
São Tomé	STeP UP	São Tomé	Esprinha	3	0	3	R
São Tomé	STeP UP	São Tomé	Folha Fede	7	0	7	R
São Tomé	STeP UP	São Tomé	Graça- Capela	5	0	5	R
São Tomé	STeP UP	São Tomé	Guadalupe Primary	8	0	8	U
São Tomé	STeP UP	São Tomé	Guadalupe Sec.	8	25	33	U
São Tomé	STeP UP	São Tomé	Lemos	5	0	5	R
São Tomé	STeP UP	São Tomé	Liceu Nacional	40	35	75	U
São Tomé	STeP UP	São Tomé	Magodinho	6	0	6	R
São Tomé	STeP UP	São Tomé	Maria de Jesus	9	0	9	U
São Tomé	STeP UP	São Tomé	Mesquista	6	0	6	R
São Tomé	STeP UP	São Tomé	Monte Café	7	0	7	R
São Tomé	STeP UP	São Tomé	Neves Primary	8	0	8	U
São Tomé	STeP UP	São Tomé	Neves Secondary	22	35	57	U
São Tomé	STeP UP	São Tomé	Oque - Del - Rei	8	0	8	U
São Tomé	STeP UP	São Tomé	Ototo	6	0	6	R
São Tomé	STeP UP	São Tomé	Pantufo	3	0	3	U
São Tomé	STeP UP	São Tomé	Patrice Lumumba	76	24	100	U
São Tomé	STeP UP	São Tomé	Ponta - Figo	6	0	6	R
São Tomé	STeP UP	São Tomé	Porto Alegre Primary	6	0	6	R
São Tomé	STeP UP	São Tomé	Porto Alegre Secondary	15	27	42	R
São Tomé	STeP UP	São Tomé	Poto	7	0	7	R
São Tomé	STeP UP	São Tomé	Praia - Gamboa	6	0	6	U
São Tomé	STeP UP	São Tomé	Ribeira Afonso	7	0	7	R
São Tomé	STeP UP	São Tomé	Ribeira Peixe	8	0	8	R
São Tomé	STeP UP	São Tomé	Riboque Capital	10	0	10	U
São Tomé	STeP UP	São Tomé	S. Fen'cia	5	0	5	R
São Tomé	STeP UP	São Tomé	S. Marçal	7	0	7	U
São Tomé	STeP UP	São Tomé	S.Amaro	2	2	4	R
São Tomé	STeP UP	São Tomé	S.Joao	22	22	44	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
São Tomé	STeP UP	São Tomé	Santa Catarina	7	0	7	R
São Tomé	STeP UP	São Tomé	Santa Catarina Secondary	11	22	33	R
São Tomé	STeP UP	São Tomé	Santa Geny	3	0	3	R
São Tomé	STeP UP	São Tomé	Santana	5	0	5	U
São Tomé	STeP UP	São Tomé	Santana Secondary	16	33	49	U
São Tomé	STeP UP	São Tomé	Trindade S. Pontes	6	0	6	U
São Tomé	STeP UP	São Tomé	Trindade Secondary	30	27	57	U
São Tomé	STeP UP	São Tomé	Vigoço	10	13	23	U
São Tomé	STeP UP	São Tomé	Ângra Toldo	5	0	5	R
South Africa	Heartbeat Centre for Community Development	Free State	Amohelang	0	1	1	U
South Africa	Heartbeat	Free State	Atang	1	0	1	U
South Africa	Heartbeat	Free State	Batjha	6	0	6	U
South Africa	Heartbeat	Free State	Bloemfontein Oos	0	1	1	U
South Africa	Heartbeat	Free State	Boitumelo	0	1	1	U
South Africa	Heartbeat	Free State	Bothobapelo	5	0	5	U
South Africa	Heartbeat	Free State	Botlehadi	1	0	1	U
South Africa	Heartbeat	Free State	Ditholwana	43	4	47	U
South Africa	Heartbeat	Free State	Fadimehang	0	1	1	U
South Africa	Heartbeat	Free State	Fauna	1	0	1	U
South Africa	Heartbeat	Free State	Joe Solomon	0	1	1	U
South Africa	Heartbeat	Free State	Kgabane	1	0	1	U
South Africa	Heartbeat	Free State	Kgorathuto	7	0	7	U
South Africa	Heartbeat	Free State	Kgothatso	1	0	1	U
South Africa	Heartbeat	Free State	Khauho	2	0	2	U
South Africa	Heartbeat	Free State	Lebelo	16	15	31	U
South Africa	Heartbeat	Free State	Lerole	0	2	2	U
South Africa	Heartbeat	Free State	Lesedi	2	0	2	U
South Africa	Heartbeat	Free State	Mahlohonolo	4	0	4	U
South Africa	Heartbeat	Free State	Mmusapelo	1	2	3	U
South Africa	Heartbeat	Free State	Mpolokeng	29	12	41	U
South Africa	Heartbeat	Free State	Nkgothatseng	0	1	1	U
South Africa	Heartbeat	Free State	Nthabeleng	4	0	4	U
South Africa	Heartbeat	Free State	Olympia	2	0	2	U
South Africa	Heartbeat	Free State	Phalang	0	1	1	U
South Africa	Heartbeat	Free State	Phano	1	0	1	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
South Africa	Heartbeat	Free State	Polokehong Primary	2	0	2	U
South Africa	Heartbeat	Free State	Qelo	17	6	23	U
South Africa	Heartbeat	Free State	Rankwe	2	0	2	U
South Africa	Heartbeat	Free State	Raohang	1	3	4	U
South Africa	Heartbeat	Free State	Rekgone	21	19	40	U
South Africa	Heartbeat	Free State	Relebeletse	14	5	19	U
South Africa	Heartbeat	Free State	Sankatane	2	0	2	U
South Africa	Heartbeat	Free State	Senakangwedi	2	0	2	U
South Africa	Heartbeat	Free State	St'Patric	0	3	3	R
South Africa	Heartbeat	Free State	Thariyatshepe	29	12	41	U
South Africa	Heartbeat	Free State	Thato	1	3	4	U
South Africa	Heartbeat	Free State	Thatohatsi	0	2	2	U
South Africa	Heartbeat	Free State	Tjhebelopele	5	0	5	U
South Africa	Heartbeat	Free State	Tlotlisang	10	1	11	U
South Africa	Heartbeat	Free State	Toka	1	1	2	U
South Africa	Humana People to People	Gauteng	Boikanyo Primary School	1	1	2	U
South Africa	Humana People to People	Gauteng	Bonamelo Primary	48	43	91	U
South Africa	Humana People to People	Gauteng	Bottom Primary School	22	20	42	U
South Africa	Humana People to People	Gauteng	Busisiwe Primary	0	1	1	U
South Africa	Humana People to People	Gauteng	DSJ Primary Schhol	0	1	1	U
South Africa	Humana People to People	Gauteng	Dumelang Primary School	1	0	1	U
South Africa	Humana People to People	Gauteng	Ebuhleni Primary School	0	2	2	U
South Africa	Humana People to People	Gauteng	Ekuphumeleleni	0	1	1	U
South Africa	Humana People to People	Gauteng	Hector Peterson Primary School	14	11	25	U
South Africa	Humana People to People	Gauteng	Hlabangane	0	1	1	U
South Africa	Humana People to People	Gauteng	Isu'lihle	2	1	3	U
South Africa	Humana People to People	Gauteng	Ithembalihle	0	1	1	U
South Africa	Humana People to People	Gauteng	Khulani H.P. School	6	0	6	U
South Africa	Humana People to People	Gauteng	Khululekani Primary School	0	1	1	U
South Africa	Humana People to People	Gauteng	Khuthalani Primary School	1	2	3	U
South Africa	Humana People to People	Gauteng	Klipvalley Primary	8	9	17	U
South Africa	Humana People to People	Gauteng	Makhoarane Primary school	0	1	1	U
South Africa	Humana People to People	Gauteng	Margaret Gwele	2	0	2	U
South Africa	Humana People to People	Gauteng	Mayibuye Primary School	23	33	56	U
South Africa	Humana People to People	Gauteng	Njebo Primary School	1	1	2	U
South Africa	Humana People to People	Gauteng	Obedmosiane	17	8	25	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
South Africa	Humana People to People	Gauteng	Philip Kushlick Primary School	0	2	2	U
South Africa	Humana People to People	Gauteng	Pumelela Primary School	0	2	2	U
South Africa	Humana People to People	Gauteng	Senyamo Primary School	0	1	1	U
South Africa	Humana People to People	Gauteng	Sivuleleni Primary School	0	1	1	U
South Africa	Humana People to People	Gauteng	Thathezakho Primary	1	1	2	U
South Africa	Humana People to People	Gauteng	Thembaletu Primary School	0	1	1	U
South Africa	Humana People to People	Gauteng	Uvuyo Primary School	0	1	1	U
South Africa	Humana People to People	Gauteng	Vusisizwe Primary school	0	1	1	U
South Africa	Humana People to People	Gauteng	West Gold Primary	0	1	1	U
South Africa	Humana People to People	Gauteng	Zola Senior Primary	3	1	4	U
South Africa	Humana People to People	Limpopo	Abiot Kolobe	21	16	37	R
South Africa	Humana People to People	Limpopo	Bohlapakolobe	12	16	28	R
South Africa	Humana People to People	Limpopo	Bokwidi	15	17	32	R
South Africa	Humana People to People	Limpopo	Given Mangolo	10	23	33	R
South Africa	Humana People to People	Limpopo	Kgakgala Primary School	8	0	8	R
South Africa	Humana People to People	Limpopo	Leubaneng	6	0	6	R
South Africa	Humana People to People	Limpopo	Mapala Primary School	6	13	19	R
South Africa	Humana People to People	Limpopo	Mmangwedi Primary School	5	0	5	R
South Africa	Humana People to People	Limpopo	Ramokgakgele Primary School	12	22	34	R
South Africa	Humana People to People	Limpopo	Rantjie	15	10	25	R
South Africa	Humana People to People	Limpopo	Raweshi	10	12	22	R
South Africa	Humana People to People	Limpopo	Supi	19	0	19	R
South Africa	Humana People to People	Limpopo	Suswe Primary	11	21	32	R
South Africa	Life Centre	Northern Cape	!Xhunkeswa Combined School	9	0	9	R
South Africa	Life Centre	Northern Cape	Beacon Primary	9	11	20	U
South Africa	Life Centre	Northern Cape	Boitshoko Primary School	7	0	7	U
South Africa	Life Centre	Northern Cape	Bongani High School	18	0	18	R
South Africa	Life Centre	Northern Cape	Bongani Primary School	17	3	20	R
South Africa	Life Centre	Northern Cape	Delportshoop Intermediate	16	0	16	R
South Africa	Life Centre	Northern Cape	Delta Primary School	15	0	15	R
South Africa	Life Centre	Northern Cape	Emmang Mogo High School	0	2	2	U
South Africa	Life Centre	Northern Cape	Flamingo Primary	12	3	15	U
South Africa	Life Centre	Northern Cape	Floors North Intermediate High School	4	5	9	U
South Africa	Life Centre	Northern Cape	Francis Mohapanele	19	10	29	R
South Africa	Life Centre	Northern Cape	GN Pressly Intermediate School	19	0	19	R
South Africa	Life Centre	Northern Cape	Kevin Nkoane Primary	13	13	26	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
South Africa	Life Centre	Northern Cape	Letshego Primary	3	5	8	U
South Africa	Life Centre	Northern Cape	Masiza Intermediate School	5	2	7	U
South Africa	Life Centre	Northern Cape	Motswedi - Thuto	10	3	13	R
South Africa	Life Centre	Northern Cape	Progress Primary	1	8	9	U
South Africa	Life Centre	Northern Cape	Reaipela Farm School	10	5	15	R
South Africa	Life Centre	Northern Cape	Rolihlahla Primary School	9	0	9	U
South Africa	Life Centre	Northern Cape	St Boniface High School	1	0	1	U
South Africa	Life Centre	Northern Cape	Tadcaster Farm School	15	5	20	R
South Africa	Life Centre	Northern Cape	Tetlanyo High School	2	0	2	U
South Africa	Life Centre	Northern Cape	Tshwarelela Primary School	8	9	17	U
South Africa	Life Centre	Northern Cape	Warrenvale Combined School	5	4	9	U
South Africa	Masoyi	Mpumalanga	Bambanani	5	5	10	R
South Africa	Masoyi	Mpumalanga	Celani	7	5	12	R
South Africa	Masoyi	Mpumalanga	George Mhaule	7	3	10	R
South Africa	Masoyi	Mpumalanga	Indlunkulu	4	11	15	R
South Africa	Masoyi	Mpumalanga	Inkanyeti	13	4	17	R
South Africa	Masoyi	Mpumalanga	Khombindlela	17	5	22	R
South Africa	Masoyi	Mpumalanga	Khulani	9	4	13	R
South Africa	Masoyi	Mpumalanga	Legogote	12	2	14	R
South Africa	Masoyi	Mpumalanga	Lindani	5	3	8	R
South Africa	Masoyi	Mpumalanga	Lundanda Combined School	9	7	16	R
South Africa	Masoyi	Mpumalanga	Manzini	17	6	23	R
South Africa	Masoyi	Mpumalanga	Masoyi	7	0	7	R
South Africa	Masoyi	Mpumalanga	Mdumiseni	7	0	7	R
South Africa	Masoyi	Mpumalanga	Mdzimba	7	0	7	R
South Africa	Masoyi	Mpumalanga	Mganduzweni	9	2	11	R
South Africa	Masoyi	Mpumalanga	Mgcobaneni	5	5	10	R
South Africa	Masoyi	Mpumalanga	Mthimba Combined School	16	5	21	R
South Africa	Masoyi	Mpumalanga	Salubindza	11	8	19	R
South Africa	Masoyi	Mpumalanga	Siyafundza	12	6	18	R
South Africa	Masoyi	Mpumalanga	Siyancoba	6	6	12	R
South Africa	Masoyi	Mpumalanga	Tsembanani	13	1	14	R
South Africa	Masoyi	Mpumalanga	Zakheleni	10	6	16	R
South Africa	Masoyi	Mpumalanga	Zamani	12	6	18	R
South Africa	Media in Education Trust (MIET)	Eastern Cape	Dutyini JSS	37	15	52	R
South Africa	MIET	Eastern Cape	Lokwe JSS	21	15	36	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
South Africa	MIET	Eastern Cape	Lugelweni J S S	11	13	24	R
South Africa	MIET	Eastern Cape	Mbizweni JSS	37	12	49	R
South Africa	MIET	Eastern Cape	Mjoli	21	8	29	R
South Africa	MIET	Eastern Cape	Mnikwa JSS	31	10	41	R
South Africa	MIET	Eastern Cape	Mt Ayliff JSS	0	14	14	U
South Africa	MIET	Eastern Cape	Sigagane JSS	42	12	54	R
South Africa	MIET	KwaZulu-Natal	Bazana High School	5	0	5	R
South Africa	MIET	KwaZulu-Natal	Bazini Primary	9	0	9	R
South Africa	MIET	KwaZulu-Natal	Empilweni High School	3	0	3	R
South Africa	MIET	KwaZulu-Natal	Gibindlala Primary	13	0	13	R
South Africa	MIET	KwaZulu-Natal	Kwamaduma Primary	22	1	23	R
South Africa	MIET	KwaZulu-Natal	Kwazihlakaniphele	19	0	19	R
South Africa	MIET	KwaZulu-Natal	Langalesizwe Primary	9	0	9	R
South Africa	MIET	KwaZulu-Natal	Mchitheki High School	7	1	8	R
South Africa	MIET	KwaZulu-Natal	Meyama High School	11	0	11	R
South Africa	MIET	KwaZulu-Natal	Ngxongwane Primary	20	0	20	R
South Africa	MIET	KwaZulu-Natal	Nkabane Primary	11	0	11	R
South Africa	MIET	KwaZulu-Natal	Nqabayembube High School	10	0	10	R
South Africa	MIET	KwaZulu-Natal	Ovukaneni Primary	8	0	8	R
South Africa	MIET	KwaZulu-Natal	Phumanyova High School	7	0	7	R
South Africa	MIET	KwaZulu-Natal	Prince Tokotoko High School	13	0	13	R
South Africa	MIET	North West	Agonkitse PS	50	13	63	R
South Africa	MIET	North West	Batlhalerwa PS	30	14	44	R
South Africa	MIET	North West	Gobakwang Bogosi PS	48	9	57	R
South Africa	MIET	North West	Makoshong PS	2	4	6	R
South Africa	MIET	North West	Maologane PS	37	14	51	R
South Africa	MIET	North West	Module Primary/Junior Secondary	34	11	45	R
South Africa	MIET	North West	Molotsi PS	13	22	35	R
South Africa	MIET	North West	Montsamaisa PS	19	12	31	R
South Africa	Natural Botanicals	Western Cape	Citrusdal Primary School	23	18	41	R
South Africa	Natural Botanicals	Western Cape	Eendekuil Primary School	15	15	30	R
South Africa	Natural Botanicals	Western Cape	Goedverwacht Primary	15	14	29	R
South Africa	Natural Botanicals	Western Cape	Groenvlei Primary	17	28	45	R
South Africa	Natural Botanicals	Western Cape	Nkazimlo Public Primary School	53	0	53	U
South Africa	Natural Botanicals	Western Cape	Stawelklip Moravian Primary School	25	12	37	R
South Africa	Natural Botanicals	Western Cape	Steynville Primary School	30	10	40	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
South Africa	Natural Botanicals	Western Cape	Vukykhanye Public Primary School	10	0	10	U
South Africa	Natural Botanicals	Western Cape	Walter Teka Primary School	15	0	15	U
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	All Saint Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Bhalekane Primary	6	1	7	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Black MBuluzi Primary	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Cetjwayo Primary School	3	4	7	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Dlangeni Primary	0	1	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Ebulandzeni Comm. Primary	5	3	8	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Ejubukweni Primary	0	1	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Ekutfunyweni Primary	4	0	4	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Elangeni Primary	3	1	4	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Endzingeni High	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Endzingeni Naz Primary	8	2	10	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Enftonjeni Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Entfonjeni High	0	2	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Entfubeni Primary	0	4	4	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Entuthukweni Primary	0	1	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Esigangeni Primary	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Esitjeni Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Etimphisini High	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Ezulwini Catholic Primary	3	0	3	U
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Ezulwini Comm. Primary	2	1	3	U
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Ezulwini Valley Primary	0	1	1	U
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Forbes Reef Primary	2	1	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Gijimani Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Gobolondlo Primary	0	1	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	John Wesley Primary	3	3	6	U
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Kwaliweni Primary	2	5	7	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Lamgabhi Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Lobamba Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Madlangempishi High School	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Mandlangempishi High	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Maryward Primary	11	0	11	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Mayiwane High School	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Mbabane Central Primary	0	1	1	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Mbabane SAGM Primary	0	2	2	U
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Mconcwane Community	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Mdzimba High	0	1	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Mgululu Primary	0	2	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Mkhuzweni Primary (Hhohho)	0	5	5	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Mpofu Methodist High	0	1	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Mpofu Methodist Primary	1	2	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Mqolo Primary	3	0	3	U
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Mshingishingini Nazarene Primary School	1	3	4	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Msunduza Primary	5	2	7	U
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Ndlalambi Nazarene Primary	10	10	20	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Nkamanzi Primary	4	4	8	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Nkambeni Central Primary	3	2	5	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Nkhaba High	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Nkonyeni High	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Nkwalini Primary Mbabane	1	1	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Ntsinini Primary	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Nyakatfo Primary	0	2	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Nyanyali Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Peak Central High	0	1	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Peak Central Primary School	0	3	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Peak School Primary	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Qedusizi Primary	1	1	2	U
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Rosenburg Primary School	0	2	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Sidwashini Primary	0	1	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	St Amideius Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	St Francis Primary	1	0	1	U
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	St Marys Primary	6	0	6	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	St Peregrines Primary Hhohho	9	3	12	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Ulundi Anglican High	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Hhohho	Zandondo Primary	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Assembly of God Primary	7	1	8	U
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Bethany Primary (Kubuta)	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Ebenezer Primary Lubombo	2	1	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Ekumeni Primary	6	2	8	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Engevini Primary	0	1	1	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Enhlabeni Primary	17	0	17	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Entandweni Primary	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Esiweni Nazarene Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Good Shepherd High	6	0	6	U
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Good Shepherd Primary	13	3	16	U
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Holy Ghost Catholic Primary	7	3	10	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Intfutuko Primary	19	4	23	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	KaMkhweli Primary School	0	2	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Kaphunga Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Khalakahle Methodist Primary	23	4	27	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Langa High	5	0	5	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Langa Nazarene Primary	15	6	21	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Lasi Memorial High	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Lonhlupheko Primary	19	4	23	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Loyiwe Primary	11	5	16	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Lubombo Central High	5	0	5	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Lubombo Central Primary	5	1	6	U
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Lubuli Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Lucaceni Primary	13	2	15	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Lutfotja Primary	1	1	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Majembeni Primary	17	3	20	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Makhwekhweti Primary	4	0	4	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Maloma Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Mambane Primary	22	3	25	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Mangedla Primary	1	2	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Manyovu Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Matsetsa High	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Mavovokati Primary	0	14	14	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Mbalehle Primary	2	2	4	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Mbandzamani Primary	9	0	9	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Mhlumeni Nazarene Primary	7	1	8	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Mlindazwe Primary	12	1	13	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Mphundle Primary lubombo	9	0	9	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Mpolonjeni High	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Ndlalane Primary	2	1	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Ndzangu Lutheran Primary	20	3	23	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Ndzangu Secondary	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Ngcina Primary	28	5	33	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Ngcoseni Community Primary	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Nkonjwa Primary	6	0	6	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Othandweni Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Phonjwane Primary	4	0	4	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	School for the Deaf Primary	1	0	1	U
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Shewula High	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Shewula Primary	8	2	10	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Sihlangweni Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Siphoso Primary	16	3	19	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Siteki Nazarene High	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Siteki Nazarene Primary	18	3	21	U
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Sitsatsaweni Primary	5	2	7	U
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	St Anthony Primary	2	0	2	U
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	St Boniface Primary	9	3	12	U
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	St Johns Primary	2	0	2	U
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	St Pauls Catholic Primary	12	0	12	U
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	St Peters Primary	4	1	5	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	St Philips High	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	St Phillips Primary	1	1	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	St Stephens Anglican Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Tambutu Primary	1	1	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Tikhuba High	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Lubombo	Tshaneni Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Beaufort Nazarene School	2	0	2	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Bethany Mission Primary	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Bhunya Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Cana High	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Cana Primary	1	4	5	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Ebuhleni Primary	8	8	16	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Egebeni High School	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Ekukhanyeni High	0	1	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Ekuphumleni Primary	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Ekutsimuleni Primary	3	2	5	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Eluhlokohla Primary	1	0	1	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Elwandle RC Primary	28	1	29	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Elwandle Comm Primary	0	4	4	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Embikwakhe Primary	3	2	5	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Emthonjeni High	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Emthonjeni Primary	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Enjabulweni Bridging School	0	9	9	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Gilgal Primary	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Gundwini High	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Hillside High	2	0	2	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Hillside Primary	17	1	18	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Holy Rosary Primary	0	3	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	KaBhudla Primary	4	0	4	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Khuphuka Primary	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Kwaluseni Central Primary	4	0	4	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Kwaluseni Infant	5	0	5	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Ludzeludze Primary	7	2	9	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Mafutseni Community Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Mafutseni Nazarene Primary	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Mafutseni RC Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Mahlanya Primary	2	1	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Malindza Central Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Maliyaduma Primary	11	5	16	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Malunge High	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Mangcongo Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Manzini Central Primary	8	1	9	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Manzini Nazarene Primary	5	0	5	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Manzini Nazarene Pacting Primary	1	0	1	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Manzini Practising Primary	5	1	6	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Masundwini Primary	2	1	3	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Masundwini High	1	0	1	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Matjana Primary	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Matsapha Government Primary	4	0	4	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Mbekelweni Lutheran	2	6	8	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Mbekelweni Lutheran High	1	1	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Mhlahlo High School	2	1	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Mjingo High	2	0	2	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Mkhondvo High	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Mkhuzweni High	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Mkhuzweni Primary (Manzini)	0	1	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Mphetseni Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Mphini Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Musi Community Primary	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	New Mbuluzi Primary School	5	1	6	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Ngwane Park High	3	0	3	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Ngwane Park Primary	11	4	15	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Nhlambeni Comm. Primary	4	1	5	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Nhlambeni Nazarene Primary	2	1	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Nkanyezini Primary	1	2	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Ntfungula Primary Manzini	2	5	7	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Ntontozi Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Phocweni Primary School	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Salesian High	0	1	1	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Salesian Primary	0	1	1	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Sankolweni Primary School	10	0	10	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Seven.H.F. Primary	6	4	10	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Sgombeni Primary	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Sidvokodvo Naz Primary	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	St Andrews Primary	1	2	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	St John Boscho High	0	1	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	St John Bosco Primary	1	1	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	St Josephs High	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	St Josephs Primary	10	4	14	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	St Michaels Primary	0	1	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	St Pauls Methodist Primary	2	0	2	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	St Therasas Primary	9	0	9	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	St. Annes High School	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	St. Pauls Methodist High School	2	0	2	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	St. Theresa's High	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Torgyle Primary School	0	1	1	U
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Ulundi Anglican Primary	4	11	15	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Vusweni Primary School Manzini	13	0	13	R
Swaziland	Caritas-Orphanaid-Swaziland	Manzini	Zombodze National Primary Manzini	3	0	3	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Bhejisa Primary	17	3	20	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Christ The King Primary Shiselweni	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Ebenezer Primary Shiselweni	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Ekuthuleni Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Elulakeni High	6	0	6	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Elulakeni Primary	39	5	44	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Enyatsini Primary	13	1	14	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Eqinisweni Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Florence Christian Academy	4	0	4	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Florence High	0	1	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Franson Christian Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Galile BEA Primary	17	2	19	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Hlushwana Primary	13	0	13	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Hluti Primary	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Hosea Primary	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Jericho High	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	KaMngayi Primary	29	4	33	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Langolotjeni Primary	4	0	4	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Lavumisa Primary	26	5	31	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Magubheleni Primary	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Makhava Primary	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Makhosini High	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Masiphula High Shiselweni	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Matsanjeni Primary	6	1	7	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Mizper Primary	8	0	8	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Mpakeni Primary	4	0	4	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Mpandesane Primary	21	4	25	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Ngozi Primary School	23	0	23	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Nkutjini Primary	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Ntshanini High	2	0	2	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Ntshanini Primary	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	OSLO High	4	1	5	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Oslo Primary	27	4	31	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Our Lady of Sorrows High	3	0	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Our Lady of Sorrows Primary	8	1	9	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Salem Primary	1	0	1	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Sidwala Primary	5	0	5	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	St Anslem Primary	7	3	10	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	St Antony Primary Makhosini	1	0	1	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	St Benedict Primary	2	1	3	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	St Julianas Primary	48	4	52	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Velebantfu Primary	11	0	11	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Welcome Primary	13	0	13	R
Swaziland	Caritas-Orphanaid-Swaziland	Shiselweni	Zamokuhle DRC Primary	2	0	2	R
Zambia	Forum for African Women Educationalists in Zambia (FAWEZA)	Central	Bulungu Basic	21	19	40	R
Zambia	FAWEZA	Central	Buseko Basic	14	5	19	U
Zambia	FAWEZA	Central	Chipembi Girls Secondary	10	0	10	R
Zambia	FAWEZA	Central	DAPP Children's Town	9	0	9	R
Zambia	FAWEZA	Central	Hmududu Basic	15	0	15	R
Zambia	FAWEZA	Central	Kabwanga Basic	7	0	7	R
Zambia	FAWEZA	Central	Kalilwe Basic	9	0	9	U
Zambia	FAWEZA	Central	Kanwanzhiba Basic	14	0	14	R
Zambia	FAWEZA	Central	Kapiri Mposhi Basic	0	1	1	U
Zambia	FAWEZA	Central	Kasanda Malombe Basic	1	8	9	R
Zambia	FAWEZA	Central	Katuba Basic	7	4	11	R
Zambia	FAWEZA	Central	Makasa Basic	3	0	3	R
Zambia	FAWEZA	Central	Mamvule Basic	8	6	14	R
Zambia	FAWEZA	Central	Mpima Basic	16	0	16	U
Zambia	FAWEZA	Central	Mpunde Girls Secondary	6	0	6	R
Zambia	FAWEZA	Central	Neemtree Basic	0	3	3	U
Zambia	FAWEZA	Central	Nkwashi Basic	4	0	4	U
Zambia	FAWEZA	Central	Serenje Boma Basic	9	14	23	U
Zambia	FAWEZA	Copperbelt	Baluba Basic	0	10	10	R
Zambia	FAWEZA	Copperbelt	Bwembelelo Basic	0	10	10	R
Zambia	FAWEZA	Copperbelt	Chifubu A Basic	0	10	10	U
Zambia	FAWEZA	Copperbelt	Fisansa Basic	6	0	6	R
Zambia	FAWEZA	Copperbelt	Ishuko Basic	9	12	21	U
Zambia	FAWEZA	Copperbelt	Kansuswa Basic	10	10	20	U
Zambia	FAWEZA	Copperbelt	Kawama Basic School	0	10	10	U
Zambia	FAWEZA	Copperbelt	Ndeke Basic	1	10	11	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Zambia	FAWEZA	Copperbelt	St. Thersa Basic	17	13	30	R
Zambia	FAWEZA	Copperbelt	Tug-Argan Upper Basic	0	10	10	R
Zambia	FAWEZA	Copperbelt	Twashuka Basic	14	0	14	U
Zambia	FAWEZA	Copperbelt	Yengwe Basic	7	21	28	U
Zambia	FAWEZA	Eastern	Chikowa Basic	12	0	12	R
Zambia	FAWEZA	Eastern	Chiutika	9	0	9	R
Zambia	FAWEZA	Eastern	HillSide Basic	5	1	6	U
Zambia	FAWEZA	Eastern	Kamphasa	3	5	8	R
Zambia	FAWEZA	Eastern	Katete Basic	1	5	6	R
Zambia	FAWEZA	Eastern	Katete Boarding High	11	0	11	R
Zambia	FAWEZA	Eastern	Lundazi Day High	0	5	5	U
Zambia	FAWEZA	Eastern	Mfuwe Day School	1	1	2	R
Zambia	FAWEZA	Eastern	Mphamba Day High	3	11	14	R
Zambia	FAWEZA	Eastern	St. Francis Basic School	0	7	7	R
Zambia	FAWEZA	Lusaka	Chainda Basic	11	13	24	U
Zambia	FAWEZA	Lusaka	Chalimbana Basic	18	2	20	U
Zambia	FAWEZA	Lusaka	Chibolya-Lusaka	0	4	4	U
Zambia	FAWEZA	Lusaka	Chimwemwe Basic - Lusaka	0	8	8	U
Zambia	FAWEZA	Lusaka	Chinyunyu Basic	0	30	30	U
Zambia	FAWEZA	Lusaka	Kapwelyomba Middle Basic	4	9	13	U
Zambia	FAWEZA	Lusaka	Kasamba Basic	0	6	6	U
Zambia	FAWEZA	Lusaka	Kaunda Square Basic	2	6	8	U
Zambia	FAWEZA	Lusaka	Libala Basic	0	4	4	U
Zambia	FAWEZA	Lusaka	Mahatma Ghandi Basic	0	30	30	U
Zambia	FAWEZA	Lusaka	Makeni Basic School	0	5	5	U
Zambia	FAWEZA	Lusaka	Mary Aikenhead	45	0	45	U
Zambia	FAWEZA	Lusaka	Mtendere Basic	2	7	9	U
Zambia	FAWEZA	Lusaka	Munali Girls High School	0	1	1	U
Zambia	FAWEZA	Lusaka	Muyooma Basic School	1	3	4	U
Zambia	FAWEZA	Lusaka	Namando Basic School	0	5	5	U
Zambia	FAWEZA	Lusaka	Pillar Orphanage Community School	13	18	31	U
Zambia	FAWEZA	Lusaka	Prince Takamado Basic	2	6	8	U
Zambia	FAWEZA	Lusaka	Regiment Basic School	0	5	5	U
Zambia	FAWEZA	Lusaka	St. Monica's Girls - Lusaka	9	0	9	U
Zambia	FAWEZA	North-Western	Chiweza Basic School	13	9	22	R
Zambia	FAWEZA	North-Western	Kabanda Basic	35	0	35	R

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Zambia	FAWEZA	North-Western	Kakhoma Basic	7	0	7	R
Zambia	FAWEZA	North-Western	Kimale Basic	1	2	3	U
Zambia	FAWEZA	North-Western	Kyabankaka Basic School	1	7	8	R
Zambia	FAWEZA	North-Western	Kyamwina Basic School	8	1	9	U
Zambia	FAWEZA	North-Western	Kyawama High	6	4	10	U
Zambia	FAWEZA	North-Western	Luanvundu Basic	7	5	12	R
Zambia	FAWEZA	North-Western	Lwampungwa Basic	24	24	48	U
Zambia	FAWEZA	North-Western	Moses Luneta Basic	3	1	4	R
Zambia	FAWEZA	North-Western	Mukonzhi Basic	6	8	14	R
Zambia	FAWEZA	North-Western	Mutanda Basic School	16	8	24	R
Zambia	FAWEZA	North-Western	Nselauke Basic School	5	0	5	R
Zambia	FAWEZA	North-Western	Tumvwananai Basic	10	8	18	U
Zambia	FAWEZA	Southern	Baambwe Basic	7	5	12	R
Zambia	FAWEZA	Southern	Bbondo Basic	1	5	6	R
Zambia	FAWEZA	Southern	Charles Lwanga Basic	5	0	5	R
Zambia	FAWEZA	Southern	Chifusa Basic	10	5	15	R
Zambia	FAWEZA	Southern	Chikankata Basic	0	4	4	R
Zambia	FAWEZA	Southern	Chikuni Basic	0	5	5	R
Zambia	FAWEZA	Southern	Chitongo Basic	7	0	7	R
Zambia	FAWEZA	Southern	Choma Secondary	4	3	7	U
Zambia	FAWEZA	Southern	Christ The King Basic	2	0	2	U
Zambia	FAWEZA	Southern	Dambwa Basic	7	5	12	U
Zambia	FAWEZA	Southern	Dundu Basic	2	3	5	R
Zambia	FAWEZA	Southern	Green Acres Basic School	13	6	19	R
Zambia	FAWEZA	Southern	Gwembe Basic	5	0	5	R
Zambia	FAWEZA	Southern	Hapwaya Basic	10	10	20	R
Zambia	FAWEZA	Southern	Holy Cross Basic	10	6	16	U
Zambia	FAWEZA	Southern	Itezhi-Tezhi Basic	1	3	4	R
Zambia	FAWEZA	Southern	Kabulamwanda Basic	0	5	5	R
Zambia	FAWEZA	Southern	Kaleya East Basic	4	0	4	R
Zambia	FAWEZA	Southern	Kalomo Basic	10	0	10	U
Zambia	FAWEZA	Southern	Katombora Basic	1	0	1	R
Zambia	FAWEZA	Southern	Kawama Basic - Mazabuka	4	4	8	R
Zambia	FAWEZA	Southern	Libuyu Basic	9	5	14	R
Zambia	FAWEZA	Southern	Linda West Basic	10	5	15	U
Zambia	FAWEZA	Southern	Lubanga Shobongwe Basic	6	0	6	U

Country	NGO Partner	Region or Province	School	Number of Girls	Number of Boys	Number of Scholars	Rural or Urban
Zambia	FAWEZA	Southern	Lubombo Basic	1	5	6	R
Zambia	FAWEZA	Southern	Maamba GRZ Basic	5	7	12	U
Zambia	FAWEZA	Southern	Makoli Basic	8	5	13	R
Zambia	FAWEZA	Southern	Malala Basic	0	5	5	R
Zambia	FAWEZA	Southern	Mangwele Basic	1	4	5	R
Zambia	FAWEZA	Southern	Manungu Basic	5	5	10	R
Zambia	FAWEZA	Southern	Maramba Basic	10	7	17	R
Zambia	FAWEZA	Southern	Maria Asumpta Basic	10	9	19	U
Zambia	FAWEZA	Southern	Monze Basic	3	0	3	U
Zambia	FAWEZA	Southern	Monze Town Basic	6	3	9	U
Zambia	FAWEZA	Southern	Mulwani Basic	3	4	7	U
Zambia	FAWEZA	Southern	Musokotwane Basic	9	0	9	R
Zambia	FAWEZA	Southern	Nahumba Basic	16	9	25	R
Zambia	FAWEZA	Southern	Nameembo Basic	0	4	4	R
Zambia	FAWEZA	Southern	Namulonga Basic	0	5	5	R
Zambia	FAWEZA	Southern	Ndeke Basic School - Mazabuka	0	5	5	U
Zambia	FAWEZA	Southern	Njase Girls Secondary	6	0	6	U
Zambia	FAWEZA	Southern	Nkandabbwe Basic	2	2	4	R
Zambia	FAWEZA	Southern	Ntambo Basic	5	4	9	R
Zambia	FAWEZA	Southern	Nyawa Basic	2	0	2	R
Zambia	FAWEZA	Southern	Palmgrove	9	7	16	R
Zambia	FAWEZA	Southern	Shampande Basic	10	0	10	R
Zambia	FAWEZA	Southern	Shungu Basic	3	5	8	R
Zambia	FAWEZA	Southern	Sichiyanda Basic	1	6	7	R
Zambia	FAWEZA	Southern	Simanje Basic	6	0	6	R
Zambia	FAWEZA	Southern	Sinafala Basic	4	0	4	R
Zambia	FAWEZA	Southern	Sinazeze Basic	6	4	10	R
Zambia	FAWEZA	Southern	Sinazongwe Basic	0	5	5	R
Zambia	FAWEZA	Southern	St. Joseph High-Mazabuka	5	0	5	U
Zambia	FAWEZA	Southern	St. Mary's Basic	8	0	8	U
Zambia	FAWEZA	Southern	St. Mary's Secondary	7	0	7	U
Zambia	FAWEZA	Southern	Zambezi Basic School	10	11	21	U