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Community Drama

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ABBREVIATIONS AND ACRONYMS

AATAZ	Anti-AIDS Teachers Association of Zambia
ADRA	Adventist Development Relief Agency
AB	Abstinence and/or Being Faithful
AEI	African Education Initiative
AIR	American Institutes for Research
CAG	Community Action Group
CAH	Children Affected by HIV/AIDS
CBO	Community Based Organization
CDC	Curriculum Development Center (MOE)
CHANGES2	Community Health and Nutrition, Gender and Education Support-2
CHEP	Copperbelt Health Education Project
COE	College of Education
COSETCO	Copperbelt Secondary Education Teachers College
CPD	Continuing Professional Development
DA	Development Assistance
DAD	Drug Administration Day
DATF	District AIDS Task Force
DEBS	District Education Board Secretary
DESO	District Education Standards Officer
DEST	District Education Support Team
DRC	District Resource Center
DRCC	District Resource Center Coordinator
DWAC	District Welfare Assistance Committee
EMIS	Education Management Information System
EO	Education Officer
EQUIP2	Education Quality Improvement Program-2
FAWEZA	Forum of African Women Educationalists of Zambia
FGD	Focus Group Discussion
FHT	Family Health Trust
FPP	Focal Point Person
FRESH	Focusing Resources on School Health
HATEC	HIV/AIDS Teacher Education Course
HIV+	HIV-positive
HPSI	Health Promoting School Initiative
IEC	Information, Communication, and Education
IMC	“In My Classroom: A Guide to Reflective Practice”
IR	Intermediate Result (USAID)
IT	Information Technology
MCDSS	Ministry of Community Development and Social Services.
MOE	Ministry of Education
MOH	Ministry of Health
NFNC	National Food and Nutrition Council
NGO	Non-Governmental Organization
NISTECO	National In-Service Teachers College

NIU	National In-Service Unit
OVC	Orphans and Vulnerable Children
PAM	Programme Against Malnutrition
PATF	Provincial AIDS Task Force
PE	Physical Education
PEO	Provincial Education Officer
PEPFAR	President's Emergency Plan for AIDS Relief
PESO	Provincial Education Standards Officer
PEST	Provincial Education Support Team
PLA	Participatory Learning for Action
PMP	Performance Management Plan (USAID)
PRC	Provincial Resource Center
PRCC	Provincial Resource Center Coordinator
PS	Permanent Secretary
PSS	Psycho-social Support
RC	Resource Center
SAFE	Student Alliance for Female Education
SCP	School-Community Partnership
SEN	Special Education Needs
SESO	Senior Education Standards Officer
SEST	School Education Support Team
SHN	School Health and Nutrition
SIC	School In-Service Coordinator
SIP	School In-Service Provider
SMC	Sub-Grant Management Committee
SO	Strategic Objective (USAID)
SPRINT	School Program of In-service for a Term
SPW	Student Partnership Worldwide
SSC	School Selection Committee
TA	Technical Advisor
TCA	Theatre for Community Action
TED	Teacher Education Department
TESS	Teacher Education and Specialized Services
TGM	Teacher Group Meeting
TOR	Terms of Reference
TOT	Training of Trainers
UNZA	University of Zambia
USAID	United States Agency for International Development
WVI	World Vision International
ZAMISE	Zambia Institute of Special Education
ZBCP	Zambia Bilharzia Control Program
ZEST	Zonal Education Support Team
ZLS	Zambia Library Services

1.0 EXECUTIVE SUMMARY

Continuing to work in close collaboration with the Ministry of Education, as well as the Ministry of Health and Ministry of Community Development and Social Services, the CHANGES2 program wrapped up most of its direct involvement in its 424 Year 1 schools and set its sights on implementing the program in its 412 Year 2 schools in Central, Copperbelt, Lusaka and Southern Provinces. However, the program's three cooperating line ministries will continue to monitor and support those Year 1 schools as part of their ongoing work during 2007 and beyond.

Under the **Teacher Education** component of CHANGES2, in preparation for training Year 2 teachers in HIV/AIDS and general pedagogical and classroom management improvement, 139 DRCCs and district Standards Officers were trained in a Training of Trainers to deliver the training to head teachers and SICs from the 412 Year 2 CHANGES2 schools. In turn, throughout 2007, the same head teachers and SICs will train the teachers in their schools in regular Teacher Group Meetings (TGMs). Also during the reporting period, the last in a series of SPRINT Teacher's Guide review meetings was held—this one at the national level—to review the pilot of the new SPRINT Teacher's Guide that had been developed in early 2006. All of the information that was obtained through review meetings at the district, provincial, and national levels was summarized and utilized to make final revisions in the Guide, which is now ready to be distributed to teachers throughout Zambia.

With regard to pre-service teacher education, the major input CHANGES2 contributed to the MOE during the reporting period was continued support to the development of an HIV/AIDS course for the pre-service curriculum, described below. Also, at the request of the MOE, the CHANGES2 Teacher Education Advisor presented the main findings of the assessment of the work CHANGES2 did in the Colleges of Education (COEs) during 2006, including supporting computer labs and networking, strengthening HIV/AIDS induction, and providing support to libraries and Top Management, which stimulated lively discussion and helped to sharpen the debate within the MOE on how best to address key issues in the COEs.

Insofar as much of CHANGES2 funding is derived from the PEPFAR (President's Emergency Plan for AIDS Relief) initiative, **HIV/AIDS** permeates nearly all of CHANGES2 activities. During the quarter, CHANGES2 continued to support Colleges of Education's (COEs) efforts to strengthen HIV/AIDS in the pre-service curriculum. A change in strategy involved deciding not to develop a separate HIV/AIDS course, due to fears of overloading the curriculum, and to instead incorporate HIV/AIDS into existing COE learning areas, especially the Education Studies course. HIV/AIDS material in the in-service SPRINT Teacher's Guide, referred to previously, was expanded based on lessons learned during the training of Year 1 teachers. Guidelines for developing school-level HIV/AIDS policies, and new material on teacher codes of conduct, were two of the key additions made with regard to HIV/AIDS in the SPRINT Teacher's Guide. These materials were then used to train 533 Year 2 teachers, as described above under Teacher Education. This number does not include teachers from Southern province or teachers from one district in Lusaka who were trained early January and who will be reported on in the next quarterly report. Another important and innovative HIV/AIDS activity implemented during the quarter was the awarding of a sub-grant to the Lusaka Provincial Teacher Resource Center, which used some of the funds to hold an HIV/AIDS teaching materials development competition. Nineteen (19) teachers participated in the competition to develop low-cost and no-

cost teaching materials, and a highly successful workshop was held during which the teachers shared their materials and brainstormed on how the activity could best be replicated in other provinces.

HIV/AIDS and OVC psychosocial support (“AEI Wrap Around”) activities also made significant progress during the quarter. CHANGES2 and MOE teams continued to monitor and support the 80 schools in which the activities are being piloted, and 711 additional OVCs were reported to be benefiting from OVC support through small grants that have been provided to participating schools. Notably, during the reporting period an evaluation of this pilot activity was conducted, which affirmed the value and importance of the OVC psychosocial support activities and recommended that the model be taken to scale. In addition, the evaluation articulated specific recommendations on training content and methodology, selection of participants, and the need for systematic monitoring and support by the MOE.

Finally, CHANGES2 was an active supporter of and participant in myriad World AIDS Day activities in the four provinces in which it has offices and staff. All four provincial CHANGES2 field teams and the Lusaka/headquarters team supported local activities focused on HIV/AIDS prevention. For example, Lusaka Province supported PCI’s Kid Safe activities at MundaWanga Wildlife and Nature Preserve for more than 600 young people. A local NGO, Grassroots Soccer, also facilitated activities for the same youth, focused on sports and HIV/AIDS prevention. In all, CHANGES2’s support to World AIDS Day activities helped to reach nearly 7,800 young people with HIV/AIDS prevention messages.

The **School Health and Nutrition (SHN)** component of CHANGES2 also enjoyed success during the quarter. One hundred twenty-two (122) heretofore unmonitored schools from Year 1 were visited, and it was reported that 176,743 pupils were participating in SHN activities, 20,135 of whom self-reported bilharzia and other common illnesses. From the same 122 schools, 1,029 teachers were seen to be correctly using SHN cards, and approximately 126 health staff associated with the schools were likewise seen to have been correctly using the SHN cards. In terms of deworming, schools from the same sample who lagged behind in this activity dewormed 504 pupils using Praziquantel (for bilharzia) and 938 using Albendazole (for intestinal worms). Monitoring of this sort is ongoing.

In preparation for expanding the SHN program to the 412 Year 2 schools, a Training of Trainers was conducted in which 41 new and replacement trainers were trained to subsequently train SHN implementers in schools. In all, 182 head teachers, 593 teachers, 89 MOE officers, 56 MCDSS officers, and 104 Community Health Workers—a total of 968 implementers—were trained to carry out SHN activities in CHANGES2’s 412 schools during 2007. This is an example of ongoing capacity-building at the provincial, district, zonal, school, and community levels. CHANGES2 has been regularly carrying out through the SHN program.

Additional activities under the SHN component included continuation of the pilot health activity that CHANGES2 implemented during 2006 through its local partner Sport in Action (SIA). SIA mentored teachers from 11 schools and provided four footballs, four netballs, four basketballs, four volleyballs, and two volleyball nets to each school for PE teachers to use in their teaching. Finally during the quarter, 400 SHN manuals, 940 bilharzia flipcharts, and 2,000 malaria fliers were disseminated to Year 2 schools for use in implementing the SHN program during 2007.

Activities in the **Scholarships and OVC Support** component of the CHANGES2 program focused on wrapping up activities in 2006 schools and laying the groundwork for disbursing scholarships for OVCs and implementing HIV/AIDS support activities in 2007 schools, many of which will be the same. In a change of strategy, CHANGES2 decided to bring on board two more partners during 2007 to implement the scholarships, and to supplement the work being done by its lone partner in 2006, FAWEZA. As such, in 2007 FAWEZA will be implementing the scholarship program in Eastern and Northwestern Provinces. Family Health Trust (FHT) will implement the program in Lusaka and Southern Provinces, and Copperbelt Health Education Project (CHEP) will implement the program in Central and Copperbelt Provinces. It is anticipated that this decentralized approach will result in more effective and efficient implementation of the scholarship and HIV/AIDS OVC support program in high schools. A major activity during the quarter was negotiating and finalizing contracts with the three local implementing partners and meeting to plan and strategize for smooth, cohesive implementation during 2007.

The scholarship database was redesigned to make it more user-friendly for new partners. School Selection Committees were oriented to ensure proper selection of 2007 scholarship recipients, and FAWEZA gave small grants to 76 SAFE clubs to conduct HIV/AIDS outreach activities in 2006. “Comfort Kits”, an innovative package of health and hygiene products to help girls remain in school during their menstrual periods and to assist in their overall health, were made and distributed to female scholarship recipients. During the reporting period, FAWEZA assembled and distributed 1,713 comfort kits in 103 schools. In preparation for 2007, three local NGOs, AATAZ, Chikumbuso, and Kwasha Mukwenu were brought on board as partners to sew 16,500 reusable sanitary pads and 3,300 toiletry bags in which to keep the sanitary pads and other items in the Comfort Kits. Shoprite agreed to provide 3,300 bars of soap and 3,300 tubes of toothpaste and the same number of toothbrushes (total value: 10,000,000 ZMK) for the comfort kits during 2007, which represents a step forward in making the Comfort Kits sustainable over time.

School-Community Partnerships (SCP) in 424 schools and their catchment areas continued, and groundwork was laid for expanding the School-Community Partnership component to CHANGES2’s 412 Year 2 schools. During the quarter, 239,727 stakeholders in Year 1 communities were sensitized and mobilized to take action in the areas of school improvement, HIV/AIDS prevention, preventing early marriages, and health and nutrition. An important aspect of the strategy employed was focusing on traditional and community leaders who have considerable authority. Another dimension of the strategy was inculcating the notion of schools as “action centers” and resources for entire communities.

With a view to 2007, a reorientation Training of Trainers (TOT) for 68 District Resource Center Coordinators, Health Workers, and Community Development Assistants was held in late November in anticipation of training one teacher and community member from each Year 2 school during December. In subsequent training, 399 teachers (235 male and 164 female) and 361 community members (241 male and 120 female) were taught to be catalysts in their schools and communities for sensitizing and mobilizing their constituents in the CHANGES2 core content areas: school quality improvement, HIV/AIDS prevention, SHN, and equity and gender issues.

The **Sub-Grants** component of the program also continued to accelerate its pace of implementation. All 31 previously trained multi-sectoral district Sub-grant Management Committees continued to appraise grant applications and to award grants. During the reporting period, a total of 97 grant applications were appraised and 54 were approved, from which 27,809 beneficiaries benefited. Of the 54 approved grants, 33 were Rapid Response grants (less than \$6,000), 20 were under the “AEI Wrap Around” pilot referred to in the HIV/AIDS section of this summary, and a grant to Kara Counseling was of the Mid-Level variety (up to \$10,000) for activities to reduce HIV/AIDS stigmatization. By the end of the quarter, a total of 181 grants had been awarded by CHANGES2 during 2006 with a total value of \$293,819 (which did not include the funds allocated for associated training and operational costs).

The **Monitoring and Evaluation (M&E)** component of the program remained active, especially as the program continued to grow. A termly (three times per year) system of GRZ monitoring by district multi-sectoral teams comprised of representatives from the MOE, MOH, and MCDSS) was put in place to make the collection of data from CHANGES2 schools more regular and accurate. In addition, CHANGES2 teams in collaboration with the MOE regularly monitored TGMs, SHN activities, SCP activities, and sub-grant activities. During October, CHANGES2, working closely with the MOE, conducted the baseline survey for Year 2 schools, against which progress will be measured in January 2008. In the meantime, plans were made to conduct the follow-up survey in January 2007 to measure the impact of CHANGES2 interventions in Year 1 schools. With the addition of Fast Track Initiative (FTI) funds (see below) during 2007, the need for a robust, well-functioning M&E system will be even more crucial.

Finally, several important planning activities were carried out during the quarter. Considerable time was spent working with the MOE and USAID to develop a work plan and performance indicators for programming an influx of \$3.3 million FTI funds during 2007. The FTI work plan represents a sub-set of the broader “core” CHANGES2 work plan, which also underwent revision after being initially fleshed out in a consultative planning workshop with the MOE, MOH, and MCDSS in September. The overall CHANGES2 2007 work plan will be finalized and approved in January 2007, and the existing M&E plan will be revised to reflect lessons learned during 2006 and minor shifts in program strategy.

In all, 2006 was a productive year for the CHANGES2 program, and 2007 promises to be an even busier and more productive year, during which CHANGES2 will continue to work closely with the MOE, MOH, and MCDSS on behalf of Zambia’s schools and communities.

2.0 OVERVIEW OF ACTIVITIES

2.1 Teacher Education

In-Service Teacher Education

Summary

The focus of the CHANGES2 activities in teacher professional development at the school level are in HIV/AIDS prevention and OVC support, School Health and Nutrition, School Community Partnerships, and improved teaching practices. Over the past year, CHANGES2 has trained and provided follow-on support at the school and zonal level to more than 2,300 teachers. This training included key agents of change at the schools: Head Teachers and School In-service Coordinators (SICs) in Year 1 and Year 2 schools.

This quarter, 533 head teachers and SICs in the year 2 schools were trained in HIV/AIDS education for basic school classes as well as skills for improved teaching practices (teacher training for SHN and School Community Partnerships are described in the appropriate sections below). The remaining 300 teachers from year 2 schools were trained during the last week of school holiday in early January 2007. In close collaboration with the Ministry of Education, the training activities held in the four Provinces in December for year 2 schools were carried out under the leadership of the MOE's Education Officers responsible for teacher education (EO-TED) in the four provinces, with facilitation by District and Provincial Resource Center Coordinators as well as Standards Officers.

Capacity Building of Provincial and District Officers to Provide Quality Continuing Professional Development (CPD)

During the training of the second year school teachers, CHANGES2 staff noted the high level of ownership, eagerness and skill exhibited by District officers for delivering training activities on SPRINT, HIV/AIDS and improved teaching methods. This enthusiastic and competent participation of District Resource Center Coordinators (DRCCs) and others in the December training activities can be attributed to several factors. First, the core business of DRCCs is to provide continuing professional development to teachers through the Ministry structure known as SPRINT (School Program of In-service for the Term). The Ministry recommended early in the program that CHANGES2 could help the MOE revitalize CPD (Continuing Professional Development) at the school level where the 'engines of quality'¹ are located through the development of the *SPRINT Teacher's Guide*. By focusing not only on the *what* of CPD (HIV/AIDS, improved teaching methods) but also on the *how* of CPD (through strengthening the structure of delivery of CPD down to school level through *SPRINT Teacher's Guide*) Ministry officials from Headquarters down to school level see the value of carrying out CPD.

¹ Leu, Elizabeth and Alison Price-Rom (Undated). Quality of Education and Teacher Learning: A Review of the Literature. EQUIP1, USAID.

Concurrently, teachers are learning to teach HIV/AIDS more effectively in the classroom as well as learning to be more reflective, continually improving his or her teaching methods.

A second reason for eager and competent participation on the part of DRCCs and others in the teacher training for year 2 schools is that CHANGES2 has, through a series of workshops, meetings, planning activities and ongoing collaboration with these officers, been able to build on the considerable skills and experience of DRCCs and Standards officers to improve their professional abilities. Our provincial teams have worked closely with District Officers in the planning of the training activities. Through this collaboration, CHANGES2 teams have emphasized constructivist and participatory approaches to training activities, facilitation skills and action-oriented outcomes to training sessions. The development of the skill level of District officers in providing CPD was noticed in the December 2006 training activities by the officers themselves, as well as by CHANGES2 headquarters and provincial staff.

A third reason for the effective implementation of training activities by District Officers is a shared vision of CPD with the CHANGES2 staff and the substantial technical and administrative support to the Provinces and Districts provided by CHANGES2. Far from being a hand-holding exercise, CHANGES2 has supported the development of the capacity of the Districts to carry out the teacher training on their own while the CHANGES2 team provides support to District colleagues. Training of the third cohort of teachers in late 2007 will be significantly enhanced by the skill development of the District Officers.

Reviewing the Pilot SPRINT Teacher's Guide

Continuing from third quarter, CHANGES2 worked closely with MOE in the last stages of reviewing the Pilot *SPRINT Teacher's Guide*. The activities leading to an approved final version of the *SPRINT Teacher's Guide* included a national level review of the material by representative stakeholders, revision and editing as well as final layout and approval by the MOE. The Permanent Secretary signed the Preface of the document in late December 2006.

The National Level review held in Lusaka brought together Education Officers from the Teacher Education Departments (TED) of all nine Provinces to share their reports on the pilot. Each report was discussed by the group and the manual was examined in groups and in plenary page by page for changes, additions or items to be left out. The outcome of the two-day meeting held at Long Acres Lodge was to make recommendations to the editorial board on the final form and content of the document as well as recommendations on how to train teachers on SPRINT. While CHANGES2 only works in four Provinces, EOs TED in the other five provinces took the initiative to pilot the SPRINT Teacher's guide at their own expense (CHANGES2 provided them with copies for piloting). In at least two non-CHANGES2-supported provinces, EOs from TED oriented colleges of education on the material and collected feedback from tutors and student teachers. Each Province was a participant in the development of this national document. CHANGES2 took the lead in editing the material and preparing the layout after the national level review was completed. Prior to printing, the draft final version was delivered to the MOE's In-service Teacher Education officers for comment.

Approximately 10,000 copies of the SPRINT Teacher's Guide will be printed so that all of the year 2 schools (400+), community schools under FTI (994+), colleges of education and non-CHANGES2 provinces get multiple copies.

Although the Directorate of Teacher Education had hoped to go nationwide with the material in 2007, funds for this activity are limited. Discussions with the directorate provided several alternatives in light of the budget cuts. Among the alternatives was to provide provincial and district MOE officers with CDs of the material in order for them to print their own copies on their budgets. Another alternative is to get private corporate sponsorship of the materials in order to reduce the cost to the MOE of printing the materials.

Training of Year 2 Teachers in SPRINT HIV/AIDS

Provincial teams worked with Ministry officials to prepare training programs, orient the District officers on the workshop sessions, inform stakeholders and invite participants, inspect and reserve training venues, organize funds and develop materials. All of this hard work and organization paid off when the training activities in HIV/AIDS SPRINT were delivered smoothly in four venues with more than 500 participants.

As was described above in the section on capacity building, the District Resource Centre Coordinators (DRCCs) and other district officers carried out most of the facilitation. Central and Copperbelt trained all of the second year Head Teachers and ZICS from the new CHANGES2 supported schools in December. Because the holiday is the only time to train teachers in in-service programs and because venues for the training activities were in high demand by other Ministry Directorates (e.g. Exams Council of Zambia utilizing colleges as venue for marking exams, precluding their use for HIV/AIDS & SPRINT training) some of the training activities for Southern and Lusaka province had to be held in early January.

Table 1: Teachers trained in SPRINT and HIV/AIDS in December 2006

Province	Male	Female	Total
Central	149	62	211
Lusaka	80	36	116
Copperbelt	124	82	206
Southern	0	0	0
Total	353	180	533

* Excludes teachers from Southern province and one district in Lusaka who were trained in January 2007.

Conference Participation

In November, CHANGES2 with the MOE's Teacher Education Directorate, was accepted by the Comparative and International Education Society (CIES) to present a paper on the strengthening of Continuing Professional Development for improved HIV/AIDS education at their annual conference in Baltimore, Maryland, USA. CHANGES2 will sponsor one Technical Advisor as well as one Ministry representative to attend the conference. After discussion with the Ministry

about the value of attending the conference, the Directorate of Teacher Education has agreed to sponsor another Ministry Official from TED to attend the conference. The conference takes place from 25 February - 1 March 2007.

Participation in the Launch of the VVOB “SPRINT Implementation Guide for In-service Coordinators”

The Belgian NGO VVOB has been working with MOE on developing the skills of In-service coordinators at school, zone and district level. Their work, mainly in Central Province, focuses on the procedures and purposes of conducting CPD. This work complements the work that CHANGES2 has done in developing the *SPRINT Teacher’s Guide*. While the *SPRINT Teacher’s Guide* is aimed at the teacher and improving CPD through effective Teacher Group Meetings, the *SPRINT Implementation Guide for In-service Coordinators* assists in-service coordinators who manage the various elements of CPD like holding meetings, determining needs for CPD at the local level, record keeping for CPD activities, reporting and planning. The Ministry feels strongly that the two sets of materials and training activities associated with them should be scaled up. CHANGES2 and VVOB are working together with the MOE to find ways to integrate the two sets of materials and assist the MOE in developing ways to scale up the materials. One initial step discussed is to provide CD ROMs with all the materials on them to Provincial and District Officers so that with localized funding, the Districts can print copies of the materials at the Provincial or District level.

Pre-Service Teacher Education

Pre-Service HIV/AIDS Course

CHANGES2 continued to provide technical and logistical support to MoE to develop the college curriculum modules for HIV/AIDS education. This is discussed further in the HIV/AIDS section below.

Presentation of Colleges of Education Assessment Final Report to MOE Top Management

Following the completion of the Final Report of the main findings of the College of Education Assessment on AEI funded activities, CHANGES2 was asked to make a presentation to the Ministry of Education’s Top Management, which provoked discussion. Among the outcomes of the meeting were a suggestion to place more emphasis on the development of Information Communication Technology at Colleges through MoE and outside funding; a request by the Permanent Secretary that CHANGES2 organize another book shipment similar to the International Book Bank shipment for colleges and review the operations of the Zambia Library Services handling of book donations; and a recommendation for a follow up meeting with college principals to review the findings of the report and develop ways to move forward. In November, CHANGES2 supported the MOE in holding a one day meeting with college principals to address the issues raised in the report.

2.2 HIV/AIDS

During this quarter, the second group of 400 schools were brought into the CHANGES2 program. Initial and extensive training of head teachers, teachers and community members was carried out on HIV/AIDS through school-community partnerships and the SPRINT in-service training.

Pre-Service Teacher Education

HIV/AIDS Education in the COE Curriculum

CHANGES2 supported and participated in a meeting with MOE HQ and COE Tutors to develop a plan for implementation of HIV/AIDS Teacher Education Course (HATEC) in 4 COEs starting in 2007. After extensive discussions at the college level, it was determined that having HATEC as a stand-alone course would cause Tutors to feel over-burdened by the addition of a separate course. Participants worked on ways to better utilize learning time, for example team teaching, so that when one Tutor was out monitoring student-teachers in their school-based year, others continued teaching and no learning time was lost. The content of HATEC was then incorporated into the existing COE learning areas, mostly in Education Studies. The modules were timetabled on a week-by-week basis so that implementation and monitoring became clear.

In Service Teacher Education

SPRINT Teachers Guide

Based on feedback from the Year 1 schools, the HIV/AIDS content of the SPRINT Teachers' Guide was expanded. A section was added on school-level policy and codes of conduct, and teachers were encouraged to discuss the role a code of conduct can play in decreasing stigma as well as abuse of pupils by teachers or fellow-pupils. A code of conduct was included in the appendix which can be adapted as is, simply by filling in the name of the school, or modified as necessary, so that all pupils, teachers and other school staff read and sign it, and display the code in a place where anyone visiting the school can see.

Training Head Teachers and Senior In-Service Coordinators (SICs)

As mentioned above (Section 2.1, Teacher Education), three of the four CHANGES2 provinces completed the training of teachers in Year 2 schools. This included 353 male and 180 females for a total of 533 teachers. Building on the experience of the Year 1 schools, the in-service training of Year 2 teachers focused heavily on the role of the teacher in HIV/AIDS prevention, effective methodologies for teaching and opening up dialogue and the role of those present to train, monitor and support their fellow teachers. It is expected that in this way, effective HIV/AIDS Education will reach many children in CHANGES2 schools. The training of head teachers in HIV/AIDS Education is expected to lead to increased impact at the school level, as they can ensure that the SIC trains her/his fellow teachers and that all teachers address HIV/AIDS in their classrooms.

Learning to Effectively Teach HIV/AIDS Education

During this quarter, there were two significant activities which we expect to contribute to the ability of teachers to effectively facilitate HIV/AIDS education in the basic school classroom: the instruction and practice which teachers received in integrating HIV/AIDS into their lessons, and the HIV/AIDS materials development competition held in Lusaka Province.

The MOE has stated that all teachers should integrate HIV/AIDS into their teaching. However, most teachers are unclear on how to do this in an effective way. During the CHANGES2 baseline collection, observations of 144 lessons revealed only two teachers addressing HIV/AIDS and one of these had the pupils sing a song about AIDS before the lesson and then proceeded to teach the lesson without mentioning AIDS again. Only one teacher actually integrated HIV/AIDS into the lesson being taught. In order to assist teachers, a large part of the SPRINT HIV/AIDS was devoted to group and individual work on lesson plan development and practice teaching. The emphasis was on the facilitation of dialogue rather than simply repeating the facts around HIV transmission and prevention. The participating teachers expressed increased confidence in their ability to integrate HIV/AIDS into their teaching.

The Lusaka Province Provincial Resource Center received a small grant from CHANGES2 to hold an HIV/AIDS materials production competition, described in the Success Story below:

SUCCESS STORY

CHANGES2 Innovative Sub-Grants Contribute to HIV/AIDS Education in Zambia Lusaka Province, December 2006

In Zambia, HIV/AIDS is integrated into the basic school curriculum and should be taught in every grade. In the CHANGES2 baseline carried out in 48 schools and 141 classrooms, only one teacher was observed integrating HIV/AIDS topics into the curriculum. In mid 2006, the Lusaka Provincial Teacher's Resource center applied for a sub-grant under the CHANGES2 program to hold a competition among teachers in the Province to produce teaching and learning aids for HIV/AIDS. The aim of the project was to stimulate the teaching and learning of HIV/AIDS in basic school classrooms.

In December, the Province invited all those who submitted contributions to present their teaching and learning aids to a group of local educators for review. Among the teaching and learning aids were games, posters, models, sculptures, and artwork.

The teachers were asked to present their teaching aids and tell how they would teach HIV/AIDS prevention using the materials. During the discussion with participants, it became obvious that most of the teachers were struggling to understand how to effectively teach HIV/AIDS in the classroom. The poster, charts and other materials were often under utilized by the teachers, used at an inappropriate grade level or, contained incorrect information, had

spurious connections to the curriculum, used complex conceptual ideas or analogies to get at basic HIV/AIDS ideas and were generally focused on providing information to students rather than prompting students to think and generate knowledge.

A few teachers, however, grasped the concepts of what makes a good teaching and learning aid for HIV/AIDS. These teachers showed how a teaching aid could be used to stimulate discussion among students, generate new information, ask students to reflect on their behavior, and build the skills of students to deal with issues of HIV/AIDS in their lives. One example was of a teacher who used the traditional game of Nsole and adapted it to help students discuss difficult issues around HIV/AIDS. This traditional African game of moving stones around a board or holes in the ground was adapted to have phrases such as 'Be Fair' written in the bottom of each hole. Students play the game during free time or as a reward for finishing work on time. As the last stone is placed in an empty hole, the students have to say what the phrase means to them. They are not encouraged to give definitions, rather they are encouraged to ask each other what, for example, 'be fair' means in the context of HIV/AIDS. The teacher also used the game as a 'sponge' in lulls in classroom interaction by randomly selecting a handful of stones and reading the phrase underneath them. Students then are encouraged to share their thoughts in relation to the phrase. This game was used in upper basic school classrooms.

So where is the success? Provincial and District Education Officers along with CHANGES2 staff realized from this exercise that with a different approach to the competition, the production of teaching and learning aids on HIV/AIDS could provide an entry point for assisting teachers teach HIV/AIDS in the classroom. During the fair, we realized that a more focused exercise on developing the teaching and learning materials for HIV/AIDS could be developed that would likely result in teachers learning, among other things:

- Appropriate topics on HIV/AIDS for different grades
- Use of the teaching and learning materials for a variety of purposes
- How to orient the materials and the lessons to generate knowledge, open up dialogue and increase student participation
- How to translate complex concepts and topics on HIV/AIDS into relevant pre-requisite skill-building and concept development in early grades.
- How to make meaningful connections to the curriculum with HIV/AIDS topics

The MOE officials and CHANGES2 discussed how next year a workshop on developing teaching and learning materials to teach HIV/AIDS could be expanded to include more focused guidelines on the making of materials that would include:

- Materials to be used to open up dialogue
- Materials with multiple applications
- Materials for early grades focus on pre-requisite skill and knowledge development that leads to higher level concepts and activities in the upper grades

- Materials relevant to the local context as well as the curriculum

It was also thought that a workshop format next year rather than a competition might generate more ideas and materials through peer assessments, 'expert assessments' and self assessments of the materials on the first day, with a 'back to the drawing board' day to improve the materials and a final day for participants to present the finished products and demonstrate their uses. Having expert guides on materials production, curriculum and HIV/AIDS at the workshop would improve the quality of teacher generated materials and their understanding of how to teach HIV/AIDS prevention in basic schools.

It is felt that, with guidance, this activity can be scaled up to other CHANGES2 provinces so that teachers become proficient in developing and utilizing low or no-cost teaching and learning materials to promote dialogue and increase understanding of local risk factors which contribute to the vulnerability of young people to HIV.

SCP and Sub-Grants

As described in Section 2.5 below, 404 teachers and 366 community members from the new group of CHANGES2 schools were trained in School-Community Partnerships. This year, there was an increased emphasis on using drama and other interactive methodologies not just to disseminate knowledge, as is commonly done, but to address sensitive local issues which put young people at risk. Participants developed dramas which they performed in local markets, followed by discussion with community members, addressing topics such as early marriage, trans-generational sex, the role of adults in modeling appropriate behavior (faithfulness to partner), gender-based violence and mistreatment of OVC by caregivers and communities. Through the dramas performed in local markets by the training participants, 684 community members were reached with AB and other prevention messages.



Young woman in SCP drama is counseled before marriage by a traditional elder.

Reflecting on the performances, participants felt that the opening up of dialogue around these issues showed promise for changing dangerous behaviour. Additionally, participants developed action plans to be implemented when they returned to their schools and communities, such as forming SCP committees which include influential community members (including women), pupils and parents. This will help to ensure the continued operation of the SCP even after CHANGES2 support is finished.

During the training, participants were informed about CHANGES2 sub-grants. Emphasis was placed on HIV/AIDS prevention through AB to ensure that applications were compatible with CHANGES2 objectives.

Using Drama to Address Sensitive Topics and Open Dialogue

During their School Community Partnership (SCP) training in Kafue, teachers and community members learned how to develop these partnerships and to effectively use drama to address HIV/AIDS related risk factors. The play they developed was performed at a local market on the last day of the training.

In this rural community, young women are taught to be submissive to their future husbands. This is particularly dangerous in a society where male promiscuity is accepted, for it is common for an HIV positive woman to report that she is married and has never had a sexual partner other than her husband.

The participants developed a drama in which a young bride is counseled and does as she is told—submits to her husband when he demands sex and is faithful to him. However, when she realizes that he has girlfriends and is putting her at risk of HIV and other diseases, she goes against tradition and refuses to have sex with him.

This brought about an intense dialogue after the performance. The actor who played the husband was put into a “hot seat” where he sat in front of the audience and they asked him questions. Women angrily asked why he went out with other women when his wife was faithful to him. This led to men and women from the audience openly discussing how men are bringing HIV into their homes and what can be done about it. As this was during the school holiday, there were many young people in the audience who also took part in the discussion. They concluded that community members should pressure men to stop such behavior. If it continues, women in such situations should be supported by the community to take their children and leave their husbands.

While this may seem like a very basic conversation and remedy, it is in fact a revolutionary idea in rural Zambia. It is this type of open and honest discussion in public places that can bring about meaningful and lasting behavior change.

AEI Wrap-Around Activity: Psychosocial Support to OVC and Small Grants

The consultant who was hired to evaluate the model of providing psychosocial support (PSS) to OVC submitted her final report. An experienced clinical psychologist and systemic psychotherapist, she spoke to MOE officials at the national, provincial and district level who were involved in the PSS activity as well as to trained Guidance and Counseling teachers, community members, and students who had received PSS. Her overall report was positive and she recommended scaling up of this activity to reach more traumatized young people. She made many specific recommendations on training content and methodology, selection of participants and, most importantly, systematic monitoring and support by the MOE.



Pupil receiving school uniform through the AEI OVC support activity at Kasenje Basic School.

The CHANGES2 provincial teams and their MOE counterparts continued to monitor and support the trained teachers and community members at the school level to ensure effective and on-going PSS to young people. Due to third term examinations, some schools did not report on PSS for the term. However, among those who did, they reported that 711 young people (407 girls and 304 boys) received psychosocial support through the program. Participating schools continued to use funds from income generating activities initiated through the PSS small grants to purchase food, uniforms and books for OVC.

World AIDS Day Activities

Each of the four CHANGES2 provincial teams supported local activities for World AIDS Day (WAD). In Lusaka Province, CHANGES2 partnered with PCI KidSafe to support a day of activities at a local animal park, Munda Wanda. Over 600 young people attended. Activities included feeding the animals, football, drama and musical performances. Facilitators from Grassroots Soccer led conversations about HIV/AIDS during these activities.

The remaining provinces identified one school in each district which had been very active in HIV/AIDS prevention activities throughout the year. They then provided small amounts of funding to support HIV/AIDS Outreach activities in the schools and communities, attempting to open up dialogue about HIV-related behavior change.

CHANGES2 chose to focus WAD activities on the school and community level, rather than on the large marches and mass gatherings, as CHANGES2 feels that resources distributed in these settings will likely yield in tangible programs and have an impact on behavior change. Additionally, these activities build on work already being done by CHANGES2 in the schools.



Young people from a drop-in center for street children enjoy a day of sports and HIV/AIDS prevention activities

At Twafwane Basic School in Copperbelt Province, a CHANGES2 supported fish farming project was officially opened as part of the day's activity. This is a school-community activity which will provide nutrition and school support for OVC.

A total of 7,779 young people (4,605 girls and 3,174 boys) were reached with HIV/AIDS AB prevention methods through these activities.

Lessons Learned/Challenges

CHANGES2 provincial teams and MOE counterparts, including DRCCs, have improved their training methodologies and content over last year. DRCCs have gained facilitation skills and knowledge and are now conversant in the methodologies and objectives of CHANGES2. In the SCP training, teachers gained skills in addressing very sensitive local issues that put young people at risk of HIV/AIDS, such as gender and incest. In the SPRINT training, participants learned to utilize the forum of Teacher Group Meetings to improve reflective practice in the classroom.

However, the training of teachers continues to be a large expense, since they are entitled to high daily allowances as civil servants. With the CHANGES2 budget decreasing in the next two years, we will need to work with MOE to develop a viable training alternative to reach our targets and have an impact on quality education and HIV prevention.

SUCCESS STORY

Kasenje Guidance and Counseling Teacher Overwhelmed with Joy

Mrs Mwandamina, the Guidance Counseling Teacher at Kasenje basic school in Kafue District, shares her experiences working with OVC at the school.

“OVCs at our school are not only receiving psychosocial support; they are also provided with school supplies and clothing to enable them access to school and have a sense of belonging.

As a guidance and counseling teacher I am so proud to be associated with CHANGES2 program because the program is pragmatic and aims at solving OVC’s problems. As a school, we gave out school requisites to 20 pupils who are under the care of grand parents. Words alone can not explain the joy I now have as I contribute to the well being and education of the OVC.”

2.3 School Health and Nutrition (SHN)

In the quarter under review, SHN activities were implemented, data was collected on SHN indicators, activities were monitored, and teachers were trained in preparation for 2007. Most of the Health Promoting Teams at school level worked with CAGs to ensure toilets were constructed according to standard. At least 50 % of the CHANGES2 schools now have hand washing facilities, and the school environment is cleaner, with litter being thrown in rubbish pits. Health talks were given during assemblies to sensitize pupils, teachers and community on health related issues, emphasizing HIV/AIDS prevention and mitigation. At national level, collaboration took place with our partners MOE, MOH and Medical Stores Limited.

Treatment Seeking Behaviors

The number of teachers and health workers filling in SHN cards correctly has increased, as a result of intensive monitoring and continuous sensitization on the benefit of using the SHN cards to monitor the health and academic performance of pupils. Now that teachers better appreciate the use of SHN cards, they have sensitised parents, who retrieve the cards from school before taking their children to health centres. As a result of pupils accessing health facilities, school attendance has improved and this will ultimately lead to improved performance. The table below reflects the number of pupils self-reporting bilharzia infections and teachers and health workers using the SHN cards correctly:

Table 2: SHN administration in schools

Province	# of Schools Reporting	# Pupils Participating in SHN		# Pupils Self-Reporting		# Teachers Correctly Using SHN Cards		# Health staff Correctly Using SHN Cards	
		Boys	Girls	Boys	Girls	Male	Female	Male	Female
Copperbelt	32	20,597	22,845	686	506	152	412	11	51
Lusaka	78	3,2354	32,707	6,983	5,917	103	210	12	20
Central	24	7,017	7,056	300	386	89	29	0	0
Southern	63	25,378	25,789	2,859	2,498	261	204	30	33
TOTAL	197	85,346	88,397	10,828	9,307	605	855	53	104

School Health and Nutrition TOT Training

A one-day SHN TOT training was conducted in four provinces by the SHN Technical Advisor and a SHN National trainer. Participants were invited from the MOE, MOH and MCDSS.

Objectives of the training were:

- To train the Provincial Trainer of Trainers on the methodology for the training of teachers in December 2006
- To develop a training program and agree on the district venues for the December 2006 trainings
- To plan for the logistical arrangements and requirements for the practical training

The training of trainers was well organized in the four provinces and the trainers appreciated the training because they were able to understand some of the things which were not clear in the initial training, such as formulas for calculating and administering drugs for their students. The methodology was improved due to greater participation by the teachers.

The table below indicates the number of participants who attended the meeting and facilitated the training of teachers. As shown below, 41 Trainers participated in training teachers.

Table 3: SHN Training of Trainers

Province	Male	Female	Total
Central	6	8	14
Lusaka	2	6	8
Copperbelt	0	0	0
Southern	13	6	19
Total	21	20	41

Training of Teachers and SHN Implementers in Year 2 Schools

A three day training of teachers was conducted in four provinces. Teachers were satisfied with the program, according to the workshop evaluation. Head teachers from the same schools were given an orientation on SHN for one day. The objectives of the training were as follows:

- To provide participants with background information on the SHN Program
- To carry out a practical training to equip participants with knowledge and skills on de-worming procedures.
- To learn practical lessons on what happens at a school on a de-worming day
- To help participants produce action plans for implementing SHN activities in their schools



A teacher interviewing a pupil before the SHN training in Lusaka District

Below is the table of the numbers of officers who received orientation training.

Table 4: SHN training

Province	# of Schools	# of Head Teachers Oriented		Teachers		Health		MCDSS		Community Health Workers	
		M	F	M	F	M	F	M	F	M	F
Lusaka	96	50	35	52	51	8	18	9	9	4	2
Southern	94	80	17	60	32	22	8	2	4	1	3
Central	100	65	38	48	41	21	1	13	6	0	0
Copperbelt	103	62	35	50	56	6	26	7	9	43	36
Total	393	257	125	210	180	57	53	31	28	48	41

Drug Administration and Community Sensitization During Training

The purpose of the practical training was to equip the teachers with skills on how to administer the bilharzia questionnaire, how to fill in the treatment forms and use the tablet pole, and how to plan for Drug Administration Day in their schools. Below is a table showing the number of children who were treated with Albendazole and Praziquantel at the training session.

Table 5: SHN drug administration

Province	Parents Present		Total	Pupils Present		Total	SHN Drugs Administered to Pupils			
	Male	Female		Boys	Girls		Albendazole		Praziquantel	
			Boys			Girls	Boys	Girls		
Southern				51	84	135	51	84	9	5
Copperbelt				110	206	316	110	206	10	3
Lusaka	44	70	107	74	93	167	74	93	0	3
Central	127	181	308	360	260	620	360	260	284	190
TOTAL	171	251	415	595	643	1,238	595	643	303	201

Community sensitization before drug administration

Before administering the drugs, parents were sensitized on deworming. The purpose of this exercise was to make the parents aware of intestinal worms as well as what medicine teachers were giving to children, and how disease can be prevented.



Mentoring Visits by Sport in Action (SIA)

This activity was specific to Copperbelt province where CHANGES2 schools have been implementing an activity on sports in collaboration with the NGO Sport In Action (SIA). During the period under review, Sport in Action conducted follow up visits from 6th to 10th November 2006. Seven schools were visited in Ndola while four schools were visited in Mpongwe District to give on-site support to the trained teachers and conduct a mentoring exercise. In the process, SIA also distributed equipment for sports: 44 Soccer balls, 44 Net balls, 44 Basket balls, 44 Volley Ball, 22 Volley nets, and 22 Cones.

Distribution of SHN IEC Materials

Training materials (listed below) were distributed to provinces, such as flyers on malaria prevention, sourced from the Malaria Control Initiative in MOH.

Table 6: SHN IEC materials distributed.

Province	SHN Manual	Bilharzia Flip Charts	Malaria Fliers
Copperbelt	100	235	500
Southern	100	235	500
Central	100	235	500
Lusaka	100	235	500
Total	400	940	2,000

2.4 Scholarships and OVC

Contracting of Sub-Partners

In the quarter under review, the main activities were meetings with the implementing partners and facilitating the writing and approval of the agreements. The three implementing scholarship partners for 2007 are the Copperbelt Health and Education Project (CHEP), Forum for African Women Educationalists of Zambia (FAWEZA), and Family Health Trust (FHT). The geographical division of work among partners is as follows: CHEP for Copperbelt and Central Provinces; FAWEZA for Eastern and Southern, and FHT for Lusaka and Southern Provinces. In order to accelerate progress in writing three different agreements, the Project Manager from Washington came to provide support to the Lusaka office for over a week, which enabled CHANGES2 to complete the contracts as scheduled.

Technical Support to Ministries of Education and Youth, Sport and Child Development

As a member of the National OVC Steering Committee under the Ministry of Youth, Sport and Child Development, CHANGES2 participated in the finalization of the 5th National Development Plan, ensuring that support to OVC was included in the plan and that sufficient funds were allocated to address many of the challenges OVC encounter.

CHANGES2 through the OVC and Scholarships Advisor has continued to be represented at the National Youth Council meetings which attend to youth-related issues.

Participation in the USG OVC Forum

CHANGES2 continued to attend USG OVC forums held on a monthly basis and participate in the programmes lined up for the 2006 World AIDS day (see HIV/AIDS section for details).

Redesigning the OVC/Scholarship Database

Work on redesigning the database began in December to make it more user-friendly and to incorporate new partners. The redesigned database will be in line with the Ministry of Education bursaries database. It is envisioned that CHANGES2 headquarters will keep the main database and data records while each of the three partners will maintain one specific to their area of operation.

Joint Planning Meeting

A planning meeting was held at the CHANGES2 head office with the implementing partners and the HIV/AIDS/OVC Coordinators. The meeting focused on defining ways in which collaboration between the CHANGES2 Provincial offices and the implementing partners would be strengthened. The following action steps were agreed on:

- Conduct school-based selection committees' orientation in order to build capacity and strengthen selection committee's operations at school level.

- Revive and strengthen Anti-Aids Clubs at school level in addition to support for SAFE clubs. Schools will ensure that recipients are participating in support activities.
- Identify gaps as a way of improving the operations of peer clubs in schools and also build capacity for mentors to run these clubs.

Family Health Trust and the Copperbelt Health Education Project (CHEP) proposed the following support activities: training of peer educators in counseling and life skills, youth friendly corners or information centers, youth health talks and dialogue, HIV/AIDS-related video shows, games, essay writing competitions, outreach activities, football, games for life, and other traditional games.

Orientation Meetings of the School Based Selection Committees

Orientation meetings on the implementation of the scholarship program were conducted in high schools by the CHANGES2 Provincial HIV/AIDS/OVC Coordinators and the implementing partners in collaboration with Ministry of Education officials in four provinces, and FAWEZA conducted orientation meetings at the district level in Eastern and North Western Provinces where CHANGES2 does not have offices.

Objectives of the orientation meetings:

- To familiarize selection committees on identification and selection procedures for recipients
- To give information on the AIR/CHANGES2 High School Scholarship and support program
- To introduce CHEP, the organization handling the CHANGES2 Scholarship program, to high schools
- To help school based selection teams become conversant with the key policy issues contained in the Scholarship Policy document
- To clarify the roles of various stakeholders i.e. CHANGES2, CHEP, MOE, Communities and Schools in the scholarship program
- To identify the main challenges that schools faced during the 2006 implementation period and chart the way forward for 2007

Topics covered during the orientation meetings included:

- Guiding Principles for scholarships
- Membership of the School Based Selection Committees
- Criteria for identifying and selecting eligible pupils
- Minimum Basket of Services
- Disbursement of Scholarships
- Reporting

- Annual Renewal of the scholarship
- Financial Management

The orientation meetings targeted the following personnel at each school:

- The Deputy Head teacher
- The Guidance and Counseling teacher
- The SAFE Overseer (where SAFE Clubs exists) or the Anti AIDS patron /matron.
- School bursar
- Head boy
- Head girl
- PTA Representative
- Clergy person
- Ministry of Health representative
- Officer from the Ministry of Community Development and Social Services
- Community members

In Central province, 138 people were oriented (88 male and 50 females) in 14 high schools. In 2006 the implementing partner FAWEZA delayed in making payments; hence some schools ejected some OVCs who had not paid fees in time.

CHANGES2 and CHEP conducted Scholarship orientation meetings in 41 High schools in Copperbelt Province. 120 males and 103 females participated, bringing the total to 223. As it was examination time, not all members of the selection committees were able to attend. In some districts, planning officers attended the meetings on behalf of DEBS.

Orientation meetings for School Selection Committees in Lusaka Province were conducted in 27 high schools, and attendance in Lusaka Province was outstanding. Nearly all the members of the School Based Selection Committees attended the meetings. Almost all stakeholders who participated in the orientation meetings expressed concern over the exclusion of the Academic Production Unit (APU) students from the scholarship program. They argued that most vulnerable children are found in this group of students and expressed the need to support them. Participants held the view that APU students ended up in afternoon school sessions as a result of not having been able to find money at the right time to enable them to get a place at school earlier.

The orientation exercise in Southern Province reached 32 schools. St. Joseph's Girls' Secondary School was a new school in Monze district. Two FHT staff, based in Kalomo and Monze, were involved in the exercise. Selection committees were found to be non-existent in most of the schools. Most members, especially those from Social Welfare, Ministry of Health, Clergy and Community Development, attended such meetings for the first time. However, committee members promised to work together.

FAWEZA held regional meetings with four members of the school selection committee namely; the deputy head, SAFE overseer, PTA member and the bursar. Two meetings were held in Eastern and in North-Western provinces.

Issues Raised During Orientation Meetings That Will Inform Future CHANGES2 Activities

Scholarship Ceiling

Participants, particularly those in boarding schools, expressed concern over the ceiling of \$200 USD per child per year. The general feeling was that while the ceiling will benefit most day scholars, it will not meet the needs of boarding schools. It was reported that most boarding schools had just increased their school fees.

Some participants expressed the need to categorize the scholarships by dividing the ceiling into such categories as Day Schools and Boarding Schools. This is an issue the Implementing partners can manage with their own discretion.

Annual Renewals

The annual renewal exercise for scholarship recipients was welcomed, though in some schools the proposal to have those performing below average removed from the scheme was met with mixed feelings.

Shift from SAFE to Anti-AIDS Clubs

The support activities pledged by the implementing partners were well received. However the issue of how SAFE clubs would operate in schools where FAWEZA will no longer work was left to the school selection committees to decide.

Some schools raised concerns about Anti-AIDS versus SAFE Clubs. It was expressed that some SAFE Clubs were very vibrant and if the focus was shifted to Anti-AIDS Clubs, it would demoralize the members of the SAFE Clubs. Some student representatives expressed concern that the compulsory participation of the recipients in support clubs (i.e. SAFE and Anti-AIDS Clubs) triggered stigma.

Training of Anti-AIDS Patrons and Matrons

Anti-AIDS matrons and patrons expressed concern over the limited skills they possessed to enable them to guide the clubs. They further expressed that students they would be working with in the clubs would be more knowledgeable than they as there were quite a number of initiatives targeting students, compared to those targeting teachers. Concerns raised were noted and plans are underway for needed capacities to be built.

Participation

School Selection Committees showed high levels of participation, with major stakeholders attending and participating in the orientation meeting. The selection criteria and the involvement

of the social welfare department and the community were among the points appreciated, as this will reduce suspicions that have surrounded operations.

Overall, CHANGES2 Provincial Coordinators and the two new implementing partners in four provinces stated that conducting the School Selection Committee orientation meetings was an effective way to disseminate information on the program. The meetings stimulated fresh interest among the stakeholders about the issues affecting OVC. Further, the meetings served as an eye opener for Provincial officers as well as the implementing partners to the challenges that schools are facing in the implementation process, as well as the positive impact the program is making in enabling vulnerable students access to education.

Production of Comfort Kits

As part of the PEPFAR Scholarship package, female scholarship recipients are entitled to receive a Comfort Kit. Based on our experience during the year, it was decided that Comfort Kits be manufactured and distributed by CHANGES2. During the quarter under review, three local Community Based Organizations were sub-contracted to produce comfort kits for girls. The CBOs include: AATT, Chikumbuso and Kwasha Mukwenu. The CBOs were contracted based on their involvement in dealing with the issues related to supporting OVC at community level. The partners will produce 16,500 washable, reusable sanitary pads and 3,300 toiletry bags for 3,300 scholarship recipients.

Comfort Kit Meetings with Shoprite Stores General Manger

In order to enlighten the business community on the need to support OVC, meetings were held with the General Manager for Shoprite Stores. Shoprite was requested to donate the following items for the comfort kits: 3,300 bars of multi-purpose soap; 9,900 pairs of girls' underpants; 3,300 jars of Vaseline or lotion; 3,300 combs, and 3,300 tooth brushes and tubes of toothpaste. Shoprite pledged to donate goods worth K10, 000,000 and has, since reporting time, donated 4,000 tooth brushes and tubes of toothpaste.

SAFE Club Grant Distribution

FAWEZA reached 76 schools with SAFE Clubs by providing them with grants worth five hundred thousand kwacha (ZMK 500,000) to enable schools to carry out outreach activities in surrounding communities. The action plans drawn up by these schools included outreach activities ranging from raising awareness on HIV/AIDS issues, the importance of girls education, and the dangers of early pregnancies and marriages. The activities were presented in the form of theatre for development, drama, poetry, sketches and songs.

Distribution of Comfort Kits

During the quarter under review, FAWEZA distributed 1,713 Comfort Kits to 103 schools in six provinces (see details of the report in the appendix).

2.5 School-Community Partnerships (SCP) and Outreach

In the reporting period, one teacher and a community representative from each of the 400 plus year two schools were trained in participatory techniques; Participatory Learning and Action (PLA), and Theatre for Community Action (TCA)/ Community drama.

The objectives of the training were to:

- Provide knowledge and skills in using participatory methodologies as a tool for mobilizing communities to take part in education programs
- Provide knowledge and skills in using participatory methodologies as a tool for mobilizing communities to examine local HIV risk factors for HIV/AIDS prevention, especially among young people
- Develop School-Community partnership implementation plans

In the course of this activity 399 (235 male and 164 female) teachers and 361 (241 male and 120 female) community members were trained.

After the training it was envisioned the trained teachers and community members will then mobilize community members in their respective areas to participate and support education related programs, especially those related to HIV/AIDS, gender and equity, and school health. The table below shows the number of teachers and communities trained.

Table 7: Number of teachers and communities trained in School-Community Partnerships (SCP)

Province	Teachers		Community Representative		Total
	Male	Female	Male	Female	
Central	63	30	68	21	182
Lusaka	59	46	48	35	188
Copperbelt	54	53	57	33	197
Southern	59	35	68	31	193
Total	235	164	241	120	760

Reorientation of Trainers in School-Community Partnerships

Before teachers and their respective community representatives were trained, a series of orientation meetings for trainers in each district were carried out in the SCP revised training strategy.

In addition to sharing lessons and challenges on school level implementation from the last trainings in February and March 2006, the meetings provided an opportunity to review the revised training manual and SCP training materials. 68 trainers (41 male and 27 female) participated in the orientation meeting. The table below shows the number of people in each category:

Table 8: SCP Trainers Trained

Province	MOE		MOH		MCDSS		Community Members		Total
	M	F	M	F	M	F	M	F	
Central	4	4	-	1	2	-	1	-	12
Copperbelt	6	5		1	-	-	-	-	12
Lusaka	4	2	2	1	2	-	-	-	11
Southern	15	5	2	4	3	4	-	-	33
Total	29	16	4	7	7	4	1	-	68

Community Outreach Activities

Community Action Groups continued to mobilize around issues related to CHANGES2’s core areas of interest. In the process, a total of 239,727 (128,948 males, 110,779 females) were encouraged to participate in HIV/AIDS prevention, school health and educational activities in their respective communities. Traditional practices that hinder development, particularly those that affect girls’ education, were discouraged.

A special emphasis was directed towards traditional leaders who are the custodians of cultural norms. As a result of this focus, traditional leaders encouraged their communities to discard practices that impede development. Chief Chamuka of the Lenje people in Central province prohibited early marriages in his kingdom, a development that will protect young girls and allow them to proceed with their education.



A demonstration of community drama at Hope Foundation Community school

In this reporting period, the 424 communities involved in CHANGES2 schools had developed implemented their action plans.

At Twafane Basic school, in the Copperbelt, communities mobilized resources to establish an economic empowerment program to support OVC through fish farming, and developed an HIV/AIDS prevention program through community drama. The Ministry of Health and Department of Fisheries provided technical support to the initiative. It is hoped that more than 100 student OVC will benefit from this project.

In a related development, Chilombwe Community of Kafue district in Lusaka province initiated a fish farming project to assist youths in attending school. \$2,000 was provided under

CHANGES2 sub-grant component. They procured a banana boat and fishing nets. Besides fishing, the boat was used as a means for transport. In some cases, the communities contributed a fee, with proceeds directed towards OVC support activities. By the end of the second month, 19 OVC had directly benefited with school uniforms and personal effects. It is hoped that the project will encourage youths to attend school.

One notable achievement of the partnerships between schools and communities was the acknowledgment that a school can serve as an action center and a resource for the entire community. In the reporting quarter, most communities utilized the schools as a resource. For example, the community surrounding Hope Foundation Community School in Lusaka district demanded literacy classes for adults. More than 12 adults, mostly women, enrolled in the course. This development supports the tenet that a community mobilization campaign can help members realize the importance of education not only for their children, but for themselves as well.



Adult literacy class for community members at Hope Foundation Community School, Lusaka District.

SCP Training Guidelines

During the month of November, CHANGES2 organized a 3 day meeting to review the sub-grant manual and develop the SCP training guidelines for the 2007 cohort of schools. CHANGES2 SCP coordinators from 4 provincial offices participated in the process.

2.6 Small Grants

Work in the sub-grant and capacity building section of the CHANGES2 program continued to move ahead. In the reporting period, all the CHANGES2 trained and supported Multicultural Sub-grant committees in 31 districts continued to appraise grant applications and award grants according to established procedures and guidelines. In total, 97 applications were appraised, and 54 were approved impacting 27,809 (13,010 male and 14,799 female) beneficiaries. Of the awards provided, 33 were Rapid Response (Grants of up to \$ 6000), 20 were OVC wrap-around funds, and one organization, Kara Counseling Trust in Central province, received a grant in the Mid-Level category (Grants of up to \$10,000 USD). The purpose of this grant was to conduct education sessions in schools in order to fight HIV/AIDS-related stigma and discrimination.

Provision of small grants to communities continued to motivate school and community based groups allowing the groups to implement community generated ideas, particularly in the area of HIV/AIDS prevention, support to OVC, promotion of health, and education of school-aged children. The table below shows the nature of grants provided in the reporting period.

Table 10: Grants provided in the 4th Quarter of 2006

Level of Support	Special Grants (up to \$64,000 USA)	Mid-Level grants (Up to \$10,000 USA)	Rapid Response (Up to \$6000 USA)	AEI OVC Wrap Around (Support to CAH)	Total Grants	Beneficiaries		Total Beneficiaries
						Male	Female	
HQ	-	-	-	-	-	-	-	-
Central Province	-	1	-	-	1	294	335	629
Copperbelt Province	-	-	17	10	27	9,143	9,351	18,494
Lusaka Province	-	-	16	10	26	3573	5113	8,686
Southern Province.	-	-	-	-	-	-	-	-
TOTAL		1	33	20	54	13,010	14,799	27,809

By the end of December, CHANGES2 had disbursed approximately \$293,819.41 USD to 183 organizations, to the delight of community members. One comment came from Mr. Sitali Sitali of Sanu Community School in Kasenje Zone in Lusaka district:

“We had only the idea. Now we have the resources to support the OVC to attend school.”

Sanu Community received a grant for income-generating activities for improving OVC/CAH support. Mrs. Mwandamina is the Guidance and Counseling Teacher at Kasenje basic school that serves the Sanu Community:

“OVC at our school are not only receiving psychosocial support; they are also provided with school requisites to enable them access school and have a sense of belonging.

As a guidance and counseling teacher, I am so proud to be associated with CHANGES2 program because their program is pragmatic. As a school we gave out school requisites to 20 pupils who are under the care of grandparents. Words alone can not explain the joy I now have as I contribute to the wellbeing and education of the OVC.”



A grandparent witnesses one of the three orphans he takes care of receives school requisites from Mr. Mwiya, the SCP Committee representative.

Table 11: Summary of grants disbursed since project inception

Level	Special Grants	Mid Level	Rapid Response	OVC/CAH	Number of Grants	Total Amounts Disbursed (US \$)
CHANGES2 HQ	4	-	-	-	4	33,000
Central	-	3	9	17	29	44,134
Copperbelt	-	5	31	20	56	74,694.21
Lusaka	-	6	35	20	61	78,638.60
Southern	-	1	16	16	33	63,352.60
Total	4	15	91	73	183	293,819.41

Implementation of Funded Projects, and Impact

In this reporting quarter, CHANGES2 observed the progressive impact of the projects approved in the beginning of the year (2006).

For example, it was a common occurrence in Maunga community in Southern province for school aged children, especially girls, to be forced to walk one day in order to have their family's maize ground into flour. (Maize flour is used to prepare hard porridge, which is a staple food in Zambia.)

Since the CHANGES2 program provided a small grant to the local community to procure and install a maize grain mill within the Maunga community this is no longer the case. The initiative not only generates income to support the OVC to attend school, but has equally reduced absenteeism of school children.

The Headmaster at Maunga school said, "The installation of the Mill in our community has dual benefits; income generated from the project has assisted OVC with school requisites. And most importantly, children no longer absent themselves from school as they can now take few minutes to have the maize ground. In fact, most parents opt to walk down themselves and have their maize done."

Technical Support

CHANGES2 continued providing support to all grant aided projects in the 31 focused districts.

Modification of Contracts for Sub-Contracted NGOs

In the reporting period, contracts for the four leading partner NGOs, CHEP, PAM, ADRA-KAFHI and FHT were extended from June 2007 to November 2007. The modification of agreements was intended to extend the Sub-granting mandate of lead NGOs on behalf of CHANGES2 to November 2007.

2.7 Monitoring and Evaluation (M&E)

TED Monitoring Visits to Schools

As part of CHANGES2 support to schools, the Provincial teams made numerous school visits during the third term of the school year. The teams assessed the frequency of Teacher Group Meetings. Where they were not taking place, the teams held discussions with teachers, students and administrators to increase the positive impact TGMs are having on classroom practice.

The school visits provided support to teachers in the form of advice and dialogue among CHANGES2 staff, MOE staff and teachers; assisting schools to overcome barriers to CPD implementation and providing positive feedback to those schools that were making progress. Additionally, the school visits informed the development of the next training activities. By the end of the year, all CHANGES2 schools (424+) were visited at least once, and many were visited more than twice by MOE and CHANGES2 teams.

SHN Monitoring and School-Based Data Collection

Schools were monitored to capture information on School Health and Nutrition indicators and correct completion of SHN cards. The introduction of Health Promoting Schools and the grading system helped motivate schools to address SHN interventions. In Southern Province, five schools have reached an advanced level and can mentor other schools.

Follow-on Baseline Data Collection

During the quarter under review, CHANGES2 collected baseline data for Year 2 schools, which served both as a follow-on data collection for year one control schools as well as a baseline for year two intervention schools. These are sampled from the program's core schools, which are mostly GOZ basic schools. Baseline data was also collected for year two FTI community schools. In each of the four provinces, data was collected from six core schools and six community schools.



A research assistant interviews a pupil during baseline data collection at Mwabombeni Basic School in Ndola's Twapia area.

3.0 MANDATED PROJECT RESULTS BY FUNDING SOURCE

Table 3.1 USAID Indicators

Objective (a)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Healthier students, better prepared and able to learn	Percent of students participating in School Health and Nutrition programs (USAID)	5%	21%	21.6%	23%	22.3%	7%	8%	7%
	Number of students participating in school health and nutrition. (USAID)	120,000	480,000	245,208	245,231	490,439	85,206	87,497	172,703

Students in CHANGES2 schools participating in School Health and Nutrition programs will benefit from deworming initiatives, improved SHN curricula, community-generated improvements in water and sanitation facilities as well as efforts to address short-term hunger through community-supported school snack or lunch programs.

Note on calculation of target: CHANGES2 activities will target 400 schools per year. The average number of students per school is estimated at 300, multiplied by 400 schools equals 120,000 students per year, which yields 480,000 students over 4 years participating in CHANGES2 School Health and Nutrition programs. Percentages are calculated from 2,265,145 which is the estimated national total of students in 2005. Thus 120,000 = 5% and 480,000 = 21%.

Notes on data collection and data Analysis:

Disaggregation: By gender
Sources: Enrollment data (EMIS)
Frequency: Quarterly
Methods/ Procedures: Pupil enrollment data will be summed across target schools

Table 3.2 AEI Indicators

Objective (B)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Improved quality of teaching in schools	Number of teachers trained (pre-service) (AEI)	2,300	16,900	1,767	2,022	3,789	0	0	0
	Number of teachers trained (in-service) (AEI)	800	3,200	1,858	1181	3,039	755	462	1,217

CHANGES2 pre-service training will target student teachers in the ten teacher training colleges. In-service teacher training will target teachers in government and community schools.

Note on calculation of target: 10,000 pre-service teachers will be trained in the first year. In years 2, 3, and 4 only 2300 pre-service teachers will be trained each year, yielding a cumulative total of 16,900 over 4 years. 800 in-service teachers (Two teachers per school by 400 schools) will be trained each year giving a cumulative total of 3,200 trained over 4 years.

Sources:
 Pre-service teachers: CoEs enrollment data
 In-service teachers: Training data

Reporting: Quarterly

Method/ Procedure:
 In-service: Training attendance data will be aggregated and entered into computer database.
 Pre-service: Training attendance data will be aggregated and entered into computer database.

Table 3.3 AEI Indicator

Objective (C)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Improved student learning	Number of children benefiting from improved teaching as a result of interventions (AEI)	200,000	800,000	558,436	581,230	1,139,666	146,035	151,996	298,031

CHANGES2 will principally bring about improved classroom teaching through a classroom served by a teacher with improved skills, either through in-service training, or as the recipient of improved instruction at teacher training colleges.

Note on calculation of target: CHANGES2 in-service activities will target 400 schools per year. The average number of students per school is estimated at 300, multiplied by 400 schools equals 120,000 students per year benefiting from in-service teachers. It is also estimated that in each of the 5 CoE (in 4 provinces) 320 pre-service teachers will be teaching as part of their college field work. Given an estimate of 50 children per pre-service teacher, the number of children benefiting from pre-service teachers will be 50 pupils for each of the 320 teachers in each of the 5 colleges = 80,000 children per year. The combined totals for children benefiting from in-service and pre-service teachers will be 120,000 plus 80,000 = 200,000 per year or 800,000 over 4 years.

Source: Enrollment data, interpolated data

Reporting: Quarterly

Method/ Procedure: note above

Table 3.4 AEI Indicator

Objective (E)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)	Achieved (This quarter)
Upgraded teacher skills	Money obligated for teacher training (AEI)	\$800,000	\$4,000,000	\$1,028,237	\$168,119

Money for teacher training represents AIR's total yearly AEI budget, which will be obligated for the support of teacher training activities.

Notes on targets: Annual targets will be as follows: Yr1=\$800,000, Yr2 = \$800,000, Yr3=\$800,000, Yr4= \$1,600,000. Total over 4 years will be \$4,000,000.

Source: Budget reports
Method/ Procedure: Composite of pre and in service teacher training activities funded by AEI

Table 3.5 PEPFAR Indicator

Objective (D)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Enhanced support for OVCs	Number of OVC served by OVC programs. (PEPFAR)	3,500	10,500	2,479	5,374	7,853	1,200	2,800	4,000

The indicator tracks the number of individuals who benefit from OVC scholarships. It is anticipated that a majority of recipients in grades 10 and 11 will continue receiving scholarships through grade 12, representing a large portion of the annual 3,500 awards.

Note on calculation of target: 3,500 new individuals will be provided with scholarships in the first year. Given that there will be a carry over of scholarship recipients over the next 2 years, it is expected that only 1000 new students will receive scholarships in year 2 and another 1000 in year 3. Hence a total of 5,500 over three years.

Source: FAWEZA pupil level records
Reporting: Quarterly
Method/ procedure: School level tracking sheets will be provided to FAWEZA provincial staff. These numbers will in turn be aggregated.

Table 3.6 PEPFAR Indicators

Objective (F)	Indicator Definitions		Target (Annual)	Target (Cumulative)	Level	Achieved (To date)			Achieved (This quarter)		
						M	F	Total	M	F	Total
Students receive effective skills training to avoid infection	Number of individuals trained to promote HIV/AIDS prevention programs through abstinence and/or being faithful (PEPFAR)	Teachers	3,100	12,400	In-Service Teachers	5,276	2,906	8,182	553	308	861
					Pre-service teachers	2,866	3,017	5,883	0	0	0
		Peer Educators	1750	2,750	Scholarship recipient	806	1,442	2,228	0	0	0
		Total	4,850	15,150	Grand totals	14,063	10,165	24,208	5,668	3,108	8,756

Number of individuals trained to promote HIV/AIDS prevention programs includes teachers receiving in-service and pre-service training on prevention programs through abstinence and/or being faithful, as well as scholarship recipients trained as peer-educators in HIV/AIDS prevention programs.

Note on calculation of targets: In year 1 CHANGES2 will train 800 in-service teachers, 2,300 pre-service teachers and 1,750 scholarship recipients who are trained as peer educators (half of total scholarship recipients), which gives a total of 4,850. In each subsequent year (Year 2, 3, and 4) CHANGES2 will train the same number of pre-service and in-service teachers as in year 1, but for peer educators it will train 500 in year 2, 500 in year 3, and 0 in year 4. A total of 10,300 people for year 2, 3, and 4. The total for 4 years becomes 4,850+10,300 = 15,150.

Source: Training data

Reporting: Quarterly

Method/ Procedure: Numbers of teachers trained in pre-service and in-service will be aggregated. Data will be entered into a computer database

Table 3.7 PEPFAR Indicators

Objective (G)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)*			Achieved (This quarter)*		
				M	F	Total	M	F	Total
Improved knowledge and skills for HIV/AIDS prevention.	Number of community members reached with HIV/AIDS prevention programs that promote abstinence and/or being faithful (PEPFAR)	260,000	1,040,000	275,401	282,375	557,776	57,878	57,796	115,674

Number of community members reached with HIV/AIDS prevention programs refers to community beneficiaries of outreach programs.

Note on calculation of target: CHANGES2 will target 400 schools per year. The total number of community members reached through HIV/AIDS prevention programs per school community is estimated at 650. This gives an annual target of 400 x 650 = 260,000 and a cumulative total of 1,040,000 over 4 years.

Source: Community Sensitization and Mobilization reports

Reporting: Quarterly

Method/ Procedure: Data will be aggregated from school enrollment data, field reports, attendance registers, etc.

* These figures are less than were reported last quarter. This is because Community members reached via radio programmes were reported last quarter but have been excluded this quarter at the request of PEPFAR as they far outstripped the planned targets.

4.0 NON-MANDATED PROJECT RESULTS

Table 4.1 Teacher Education and Professional Development

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Effective classroom incorporation of CHANGES2 supported in-service training by teachers in target schools	Percent of teachers effectively incorporating CHANGES2 in-service training (HIV/AIDS, SHN, Pedagogy) into teaching practice	50%	50%	NA*	NA*	NA*	NA*	NA*	NA*

*Targets can only be determined after conducting pre- and post- intervention measurements. CHANGES2 has established baselines but follow up assessments have not yet been conducted.

A sample of schools will be selected for classroom observation. Observation and checklist will be used.

Note on calculation of targets: Prior to training, 0% of teachers will incorporate the content of the training in their work but after training at least 50% of them will do so.

Source: Observational checklist.
Reporting: Quarter 1 and Quarter 3.
Method/ Procedure: Observation will involve monitoring the process of administering de-worming drugs which includes asking if children have eaten, administration of the bilharzias questionnaire, using a tablet pole, administering medication and observation of side effects.

Table 4.2 School Health and Nutrition

Objective	Indicator definitions		Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
					Male	Female	Total	Male	Female	Total
Improved delivery of services of SHN interventions	Number of teachers trained in SHN (a)		800	3,200	959	613	1,572	467	305	772
Improved access to health and nutrition services resulting in lessened parasite burden	Percent of children self reporting worms and bilharzia in CHANGES2 schools (b)		<10%	<10%	6.8%	5.9%	6.3%	12.7%	10.5%	11.6%
	Percent of teachers and health staff from 400 schools correctly using SHN cards. (c)	Teachers	50%	50%	22%	26%	24%	-1%	0%	0%
		Health staff *	50%	50%	0	0	0	0	0	0

Note on calculation of targets: CHANGES2 expects to train 800 in-service teachers each year giving a cumulative total of 3,200 trained over 4 years. Targets are based on the pre-test and post test measurements done by the Partnership for Child Development and Successful intelligence over a 3 year period in Eastern province under CHANGES which showed a drop in bilharzias infestation rates from >45% to <10%. Prior to training, 0% of the teachers will incorporate the content of the training in their work but after training at least 50% of them will do so.

Source: (a) Field training reports. (b) SHN cards. (c) SHN cards

Reporting: (a) Quarterly (b) Bi-annually (c) B-annually

Method/ Procedure:

(a) School visits and on site observation during de-worming days will be conducted. (b) School visits and data analysis from sampled SHN cards from CHANGES2 schools. (c) Observation on de-worming days at sampled schools. : Observation will involve monitoring the process of administering de-worming drugs which includes asking if children have eaten, administration of the bilharzias questionnaire, using a tablet pole, administering medication and observation of side effects.

*All schools have enough teachers to administer SHN drugs to pupils and record data in SHN cards. Consequently, the anticipated involvement of health staff in these activities in some schools has not been necessary.

Table 4.3 Scholarships to OVCs

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				Male	Female	Total	Male	Female	Total
Greater OVC support	Number of yearly scholarships awarded	3,500	10,500	2,479	5,374	7,853	1,200	2,800	4000
Greater OVC support	Number of scholarship recipients benefiting from mentoring support. (a)	3,500	5,500	2,479	5,374	7,853	1,200	2,800	4,000
	*Percent of scholarship recipients participating in SAFE (or other anti-AIDS) clubs (b)	85%	85%	46%	46%	46%	NA	NA	NA
	Number of scholarship recipients trained as HIV/AIDS peer educators (c)	1750	2,750	657	1,228	1,885	0	35	35

Note on calculation of targets:

(a) Mentors are teachers and grade 12 graduate former scholarship recipients who are specially trained to provide mentoring to scholarship recipients. The beneficiaries of mentoring are all scholarship recipients. Given that some pupils will receive scholarships over 2 or 3 years while others will graduate the net number of scholarship recipients and hence the number of recipients benefiting from mentoring is estimated at 5,500 as follows: year1=3500 recipients, year2=1000 new recipients, and year 3=1000 new recipients.

(b) A target of 85% of the scholarship recipients are expected to be members of SAFE clubs every year.

(c) It is estimated that half of the 5,500 scholarship recipients will be trained as peer educators. Hence 2,750 are expected to be trained as peer educators.

Source: (a) Implementing partners, EMIS, (b) implementing partners (c) implementing partners (c) implementing partners (d) implementing partners (e) implementing partners.

Reporting: (a) Oct 06 (b) Annually (c) (d) (e) Annually.

Method/ Procedure: Quantitative.

*Because a new cohort of scholarship recipients were recently enrolled percent of students participating in this quarter would appear to be less than last quarter. By the next Quarterly Report CHANGES2 will be able to report on this indicator.

Table 4.5 Small Grants

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				Males	Females	Total	Males	Females	Total
Support HIV/AIDS prevention and mitigation	Number of Children benefiting from grant aided services.	24,000	96,000	153,605	156,250	309,855	96,001	97,730	193,731
	Number of grants awarded	80	320	-	-	243	-	-	130

Note on calculation of targets: It is estimated that about 20 grants will be given per province per year, or 80 for 4 provinces each year. Total grants over 4 years is 320. Given that the school and its catchment area will be the focus of CHANGES2 programmes and that the estimated average number of children per school is approximately 300 children, a minimum of $20 \times 300 \times 4 = 24,000$ children will benefit from grant aided activities each year, and 96,000 children will benefit over 4 years.

Table 4.6 School Community Partnerships and Outreach

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				Male	Female	Total	Male	Female	Total
Improved community support to schools	Number of community leaders participating in HIV/AIDS, SHN, and school improvement support activities	800	1,600	4,083	3,067	7,150	1,449	1,328	2,777

“Community leaders” refers to male and female chiefs, headmen, traditional councilors, and religious leaders and other influential persons. “Support activities” refers to such actions as school feeding for students, dissemination of HIV/AIDS prevention messages, community support for OVC educational requirements etc.

Note on calculation of targets: Two community leaders will be sensitized in each of the 400 communities each year over 4 years. Hence 800 community leaders will be sensitized each year, giving a total of 3,200 community leaders over 4 years.

Source: (a) Internal database of training and outreach activities, (b) attendance registers
Reporting: Quarterly
Method/ Procedure: (a) Data will be aggregated from school enrollment data, field reports, attendance registers etc.

Table 4.7 School Community Partnerships and Outreach

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)	Achieved (This quarter)
Improved community support to schools	Number of communities mobilized to take action concerning HIV/AIDS (a)	400	1,600	836	412
	Number of community action plans developed (b)	300	1,200	422	10
	* Percent of developed community action plans that are being implemented (c)	80%	80%	70%	NA

“Mobilization” refers to participation in community focus groups, community action groups, and participation of community leaders in sensitization activities, which lead to community planning and action.

Note on calculation of targets:

(a) CHANGES2 will target 400 schools per year. Each school catchment area will be considered a single community. Hence 400 communities will be mobilized per year, giving a total of 1,600 over 4 years.

(b) It is estimated that not all communities sensitized will develop action plans. During phase I of the CHANGES program only 46% of communities developed action plans and only 77% of schools developed action plans. Since CHANGES2 is more school focused than community focused, and since it is treating the entire school catchment area as one community, targets have been set for 75% of action plans to be developed. Given 400 communities this yields 300 action plans per year.

(c) Under CHANGES program phase I, the percent of community action plans implemented was 85% and under CHANGES Program phase II it was 77%. Given this experience then, the number of developed action plans implemented under CHANGES2 has been projected at 80%.

As in CHANGES, “implemented” is defined based on action plans having a minimum of one planned activity. Therefore, even if an action plan has several planned activities; it is considered implemented if at least one planned activity has been implemented.

Source: (a) Zonal level community facilitator action plans and field reports (b) (c) Provincial/ district level reports.

Reporting: (a)(b)(c) Quarterly

Method/ Procedure: (c) Implemented action plans will be divided by the total number of action plans developed.

*It was not expected that communities in Year 2 schools would have community action plans by this point in time. CHANGES2 will report on this indicator in the next Quarterly Report.

Table 4.8 Sustainability and Institutionalization

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				M	F	T	M	F	T
Improved community mobilization capacity	Number of community members trained to mobilize communities on HIV/AIDS, SHN, and Education support	400	800	3,928	2,090	6,018	241	120	361
Improved coordination of and capacity for HIV prevention	Number of provincial level, district level, COE staff and other officials trained (PEPFAR)	150	500	269	230	499	58	50	108
Improved coordination of and capacity for education delivery	Number of provincial level, district level, COE staff and other officials trained (AEI)	150	500	135	115	249	29	25	54

On a regular basis, CHANGES2 will provide training to national, provincial, and district level officials from the Ministry of Education, Ministry of Health, and Ministry of Community Development and Social Services, as well as to senior staff from Colleges of Education, to enable them better coordinate improved education delivery and to mitigate the impact of HIV/AIDS on the education system. Community members will also be trained to coordinate activities at community level. These achieved training figures generally will not “fit” neatly under other CHANGES2 mandated or non-mandated indicators. Likewise, the program will also be regularly conducting training of trainers’ workshops and specialized training in SHN, HIV/AIDS support, pedagogy, information technology, library management, and guidance and counseling; CHANGES2 will also be building the capacity of MOE and other staff through involving them in curriculum revision, training manual development, and materials development activities. These figures too will generally not fit neatly under other indicators. Hence, this indicator is a “catch all” table for these important activities and outputs that do not easily fall under other indicators.

Note on calculation of target: The annual targets for PEPFAR and AEI for 2006 are estimated, as are the cumulative targets for each.

Source: Training attendance registers.
Reporting: Quarterly.
Method/ Procedure: Training attendance data will be aggregated and entered into computer database.

Table 4.9 AEI/OVC “Wrap Around”

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				Males	Females	Total	Males	Females	Total
Improved skills for provision of care and support for OVCs	(a) Number of teachers trained in psychosocial counseling for OVC (AEI)	80	80	139	114	253	0	0	0
<p>The indicator tracks the number of teachers who are trained on guidance and counseling for three months.</p> <p><i>Note on calculation of targets: One teacher will be trained per school in 20 schools per province for 4 provinces. It is uncertain whether there will be follow up funding for this after year one hence indicator is set as a one off activity.</i></p>									
Enhanced support for OVCs	(b) Number of OVC counseled by trained guidance and counseling teachers (AEI)	4000	4000	415	541	956	146	180	326
<p><i>Note on calculation of targets: It is projected that each trained teacher will provide guidance and counseling to at least 50 pupils in one year.</i></p>									
Enhanced support for OVCs	(c) Number of small grants distributed to schools to address the educational needs of OVC (AEI)	70	70	-	-	106	-	-	54
<p><i>Note on calculation of target: Given the 80 schools that are targeted under this activity it is projected that at least 70 of them will develop action plans with fundable activities. Hence the number of small grants expected to be distributed is 70.</i></p> <p>Source: (a) Training attendance registers (b) School counseling records (c) Grant agreement records</p> <p>Reporting: (a)(b)(c) Quarterly</p> <p>Method/ Procedure: (a) Number of teachers trained will be aggregated from workshop attendance registers. (b) Numbers of OVCs will be aggregated from school counseling records. Data will be entered into a database (c) Data will be aggregated from grant agreements and fund disbursement records.</p>									

5.0 SPECIAL EVENTS

During the reporting period, Mr. E. Kunyanga from USAID Kenya visited two schools, Hope Foundation Community School and Justin Kabwe Basic School, to learn from successful community programs what approaches are being utilized. Along with Mr. Kunyanga, TAs for sub-grants & SCP and HIV/AIDS, Lusaka Provincial Manager and sub-grants/SCP Coordinator also visited the schools. During these visits, the team attended drama performances by community members and pupils.

6.0 MANAGEMENT AND ADMINISTRATION

The annual staff appraisal was completed this quarter, and all staff contracts were renewed.

7.0 PLANS FOR NEXT QUARTER

Teacher Education

In early 2007, the CHANGES2 teams at the provincial level will make school visits with District officers to monitor and support teachers in implementing SPRINT. In particular CHANGES2 will be discussing with head teachers, SICs, and ZICs how they have implemented SPRINT at their schools.

In the first term, a number of activities should take place at schools in CPD including HIM meetings, setting up record keeping (SIR book), holding orientation meetings with teachers on the *SPRINT Teacher's Guide* and planning for the term. CHANGES2 teams and District Officials will also sit in on Teacher Group Meetings, hold discussions with teachers and students and visit classrooms. The meetings and visits will focus on supporting teachers and engage teachers in their own professional development through SPRINT.

Over 10,000 SPRINT Teacher's Guides will be printed and distributed in the first term. These guides will go to the 2nd cohort of GOZ basic schools as well be distributed to community schools through FTI funding.

A training package for community schools will be developed under the FTI component of the program, involving the Ministry of Education as well as other NGOs working with community schools. The training package will focus on basic skills and be based on existing training materials.

Also for community schools, CHANGES2 will develop the teacher's tool kit with the assistance of community school NGOs. Assembly and distribution of the kits will take place in the next quarter.

In pre-service, the introduction of the HIV/AIDS course to four pilot colleges will take place along with the training of tutors.

An orientation of college principals and disbursement of allowance funds will also take place in February 2007 for the 300 ZATEC second year students who will student teach in Community Schools.

HIV/AIDS

- Run HIV/AIDS induction at COEs.
- Begin implementation of HIV/AIDS Education at 4 COEs.
- Complete SPRINT HIV/AIDS training in Southern Province.
- Work with MOE and partners on developing training for community school teachers (FTI).
- Form SCP committees and CAGs to address vulnerability of young people to HIV infection.
- Begin review and funding of Year 2 grant applications.
- Collect follow-on data for Year 1 schools.
- Collect baseline data for Year 3 schools.

School Health and Nutrition

- Distribute SHN materials.
- Sensitize schools and partners on the de-worming exercise.
- De-worm children in 2007 schools.
- Collect data on bilharzia infection rates.

Scholarships and OVCs

- Build capacity of supported NGOs.
- Deliver Shoprite donations to the implementing partners to distribute to scholarship recipients.
- Facilitate disbursement of scholarships.
- Monitor distribution of scholarships.
- Finalize database development.
- Facilitate the gender mainstreaming training of Lusaka Provincial Planning Officers for the Ministry of Education.
- Distribute comfort kits to female scholarship recipients.

School-Community Partnerships

- Mobilize communities in 2007 cohort schools to participate in HIV/AIDS prevention and other activities that promote education.
- Print SCP training manual.
- Provide technical support to the SCP model in the MOE.
- Provide technical support to CHANGES2 staff on matters related to SCP.

Small Grants

- Re-orient the sub-grants management committees in revised sub-grants mechanisms that include FTI funding procedures.
- Provide technical support to MoE in sub-granting procedures.
- Provide technical support to CHANGES2 staff and the project on matters related to SCP.
- Train building officers in management of grant-aided projects.

Monitoring and Evaluation

- Revise the M&E plan.
- Collect baseline data for year one intervention schools and for year two control schools.
- Analyze follow-on data for year one intervention schools and year one control schools.

8.0 APPENDICES

Appendix 1: Grant Recipients Tables by Province

Activity/Purpose of Grant Key for Category 1 and Wrap-around grants:

- 1 –Nutrition support for OVC/CAH
- 2 –Economic generating activities for OVC/CAH support
- 3 –HIV education for prevention
- 4 –Education supplies for OVC/CAH
- 5 –SHN action plans
- 6 –HIV/AB community outreach
- 7 –Supplementary Education/Vocational training for OVC/CAH
- 8 –Recreation for OVC/CAH

CENTRAL PROVINCE

Serial No.	Recipient Organization	Activities/Purpose of Grant	Amount (USA\$)	Period of Project	Location	Number of Beneficiaries		Status
Category 2 Mid level grants up to \$10,000								
						M	F	
1	Kapiri mposhi district teacher resource center	Teacher HIV/AIDS support group	9,950	July 2006 – Jun 2007	Kapiri Mposhi	20	20	On- going
2	Angelina Tembo girls School	OVC support and HIV/AIDS outreach activities	7,618.70	July 2006 – Jun 2007	Kabwe in Ngungu zone	1,096	1,000	On- going
3	Kara Counseling Trust	Support to PLWH Groups for teachers	4,320	Sept 2006 – Jun 2007	Kabwe	1500	1500	On- going
Sub Total			21,888.70			2,616	2,520	
Category 1, up to \$ 6000 (Rapid Response) grants through ADRA-KHAFI-Lead NGO								
4	Chumwe Basic School	1,2	667	June 2006 – May 2007	Mkushi	17	170	On-going
5	Mpima Women Support Club	1,2	1181	June 2006 – May 2007	Kabwe	65	71	On-going
6	Mufunda Community School	1,2,3	1625	June 2006 – May 2007	Chibombo	16	17	On-going
7	Lifwambula Basic School	1,6	2454	Aug 2006 - May 2007	Chibombo	96	118	On-going
8	Moomba Basic School	1,2	1516	Aug 2006 - May 2007	Chibombo	1,027	120	On-going
9	Chamuka Traditional OVC Support Project	2,4	0	Aug 2006 - May 2007	Chibombo	25	25	Check retrieved

Serial No.	Recipient Organization	Activities/ Purpose of Grant	Amount (USA\$)	Period of Project	Location	Number of Beneficiaries		Status
						M	F	
10	Nambe Basic School	2,4	556	Nov 2006 - May 2007	Kabwe	Just started		
11	Mukuku	2,4	1,111			Just started		
12	Chitina	2,4	5,000	Nov 2006 - May 2007	Mkushi	Just started		
Sub-total			14,110			1,246	521	
OVC Wrap Around, up to \$ 700, grants through ADRA-KHAFI-Lead NGO								
13	Kafulamase	4	566	June 2006-May 2007	Kabwe	29	20	On-going
14	Angelina Tembo	4,5	566	June 2006-May 2007	Kabwe	0	179	On-going
15	New Mpima Basic School	4	355	July 2006-May 2007	Kabwe	10	10	On-going
16	Shamabanse Basic School	1,5	355	June 2006-May 2007	Chibombo	15	20	On-going
17	Chungu Basic School	5	292	July 2006-May 2007	Chibombo	15	9	On-going
18	Matubila Community School	1,2	2944	June 2006-May 2007	Chibombo	21	14	On-going
19	Chilumba Upper Basic School	1,2	278	June 2006-May 2007	Kapiri	16	17	On-going
20	Kato Basic School	1,5	278	June 2006-May 2007	Kapiri	40	60	On-going
21	Nasenga Basic Sschool	1,5	278	June 2006-May 2007	Kapiri	36	40	On-going
22	Mufunda Community School	2,7	278	Aug 2006-May 2007	Chibombo	16	17	On-going
23	Kabakombo Basic School	1,5	278	Aug 2006-May 2007	Chibombo	244	257	On-going
24	Lukoshi Basic School	1,6	278	Aug 2006-May 2007	Chibombo	212	239	On-going
25	Chikokomene Basic School	2	278	Aug 2006-May 2007	Chibombo	100	150	On-going
26	Lifwambula Basic School	2,6	278	Aug 2006-May 2007	Chibombo	96	118	On-going
27	Muchinga West Basic School	2	278	Aug 2006-May 2007	Kapiri	162	134	On-going
28	Kapandwe Middle Basic School	2	278	Aug 2006-May 2007	Kapiri	27	53	On-going
29	Kantupu Basic School	2	278	Aug 2006-May 2007	Kapiri	27	15	On-going
Sub-total			8136			1,066	1,352	
Total Central Province						3,209	2,893	

COPPERBELT PROVINCE

Serial No.	Recipient Organization	Activities/ Purpose of Grant	Amount (USA \$)	Period of Project	Location	Number of Beneficiaries		Status
Category 2 Mid level grants up to \$10,000								
						M	F	
1	Kitwe College of Education	Fish farming-Support to OVCs and HIV prevention	6,937.50	July 2006-June 2007	Kitwe	240	360	On-going
2	Chililabombwe District Resource Centre	Production and training in HIV/Aids models	5808.25	Aug 2006-Dec 2006	Chililabombwe	4,713	4,723	On-going
3	Kitwe Provincial Resource Centre	Production of video lesson to enhance learning by OVCs	6500.00	Aug 2006-Dec 2007	Kitwe	240	360	On-going
4	Ndola District Resource Centre	Vocational support for OVCs-remedial clinics	5625.00	Aug 2006-Oct 2007	Ndola	7,103	6,015	On-going
5	Masaiti District Resource Centre	SHN action plan -Training in method of farming	6000.00	Aug 2006-Mar 2007	Masaiti	3,622	3,172	On-going.
Sub total			30,870.75			15918	14630	
Category 1, up to \$ 6000 (Rapid Response) grants through Copperbelt Education Project (CHEP) - Lead NGO								
						M	F	
6	Twafwane Basic School	1	4512.08	July 2006 - Jan 2007	Chililabombwe	1,203	1,232	On-going
7	Mikata Basic School	6	1151.25	Aug 2007- Feb 2007	Mpongwe	34	64	On-going
8	Chimbili Basic School	1,6	1567.50	Aug 2006- Dec 2007	Mpongwe	63	49	On-going
9	Malembeka Middle Basic School	1	1310.00	Aug 2006- Nov 2007	Mpongwe	59	54	On-going
10	Mama Rosa Basic School	1	1287.38	Aug 2006-Dec 2007	Luanshya	85	92	On-going
11	Talent community school	1,4	4513.60	Sep 2006-Jan 2007	Ndola	170	100	On-going

Serial No.	Recipient Organization	Activities/ Purpose of Grant	Amount (USA \$)	Period of Project	Location	Number of Beneficiaries		Status
						M	F	
12	Buyantanshi basic school	1,4	1807.50	Sep 2006- May 2007	Mufulira	754	755	On-going
13	Kamuchanga basic school	1,4	1442.25	Aug 2006- Apr 2007	Mufulira	618	583	On-going
14	Eastlea basic school	1,2	471.75	Aug 2006- Dec 2007	Mufulira	727	836	On-going
15	Bwananyina basic school	1,6	1875.00	Aug 2006 Apr 2007	Luanshya	413	497	On-going
16	Lubendo basic school	3,4	1402.13	Sep 2006- april 2007	Masaiti	332	303	On-going
17	Mukulungwe basic school	1,2,4	1022.50	Sep 2006- June 2007	Masaiti	227	229	On-going
18	Chibuluma basic school	1,2	2461.00	Aug 2006- Jan 2007	Kalulushi	654	724	On-going
19	Kankoshe basic school	1,2	1343.75	Aug 2006- May 2007	Kalulushi	522	527	On-going
20	Ipusukilo basic school	1,4	1878.50	Aug 2006- Jan 2007	Kitwe	932	929	On-going
21	Kamitondo basic school	1,6	2500.00	Sep 2006- Jan 2007	Kitwe	1045	1136	On-going
22	Musenga basic school	1,5	2250.00	Nov 2006- July 2007	Kitwe	464	458	On-going
23	Chiwala basic school	1,4	1200.00	Nov 2006- July 2007	Chingola	552	386	On-going
Sub total			33996.19			8,854	8,954	
OVC Wrap around, up to \$700, grants through Copperbelt Education Project (CHEP) - Lead NGO								
24						M	F	
25	Tug Argun Basic School	2,4	588.00	Aug 2006- Mar 2007	Ndola	85	85	On going
26	Yengwe Basic School	2,4	588.00	Aug 2006- Feb 2007	Ndola	36	36	On going
27	Nissi Care Community School	2,5	588.00	Aug 2006- Feb 2007	Ndola	120	120	On going
28	Katondo Basic School	4	588.00	Jul 2006 – Dec 2006	Ndola	8	4	On going

Serial No.	Recipient Organization	Activities/ Purpose of Grant	Amount (USA \$)	Period of Project	Location	Number of Beneficiaries		Status
						M	F	
29	Dzikomo Basic School	2,5,6	588.00	Jun 2006- Aug 2006	Ndola	1,051	911	On going
30	Bear Foot Community School	1,5	588.00	Aug 2006- May 2007	Ndola	77	43	On going
31	Ndola Main Basic School	5,7	588.00	Aug 2006- Nov 2006	Ndola	85	85	On going
32	Talent Community School	5,1	588.00	Aug 2006- Jan 2007	Ndola	240	320	On going
33	Twalubuka Basic School	7	588.00	June 2006- Sep 2006	Ndola	50	40	On going
34	Mwenge Basic School	5, 1	588.00	Aug 2006- Mar 2007	Ndola	40	30	On going
35	Kenami community school	1,4	588.00	Aug 2006- April 2007	Kitwe	684	708	On going
36	Manyando basic school	1,4	588.00	Sep 2006- May 2007	Kitwe	54	44	On going
37	Luluamba basic school	1,7	588.00	Aug 2006- Nov 2006	Kitwe	100	140	On going
38	Bulangililo basic school	1,4	588.00	Aug 2006 – Jan 2007	Kitwe	250	300	On going
39	Ipusukilo basic school	1,4	588.00	Aug 2006- Feb 2007	Kitwe	437	445	On going
40	Kwacha basic school	1,4	588.00	July 2006- Dec 2006	Kitwe	24	36	On going
41	Mutende basic school	1,4	588.00	June 2006- Aug 2006	Kitwe	30	45	On going
42	Kamitondo basic school	1,4	588.00	Aug 2006- May 2007	Kitwe	40	35	On going
43	Ipusukilo community school	1,4	588.00	Aug 2006- Nov 2006	Kitwe	50	46	On going
44	Kawama basic school	1,4	588.00	Aug 2006- Nov 2006	Kitwe	30	25	On going
Sub total			11,760.00			3491	3498	
Total Copperbelt Province			76,647.15			28263	27082	

LUSAKA PROVINCE**Category 2, mid level grants up to \$10,000**

Serial No.	Recipient Organization	Activities/ Purpose of Grant	Amount (USA \$)	Period of Project	Location	Number of Beneficiaries		Status
						M	F	
1	LDTRC	Edu./HIV prevention	3958	Aug-Oct 06	Lusaka	2800	2200	On going
2	Kasenje ZRC	OVC supp/ HIV prevention	4827	Sept 06-May 07	Kafue	1425	1425	On going
3	LPTRC	Edu./HIV prevention	4064	July 06-June 07	Lusaka	44225	44250	On going
4	Muleya Zonal Resource Center	Edu./HIV prevention	2021	Sept 2006 – March 2007	Lusaka	2500	2500	On going
5	Chilenje Zonal Resource Center	OVC supp/ HIV prevention	2308	Sep 2006 – March 2007	Lusaka	11500	10000	On going
6	Katondwe Zonal Resource Center	HIV Prevention	2946	Oct 2006 to Aug 2007	Luangwa	1300	1245	On going
Sub-Total			20124			63750	61620	

Category 1, up to \$ 6000 (Rapid Response) grants through Family Health Trust (FHT) -Lead NGO

						M	F	
7	Mwalilia Basic School	2	416.67	Aug 06-Mar 07	Luang	59	43	On going
8	Chankasi Community School	1,2,	708.33	Aug 06-Feb 07	Luang	15	15	On going
9	Chilombwe Basic School.	1,4	2395.83	Aug-Dec 06	Luang	28	28	On going
10	Mwavi Basic School	2	1875	Aug 06-Mar 07	Luang	150	130	On going
11	Kaluluzi Community School	1,2,4	416.67	Aug 06-Mar 07	Luang	33	29	On going
12	Kapoche Basic School	1,4	3005.95	Aug 06-Mar 07	Luang	225	275	On going
13	Janeiro Basic School	2	595.24	Aug 06-Mar 07	Luang	70	65	On going
14	Shikoswe Basic School	1,2,4	1356.99	Sept 06-May 07	Kafue	500	500	On going
15	Nakatete Basic School	1,2,4	654.76	Sep 06-Apr 07	Kafue	115	124	On going
16	Kasaka Basic School	1,2,4	809.52	Sep 06-Apr 07	Kafue	104	123	On going
17	Mt Makulu Basic School	1,2,4	1356.99	Sept 06-May 07	Kafue	49	44	On going
18	Muchuto Basic School	1,2,4	1069.94	Sep 06-May 07	Kafue	53	32	On going

Serial No.	Recipient Organization	Activities/ Purpose of Grant	Amount (USA \$)	Period of Project	Location	Number of Beneficiaries		Status
						M	F	
19	Chipongwe Basic School	1,2,4	580.36	Sep 06-Apr 07	Kafue	90	100	On going
20	Kasenje Basic School	2	2070.83	Sep 06-May 07	Kafue	199	236	On going
21	Nangongwe Basic School	1,2,4	1743.45	Sept 06-May 07	Kafue	126	162	On going
22	Shantumbu Basic School	1,2,4	1220.24	Sept 06-May 07	Kafue	127	183	On going
23	Chiparamba C. School	1,2	1356.99	Sept 06 to May 07	Kafue	250	300	On going
24	Nyangwena SCP Committee	1,2,4	660.71	Sept 06 to May 07	Chongwe	413	396	On going
25	Mpemba SCP Committee	1,4	678.57	Sept 06 to May 07	Chongwe	49	35	On going
26	Silverest Basic	1,2,4	1200.68	Sept 06 to May 07	Chongwe	35	45	On going
27	Chainda SCP Committee	1,2,4	1547.62	Sept 06 to May 07	Chongwe	68	57	On going
28	Chongwe Basic	1	2903.27	Sept 06 to May 07	Chongwe	120	130	On going
29	Chongwe Community Action Group	1,3	1356.63	Sept 06 to May 07	Chongwe	1100	3100	On going
30	Bimbe SCP Committee	1,4	2259.52	Sept 06 to May 07	Chongwe	50	73	On going
31	Chazanga Reach Out Community School	1,4,5	651.43	Sept 06 to May 07	Lusaka	1000	1000	On going
32	Justin Kabwe SCP Committee	1,2,3,4	4255.95	Sept 06 to May 07	Lusaka	10300	9200	On going
33	Twatasha Community Partnership Group	1,2	1392.86	Sept 06 to May 07	Lusaka	60	80	On going
34	Ngwelele Basic School	1,2,5,6	1643.53	Sept 06 to May 07	Lusaka	4150	8300	On going
35	Bauleni Special School	2	1864.58	Sept 06 to May 07	Lusaka	304	400	On going
36	Hope Foundation Community School	2,3,5	2380.95	Sept 06 to May 07	Lusaka	235	210	On going
Sub total			44430.06			20077	25415	

Serial No.	Recipient Organization	Activities/ Purpose of Grant	Amount (USA \$)	Period of Project	Location	Number of Beneficiaries		Status
OVC Wrap Around, up to \$ 700, grants through Family Health Trust (FHT)- Lead NGO								
						M	F	
37	Nyangwena Basic School	1,2,4	660.71	Aug-Dec 06	Chongwe	95	176	On going
38	Mpemba Basic School	1,2,7	678.57	Aug-Dec 06	Chongwe	53	96	On going
39	Chalimbana Basic School	1,4	678.57	Aug-Dec 06	Chongwe	133	247	On going
40	Chinkuli Basic School	1,2	660.71	Aug-Dec 06	Chongwe	66	122	On going
41	Chongwe Basic School	1,2	678.57	Aug-Dec 06	Chongwe	82	151	On going
42	Kapete Basic School	1,2,4	678.57	Aug-Dec 06	Chongwe	716	1329	On going
43	Kasaka Basic School	1,2,4	558.93	Aug-Dec 06	Kafue	280	520	On going
44	Mutendere Basic School	1,2,4	664.29	Aug-Dec 06	Kafue	77	143	On going
45	Kasenje Basic School	1,2,4	642.86	Aug-Dec 06	Kafue	98	185	On going
46	Muchuto Basic School	1,4	617.86	Aug-Dec 06	Kafue	30	55	On going
47	Silverest basic	2,4,6	839.29	Oct 06 to May 07	Chongwe	98	73	On going
48	Bimbe basic	2,4	839.29	Oct 06 to May 07	Chongwe	70	80	On going
49	Chainda basic	2,4	857.14	Oct 06 to May 07	Chongwe	188	193	On going
50	Mulola basic	2	857.14	Oct 06 to May 2007	Chongwe	61	42	On going
51	Nakatete basic	2,4	839.29	Oct 06 to May 2007	Kafue	40	40	On going
52	Shikoswe basic	2	847.02	Oct 06 to May 2007	Kafue	30	30	On going
53	Nangongwe basic	2,4	857.14	Oct 06 to May 2007	Kafue	62	83	On going
54	Solobon basic	2,4	835.71	Oct 06 to May 2007	Kafue	114	117	On going
55	St John C S	2,4	792.86	Oct 06 to May 2007	Kafue	114	136	On going
Sub-total			14084.52			2407	3818	
Total Lusaka Province			78638.58			86234	90853	

SOUTHERN PROVINCE

Serial No.	Recipient Organization	Activities/ Purpose of Grant	Amount (USA \$)	Period of Project	Location	Number of Beneficiaries		Status
Category 2, Mid level grants up to \$10,000								
						M	F	
1	Livingstone Provincial Resource Center	HIV prevention through soccer	4,336	Sept 2006 – Aug 2007	Livingstone			On-going
Sub Total			4,336					
Category 1, up to \$ 6000 (Rapid Response) grants through Program Against Malnutrition (PAM) - Lead NGO								
						M	F	
2	Bantungwa Community School	2,4,3	967.39	Aug 2006- July 2007	Itezhi-tezhi	22	11	On-going
3	Uphill Basic School	2,4	3,432.50	Aug 2006- July 2007	Itezhi-tezhi	157	132	On-going
4	Nanduba Basic School	2,4	732.50	Aug 2006- July 2007	Mazabuka	156	107	On-going
5	Mugota Basic School	1,2	4,372.50	Aug 2006- July 2007	Mazabuka	140	112	On-going
6	Maramba Basic School	2,4	2,056.25	Aug 2006- July 2007	Livingstone	90	90	On-going
7	Maunga Comm School	2,4	4,872.22	Aug 2006- July 2007	Kazungula	43	45	On-going
8	Goodhope Basic School	2,4	3,003.61	Sep 2006- July 2007	Kalomo	92	86	On-going
9	Tara Basic School	4	4,109.17	Sep 2006- July 2007	Kalomo	99	109	On-going
10	Malima Basic School	2,5	1,582.32	Sep 2006- July 2007	Sinazongwe	722	481	On-going
11	Munyati Basic School	1,2,4	4,453.47	Sep 2006- July 2007	Sinazongwe	100	100	On-going
12	Bweengwa Basic School	2,4	5,787.53	Sep 2006- July 2007	Monze	137	173	On-going
13	Lukonde Basic School	5	3,127.36	Sep 2006- July 2007	Gwembe	99	104	On-going
14	Chibuwe Basic School	1,5	2,748.17	Sep2006- July 2007	Gwembe	34	42	On-going
15	Kabila Comm School	2,4	5,527.78	Sep 2006- July 2007	Siavonga	41	45	On-going
16	Matuwa Basic School	2,4	1,179.44	Sep 2006- July 2007	Siavonga	78	90	On-going
17	Dibbwe Comm School	2,4	611.11	Sep 2006- July 2007	Siavonga	158	153	On-going
Sub total			48,563.32			1,849	1,606	

Serial No.	Recipient Organization	Activities/ Purpose of Grant	Amount (USA \$)	Period of Project	Location	Number of Beneficiaries		Status
OVC Wrap Around, up to \$ 700, grants through Family Health Trust (FHT)- Lead NGO								
						M	F	
18	St Mulumba	2,4	653.33	Sep 2006- July 2007	Choma	52	60	On- going
19	Maramba basic School	2,4	653.33	Sep 2006- July 2007	Livingstone	10	10	On- going
20	Syanalumba	1,2	653.33	Aug 2006- July 2007	Livingstone	5	5	On- going
21	Shungu basic School	2,4	653.33	Aug 2006- July 2007	Livingstone	20	30	On- going
22	Nakasengwa Basic School	2,4	653.33	Aug 2006- July 2007	Monze	7	11	On- going
23	Bweengwa Basic School	2,4	653.33	Aug 2006- July 2007	Monze	2	3	On- going
24	Mooya Basic School	2,4	653.33	Aug 2006- July 2007	Monze	7	8	On- going
25	Mahiba Basic School	2,4	653.33	Sep 2006- July 2007	Monze	4	6	On- going
26	Nyambe Basic School	2,5	653.33	Aug 2006- July 2007	Monze	2	3	On going
27	Makomba Basic School	2,4	653.33	Sep 2006- July 2007	Choma	1	3	On- going
28	Kasiya Basic School	2,4	653.33	Aug 2006- July 2007	Choma	4	6	On- going
29	Nazilonga Basic School	2,4	653.33	Aug 2006- July 2007	Kalomo	2	3	On- going
30	Zyangale Basic School	2,4	653.33	Aug 2006- July 2007	Kalomo	20	22	On- going
31	Simakakatae Basic School	2	653.33	Aug 2006- July 2007	Kalomo	26	22	On- going
32	Tara Basic School	2	653.33	Aug 2006- July 2007	Kalomo	92	97	On- going
33	Andre Bordier Basic School	2	653.33	Aug 2006- July 2007	Kalomo	16	11	On- going
Total			10,453.28	10,453.33		3,968	3,512	
Total Southern Province			63,352.60			5,817	5,118	

Appendix 2: FAWEZA

**FORUM FOR AFRICAN WOMEN
EDUCATIONALISTS OF ZAMBIA (FAWEZA)**

**CHANGES2
SCHOLARSHIP
PROGRAM**

FOURTH QUARTER TECHNICAL REPORT

Prepared by FAWEZA National secretariat –LUSAKA- ZAMBIA
January 2007

1.0 INTRODUCTION

This quarterly narrative report gives an overview of the activities undertaken in the implementation of the CHANGES2 scholarship program, which is supported by the US government through the American Institute for Research (AIR) for the period of October to December 2006. Activities undertaken fell into two broad categories; High school education scholarship support from grade 10-12 for both girls and boys to promote their access to and retention at High school level; and the Students' Alliance for Female Education (SAFE) clubs through which HIV/AIDS, psycho-social and reproductive health education which aims to promote and sustain positive behavior and attitudes as an integral part of the scholarship program is channeled.

During the period under review, activities implemented ranged from distribution of comfort kits and SAFE grants distribution, holding orientation meetings with the school selection committees and monitoring of the whole scholarship program.

Having surpassed the scholarship target of 3,500 girls and boys by 353, bursary distribution was not done, but instead monitoring of the academic performance of scholarship recipients was prioritized.

2.0 COMFORT KITS DISTRIBUTION

The Comfort Kit which have been designed for girls consist of five (5) reusable sanitary towels with their pouches, three (3) underpants, a comb, a tablet of soap and a bottle of lotion. The purpose of adding this component to the bursary package has been to hopefully increase attendance rates of scholarship recipients who may opt not to attend school during their menstrual periods. A total of 1,713 comfort kits were distributed in 103 schools.

The bursary recipients who received the “comfort kits” were very thankful to CHANGES2 and FAWEZA, and said that this gesture couldn't have come at a better time. A lot of them admitted that they didn't have enough pants to change during their menstrual periods, let alone sanitary towels to use. Because of this, most of them resorted to staying at home during that time of the month. After receiving the comfort kits they also expressed joy to the fact this problem will soon be in the past.

FORUM FOR AFRICAN WOMEN EDUCATIONALISTS OF ZAMBIA**CHANGES2 -Comfort kits Distributed - 2006**

No.	PROVINCE	DISTRICT	SCHOOL	NUMBER DISTRIBUTED
1	Lusaka	Lusaka	Chunga High	36
2	Lusaka	Lusaka	Munali Girls High	63
3	Lusaka	Lusaka	Roma Girls Sec	2
4	Lusaka	Lusaka	Arakan High	15
5	Lusaka	Lusaka	Olympia High	21
6	Lusaka	Lusaka	Chelstone High	6
7	Lusaka	Lusaka	Kamulanga High	21
8	Lusaka	Lusaka	Libala High	26
9	Lusaka	Lusaka	Kamwala High	6
10	Lusaka	Lusaka	St. Mary`s Sec	1
11	Lusaka	Lusaka	Kabulonga Girls High	14
12	Lusaka	Lusaka	Lusaka High	4
13	Lusaka	Lusaka	Chinika High	11
14	Lusaka	Lusaka	High land High	23
15	Lusaka	Lusaka	Matero Girls High	30
16	Lusaka	Chongwe	Mukamambo II Girls	46
17	Lusaka	Chongwe	Chongwe High	19
18	Lusaka	Chongwe	Kasisi Girls Sec	33
19	Lusaka	Luangwa	Luangwa High	5
20	Lusaka	Luangwa	Katondwe Girls Sec	5
21	Lusaka	Luangwa	Mwavi High	20
22	Lusaka	Kafue	Naboye High	19
23	Lusaka	Kafue	Parklanda High	15
24	Lusaka	Kafue	Kafue Day High	14
25	Lusaka	Kafue	Chitende High	1
	Total			456

FORUM FOR AFRICAN WOMEN EDUCATIONALISTS OF ZAMBIA

CHANGES2 -Comfort kits Distributed - 2006

No.	PROVINCE	DISTRICT	SCHOOL	NUMBER DISTRIBUTED
1	Eastern	Chipata	Gondar Day High	2
2	Eastern	Chipata	Madzimoyo High	10
3	Eastern	Chipata	St. Monicas Sec	7
4	Eastern	Chipata	Feni day High	7
5	Eastern	Lundazi	Lundazi Day	11
6	Eastern	Lundazi	Lumimba Day Sec	25
7	Eastern	Chama	Chama Day High	8
8	Eastern	Lundazi	Lumezi Secondary	6
9	Eastern	Chama	Chama Boarding	15
10	Eastern	Petauke	Riverside Day High	15
11	Eastern	Petauke	Kaulu Day High	6
12	Eastern	Petauke	Mbwindi Day Sec	7
13	Eastern	Petauke	Petauke Day High	8
14	Eastern	Petauke	Nyanje Day High	6
15	Eastern	Petauke	Minga Day High	15
16	Eastern	Petauke	Sonja Girls High	10
17	Eastern	Petauke	Petauke Boarding	11
18	Eastern	Mambwe	Mambwe High	21
19	Eastern	Chipata	Hillside Girls High	22
20	Eastern	Chipata	Chipata Day High	10
	Total			222

FORUM FOR AFRICAN WOMEN EDUCATIONALISTS OF ZAMBIA

CHANGES2 -Comfort kits Distributed - 2006

No.	PROVINCE	DISTRICT	SCHOOL	NUMBER DISTRIBUTED
1	Copper belt	Ndola	Ndeke Caritas High	18
2	Copper belt	Ndola	Masala High	5
3	Copper belt	Ndola	Fatima Girls Sec	31
4	Copper belt	Ndola	Tug - Argan High	7
5	Copper belt	Ndola	Milemu High	34
6	Copper belt	Luanshya	Dagama Special	3
7	Copper belt	Luanshya	Twashuka High	16
8	Copper belt	Masaiti	Ibenga Girls Sec	31
9	Copper belt	Luanshya	Luanshya Girls High	20
10	Copper belt	Luanshya	Luanshya Central	14
11	Copper belt	Luanshya	Mpatamato High	15
12	Copper belt	Ndola	Lubuto High	11
13	Copper belt	Ndola	Temwani High	22
14	Copper belt	Kitwe	Helen Kaunda High	2
15	Copper belt	Kitwe	Chamboli High	2
16	Copper belt	Kitwe	Ndeke High	3
17	Copper belt	Kitwe	Chimwemwe High	1
18	Copper belt	Kitwe	Mitanto High	18
	Total			253

FORUM FOR AFRICAN WOMEN EDUCATIONALISTS OF ZAMBIA

CHANGES2 -Comfort kits Distributed - 2006

No.	PROVINCE	DISTRICT	SCHOOL	NUMBER DISTRIBUTED
1	North Western	Solwezi	Solwezi Technical	4
2	North Western	Mwinilunga	Kaleni High	17
3	North Western	Solwezi	Kyawama High	32
4	North Western	Mwinilunga	Lunga Day	28
5	North Western	Mwinilunga	Lwau Day	7
6	North Western	Solwezi	Mutanda High	31
7	North Western	Kabompo	Loloma Day High	35
8	North Western	Zambezi	Zambezi Boarding	37
9	North Western	Zambezi	Chitokoloki High	27
10	North Western	Chavuma	Chavuma Day	5
11	North Western	Solwezi	Solwezi Day High	35
12	North Western	Kasempa	Kasempa Day High	10
13	North Western	Kabompo	Kabompo High	20
	Total			288

CHANGES2 -Comfort kits Distributed - 2006

No.	PROVINCE	DISTRICT	SCHOOL	NUMBER DISTRIBUTED
1	Central	Kabwe	Highridge High	7
2	Central	Kabwe	Kalonga High	14
3	Central	Kabwe	Angelina Tembo	22
4	Central	Kabwe	Raphael Kombe	34
5	Central	Kabwe	Bwacha High	13
6	Central	Kabwe	Mukobeko High	21
7	Central	Serenje	Ibolelo High	33
8	Central	Chibombo	Chipempi Girls High	22
9	Central	Chibombo	Kafushi High	9
10	Central	Chibombo	Chibombo igh	13
11	Central	Mkushi	Mkushi High	4
	Total			192

FORUM FOR AFRICAN WOMEN EDUCATIONALISTS OF ZAMBIA

CHANGES2 -Comfort kits Distributed - 2006

No.	PROVINCE	DISTRICT	SCHOOL	NUMBER DISTRIBUTED
1	Southern	Choma	Choma Day High	19
2	Southern	Choma	Choma Secondary	27
3	Southern	Choma	Macha Girls High	16
4	Southern	Choma	Njase Girls High	36
5	Southern	Kalomo	Kalomo High	32
6	Southern	Kalomo	Zimba High	16
7	Southern	Kalomo	Kalomo Secondary	12
8	Southern	Namwala	Kasenga Girls High	23
9	Southern	Livingstone	David Livingstone H.	25
10	Southern	Livingstone	Linda High	27
11	Southern	Livingstone	St. Mary`s Sec	12
12	Southern	Mazambuka	Chikankanta	2
13	Southern	Mazambuka	Nanga High	5
14	Southern	Monze	Chikuni Girls	20
15	Southern	Gwembe	Chipepo High	14
16	Southern		Pemba High	16
	Total			302

Total Number distributed

1,713

3.0 SAFE CLUB GRANT DISTRIBUTION

A total of 76 schools with SAFE Clubs received grants worth five-hundred-thousand Kwacha (ZMK 500,000). The purpose of these grants was to enable the schools to carry out outreach activities in the surrounding community. The action plans drawn by these schools had outreach activities ranging from raising awareness on HIV/AIDS issues, stressing the importance of girls education, and warning of the dangers of early pregnancies and marriages. The activities were presented in the form of theatre for development, drama, poetry, sketches and songs. The list below shows the schools that received the grants.

SCHOOLS THAT RECEIVED SAFE GRANTS

No	Name of School
1	Chikankata High School
2	Hillcrest Technical School
3	Njase Girls High School
4	Rusangu Secondary School
5	Chirundu High School
6	Nanga High School
7	Choma High School
8	Linda High School
9	Namwala High School
10	St. Marys High School (Livingstone)
11	Macha Girls Secondary School
12	Zimba High School
13	Jembo High School
14	Kasenga Grils
15	Chipepo High School
16	Monze Boarding High School
17	Choma Day Secondary School
18	Chinika High School
19	Kamulanga High School
20	Munali Boys Secondary School
21	Olympia High School
22	Munali Girls
23	Mukamambo II High School
24	Parklands High School
25	Chongwe High School
26	Kafue Day

- 27 David Kaunda Tech School
- 28 Naboye Hifh School
- 29 Angelina Tembo Basic School
- 30 Mumbwa High School
- 31 Steven Luwisha Girls
- 32 Chibombo High School
- 33 Luangwa High School
- 34 Ibolela High School
- 35 Chipembi High School
- 36 Kamfushi High School
- 37 Mkushi High School
- 38 Raphael Kombe Girls High School
- 39 Mpunde Girls Secondary School
- 40 Sanje High School
- 41 Chama Boarding School
- 42 Katondwe Girls Sec
- 43 Mwavi High School
- 44 Chama Day Secondary School
- 45 Petauke Day High School
- 46 Petauke Boarding High School
- 47 Chadiza High School
- 48 Lundazi Boarding High School
- 49 Lundazi Day Secondary School
- 50 Mambwe High School
- 51 Chipata Day Secondary School
- 52 Chadiza Day High School
- 53 Mpamba Day High School
- 54 Chisale Day High School
- 55 Katete Boarding High School
- 56 St Monicas Secondary School
- 57 Nyanje High School
- 58 Lumimba Day High School
- 59 Mufumbwe High School
- 60 Kabompo High School
- 61 Solwezi Technical School
- 62 Mukinge Girls Secondary School

63	Zambezi Boarding High
64	Chavuma High School
65	Zambezi Day High School
66	Chitokoloki High School
67	Kasempa Day
68	Kyawama High School
69	Luanshya Girls School
70	Ibenga Girls School
71	Mpatamato High School
72	Kalumbwa High School
73	Luanshya Central School
74	Chavuma High School
75	Nkulumashiba Basic School
76	Mpongwe High School

TOTAL 76

4.0 ORIENTATION OF SCHOOL SELECTION COMMITTEES (SSC)

As per agreement with CHANGES2 during the capacity building meeting held in September 2006, it was agreed that before disbursing of scholarship funds for 2007 orientation meeting with the school selection committee should be held with all the high schools hosting the bursary program. FAWEZA held regional meetings with four members of the school selection committee. These included the deputy head, the SAFE overseer, PTA members and the bursar. Two meetings were held in Eastern and North-Western provinces and among the issues discussed were membership to the committee, roles of the SSC, the selection criteria, scholarship funds management, scholarship ceiling, support activities and branding issues.

The participants expressed concern over the ceiling of \$200 USD that was given per child per year, the general feeling was that then most boarding schools would not benefit from the total minimum package being advocated. For example, in Eastern province, were the Provincial Education Officer gave a directive that schools should not charge more than K250,000 per term meaning K750,000 per year which is among the lowest fees charged in government boarding schools. This amount does not include personal effects and uniform fees, which if included would obviously increase the amount beyond the ceiling. They suggested that may be since other schools; day schools charge far much less, the variance could be used to meet the difference.

It was emphasized that any school which would not follow the established criteria risked being removed from the scholarship program and also facing disciplinary action in the case were funds are mismanaged. Furthermore, the need to have all scholarship recipients belong to the SAFE club was also stressed.

DATA ENTRY UP DATE

The tables below shows the number of bursaries awarded to orphans and vulnerable children in this quarter June to March.

PEPFAR

Objective (D)	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Enhanced support for OVCs	Number of OVC served by OVC programmes (PEPFAR)	3,500	10,500	1,279	2,574	3,853	0	0	0

NOTE: As can be noted from the total number achieved to date, a total of 3,853 have been reached surpassing the intended target of 3,500 annually, this is because the demand was high.

Scholarships to OVCs

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Greater OVC support	Number of scholarship recipients benefiting from mentoring support	3500	10500	1,279	2,574	3,853	0	0	

NOTE: The retention ratio for scholarship recipients and the average performance of OVC could not be calculated because: The national retention average needed for calculating the retention ratio has not been availed to us by CHANGES 2.

The average performance of OVC scholarship recipients could also not be obtained, as the school term had not come to an end at the time of preparing this report.

Table 3.4. Scholarships to OVCs

Reporting Responsibility: FAWEZA **Data Source:** FAWEZA Database as updated with current data from schools

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				Male	Female	Total	Male	Female	Total
More OVCs completing secondary school	Percent of grade 12 OVCs receiving scholarships who graduate.	85%	85%	0	0	0	0	0	0
Greater OVC support	Number of scholarship recipients benefiting from mentoring support.	3,500	5,500	1,279	2,574	3,853	775	1,220	1995
	Percent of scholarship recipients participating in SAFE (or other anti-AIDS) clubs	85%	85%	100%	100%	100%	100%	100%	100%
	Number of scholarship recipients trained as HIV/AIDS peer educators	1750	2,750	657	1,193	1,830	501	944	1445

NOTE: Percent of grade 12 OVC receiving scholarships who graduate could not be obtained because this is the first year of the CHANGES2 scholarship program and results have not yet been released.

The number of scholarship recipients benefiting from mentoring support has only been captured from schools with already existing SAFE Clubs.

The number of scholarship recipients trained as Peer Educators includes those who were trained at the National SAFE Convention and those who were trained in-house in schools with SAFE Clubs.

5.0 MONITORING

In the period under review, monitoring was only done in a few selected schools by the provincial focal Point Persons (FPP). This was because most of this quarter was the examination period and consequently most of the pupils were not in school except for grade 12. The Safety and Security houses at Kyawama and Solwezi Technical in North–Western were also monitored by National Secretariat staff while they were in the province. It was noted that the building at Kyawama had reached roof level and all the remaining materials had been delivered. The Head teacher projected that the building might be ready for commissioning by mid-February. The building at Solwezi Technical had also reached roof level, but the new management at Kansenshi mine promised to purchase the remaining materials for the completion of the building.

Academic performance monitoring reports have kept on pouring in from different high schools hosting the bursary program. Indications from the reports so far received show that the performance of about 70% of bursary recipients is gradually improving. This could result from the fact that their class attendance has improved because they don't have to worry about school fees anymore and the provision of comfort kits has even further improved the situation.

6.0 NETWORKING AND CAPACITY BUILDING

During this quarter, we are glad to report that two fruitful meetings were held with CHANGES2 which were aimed at improving the implementation of the scholarship program and a lot of lessons have been learned. Interaction with other partners in the scholarship program revealed that a lot needed to be done in order to be more efficient in the implementation of this program. Among the things recommended was the holding of orientation meetings with school selection committees to remind them of their roles in the implementation of the bursary program.

7.0 CHALLENGES

The schools that received SAFE grants could not carry out their outreach activities because most of the members were either writing exams or sent home to enable exams to run smoothly.

Meetings with the school selection committees revealed that it was going to be very difficult for them to identify, verify and submit the names of would-be recipients in the month of December because schools would be closed by then.

Some pupils that received the comfort kits questioned their sustainability and wanted to know how frequently the lotion and soap would be replenished. The boys also wanted to receive their package of comfort kits.

8.0 RECOMMENDATIONS

We recommend that:

- The schools carry out SAFE club outreach activities in the first term of 2007 when all the members are present.

- The school selection committees identify bursary recipients in December, but verify them in January when schools open.
- Comfort kits should be distributed twice a year and that if possible funds should be increased to cater for the boys kits.

9.0 PLANNED ACTIVITIES FOR THE NEXT QUARTER

The following activities have been planned for the next quarter (January -March):

- Supporting new and retaining existing scholarship recipients
- Distribution of bursaries.
- Monitoring the remaining selected number of scholarship schools
- Compiling reports from the schools on SAFE Clubs and academic performance of bursary recipients.



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