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USAID/ZAMBIA CHANGES2 PROGRAM FINAL REPORT *JUNE 2005 - SEPTEMBER 2009*



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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
CAMFED	Campaign for Female Education
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
ESF	Economic Support Funds
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
FTI	Fast Track Initiative
HATEC	HIV/AIDS Teacher Education Course
HIV+	HIV-positive
HOS	Head of Section
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



LOU	Letter of Understanding
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
SEO	Senior Education Officer
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
SRH	Sexual Reproductive Health
SSC	School Selection Committee
STI	Sexually Transmitted Infection
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
VCT	Voluntary Counseling and Testing
WHO	World Health Organization
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 INTRODUCTION

The American Institutes of Research (AIR) / Community Health and Nutrition, Gender and Education Support – 2 (CHANGES2) program was implemented through an EQUIP1 Associate Award. The program commenced operations in June 2005 and was completed in September 2009. CHANGES2 received funding from the President’s Emergency Plan for AIDS Relief (PEPFAR), the Africa Education Initiative (AEI), Development Assistance (DA), Fast Track Initiative (FTI), and the Economic Support Fund (ESF). With these varied sources of funds, a multi-component program was developed and implemented, providing support to the Zambian Ministry of Education (MOE) in addressing Teacher Education, HIV/AIDS Prevention, Support to Orphans and Vulnerable Children (OVC), School Health and Nutrition (SHN), School-Community Partnerships (SCP), and Small Grants. The program provided support to basic schools, community schools, high schools, and Colleges of Education (COEs). CHANGES2’s central office was in Lusaka, with provincial offices in Southern, Lusaka, Central, and Copperbelt provinces.

USAID/Zambia’s Strategic Objective SO6 is “Improved Quality of Basic Education for More School-Aged Children.” CHANGES2 was designed to respond directly to two Intermediate Results (IR) that support SO6:

- Intermediate Result IR6.1 “Improved Quality of Basic Education Delivery Systems.” IR6.1 mandated indicators are:
 - Number of teachers trained by USAID programs/funding source
 - Percent of students participating in school health programs

- Intermediate Result IR6.4 “Mitigated Impact of HIV/AIDS on Education.” IR6.4 mandated indicators are:
 - Number of OVC served
 - Number of people trained to promote HIV/AIDS prevention through abstinence and/or being faithful (AB)
 - Number of individuals reached through community outreach HIV/AIDS prevention programs that promote abstinence and/or being faithful

Responding to the IR indicators, the mandates of funding earmarks, and the needs of the MOE, CHANGES2 developed a multi-pronged program of support for:

- Basic Schools,
- Community Schools,
- High Schools, and
- Colleges of Education.

In the narrative which follows a brief delineation in Section 2.0 of CHANGES2’s indicators and targets, the interventions at the four different types of schools and institutions are described in terms of:



- Achievements
- Challenges
- Recommendations

Section 8.0 describes the steps taken to nurture the sustainability of key program activities. From inception, CHANGES2 has planned and implemented all activities with the MOE, utilizing existing MOE structures and building capacity at all levels to ensure sustainability and ownership. CHANGES2 and the MOE had annual work planning meetings to ensure that the program work plan was aligned with that of the MOE and to ensure that the ministry incorporated the corresponding activities in its work plan, where possible. In October 2008, the last of these meetings was held to develop the 2009 work plan and to plan for the institutionalization of CHANGES2 activities into the MOE directorates. During the last several months of the program, CHANGES2 continued its ongoing capacity building of the MOE and identified additional opportunities for strategic planning to ensure integration of activities in the MOE annual work plan and National Implementation Framework (NIF).

The “CHANGES2/MOE Sustainability and Exit Strategy” matrix, an approach to sustainability that was developed over a period of years as the program evolved, is shown in Appendix A, and Appendix B contains the “2009 MOE Transitional Work Plan” that was developed jointly with the MOE in October 2008, which transitioned key CHANGES2 activities to the MOE during the last year of the program.

2.0 PROGRAM INDICATORS AND TARGETS

Considering the size and scope of the CHANGES2 project, many indicators were used for each school type and each component in order to track implementation progress and impact. The major mandatory indicators’ (as opposed to optional indicators the program set for itself) targets and numbers achieved are shown in the table below. Additional achievements, including descriptions of the qualitative impact of CHANGES2 work on MOE provincial, district and zonal staff, as well as on teachers and pupils, are described in the narrative that make up the remainder of this report.

Table 2.1: CHANGES2 Major Targets and Achievements

Type of School	Indicator	Target	Achieved
Basic Schools	Number of schools benefiting from enhanced delivery of HIV/AIDS prevention education and improved delivery of basic education in general	1,600	2,003 ¹

¹ The figure 2,003 includes the 330 schools that participated in the SHN training in non-CHANGES2 provinces (Luapula, Northern, Northwestern, and Western) at the very end of the program. The actual number of basic

	Number of teachers trained in provision of effective HIV/AIDS prevention and improved teaching and classroom management skills	3,200	5,012
	Number of pupils benefiting from SHN, HIV/AIDS and life skills, and improved pedagogy interventions at the basic school level	1,840,000	2,000,904
	Number of communities / school catchment areas benefiting from school-based outreach, HIV/AIDS prevention programs and improved basic education in their schools	1,600	1,673
	Number of community members benefiting from outreach and HIV/AIDS prevention programs	1,760,000	1,840,300
	Number of pre-service teachers trained in health education skills, improved pedagogy and HIV/AIDS training prevention education	8,450	8,823
	Number of sub-grants awarded to local organizations (including schools) to strengthen basic education and HIV/AIDS prevention and mitigation activities	160	178
	Number of upper basic students trained as HIV/AIDS peer educators	1,600	1,913
High Schools	Number of OVC benefitting from secondary school scholarships	20,500	24,186
	Number of scholarship recipients trained as HIV/AIDS peer educators	3,200	5,924
Community Schools	Number of community school teachers trained in basic classroom skills	1,425	1,913
	Number of community school head teachers trained in school management	1,426	1,807
	Number of community schools receiving grants for infrastructure improvement	199	227

3.0 CHANGES2 INTERVENTIONS IN BASIC SCHOOLS

In order to have a genuine and lasting impact on basic schools and their surrounding communities, CHANGES2 and the MOE developed a multi-pronged approach with integrated and synergistic activities that were delivered to participating schools through existing MOE structures to improve the quality of education. Basic schools in Copperbelt, Central, Lusaka,

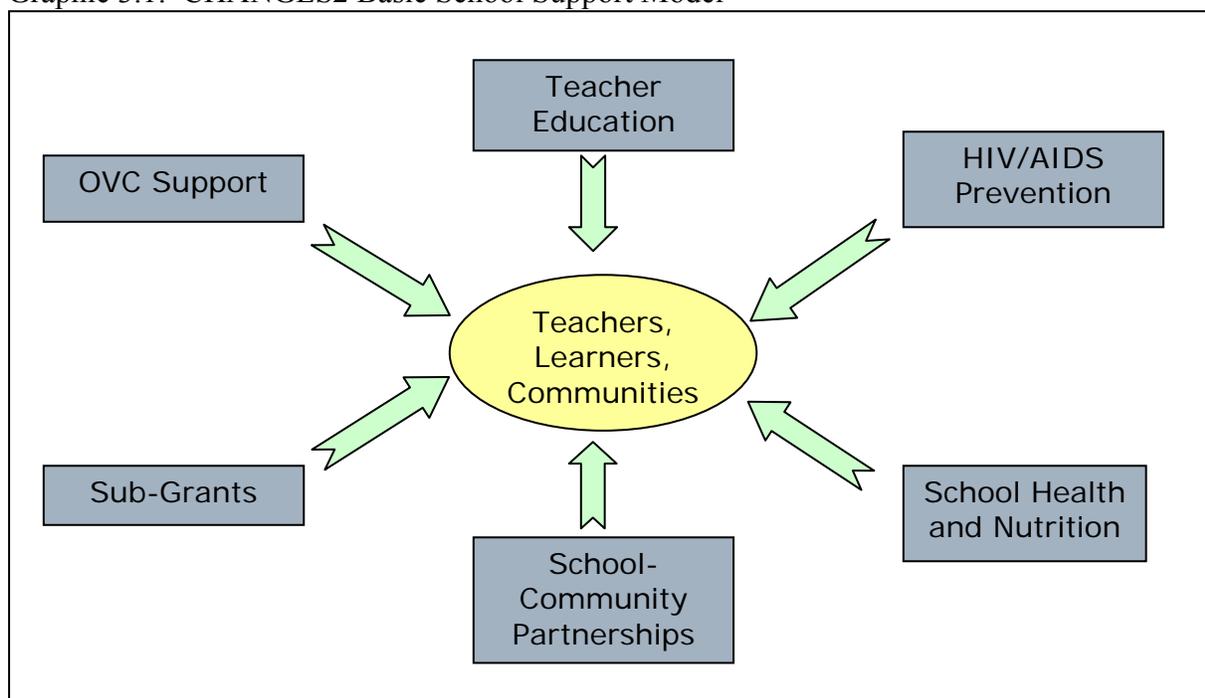
schools in which the programs “core” activities, which included many HIV/AIDS activities, were implemented was 1,673.



and Southern Provinces were included. Each year, a new “cohort” of approximately 100 focus schools per province was selected to participate (400 schools in the four provinces per year / 1,600 schools over four years).² CHANGES2 worked with the MOE to select education zones for inclusion in the program. All registered schools in a zone were included. This was approximately 80% government or basic schools, and 20% community schools. (For simplicity, these activities are grouped under Basic Schools).

Six components were designed, as shown below, to deliver at the school level: improved education quality; effective HIV prevention education and outreach; mitigation of the impact of HIV/AIDS, especially on OVC; improved school health and nutrition; and community support and involvement in the school.

Graphic 3.1: CHANGES2 Basic School Support Model



3.1 Teacher Education (In-Service)

3.1.1 Achievements

Development of the SPRINT Teacher’s Guide

The MOE structure for Continuing Professional Development (CPD) is the School Programme for In-service Training (SPRINT). Prior to CHANGES2 there was a SPRINT manual which guided schools in how to conduct CPD. However, teachers complained that they lacked the

² The actual number of basic schools reached through the program over four years was 2,003.

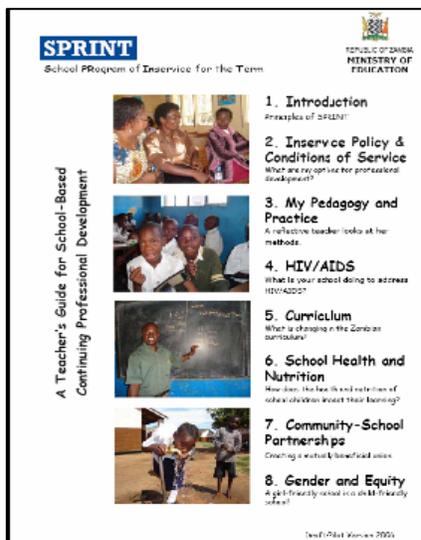
content around which to work and the MOE identified a need for more school based guidance on how to implement SPRINT, particularly TGMs at school level. In response to this, CHANGES2 worked with the MOE to develop the SPRINT Teacher’s Guide (TG).



SPRINT review meeting in Ndola

A broad range of stakeholders, including teachers in all provinces, were involved in the development.

Teachers were asked what they thought should be in a manual that would help them improve their practice. The responses were summarized and presented to the nine MOE Education Officers - Teacher Education (EOs TED) from the provinces. The officers synthesized the responses, prioritized them and developed an outline of the TG. Later the outline became chapters in the TG and EOs TED and officers from the MOE Curriculum Development Center and the Human Resource Directorate participated in writing the pilot document. It was piloted for a year and then a review meeting was held to look at the results of the pilot and make changes. Teachers from CHANGES2 cohort 2 schools were trained in August 2006 in the new TG, with an emphasis on how to hold effective TGMs to guide good classroom HIV/AIDS education.

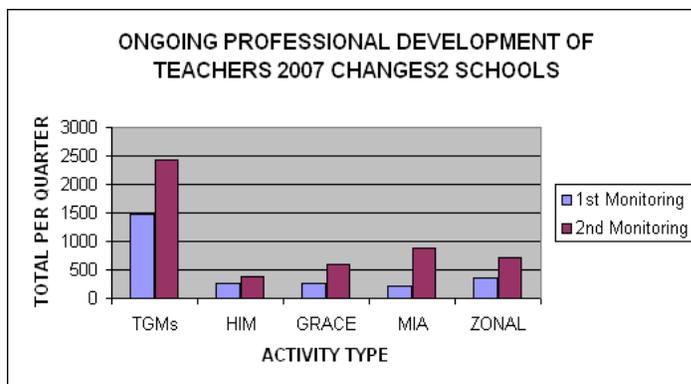


Several principles were maintained in developing the materials. The main principles included: 1) model TGMs should promote reflective dialogue, 2) teachers should practice TGMs with reflective dialogue by initially using the manual and then be able to develop their own TGMs that are reflective in nature, 3) additional information in the SPRINT TG would help teachers in areas where they were weak or where information was scarce at schools, and 4) at least four copies of the TG would go to each school so that teachers could easily access them.

In the process of developing the SPRINT TG it became apparent that CPD at the school level, primarily through TGMs, was dormant in many schools. The MOE mandated that TGMs be held once a week, schools were rarely meeting this target. It was decided by MOE that schools should hold two TGMs per month. After the introduction of the SPRINT TG and the training of cohort 2 teachers, school monitoring data revealed an increase in TGMs at schools. As shown in the graph below, the number of zonal CPD meetings, such as Head Teacher In-Service Meetings (HIM) and Grade Level Continuing Education (GRACE), also increased from the baseline (1st monitoring) to follow-up, after the CHANGES2 training (2nd monitoring). For further reading on the impacts of the SPRINT Teacher’s Guide on CPD see *Changing Teachers’ Attitudes and*

*Practices through Modeling Reflective Dialogue: Teacher Group Meetings in Zambia's Basic Schools.*³

Graphic 3.2: Improvement in CPD Meetings After CHANGES2 Intervention



**Success Story
SPRINT Training/Implementation**

“The revised SPRINT manual could have not come at a better time than now. This is the best time because the teachers are facing a lot of challenges personally and professionally.”

“As participants, this training has shown us how important SPRINT is for the well being of both the child and teachers. Not only has the training reminded us of in-service policy and conditions of service, but topical areas such as HIV/AIDS, School Community Partnerships and others which have not previously been at the teacher's disposal. In addition to this, the training has reminded us that Teacher Group Meetings are a vehicle of SPRINT in schools, a concept that was long dead. The revision of the SPRINT document has helped in ensuring that Teacher Group Meetings do not die a natural death simply because the old SPRINT had become obsolete. As a result, the training is already bearing fruits as the persons responsible for SPRINT in schools have been empowered with the knowledge to help continue improving the teaching process.

The training we attended is enhancing effective teaching and learning in our school because we are discussing issues to help improve the learning of school children. Not only that, as manager together with my School In-Service Provider, we make sure that teachers are kept abreast with the information, supported with the required material and then monitored in both teaching and learning of a child. Knowing very well that in some classes, ‘surface teaching’ has been going on in the past before the introduction of the new SPRINT, this issue is being discussed further to make sure that we practice ‘deep teaching’.

³ This is a paper by Esvah Chizambe, Edward Tindi, Kebby Kayombo (MOE) and Joy du Plessis (CHANGES2) which was presented at the 51st Annual Comparative and International Education Society Conference in February 2007.

The Ministry of Education with the support from CHANGES2 has done a great job to produce the new manual. The new manual includes components like HIV/AIDS, SHN and other programs. The new manual involves the community as partners in schools which was not the case with the old one.

In conclusion, the new SPRINT is really working wonders in our school. The document has come at a time when teachers are thirsty for in-service programs. The new manual is a job well done.”

K L Mupenda – Head Teacher, Chondwe Middle Basic School

Training of Head Teachers and Teachers in SPRINT Teachers Guide

Head teachers and Senior In-Service Coordinators (SICs) at participating basic schools in the focus provinces were trained, with an emphasis on improving classroom teaching through TGMs. Since a main focus of this training was on effective HIV prevention education, this is described in more detail in section 3.2, below.

Psychosocial Support Training

Many children who have lost parents and other loved ones to AIDS are traumatized and have difficulty attending school and concentrating on their studies. In 2006, Guidance and Counseling Teachers and community members from 80 CHANGES2 schools were trained in providing psychosocial support (PSS) to OVC. Trainings were held in each of the four focus provinces and were conducted by a team consisting of a facilitator from the Regional Psychosocial Support Institute (REPSSI), the CHANGES2 HIV/AIDS/OVC Coordinator and the MOE Provincial Standards Officer—Guidance and Counseling. Topics covered in the training included stress and trauma suffered by OVC, gender issues, building resilience in affected children, use of play in counseling, and community parenting. Participating schools were eligible to receive small grants to enhance school attendance and performance (described in section 3.5.1, below).

Community Provides Psychosocial Support to HIV Positive Students

A teacher and a community member from a school in Monze District, Southern Province, participated in the PSS trainings, learning how to recognize vulnerable children and mobilize their community to care for them. When they returned to their school after the initial training, they immediately noticed four children who had each lost at least one parent, probably to AIDS, and who were themselves often unwell. They counseled the children and their guardians and were able to overcome their initial hesitation about Voluntary Counseling and Testing (VCT). Each of the four children went for testing and was found to be HIV positive, with CD4 counts low enough to require immediate treatment. The teacher and community member went through the entire process with them and the children are now on antiretroviral treatment (ART).



The school received a small grant (about \$700) from CHANGES2 for supporting OVC. They opened a tuck shop and bought a maize mill. They are now using the proceeds to support these HIV positive students, along with other OVC. This includes providing transport to the clinic for drugs, treating opportunistic infections and purchasing school supplies such as uniforms, books and pencils.

CHANGES2 and MOE attempted to collect data on the number of OVC served. This proved difficult, as the counseling and support that each child received varied according to their needs and community members often did not keep records as requested. However, the data that was reported indicated that at a minimum, 711 OVC had received some PSS within six months after the training.

Resource Center Strengthening

CHANGES2 provided 14 Provincial Resource Centers, 72 District Resource Centers, and 110 Zonal Resource Centers with library books from the International Book Bank. The books provided were science, math, history, geography, and literature textbooks, as well as education methods books, children's books, middle and high school readers and novels, reference materials and some CD-ROMs. Officers who work in these centers also participated in training on library management. More than 200 officers were trained in cataloguing, classifying, shelving, securing, and managing the books.



EOs TED sort books provided by CHANGES2 for education resource centers

Strengthening the Capacity of MOE Officers

One of the major achievements of the CHANGES2 program is the capacity strengthening accomplished among teacher education officers, particularly those at the zonal and district level in Southern, Lusaka, Central, and Copperbelt Provinces as well as provincial EO's TED in all nine provinces. Working in the focus provinces for four years, carrying out numerous training activities, not only on SPRINT-HIV/AIDS, but also on SCP, SHN, PSS, peer education, monitoring, planning, etc., the program worked with the same district and provincial teacher education, standards and planning officers on a variety of activities. Thus, a solid cadre of trainers was developed for a variety of topics. Some of these officers from the focus provinces have been used to train officers in other provinces when CHANGES2 activities were expanded. For example, in Luapula and Eastern Provinces, where CHANGES2 expanded to provide support to community schools, training teams from focus provinces trained the MOE officers in those provinces on community school teacher training and school management.

CHANGES2 also provided the MOE with support at the national level by presenting some topics at the annual Ministry professional development workshop. Topics such as reflective practice, continuous assessment, participatory methods, facilitation skills, and constructivism were presented.

3.1.2 Challenges

- A major challenge facing Zambia's teacher professional development is teacher motivation. There are numerous reasons for low teacher motivation including low pay and poor conditions of service. However, the allowance system serves to further undermine motivation by providing strong monetary incentives for participation in professional development rather than professional growth and curiosity. Therefore, the high costs of teacher professional development are a deterrent to longer and broader training activities.
- The basic school curriculum is outdated and does not give teachers sufficient guidance as to what to teach.
- Children traumatized by watching their parents and other loved ones die of AIDS-related illness is common and has an impact on their ability to attend school and perform well. However, very little psychosocial support is available to children and the CHANGES2 program was able to develop only a small-scale intervention in this area, given limited funding.

3.1.3 Recommendations

- Continue support to professionalizing the MOE at all levels. This should include capacity building, professional responsibilities and ethics, and the reduction or elimination of allowances in favor of more standardized pay.
- Build on the capacity of teacher in-service providers to continue to strengthen the system, particularly in the non-CHANGES2 focus provinces: Eastern, Northern, Northwestern, Luapula, and Western.
- Continue to provide technical advice to MOE Headquarters in areas of teacher education and HIV/AIDS prevention education.
- Support the Curriculum Development Center to update and revise the curriculum for basic schools.
- Support the MOE to work with partners on addressing the psychosocial needs of OVC, perhaps using the CHANGES2 model of training teachers and community members.

3.2 HIV/AIDS

3.2.1 Achievements

CHANGES2 received a substantial proportion of its funding from the PEPFAR. The program received funding for OVC Support, which was used for Scholarship and OVC support activities (described in section 2.4) and for HIV prevention through promotion of abstinence and



faithfulness among young people. This section focuses on specific activities which addressed the latter objective. It should be noted, however that apart from these discrete activities which dealt almost exclusively with HIV prevention, HIV/AIDS was a genuine cross-cutting issue throughout CHANGES2. Teacher education activities were designed to improve overall classroom skills through HIV prevention education (as described in section 2.1). Much of the School-Community Partnership component (section 2.5) was aimed at opening up community level dialogue around the local economic, social and cultural factors which put young people at risk of infection. Additionally, some of the activities below were integrated into and complimented the Scholarship and OVC support activities. This holistic approach meant that at each participating school, HIV prevention messages were delivered through classroom teaching, community mobilization, and peer education.

As they enter school, most children are uninfected and have not yet established patterns of risky sexual behavior. If these young people, “the window of hope”, can be reached with information and skills before they become sexually active, there is an opportunity for an AIDS-free generation and the beginning of an AIDS-free future in Zambia.

The adult HIV prevalence rate in Zambia is 14.3 %; young women, aged 15 – 24, are twice as likely as their male counterparts to be infected.⁴ While most people, including youth, know the basic facts about transmission, there are still many common myths. For example, many people believe that the virus can pass through condoms and that having sex with a virgin will cure AIDS.

Despite their basic knowledge, adolescent Zambians still live in a context of rigid gender roles and inequality in which multiple concurrent partnerships and intergenerational sex are quietly accepted. Within this dangerous context, adults are largely unwilling to speak openly about sexuality and HIV and young people lack the skills to translate their knowledge into safe behavior.

The MOE, recognizing the important role teachers can play in HIV prevention, developed guidelines stipulating that all teachers should integrate HIV education in all levels of education. However, very little meaningful prevention education takes place in the basic school classroom. In 2005, the MOE and CHANGES2 carried out observations in 144 classrooms and found only two teachers attempting to address HIV/AIDS. One of these had the pupils sing a song about HIV, then went on to teach an unrelated topic. Only one teacher attempted to integrate HIV education into a lesson. Research findings from the region have shown that teachers lack the knowledge, skills and confidence to implement meaningful HIV education in the classroom.

Many of the CHANGES2 activities were designed to address this lack of effective HIV prevention education. Over the course of the program, information about impact was constantly fed back into the planning process. Activities, trainings, and materials were modified based on

⁴ Zambia Demographic and Health Survey, 2007.

this feedback and, in the case of peer education training, developed, in order to maximize impact.

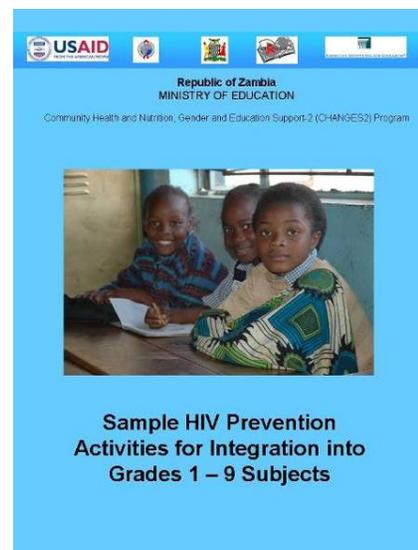
Training of Teachers in SPRINT and HIV/AIDS Prevention

HIV/AIDS was integrated into the SPRINT TG in order to improve the skills of teachers to implement effective HIV prevention education at the school and community level through the sharing of ideas in bi-weekly TGMs. The TG contains suggestions on how to integrate HIV/AIDS in the curriculum, how to use a variety of activities and materials, what is meant by developmentally appropriate life skills, and how to hold TGMs to address HIV/AIDS prevention education.

The SPRINT- HIV/AIDS training of teachers and head teachers from the first cohort of 424 schools was carried out in 2006 using a cascade approach (following MOE guidance and procedures). A central team of MOE headquarters and CHANGES2 staff developed a program for training the district zonal officials, Zonal In-Service Coordinators (ZICs) and Zonal Heads, in the four focus provinces. These zonal officials, with support from District Resource Centre Coordinators (DRCCs) and District Education Standards Officers (DESOs) then trained the head teachers and the Senior In-Service Coordinator (SIC) in each of the schools within the zone. Observations made of these zonal level workshops revealed that the cascade model was not as effective as anticipated, as is often the case with cascade training, the content was diluted and much of the focus lost. For the next two cohorts, the format was changed so that the head teachers, SICs, and ZICs were trained in one venue by DRCCs and DESOs, with monitoring and support provided by CHANGES2 and provincial and national MOE staff. These later trainings had a sharper focus on practical aspects of professional development for improved HIV/AIDS prevention integrated into the curriculum.

The SPRINT trainings emphasized HIV prevention education and this increased over the course of CHANGES2. During these trainings, head teachers and teachers learned the importance of school-level CPD in order to improve classroom practice. The emphasis was on moving away from lecture-based approaches and relying on memorization to knowledge creation and critical thinking. The content around which these practices were introduced was HIV prevention education. The training emphasized the need for new methodologies to facilitate the development of life skills for HIV/AIDS prevention for teachers and pupils, and the need to create open dialogue around issues which put young people at risk of HIV infection, including gender inequality and intergenerational sex.

Over the course of training four cohorts of teachers over four years, CHANGES2 and the MOE were able to monitor



and improve the trainings and materials. The decision to intensify the focus for the fourth cohort of teachers was made based on monitoring data which showed that despite the strengthening of the SPRINT system of CPD in CHANGES2 schools, HIV was not being integrated in a meaningful way in the classroom. Analysis of data from the 2nd cohort of schools shows that students in CHANGES2 schools had modified their behavior, compared to baseline data and control schools. Students in CHANGES2 schools were less likely to be sexually active and, among those that were, they had fewer partners and were more likely to use condoms. However, it was felt that this important change was due to SCP and, in some cases, HIV prevention grants, rather than significant changes in classroom practice. The cohort 2 training focused on preparing teachers to integrate meaningful and developmentally appropriate HIV prevention into their teaching, with the expectation that this will bring further positive behavior change. CHANGES2 and MOE developed a new manual with sample HIV prevention activities for each grade level so that teachers could begin developing and implementing activities themselves. The training was practical and participatory, with teachers developing activities and integrating these into lesson plans derived from the MOE curriculum.

Over the course of the program, CHANGES2 and MOE trained 4,347 head teachers and teachers in SPRINT-HIV/AIDS.

Holistic Approach to HIV Prevention Brings Behavior Change

While improving knowledge and changing attitudes is important in HIV prevention, the ultimate goal is changes in behavior which lead to fewer new infections. No single intervention can bring about the changes in social norms and individual behavior necessary to impact HIV incidence. This is why CHANGES2 developed a multi-pronged approach to HIV prevention including training teachers to effectively facilitate the



Community members watch a SCP performance about local risk factors for HIV and AIDS

development of life skills for HIV prevention, enabling communities to identify and address local risk factors through School Community Partnerships, and providing select schools with grants to implement innovative HIV prevention activities. All these activities aim to open up honest dialogue about the risk factors for HIV infection at the local level, including multiple concurrent partnerships, gender inequality, harmful social norms, and intergenerational sex.

In the first three years of implementation, CHANGES2 collected baseline and follow-on data from students and teachers about their HIV-related knowledge, attitudes and behavior. Data was also collected from non-participating schools, as controls.



In 2008, the CHANGES2 Cohort 2 Impact Assessment Report was completed. The analysis of data from students and teachers, as well as classroom and school observation, revealed that the CHANGES2 holistic approach is having a meaningful impact. Among the important findings:

- Students age 16 and above, in participating schools are significantly less likely to be sexually active than their counterparts in control schools.
- Among those who are sexually active, students in participating schools are significantly more likely to use condoms.
- Among those who are sexually active, students in participating schools have significantly fewer sexual partners.

These are exactly the behavioral changes that are needed to slow the spread of a generalized epidemic with most transmission through heterosexual sex. CHANGES2 has developed a comprehensive model of HIV prevention among young people in Zambia, demonstrating that the education sector can play an important role in stemming the pandemic. While this model is intensive, it has been implemented in over 1,673 basic schools, 37% of the basic schools in Zambia.

Training of Basic School Students as HIV/AIDS Peer Educators

As part of the continual monitoring and improvement of CHANGES2 interventions and in order to enhance the HIV prevention efforts taking place in basic schools through teacher education, SCP, and sub-grants, CHANGES2 developed a peer education activity for basic school pupils for the fourth cohort of schools. The trainers who conducted the high school peer education training (see section 5.1.1) were utilized to train approximately ten pupils from each cohort 4 upper basic school. In addition, district Guidance and Counseling Coordinators were trained in order to support the training and, later, the monitoring and implementation of activities at the schools.

The design of the activity was similar to that of the high school peer education activity: pupils were trained to facilitate participatory life skills activities in their schools' AIDS Action or SAFE Clubs. An activity manual was developed and given to each trained peer educator. The training was designed so that every pupil was able to actively participate and practice facilitating a session. The pupils from each school worked as a team, developing an action plan for the remainder of the year. Upon returning to their schools, they were expected to work in pairs or small groups to facilitate club activities and school and community outreach.

1,913 basic school pupils from the final group of CHANGES2 schools were trained as peer educators.



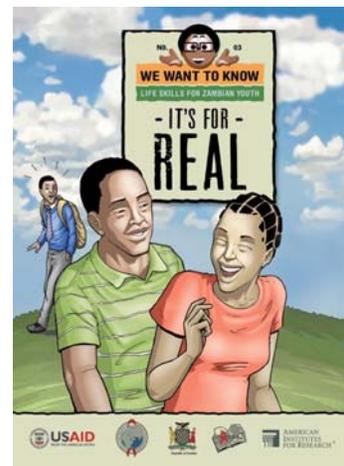
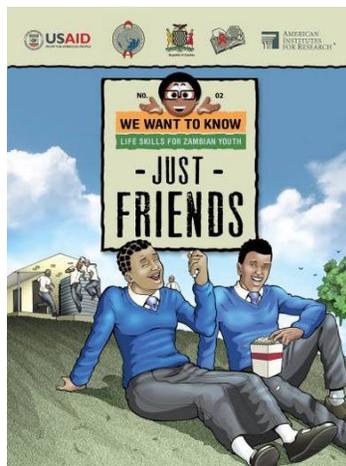
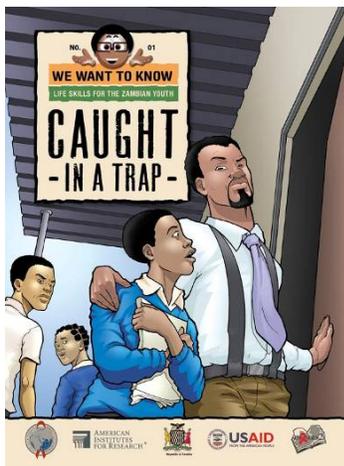
***A Fight Against Early Marriages in Mazabuka
A Report filed by the Guidance Teacher Patricia Mweene***

In October 2008, pupils at Simwaba Basic School learned that their friend, 15-year-old Viola, who was in Grade 7, had eloped with a villager in the neighborhood. Viola had been preparing to write her grade 7 exams. She is a double orphan staying with her elder sister who was not always able to pay for Viola's school fees. Viola at times stayed with another sister at a neighboring village to the school. Like many girls in the area, Viola was lured into an early marriage as the best solution for her unstable home life and financial problems. Upon hearing her story, the CHANGES2-trained peer educators in the AIDS Action Club at school staged a play in the community emphasizing the need for girls to complete school and the high rate of HIV transmission from older men to girls like Viola. The school guidance teacher then visited the man and told him he would be arrested if he did not let Viola go back to school. After some counseling and support from her friends, Viola came back to school in time for her grade 7 exams. By the end of the year she happily laughed with her friends and vowed not to get married and instead to finish school.

Development and Distribution of Materials

CHANGES2 developed a series of comics, "We Want to Know: Life Skills for Zambian Youth". All three comics have stories geared towards young people in upper basic or high school. The three core characters deal with realistic situations which Zambian youth face that put them at risk of infection with HIV, sexually transmitted infections or unplanned pregnancy. In order to ensure authenticity and relevance, young people were included in writing and editing the stories. The first story dealt with a sensitive issue in Zambia: the sexual abuse of a girl by her teacher. The second story encouraged boys and girls to respect each other, speak honestly to each other and develop non-sexual friendships. The last story addressed sexual attraction between adolescents and responsible decision making. All of the comics have discussion questions on each page, for individual reflection, use in school AIDS Action or School Alliance for Female Education SAFE Clubs or in the classroom. Each comic also has some activities for teachers to do in TGMs and in the classroom. 180,000 comics were distributed directly to young people by CHANGES2, the MOE and partners.





3.2.2 Challenges

- Primary school teachers generally find it difficult to integrate developmentally appropriate HIV prevention education into their lessons. This is partially a matter of skills development and partially a matter of cultural barriers to open discussion around sensitive issues of sexuality and gender.
- The basic school syllabus consists of a list of topics, with HIV/AIDS and other “cross-cutting” issues mentioned occasionally. The syllabus does not provide guidance or specifics to teachers on how to implement HIV prevention education.
- Basic school students in rural areas often had difficulty reading and understanding materials in English. With so many different languages spoken in the four core provinces, translation of materials was not feasible, although trainers were able to conduct trainings in the local languages. This low level of English literacy impacts the ability of these students to read, understand and facilitate activities in their AIDS Action Clubs. (Some students in very remote high schools, especially in Northwestern and Eastern Provinces, also had difficulty with reading.)
- All peer educators need on-going support in order to remain active and continue to provide accurate information. In schools that CHANGES2 and MOE did not manage to reach for long periods of time (due to heavy rains or distance) and did not have a supportive and motivated teacher on hand, peer education activities tended to fade over time.

3.2.3 Recommendations

- MOE TED In-Service Unit and Standards Department should continue training and supporting teachers in effective implementation of HIV prevention education.
- Work with the MOE Curriculum Development Centre to strengthen the basic school syllabus.

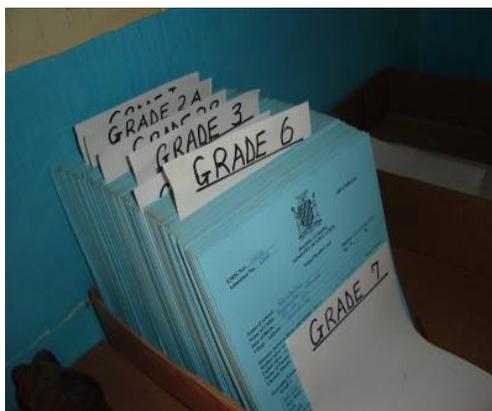
- Develop and enforce stricter criteria for selection of peer educators and / or interview those selected before the training to ensure that appropriate young people are selected.
- More information is needed on the extent and impact of low levels of English proficiency among some basic school students. In terms of peer education, strategies to address this might include only choosing older, more proficient pupils and /or pairing up the less proficient with those who are more fluent, both in the training and in facilitation at the school.
- On-going support to peer educators should be planned and budgeted for. MOE officials should continue to be trained and encouraged to monitor and support this activity

3.3 School Health and Nutrition (SHN)

3.3.1 Achievements

Over the course of the CHANGES2 program, strategic School Health and Nutrition (SHN) activities were developed, implemented, and centered on the building of capacity of the MOE and other ministry staff to effectively implement and sustain the program. Teachers, health workers and staff from the Ministry of Community Development and Social Services (MCDSS) were trained in provision of deworming drugs and micronutrients at school, health and sanitation education and Health Promoting Schools (HPS). The SHN activities were closely linked to the SCP component, building buy-in and ownership of SHN among community members.

Development and Distribution of Materials



School Health Cards are used to track the health status of individual children over time

CHANGES2 made significant contributions towards the further development, printing and distribution of the SHN Teachers' Guide used for training teachers. The format of the document was redesigned to make it user friendly. Approximately 5,000 SHN Teachers Guides were printed and distributed in schools, resource centers and COEs for pre- and in-service training. A minimum of two copies were given to each CHANGES2 focus school. As a result of the availability of the SHN Teachers' Guides, many teachers were trained through TGMs at school level, as well as at zonal, district and provincial levels. Student teachers from COEs were also trained in SHN by tutors. In addition, MOE and other stakeholders such as the World Food Program

were able to reproduce copies for their trainings in other schools where CHANGES2 was not operating.

Tablet poles are a World Health Organization (WHO) approved tool used by trained teachers and health workers to determine the dosage of bilharzia drugs for children and adults. Tablet

poles were produced and distributed to all CHANGES2 focus schools, zonal, district and provincial resource centers, and COEs. Each institution received at least two tablet poles.

Bilharzia Flip Charts were developed for sensitization meetings with parents and classroom teaching. Additionally, fact sheets were developed on malaria, tuberculosis and epilepsy.

The School Health Card is an important tool which is widely used by teachers to capture the health status of pupils. Throughout the CHANGES2 focus provinces, teachers and health workers were trained in how to capture health data for each child to track the health of individual pupils and used to monitor the prevalence of certain illnesses. Pupils were provided with referral to local health centers as necessary. Teachers have come to appreciate the importance of the cards and they began using them to follow up on children absent from schools for many days. Record keeping in this area has improved tremendously.

Training-of-Teachers

In the CHANGES2 focus provinces, teachers and health care workers were trained in SHN. A five day SHN training-of-trainers (TOT) workshop was conducted in Central, Copperbelt, Lusaka, and Southern Provinces to lay the foundation of trainers. The participants were trained in the technical aspects of the SHN program, including drug administration. A total of 48 GRZ officers were trained, including MOE officials, health workers, community health workers, social welfare officers, and agricultural officers. This TOT formed a strong foundation for training district teams, who then conducted trainings of teachers within their districts. A further 41 MOE officers from all the participating districts were trained as trainers. As a result of these TOTs, lasting capacity was built at provincial and district level and many Zonal Resource Centre Coordinators (ZRCCs) were trained. This prepared the way for conducting zonal and school based in-service training of teachers and the monitoring of activities at the school level.

In addition to the preceding SHN work in CHANGES2's four core provinces, near the end of the program, in August 2009, the MOE collaborated with CHANGES2 to expand the SHN program into four non-CHANGES2 provinces: Luapula, Northern, Northwestern, and Western. Twenty five trainers were trained in those four provinces to subsequently train 325 head teachers, 340 teachers, and 108 health workers from a total of 330 schools and their catchment areas in the four provinces. As a result of this activity, the SHN program has now been formally introduced in all nine provinces in Zambia and the groundwork has thereby been laid to expand SHN to all schools in the country.

Following the TOT, trainings were conducted to prepare teachers to implement SHN activities in their schools. As a result of involving several sectors in the TOT and training, the SHN activities at school level involved many members of the surrounding community, ensuring full buy-in and sustainability. Trained teachers and community health workers utilized the SCP model to raise community awareness on various health issues, including lobbying parental support for Drug Administration Days and feeding programs in schools.



In total, 4,646 GRZ officers (2,827 males and 1,819 females) were trained in implementation of the SHN program from the inception of the program in 2005 to 2009. The trained officers include teachers, health workers, community health workers, community and social welfare workers, and agriculture officers.

Deworming of Pupils in Schools

Deworming of school children was one of the main activities in the SHN component. The purpose of this activity was to reduce the burden of worm infestations among school children in order for them to participate effectively in school. The health services provided at school yielded fruits for both learners and community members who realized the importance of schools becoming centers of care and support.

The deworming exercise was successfully conducted in nearly all the CHANGES2 focus schools. This was made possible as a result of the teachers who were trained in SHN who took the lead to ensure that the procedure for deworming was followed. The trained health workers were also involved and provided technical support. Anecdotal reports came through discussions with parents, children, and teachers suggesting that there was improvement in attendance and a consequent reduction in absenteeism following the deworming.



A teacher trained in SHN by CHANGES2 uses a tablet pole to determine the correct dose of de-worming drugs for a pupil

The drugs which were used in the SHN protocol were albendazole for worms, praziquantel for bilharzia, and micronutrient supplements Vitamin A and Ferrous Sulphate (iron). These were sourced by district MOE officials from the Ministry of Health (MOH). From 2006 to 2008 approximately 676,010 learners (327,173 boys and 348,837 girls) were treated.

Community Awareness

Community awareness and involvement was the key element in the process of building an effective and sustainable SHN program. Owing to the multi-sectoral nature of the training, there was increased collaboration between schools, communities and other stakeholders such as NGOs and the private sector. The collaborative efforts were positive and children from the schools benefited from additional SHN interventions such as the provision of safe and clean water, construction and/or rehabilitation of latrines, and provision of fruit or High Energy Protein Supplement (HEPS) porridge to pupils through school-based feeding programs.

Community mobilization was conducted using the CHANGES2 SCP model, described in more detail in section 3.4, below. Community members were involved in planning and implementation of deworming and other SHN activities. Parents and other interested

community members attended sensitization and planning meetings in their various localities. As a result of the SHN trainings and subsequent activities at schools, pupils, parents, and guardians became aware of many health problems and now appreciate the importance of health education.

“Keep Zambia Clean” Campaign Strengthens School Health and Nutrition

Zambezi Basic School in Livingstone has become a model school with almost all SHN interventions being implemented. The school is one of the oldest in the city.

Before the CHANGES2 SHN program was introduced at the school in 2007, the school land looked bare and unattractive, with only a small school garden. Now they have expanded the garden and made the landscape green. “The SHN programme has helped us to keep the mighty school very green,” explained the SHN Focal Point Person. “The pupils and the community are the main players in keeping the school environment clean and green.”



The school has conducted deworming for pupils, developed a SHN policy along with community members, taught pupils and community members the importance of clean drinking water, and established a play park for children to play in. The school has become a place for pupils to play and relax during break and after lessons.

Generally the pupils are now very clean because personal hygiene inspections are done daily. This has now been extended to classroom inspection where the management identifies the best classroom in terms of cleanliness.

Health Promoting Schools Initiative (HPSI)

The development and refinement of the Health Promoting Schools Initiative and award system was a major contribution to the CHANGES2/MOE SHN model.

Over the five years of CHANGES2 implementation, lessons learned were used to refine the SHN model. The key cost effective interventions found to be successful at school level included school gardens and feeding programs, deworming, provision of hand washing facilities and latrines, development and implementation of school based health policies, provision of Information Education Communications (IEC) materials, community involvement and participation, safe and clean water for drinking at school, and personal and environmental hygiene. Based on these interventions, the MOE, CHANGES2 and other partners involved in SHN developed a list of 15 criteria for the Health Promoting School Initiative (HPSI). Participating schools were assessed on the criteria. School scores were interpreted as follows:

- (i) **Blue:** (50 and above points) - Above 80% of total population of the children are participating. This is considered to be a model school. The school has innovative ideas in health and nutrition interventions and is helping neighboring schools to move to next level.
- (ii) **Orange:** (37 – 49 points) - 61 - 80% of total population of the children are participating. The school is doing a good job and implementing activities in a coordinated manner with the SHN Focal Point Person in place.
- (iii) **Green:** (25 – 36 points) - 41- 60% of total population of the children are participating. The school is doing well in trying to meet and fulfill HPS criteria with the community participating but not to its fullest.
- (iv) **Yellow:** (13 – 24 points) - 21 – 40% of total population of the children are participating. The school is moving slowly from the danger zone. The re-organization of strategy has been put in place.
- (v) **Red:** (0 – 12 points) - Below 20% of total population of the children are participating. Such a school is considered to be in a danger zone. The school is lagging behind and needs community support to work on health and nutrition interventions. The SHN FPP needs to work hard to mobilize the pupils, teachers and the community to participate.

A HPSI brochure was developed and used both as a self assessment tool for schools and by external assessors when grading schools on their performance. Each participating school was given a certificate indicating their level of performance according to the colors listed above. At district and provincial levels, schools earning first, second and third positions were awarded with floating trophies or shields and a cash prize. The cash was to be ploughed back in the school based SHN interventions. These awards motivated the teachers, school children and community members and as a result of this the environmental and personal hygiene has improved in most CHANGES2 focus schools.



Teachers receive the HPSI certificate for their school.

The response to the HPSI was overwhelming as many schools participated and competed. As a way of supporting the current national initiative, the “Keep Zambia Clean” campaign, CHANGES2 supported schools to become Health Promoting Schools. From the inception of the program to the end 1,673 schools participated.

As a result of the training and the HPSI guidelines put in place, pupil participation in the SHN program and other school activities increased. It was also recorded during MOE monitoring that the more pupils participated in SHN, the higher their level of improved life style and less health problems reported.

Rural School Excels in SHN



In the HPSI competition, Bushinga Basic School earned the first position in Nkankwa Zone of Itezhi-Tezhi District after building hand-washing facilities and expanding and improving the school garden. The award has provided the school with additional motivation to improve the school. With the K 200,000 prize, the school bought chlorine, detergents and buckets, which are used to treat their store safe and clean drinking water for students and staff.



The school has strived to maintain its position and has worked very hard. Their hand washing facility is excellent. The school developed an orchard and has also come up with a greenhouse where they have planted a nursery for oranges from which local communities and neighboring schools are buying young orange plants for planting.



Photos, top to bottom: new hand-washing facilities, pupil watering orange trees, plants growing in new greenhouse, clean drinking water in a classroom

Water, Sanitation and Hygiene Education

Hygiene education was one of the key school-based policies developed in schools under CHANGES2 and the MOE. It was documented from monitoring reports that many schools had mounted hygiene rules for children to follow. In most of the schools visited it was observed that the children are given health tips on personal hygiene. Anecdotal evidence from pupils in CHANGES2 schools during monitoring visits confirmed that they are inspected before classes and during assembly time.

Students and staff now pay a lot of attention to school surroundings and appreciate having a clean environment. Pupils take the responsibility to clean classrooms and the surroundings before classes start every day. Most schools now have clean surroundings with beautiful lawns and walking paths. Rubbish bins and pits have been put in strategic places and children know where to throw litter.

Many CHANGES2 schools worked with other stakeholders such as UNICEF and Plan International to ensure provision of clean and safe water for drinking and latrines although this still remained a challenge for many schools in remote areas. Many schools took the first steps and built latrines in collaboration with community members, although the numbers are not adequate to cater to the entire population of the school, it demonstrates the development of community-school partnerships.



Improved hand washing facilities after CHANGES2 training.

Most of the schools in the target provinces have improvised hand washing facilities. These hand washing facilities are made from various local materials, for example “bugizas” which are metal containers or storage containers built with concrete, sand and cement. Schools use different methods of encouraging children to use the hand washing facilities. Some have notices encouraging use and others speak to students, educating them on the importance of hygiene. Some schools have been able to make soap available for use when washing hands.



Children on a play pump at school, drawing water from a well while they play.

Play Pumps are an innovative tool for accessing subterranean water in dry areas. A borehole is installed and a merry-go-round is used to draw water up to a tank, rather than a hand pump. The action of children playing does the work of filling the tank. In 2007, during her visit to Zambia, the then-US First Lady, Laura Bush, officially launched an initiative to bring Play Pumps to schools, hospitals, clinics, and communities which did not previously have access to clean

water. CHANGES2 participated in this initiative by identifying schools eligible to receive a pump.

Sustainable School Gardens

The concept of school gardens, formerly called production units, has been an important part of the MOE SHN program for many years. However, many schools do not have gardens and most of those that do rely on non-sustainable and out-dated gardening methods. They typically rely on large amounts of expensive commercial fertilizer, which limits the amount of crop they can grow. Additionally, they often grow a limited variety of crops, focusing mostly on rain-fed



Community members, pupils and teachers lay out a drip water system during Sustainable School Gardens training.



Pupils demonstrate how to water the plants in their new garden. This technique uses very little water, delivered directly to each plant.

maize.

In order to update school and community members on more sustainable farming practices, CHANGES2 partnered with Africare to train teachers, pupils and parents from both community and government school catchment areas. A three-day intensive peer education training was provided for each cluster of schools and participants were trained to roll out the training in their schools. The trainings were school-based with a focus on practical work involving preparing a bed for vegetables, beginning compost, and setting up a drip system. In addition, Africare included a module on child rights in the training. Each school presented eight participants for training including four pupils (two boys, two girls), two teachers and two parents.

Each school that participated in the training received a variety of seeds including pumpkin, cucumber, impwa, eggplant, and beans. They were taught to make “living fences” using seedlings provided: orange, pawpaw, neem, and/or moringa, depending on the suitability of the climate and soil. Schools also received fertilizer, for use immediately, while they prepared compost. Each school also received a drip system, hoe, rake, spade, wheelbarrow, garden fork, and a watering can. A few selected schools also received treadle pumps.

Following the training, an evaluation of school gardens was conducted. An external consultant was hired by Africare to carry out the evaluation and worked with a Peace Corps Volunteer with

experience in community gardening. The evaluation report indicated that most of the schools had set up or improved existing school gardens and had started harvesting produce. The report recommends integrating sustainable gardening skills into the basic school curriculum. However, it was also noted that it was difficult for people to move beyond the limited crops that they were familiar with. The variety of crops was supposed to increase the nutrition available to the community and encourage them to move beyond growing maize, which has limited nutritional value and relies on very specific rainfall patterns. Rather than expanding their diets, some of the communities that were successful in growing eggplants sold the produce and used some of the proceeds to buy seeds of vegetables commonly grown in those areas. As a result of the intensive work put in school gardens, schools were encouraged to participate in displaying their produce at district agricultural shows. Many schools participated and Gandhi Basic School in Kitwe District won the 1st prize from the Copperbelt Agriculture Show which was held in Kitwe.

School gardens have continued to be one of the successful SHN activities in most of the CHANGES2 schools. Most of the schools opted to focus the feeding of garden produce to vulnerable children and those at lower basic education level grades 1 to 4. The school orchards also started paying dividends as school children got to eat fruit occasionally at school. Community involvement improved, as community members volunteered to water the gardens during school holidays.

Nasenga Basic School in Mazabuka district, for example, became a model school, through mentoring surrounding schools and providing them with banana suckers to help them develop sustainable feeding programs. The school performed well in dealing with short and long term hunger and encouraging children to access education. However, the full potential of school gardens is far from being realized. CHANGES2 was duly aware of the importance of not requiring students to spend undue time away from the classroom to tend to the gardens. Much more work by the MOE, schools and communities will be needed before schools are able to raise enough variety of food throughout the year to feed all vulnerable children even one meal per day throughout the year.

Life Skills Development Through Sports

CHANGES2 subcontracted Sport in Action, a Zambian NGO, to train teachers in utilizing sports to facilitate the development of life skills for HIV prevention and living a healthy life. Through trained teachers and community coaches, young people learned about HIV/AIDS, malaria, bilharzias, drugs, alcohol and substance abuse, and child rights through play, exercise, sports, and conventional and Zambian traditional games. The traditional games in particular boosted the interest of pupils and they began to play them during break time.

Collaborative Meetings and Stakeholder Participation

Technical support to the MOE resulted in the Ministry taking responsibility for the implementation of many SHN activities. A SHN Advisor was hired, under EQUIP2, at MOE



headquarters. CHANGES2 worked closely with the Advisor to develop a SHN strategic plan. Additionally, CHANGES2 advocated for and provided technical assistance to the revision of the Memorandum of Understanding (MOU) between the MOH and the MOE and the approval of the National SHN Policy which will be incorporated in the National Policy on Education when it is revised. In addition, the SHN interventions were scaled up to other provinces where there was no presence of CHANGES2, although not in every school.

CHANGES2 supported collaborative meetings, which were held at national, provincial, district and school level to discuss issues on effective implementation of the SHN program. The meetings focused on sharing successful strategies and attempting to address the challenges encountered in conducting SHN activities with partners. Other topics tabled were procurement of drugs and subsequent delivery to the nearest health centers. As a result of these meetings, the partners became more comfortable with the deworming protocol and working together at the school level.

3.3.2 Challenges

Despite the myriad successes achieved by the SHN program, in a relatively short period of time, there were challenges in implementing the program:

- While CHANGES2 was able to assist the MOE to increase in the number of schools implementing SHN, it was challenging for MOE staff to adequately support and monitor the SHN activities as it is time-consuming and costly.
- Scaling up SHN interventions by the MOE and other stakeholders while maintaining quality has had mixed success. There were compromises in the training of teachers in that regard, and often the implementation of interventions were done haphazardly due, in part, to lack of information contained in the approved National SHN Policy, guidelines and MOU which was signed between MOE and MOH to inform and commit all stakeholders.
- As a result of the bureaucratic and lengthy MOE procurement system there were delays in the procurement and distribution of SHN drugs to schools. This resulted in delays or missing targets and deadlines for deworming school children.
- The current global trend in SHN is that countries develop SHN policies in order to receive support and recognition from cooperating partners and the private sector nationally and internationally. In Zambia, the National SHN Policy was approved after a long and slow process in the MOE.
- The MOU which is outdated and is not serviceable for current realities and needs to be appended in the SHN Teachers' Guide and used to commit stakeholders in the implementation of the SHN program. The MOU was originally developed to guide the pilot in 2001.
- Although the MOE is providing funding to schools for school gardens and fruit trees, most of the schools are failing to realize their full potential in addressing both short- and long-term hunger of children.



- The MOE budget is inadequate to cover the recurrent costs associated with deworming (including the procurement of SHN health cards and tablet poles) and the provision of micronutrients.

3.3.3 Recommendations

- The MOE should develop a more focused and well coordinated monitoring and evaluation system for SHN activities.
- Since the National SHN Policy has been approved, the SHN guidelines have been developed and the MOU was revised, the MOE and partners should conduct ongoing sensitization meetings throughout the country to ensure compliance.
- Strengthen the SHN topics in the Teacher Education curriculum and ensure that it is aligned to the Basic School Curriculum.
- While funding needs to be allocated more efficiently, the MOE should also encourage schools to be more creative in their use of funds and identify opportunities to access/provide additional funding themselves.

3.4 School-Community Partnerships

CHANGES2 developed, implemented, and evaluated the School-Community Partnership (SCP) model for facilitating community mobilization. It is a model that thrives on a genuinely reciprocal relationship between schools and communities and that integrates activities centered on teacher education and professional development, HIV/AIDS prevention, SHN, and OVC support—all of which are directed towards improving the quality of education of school-age children.



The SCP process brought community members together to discuss and address the problems they face.

SCP was designed to provide an opportunity for the MOE to maximize its value-added and comparative advantage in working with communities to address its shorter-term need for innovation, change, and meeting immediate and “emergency” needs in schools, communities, and in the education system as a whole. It was an intentional extension from the Parents Teachers Association (PTA) to involve the wider community in education support initiatives: parents and non-parents, religious leaders, business people, traditional and community leaders, in-school and out-of-school youth, teachers, key government and non-governmental organizations (NGOs), and civil society. The model provided a leveraging point for community mobilization and networking, and engaged communities in finding local solutions to their challenges, especially those that negatively affect the provision of quality education to young people and put them at risk of HIV infection.

The SCP activities were implemented in 1,673 schools in the CHANGES2 focus provinces: Copperbelt, Central, Lusaka, and Southern. Over half of the funds for these activities were from PEPFAR, hence the strong emphasis on HIV prevention. The implementation of the SCP model was based on capacity building at community, district and provincial level, community participation and mobilization, and outreach activities

3.4.1 Achievements

Development and Distribution of SCP Manual

CHANGES2 developed a manual for use as a training guide for teachers and community members and a reference for communities implementing SCP as a community mobilization strategy. More than 12,000 copies were distributed to schools, ZRCs, DRCs, PRCs, DEBS offices, COEs, and all PEOs offices.

The training manual emphasizes the use of Theatre for Community Action (TCA) as a means of generating dialogue about the community's problems. Common and popular elements of TCA include drama, dance, mime, choreography, song, and puppetry. An important aspect of TCA is to engage the audience in a discussion after the performance and encourage them to find local solutions to challenges facing them.

The manual assisted the MOE to train Provincial Education Management Committee (PEMC) members in SCP in all nine provinces and made it easier for them to replicate the model in non-CHANGES2 supported schools.

Capacity Building

Training of Trainers

With a view to developing a sustainable human resource base for future SCP trainings, multi-sectoral teams of trainers, comprised of DRCCs, health workers and community development assistants were established in all 31 districts in the four CHANGES2 focus provinces. Each team of 5 to 8 people was trained, resulting in a total 148 (87 male and 61 female) district level officials trained as SCP trainers. Since CHANGES2 was established in 2005, the trainers ably provided training to community representatives and teachers from all CHANGES2 focus schools.

Table 3.1: Number of SCP Trainers Trained, by Province

Province	DRCCs/ District MOE staff		Health Workers		Community Development Assistants		Provincial MOE staff		Total
	Male	Female	Male	Female	Male	Female	Male	Female	
Central	11	3 6 3	3 4 3 1						34
Copperbelt	12	10	4 5 3	6 2 4					46



Lusaka	7 3 3	2 1 3 1 1							21
Southern	17	7 4 3	6 4 4 2						47
Total	47	23	17	13	13	17	10	8	148

Training of Teachers and Community Members

During the performance period, 2005 to 2009, CHANGES2 and MOE conducted trainings of approximately one teacher and one community member per school in all the 1,673 CHANGES2 basic schools. 1,752 teachers (1,036 male and 716 female) and 1,643 community members (888 male and 755 female) were trained.

Teachers and community members were taught to be catalysts in their schools and communities, mobilizing constituents in the CHANGES2 content areas: school quality improvement, HIV/AIDS prevention, SHN, and equity and gender. The training included the objectives of SCP as a community participatory mobilization strategy, with an emphasis on utilization of participatory methodologies and the process to go through for an effective community mobilization intervention.

Table 3.2: Number of Teachers and Community Members Trained

Cohort	Teachers		Community Members		Total
	Male	Female	Male	Female	
1 230		184	208	216	838
2 331		197	202	210	940
3 239		166	211	219	835
4 236		169	267	110	782
Total	1,036	716	888	755	3,395

Establishment of School-Community Partnerships Committees



Community members of all ages attend SCP activity.

The trained teachers and community members at each of the 1,673 schools provided leadership in establishing SCP Committees. These committees are multi-sectoral in nature, consisting of key stakeholders such as teachers, pupils, community members, health workers, and representatives of NGOs and CBOs. The committees provided leadership in engaging communities to take action on issues affecting the quality of education and putting people at risk of HIV infection. They conducted Participatory Learning Action (PLA) with the communities to prioritize the specific

challenges they faced, facilitated the development of action plans to address those local challenges, and initiated the development of Community Action Groups (CAGs) as implementers of the action on behalf of the entire community.

Following this process of identification of challenges and solutions, 1,465 community action plans were developed and implemented. Because they were developed by the communities, the plans were appropriate and relevant to the challenges they were facing. For example, Kaluluzi Basic School community in Lusaka Province identified the poor state of the road and its bridge as limiting the access of many children to school. The community mobilized themselves and mended the road to allow children to attend school regularly. As expected, the process was a starting point for communities to use the SCP structures to address additional problems that they faced.

By December 2008, a total of 1,265 of the participating 1,673 basic schools in the four CHANGES2 focus provinces had established SCP committees. This represented 77% of the basic schools in the CHANGES2 focus provinces, and 28% of the total GRZ basic schools in the country, which stood at 4,511 by December 2008.⁵



CAG members utilize Theatre for Community Action to challenge harmful beliefs and practices.

Training of Community Action Groups

Community Action Groups are key players in the mobilization process. They are subsets of the SCP Committees and are responsible for the implementation of action plans on behalf of their respective communities. CAG members need appropriate skills for them to competently mobilize their fellow community members to take action on issues affecting them and, at the same time, provide accurate information which is relevant to local communities.

Therefore, CHANGES2 trained all 1,673 CAGs at the CHANGES2 focus schools in Central, Copperbelt, Lusaka, and Southern Provinces. CAGs were trained in community mobilization and information dissemination techniques such as PLA and TCA. These methodologies allow communities to identify, prioritize and address local factors which negatively impact education quality and put young people at risk of HIV. CAGs also engage communities to address local challenges that hinder children's attendance and retention in school.

Training of Pupils

As part of the SCP strategy, CHANGES2 capitalized on the position young people have in influencing behavior change both among their peers and other community members by training

⁵ EdAssist 2007

4,652 (2,300 male and 2,352 female) pupils in SCP. Subsequently, pupils actively participated in SCP activities, participating in the CAGs to mobilize communities and encourage positive behavior change. Improved quality of HIV/AIDS prevention and outreach activities conducted by pupils was reported in the four CHANGES2 focus provinces following this training.

For example at Jacaranda Basic School in Lusaka, a group of SCP-trained pupils mobilized themselves into a task force, providing personalized peer counseling and dissuading their colleagues from participating in HIV risk activities both in-school and out-of-school. The members of the task force have publicly pledged to lead by example and remain a shining example for behavior change. Another example was recorded at Ngoma Basic School in Southern Province where pupils engaged parents in a dialogue regarding sensitive topics which traditionally would not be discussed openly, such as intergenerational sex and early marriage for girls.

Community Mobilization and Outreach Activities

Community Participation and Outreach Activities

As described above, each CHANGES2 focus school was supported to establish a SCP committee. Through the SCP strategy, the communities were mobilized to support specific school activities. During the trainings and subsequent activities the focus was on HIV prevention, especially among young people. Therefore, through the CAGs, the campaign focused on opening up dialogue around sensitive issues such as transactional sex, intergenerational sex, multiple concurrent partnerships, and the sexual abuse of young people and women. These topics have long been taboo, but with the SCP training, community members are learning how to address them publicly and work together to develop solutions.

Apart from HIV prevention related activities, communities were mobilized to take action on other CHANGES2 focus areas, including community health and increased education access, retention, progression and performance. Over the course of CHANGES2 implementation, 1,066,187 community members (522,179 male and 544,008 female) were engaged in dialogue around various topics.

Using Drama to Address Sensitive Topics and Open Dialogue

In many parts of rural Zambia, young women are taught to be submissive to their future husbands. This is particularly dangerous in a society where male promiscuity is quietly accepted. In fact, many HIV positive women report that they are married and have never had a sexual partner other than their husband.



The CAG members in Kafue 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 multiple concurrent partnerships and what can be done to stop the spread of HIV through the community.

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 exert pressure 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.

Mobilizing Community Leaders

By design, the SCP committees work to get influential leaders to convey the purpose and goals of the SCP to the wider community. To ensure that the community leaders are focused and well versed with issues affecting quality education, CHANGES2 supported the training of 584 community leaders (391 male and 193 female) in all the communities surrounding the 1,673 participating basic schools. As a result, they showed considerable authority in dissuading their subjects from practicing traditions that put them at risk of HIV and inhibit successful participation in school.

Chief Chamuka, of the Lenje speaking people in Central Province, banned the confinement of young girls who have come of age during schools days. According to the Lenje traditions, a girl who has come of age should be confined for a period of more than three months. During this period, she is not supposed to attend school or any public activity. In a related development, Chief Chiyawa in Lusaka Province banned early marriages in his chiefdom. These are a few examples of the many instances in which the leaders effectively participated in CHANGES2 supported activities.

The School as a Learning and Action Resource for the Community



—American Institutes for Research—

While the pupils were the main beneficiaries of the SCP activities, communities were mobilized not only to support specific school activities or provide a leveraging point for networking, but also to utilize the school as a learning and action resource for the entire community, particularly on information that affects their lives. At various schools this included information on new farming methods, HIV/AIDS support services or information on how to access scholarships for OVC. Correspondingly, the schools valued the community's input and resources necessary for improving the quality of education. For instance, at Hope Foundation Community School in Lusaka, community members mobilized themselves and established an adult literacy class with the support of the teachers. Through lessons, the teachers took advantage of these classes to discuss issues pertaining to the educational development of young people.

Participation of the Wider Community in Education Support Activities

The outcome of SCP as a community mobilization strategy is bearing fruit. Members of the community who were not parents of school children actively participated in activities that aimed at improving the quality of education and addressing local HIV risk factors. For example, one community member showed support for the HIV education outreach performed by the Chitukuko Basic School AIDS Action Club by donating t-shirts printed with HIV/AIDS prevention messages for all club members. In another example, Gandhi Basic School in Copperbelt Province used the power of community partnership to leverage free water from a water utility company to assist them in achieving improved sanitation and effectively managing a school banana plantation.

Involving the wider community in supporting educational improvement and HIV prevention programs added unprecedented value to resource mobilization and social cohesion in most of the CHANGES2 supported schools.

Training of Provincial Education Management Committees (PEMCs) in SCP

As described above, CHANGES2 developed and popularized the SCP model as a community mobilization strategy. In an important indication that MOE has embraced the of SCP model, MOE headquarters staff, with support from CHANGES2, trained all of the Provincial Education Management Committees (PEMCs) in the benefits and process of SCP. Through the MOE national level initiative, 87 PEMC members in the nine provinces were trained. The purpose of the trainings was to strengthen linkages between SCP at school level and the District Education Boards (DEBs) and to encourage the PEMCs to include SCP activities in their 2009 annual work plan and budgets. The MOE decision to start institutionalizing the SCP strategy as one of the tools to achieve quality education in both basic and high schools demonstrates the acceptance of the model.

The MOE recognized that SCP could support the improvement of performance indicators at school. For example, if the Gross Enrolment Rate for grade 1 at a particular school is low, then the SCP will focus on activities that would encourage children to enroll or will work towards



increasing access. Importantly, SCP compliments the MOE handbook for planning and decision-making. However, for future versions, there is need for a cross reference between the two manuals.

Existence of SCP Structures at School-Community Level

Two key trained leaders in each school and catchment area have well-functioning structures that support the school-community partnership and community mobilization. The process was put in place in all the 1,673 basic schools and catchment areas. For example, SCP Committees that drew their membership from representatives from the schools and communities (PTAs, SHN Committee, health clinics, community development assistants, teachers, etc.) were put in place to oversee all other extant school and community committees.

Impact Assessment of CHANGES2 School Community Partnership Model and Activities

In 2009, two local consultants were hired to review the effectiveness of the CHANGES2 SCP component. In their final report, they note that SCP helped to raise the morale of teachers at participating schools as community members becomes involved in resolving issues around teachers' welfare. Most of the schools visited were running income generating activities with voluntary support from the communities, e.g. molding bricks and financial donations, in order to support the neediest children at school. Furthermore, they found the SCP to be "an effective means of addressing many of the misconceptions and conducting awareness raising on risk behavior to HIV and AIDS within the schools and communities... Hard-to-discuss topics become increasingly easy to handle through effective use of TCA. Most drama performances were followed by one-to-one and group discussions. To the extent that the SCP had significantly ensured wider community participation in the delivery of education and that communities had mobilized their own resources and established sustainable structures and ventures in supporting schools; the approach had proved cost-effective towards the realization of the long cherished goal of basic education for all the children that entered Grade 1."⁶

3.4.2 Challenges

- Traditionally, teachers enjoy the recognition of being the most knowledgeable elite among communities, especially in rural areas. As a result, they had reservations about working in partnership with parents and other community members on education issues. However, with time and training, teachers recognized that communities are valuable partners in the provision of improved quality of education.
- CHANGES2 trained and left behind robust SCP training teams in all focus districts. However, a high attrition rate among the teams was observed during the performance period.
- Although the SCP model is a cost effective community mobilization strategy, it requires a reasonable annual budget.

⁶ School Community Partnership Evaluation Report, Beyant Kabwe and William Sam Phiri, May 2009, p 9.

3.4.3 Recommendations

- The training of teachers and community members together provided an opportunity for both camps to develop and appreciate each others potential. It built confidence and trust among teachers and communities. Therefore, training teachers and communities together should be maintained as an important ingredient for a successful SCP program
- It is necessary for the MOE to plan for replacement trainings in order to maintain the current strength of provincial and district training teams.
- The MOE should ensure that SCP activities are embedded in its Annual Workplan at all levels of service delivery.

3.5 Small Grants

3.5.1 Achievements

CHANGES2 provided grants to select recipients to fund HIV/AIDS prevention activities and support to OVC. For administrative purposes, these grants were categorized as follows.

- (i) Rapid Response Grants of up to \$6,000 which were provided to basic and community schools in the four focus provinces. The Rapid Response Grants were for HIV prevention and OVC support activities. In 2006 and 2007, these were administered by lead NGOs who received a special grant of more than \$140,000 over a period of two years.
- (ii) Mid-Level Grants of up to \$10,000 targeted teachers COEs, education resource centers and local NGOs. The Mid-Level Grant was directly administered by the CHANGES2 program staff through the District Sub-Grants Management Committees (SMCs).
- (iii) Special Grants that were provided to the lead NGOs to administer the Rapid Response Grants described in (i) above.
- (iv) Schools participating in the PSS activity (described in section 3.1.1, above) were eligible for PSS Grants of up to \$700. The purpose of these grants was to support OVC access to education.

Development of Small Grants Manuals and Operational Guidelines

CHANGES2 developed a Small Grants Administration Manual, whose purpose was to guide recipients in the operation and management of the small grants. The Manual was developed in line with AIR and USAID granting guidelines. Copies were distributed to project management committees, district and provincial education offices, sub-grants committees, and all partner NGOs (CHEP, PAM, FHT and ADRA-KAFHI) who were entrusted with the responsibility of administering the Rapid Response Grants on behalf of the CHANGES2 program. The Manual was used as the main tool in the training of Rapid Response, Mid-Level and Special Grants recipients.



Establishment of and Training of Sub-Grants Management Committees (SMCs)

In an effort to promote transparency and ownership of the granting mechanism, CHANGES2 facilitated the establishment of multi-sectoral Sub-Grant Management Committees (SMCs). In the four CHANGES2 focus provinces of Lusaka, Copperbelt, Central, and Southern, SMCs were established at the provincial level and in each of the 31 districts. Membership of the SMCs included staff from MOE, MOH and the MCDSS, and representatives from NGOs.

Additionally, provincial SMCs included the Provincial Guidance and Counseling Coordinator (PGCC) and each district was represented by the District Guidance and the Counseling Coordinator (DGCC) or a teacher responsible for HIV/AIDS activities. Among other responsibilities, the SMCs were responsible for reviewing and awarding grants to successful applicants. The committees also played a monitoring and supporting role in order to ensure that recipients of grants remained focused and committed to achieving the objectives of the grant.



CHANGES2 provided a two-day training to all of the 35 SMCs. The training focused on selection criterion, field appraisal, Initial Environmental Examination (IEE) procedures and requirements, and how to use the Small Grants Administration Manual. SMCs were also trained in monitoring and supporting the grant recipients. The training provided committee members with skills to manage the granting process

in a transparent and effective manner. Although the training was specific for managing CHANGES2 grants, the course was designed to also prepare committee members to manage other types of grants from other donors.

Formation and Training of Project Management Teams

Each organization--schools, colleges, and NGOs--that received a grant from CHANGES2 were required to establish a project management team comprising of 10 to 12 members. At each project site, the team was responsible for the day-to-day implementation of project activities. As part of the sub-granting package, all project implementation teams were trained for one day in basic accounting and project management techniques. The training ensured that grant recipients adhered to approved guidelines, thereby achieving high levels of compliance. In total, 327 committees with a membership of more than 3,270 members were trained.

Apart from monitoring and support, high compliance levels were attributed to the training which the project managers received before accessing the grants. Again, the skill acquired by the team members from the training and during implementation can be applied to future project funded by sources other than CHANGES2.

Provision of Grants



Rapid Response Grants for HIV/AIDS Prevention and OVC support



The Maramba Home Based Care Group used a Rapid Response Grant to expand their poultry project and garden. Proceeds are being used to pay school fees for several pupils and to medical expenses for the ill.

implemented activities that addressed gender inequity, intergenerational sex, sexual abuse, stigma, discrimination, and harmful cultural practices that put young people at risk of HIV infection. In this regard, many of the AIDS Action Clubs in CHANGES2 focus schools benefited. As a result of these grants many schools now have functional clubs that are active in dealing with prevention of the spread of HIV and engage young people and other community members in open dialogue around sexuality and reproductive health. OVC support activities included income generating projects that give vulnerable young people skills to lift them out of

In the first two years of administration of the Rapid Response Grants, four local NGOs were sub-contracted: the Program Against Malnutrition (PAM), the Adventist Relief Agency-Family Health Institute (ADRA-KAFHI), Family Health Trust (FHT), and Copperbelt Health Education Project (CHEP). They administered grants in Central, Copperbelt, Lusaka, and Southern Provinces. In 2006 and 2007, the sub-partners administered 123 grants to basic and community schools and NGOs for HIV prevention and OVC support activities, particularly innovations that enabled young people to attend and remain in school. In 2008, the CHANGES2 program directly administered the HIV prevention and OVC support grants to 40 schools. Thirty-two schools received grants for OVC support and the remaining eight were for HIV prevention activities.

The Rapid Response Grants funded HIV prevention activities which encouraged young people to abstain from sex and promoted the development of life skills such as assertiveness, decision-making and resisting harmful cultural and peer pressures. They also

“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 schools as they can now take a few minutes to have the maize ground. In fact most parents opt to walk down themselves and have their maize done”.

Headmaster - Maunga Basic School

poverty. In this way, OVC were given economic opportunities which allowed them to avoid transactional sex.

Progressive impact of the funded projects was observed. For example, it was a common occurrence in Maunga community in Southern province for school-aged children, especially girls, to walk all day in order to have their family’s maize ground into flour. (Maize flour is used to prepare nchima, a hard porridge that is a staple food in Zambia.) However, this is no longer the case after the community used a CHANGES2 grant to procure and install a maize grain mill so young people do not have to walk long distances. The funds generated from the mill are used to support OVC at the school. Consequently, absenteeism among school children in the community has decreased.

Livelihood Skills for Young People in Kafue

Young people in Kafue District are acquiring livelihood skills which will allow them to be economically independent, thereby reducing their risk of HIV infection. After being trained in SCP by CHANGES2 and the MOE, the teachers and community around Shikozwe Basic School came together to apply for a grant to aid vulnerable students and out-of-school youth. The CHANGES2 grant was used to buy welding and other equipment to set up a workshop in the local community center. There, young people have been trained to produce treadle pumps, which are low-tech manually operated devices for drawing water in rural areas. They also produce window and door frames and other items for the local market.



Young women work with their instructor to put the finishing touches on treadle pumps at the Shikozwe Community Center

Young people are at particularly high risk of HIV infection due to poverty, lack of job opportunities and the traditional submissive status of women and girls. Globally, half of all new infections occur among those aged 15 – 24 and 5,000 to 6,000 new cases of transmission occur every day.¹

In Shikozwe, community members realized that lack of opportunity for young people was putting the next generation at risk. They have recruited a teacher from the basic school and a metals fabricator from the community to train the youth in welding. Funds generated through the project are used to support OVC at the school and for the basic living expenses for the young people involved. They are gaining skills which make them economically independent and, equally important, give them hope for the future.

¹Global HIV Prevention Working Group. *Access to HIV prevention: closing the gap 2003*. http://www.gatesroundation.org/nr_downloads/globalhealth/aids/PWGFundingReport.pdf

In total, 122,732 young people (55,498 male and 67,234 female) benefited from HIV/AIDS and OVC support grants.⁷

Mid-Level Grants for HIV/AIDS Prevention and OVC support

Mid-Level Grants of up to \$10,000 targeted COEs, resource centers and local NGOs. These were directly administered by CHANGES2 staff through the District SMCs. Two examples of such grants are:

- Kara Counseling Trust, in Central Province, received a grant under this category to conduct education session in schools in order to fight HIV/AIDS-related stigma and discrimination.
- Another local NGO, Sports In Action, received a grant to teach HIV/AIDS life skills and promote good health and nutrition among children and youth through sports and traditional games in Mpongwe and Ndola districts on the Copperbelt. Further, 43 (29 male and 14 female) Physical Education teachers were trained as trainers in sports for development. The trained teachers continued engaging children in HIV/AIDS life skills activities.

A total of 16 Mid-Level Grants were disbursed.

Psychosocial Support Grants

Small grants were provided to some of the schools participating in the PSS training in the focus provinces (see section 3.1.1, above). These grants were considered to be “seed money”—that is, used to mobilize local resources and knowledge which can be used to enhance the education of OVC. Examples of activities funded by these grants include:

- Providing support to the most vulnerable households to allow for homework (e.g. providing lamps and kerosene to grandmother-headed households),
- Supervised study centers for students to use after school,
- Meeting the nutritional needs of OVC through development of community gardens or fish ponds, with the food or proceeds from sale of the food going directly and entirely to OVC,
- Providing Home-Based Care to a family member of an OVC in order for the child to attend school and study after school hours, and
- Providing day care to younger siblings so that an older sibling can attend school and study after school hours.

The SCP committee at each school applied for and managed the grant. A total of 75 PSS grants were provided in the focus provinces.

⁷ CHANGES2 Small grants data base

Table 3.3: Total Disbursement of Small Grants in Basic Schools

Year	Rapid Response- HIV/AIDS Prevention and OVC Support	Mid-Level Grants	PSS Grants
2006	82	16	72
2007	41	n/a	n/a
2008	40	n/a	70*
TOTAL	163	16	142

* The 70 PSS grants in 2008 were awarded to community schools under ESF; see section 4.3.1 for the narrative description of this activity.

Partnership and Capacity Building of Local NGOs

Part of the CHANGES2 agenda was to build the capacity of local NGOs. As a strategy to achieve that agenda, for two years CHANGES2 sub-contracted local NGOs in each of the focus provinces; FHT in Lusaka, CHEP in Copperbelt, ADRA-KAFHI in Central, and PAM in Southern. The partners disbursed and managed HIV/AIDS prevention, OVC support and psychosocial support grants to schools and their surrounding communities.

In order to design a specific and comprehensive capacity building support program for the partners, a needs assessment for each partner NGO was conducted. Based on the findings, a capacity enhancement program, including training to address gaps and strengthen opportunities specific to each partner was conducted in 2007. As a result, each partner developed a strategic plan for its organization, developed or improved the HIV/AIDS workplace policy, and introduced an open door policy style of management.

Partners reported improved confidence in mentoring smaller CBOs and NGOs in education quality improvement activities, and HIV/AIDS prevention and support activities. With this investment, CHANGES2 has left behind four well-managed local NGOs with the capacity to carry forward the MOE/CHANGES2 sub-grants model.

Impact Assessment of CHANGES2 HIV Prevention and OVC Support Grants

In 2007, two local consultants were hired to review the effectiveness of HIV/AIDS prevention and OVC support grants. They also reviewed the relevance and effectiveness of the training and capacity building provided to the four partner NGOs and grant recipients. Opinions were gathered from district and provincial MOE staff and grant recipients about the CHANGES2 grant model. The consultants found that the model was effective, transparent and could easily be replicated in other provinces where CHANGES2 was not operating. The consultants

gathered anecdotal evidence indicating that the grants increased enrolment and retention in schools.⁸

Empowering Communities to Care for OVC

Doris Mbewe was a 9 year-old girl in grade 2 at Mkandawire Basic School in Lusaka when the school received a CHANGES2 grant for OVC support. She is a single orphan who lives with her aunt and does very well in class. Her aunt is a widow who does not work and cares for eight children. Doris had no school uniform or school supplies and was embarrassed to go to school in her old clothes. At age 9, she was losing hope of continuing her education.

Upon receiving the CHANGES2 grant, the teachers, community members and pupils who make up the school's grant project committee started rearing chickens and opened a small restaurant at the school. The grade 8 and 9 pupils use the Home Economics class to prepare food to sell to other pupils and community members. Some of the chickens and the food they prepare is given to OVC at the school. The funds from the food which is sold goes toward supporting pupils like Doris.

Doris is now in grade 3, with a new school uniform and the school supplies she needs. Teachers and community members also provide emotional and moral support. This has helped her regain her confidence and hope of continuing with her education. The grant committee supports an additional 80 needy pupils in this way. Furthermore, 41 pupils in grade 8 and 9 are getting important skills in food preparation, marketing and running a small business.

Doris is one of the many children who are receiving support and regaining their hope through a CHANGES2 supported income generating activity.



Doris Mbewe at Mkandawire Basic School

3.5.2 Challenges

- Part of 2006 was spent establishing sub-granting structures; development of the sub-granting manual, recruitment and training of SMC members at district and provincial level, and recruitment of partner NGOs to participate in the sub-granting mechanism. This process took longer than anticipated. Consequently, there was a delay in expending

⁸ Small Sub-Grants Impact Assessment: A Report Based on 20 Sites, Kapasa Makasa and Beyant Kabwe, May 2008.

the funds to the end beneficiaries. However, by the end 2006, the sub-granting system was well established and functional.

- The NGO partner which was sub-contracted to administer small grants on behalf of CHANGES2 in Central Province, ADRA-KHAFI, was slow in responding to funding and support requests from CBOs and schools. The organizational capacity was reviewed and enhanced.

3.5.2 Recommendations

- The findings of the impact assessment of sub-grants revealed that many of the orphans who were identified at the project development stage could not benefit because of the long turn around period of some income generating activities (IGAs). In this regard, there is need to consider immediate needs of the OVC while establishing income generating activities to meet future requirements.
- All CHANGES2 grants recipients were trained in managing grants and basic accounting skills. The skills learned can be applied in future projects supported by other donors. However, it was observed that some of the recipients who embarked on IGAs lacked marketing skills to compete on the open market. It is therefore necessary to include a component of marketing in the training package for grant recipients.

4.0 CHANGES2 Interventions in Community Schools

Community schools have become increasingly common in Zambia, arising where GRZ schools are inaccessible due to distance, overcrowding, or cost. Most community schools serve extremely needy families and individuals, including OVC. According to MOE data, 2007, approximately 29% of community school students have lost one or both parents, compared to 19% of basic school students. There are 2,643 community schools, each with an average of 3.6 teachers, serving over 480,000 students.⁹ While some community schools receive assistance from NGOs or religious organizations, most depend on the meager resources of the surrounding community. This means rudimentary or no infrastructure and few teaching and learning materials.

The majority of community school teachers in Zambia are untrained, usually young volunteers from the community. They often have as little as a grade 9 education, although many have grade 12 certificates. Some are at home waiting for further studies and contribute their time and energy to help young people in their community. There are also some community school teachers who are retired from government service in the MOE and who provide valuable mentoring to inexperienced and untrained colleagues. Government has recently started posting COE graduates to community schools but the number at this stage is small. Some of the volunteer teachers receive stipends (some receive no payments, others as little as \$20/month) and/or in-kind contributions (housing or food).

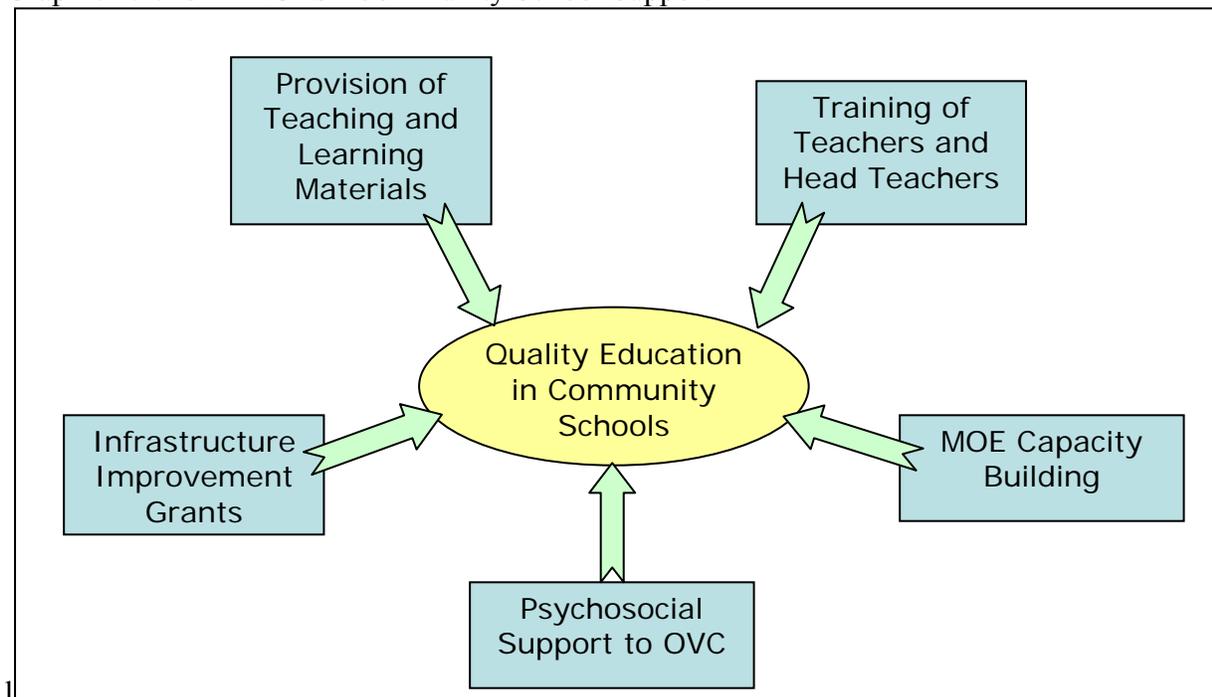
⁹ Ministry of Education, EdAssist, 2007.

However, community schools truly do “belong” to the communities in which they arise. Community members often feel a sense of pride and ownership in their school which is not often seen in government-supported schools. Community school teachers and parents contribute their time, energy, and resources to their schools in order to provide education to children who otherwise would likely not be in school.

With the successful implementation of the CHANGES2 program of basic school activities in the four focus provinces and the provision of scholarships, the program received additional funding to support community schools. In 2007, the program received FTI funds, followed by ESF in 2008.

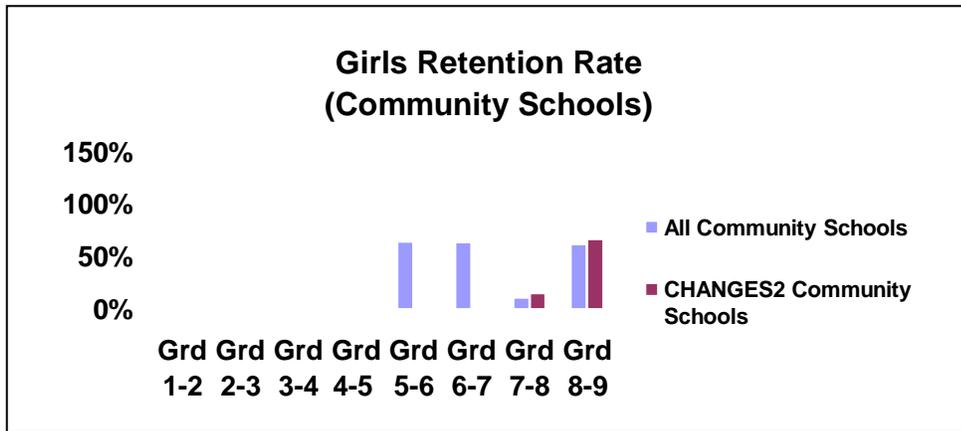
At the community school level, a support “package” was developed to immediately impact quality and address the specific needs of community schools. This included training for head teachers and teachers to make quality improvements in teaching, learning and school management, and provision of teaching and learning materials. Some community schools also received one or more of the following: infrastructure improvement grants and training in grants management, sustainable school gardens, and provision of PSS to OVC. This package of interventions was implemented in community schools in the four focus provinces (Copperbelt, Central, Lusaka and Southern) as well as in Luapula and Eastern provinces.

Graphic 4.1: CHANGES2 Community School Support

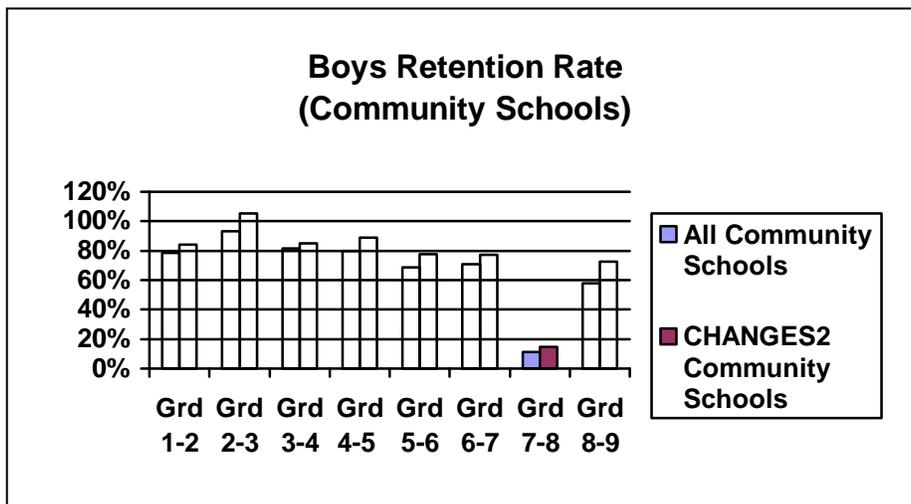


In a comparison of community schools supported by CHANGES2 in 2007 to all community schools in the country, a notable difference is seen in retention, as shown in the graphs below. The actual difference in retention is, in reality, greater than that shown, since the CHANGES2 schools are included in the total number of comparison schools, raising the national averages.

Graphic 4.2: Girls retention rates at CHANGES2 community schools compared to all community schools



Graphic 4.3: Boys retention rates at CHANGES2 community schools compared to all community schools



4.1. Teacher Education

4.1.1. Achievements

Development of Training Course for Community School Teachers

The 20-day Basic Teaching Skills Course was developed with the MOE, representatives of NGOs working in community schools, and basic and community school teachers. The group looked at the needs of untrained volunteer community school teachers and used relevant local materials, including the AIEMS modules, NBTL materials, ZCSS training materials, materials from ZOCS and ROCS as well as the CHANGES2 materials (*SPRINT TG, SHN, SCP, In My Classroom, etc.*) to develop a training manual and handbooks for teachers.

The topics in the 20-day course, which was delivered in two parts of 10 days each, included lesson planning, schemes of work, the MOE curriculum and syllabus, PSS, special education needs, HIV/AIDS in the curriculum, teaching and learning materials development and use, classroom management, continuous assessment, re-entry policy, School Community Partnerships, and Health Promoting Schools.

Training of Community School Teachers

MOE provincial teams were trained to deliver the Basic Teaching Skills Course in a participatory way with an emphasis on practice by teachers. Provincial training teams included PRCCs, DRCCs, ZICs, and basic school teachers.

Monitoring of the training activities and informal discussions with trainers and teachers indicated that the training was highly participatory, practical in approach and tailored to the needs of the community school teachers. Monitoring results in the schools following the training confirmed that untrained teachers benefited from the training. What was most noticeable as a result of the training was improved lesson planning and schemes of work, greater and more effective use of teaching and learning materials, improved rapport between teachers and students, improved school surroundings as a result of SHN awareness, improved community relations with schools, and improved relations with nearby basic schools.



Community school teachers in Iteshi-teshi after completion of training.

A more thorough look at community school teacher training can be found in the *Report on the Training of Community School Teachers in the 20-Day Basic Teaching Skills Course* submitted by CHANGES2 in 2009.

1,919 formerly untrained community school teachers participated in the Basic Teaching Skills Course.

Success Story – Community School Teacher Training

I am a teacher at a community school. I started teaching vulnerable children in 2003 because of the interest in teaching though I did not go to any college. During this teaching period [before] I started attending the CHANGES2 trainings, I was really misleading the learners in all the lessons. I was not doing lesson plans, not planning the schemes of work, not planning the weekly forecast, not planning the classroom management, not using the teaching aids, not using the pupils book and above all, I was using the teacher centered kind of teaching. I was not giving the remedial work and I was not evaluating and concluding all the lessons because I lacked knowledge on how to teach effectively.

But thanks be to God for bringing the CHANGES2 program to train me in order to become a good and qualified teacher by training me how to plan the lesson plan, prepare schemes of work, weekly forecasts, motivate the slow learners and arrange the classroom in a proper manner. I learnt how to use the twelve skills effectively. I saw the importance of attending TGMs. I have been trained how to involve the community in many school programs such as school gardens and stopping child labor and child defilement.

All in all, there is a rapid change upon my school because of the knowledge I have received from attending the CHANGES2 program [Basic Teaching Skills Course]. Finally, I would thank the CHANGES2 program, for bringing about change not only in my life, but also in the lives of vulnerable children I teach.

Given Musaka, Teacher, Believers Community School

Community School Head Teacher Training

Community school head teachers are often volunteers from the community. Even in those schools with a head teacher from the MOE, they have received no training in school management. After extensive discussions with the MOE, CHANGES2 and the Ministry decided to develop a 5-day Basic Management Course for community school head teachers and include this in the “package” of community school support. The course was designed in a process similar to that which led to the 20-day Basic Teaching Skills Course. CHANGES2 and the MOE brought community school teachers together with a variety of stakeholders from the National In-Service Teacher’s College, EQUIP2, QUESTT, and community school NGOs to develop the Basic Management Course. This course was delivered to 1,807 community school head teachers, both GRZ-seconded and volunteer community school head teachers. The course included topics such as timetabling, personnel management and motivation, resource mobilization, working with the community, record-keeping and monitoring and support. Many of the GRZ trainers for the 5-day course said that the course should be offered to GRZ basic



school head teachers as most of them have had no training in instructional leadership and school management.

CHANGES2 Program Reaching Beyond Physical Disability

Mr. Mutunda Daka, the head teacher for Deaf Care Community School, and who is himself hearing and speech impaired, was elated to be part of the training which was held at David Kaunda High School in Lusaka.



Mr. Daka and his wife and interpreter at CSHT training.

Speaking through his interpreter and wife, Mr. Daka described how his involvement in the training was going to help raise the management and administration standards at the school and subsequently the teaching in the classrooms.

“It has been one of my greatest experiences in my professional life,” said Mutunda Daka, “To be part of the community schools teachers’ training and the head teachers’ training, which is versatile.”

He indicated that children who are speech and hearing impaired tend to miss out on the benefit of many new strategies, as it is not usual for refresher courses or capacity building workshops to be held for the teachers of such students.

“The training has been simple, precise, interesting and useful. It has been easy to follow and I have been able to participate in spite of my disability,” he said. “Thank you CHANGES2 for involving me in the training and for letting me be part of this wonderful experience, you are definitely changing beyond any physical situation.”

Teacher Tool Kits

Teacher Tool Kits were provided to all community schools in the program. Since community schools are often in dire need of even basic teaching and learning materials such as chalk and chalkboards, CHANGES2 developed a low cost kit that could, in the short term, add to improved school quality. The contents of the kits, contained in a large plastic travel bag,



Contents of Teacher's Tool Kit

included chalkboard paint, maps, manila paper, chalkboard rulers, protractors, and compasses as

well as a dictionaries, attendance registers and accounts books. A kit was provided to all schools participating in the Basic Teaching Skills Course and aspects of using the materials were included in the curriculum of the Course. This input into resource-poor community schools provided much needed support to developing teaching and learning materials, managing the school, improving the use of teaching and learning materials and generally raising the standard of teaching and learning in the schools. The contents of the teacher tool kits were sourced locally and cost approximately \$95 each.

Teacher Tool Kits were distributed to the 1,913 participating community schools in the six provinces.

Training of Community School Teachers in Psychosocial Support

In 2008, 70 teachers from community schools in Luapula Province were trained in provision of PSS to OVC. The materials and methodologies used were similar to those used in the previous training of basic school teachers and community members in PSS, conducted by CHANGES2 in 2007 (see section 3.1.1, above) in the focus provinces. Among the MOE provincial staff who acted as trainers in the 2007 training, the strongest were chosen to conduct a TOT in Luapula Province, training 17 DRCCs, DGCCs, the SEO Guidance, and the PRCCs. These provincial and district MOE staff then trained 70 community school teachers (60 male and 10 female) in ethics of child counseling, PSS for abused children and those living with HIV/AIDS, identifying children with emotional problems, managing learners with delinquent behavior, helping children deal with death, loss, grief, and mourning, life skills for OVCs, identifying networking partners and referrals, and action planning. The schools also received small grants to implement OVC support activities (see section 4.3.1, below).

In Zambia there are approximately 2,500 community schools registered with the MOE. CHANGES2, working in 6 provinces, provided support to 1,913. This represents 72% of community schools in the country. The holistic package has had some very positive effects on

the quality of education as cited in the FTI Evaluation of 2008.¹⁰ Furthermore, CHANGES2 has helped to promote the MOEs' goals of providing more support to community schools as outlined in the *Operational Guidelines for Community Schools*.

4.1.2 Challenges

- One of the challenges to the support to community school teacher training is the frequent turnover of community school teachers. A number of reasons are given for the high turnover of teachers including poor conditions at the school, frustration with not knowing how to teach, lack of pay, entry into college or other education programs, jobs elsewhere and higher pay at other community schools. Teachers who do participate in the 20-day Basic Teaching Skills Course are somewhat more marketable and can find teaching jobs in other community schools. For some of the teachers who have been trained the confidence they have encourages them to try new vocations or leave the rural area to find work elsewhere. In the CHANGES2 schools it is not known if turnover of teachers has increased as a result of the training activities but in general it remains high.

4.1.3 Recommendations

- It would be important to find out whether or not community schools teachers who have participated in the Basic Teaching Skills Course are more likely to leave their school than those that have not attended the training. Research into teacher turnover, volunteer teacher stipends and other aspects of community school teacher retention would be helpful in developing ways to support the volunteer community school teachers to remain in their posts and continue to improve professionally.

4.2 Support to MOE Capacity Building

4.2.1 Achievements

Training of MOE Staff in Community School Support

Prior to CHANGES2 interventions, MOE district officers rarely visited community schools. In those provinces in which CHANGES2 worked with community schools, community school support and monitoring teams were formed. Standards and Evaluation and Guidance and Counseling Officers were trained for one day, along with DRCCs, and EOs TED from national, provincial and district level. The officers were trained to provide relevant support to community schools, in line with the *MOE Operational Guidelines for Community Schools*. In particular, they were trained to emphasize the support and guidance aspects of their work, rather than the more traditional punitive monitoring. Through this training, significant contributions were made to the understanding of MOE officers of the particular needs and issues of community schools.

¹⁰ USAID Zambia Assistance to Strengthen Ministry of Education Support to Community Schools, May 2008.

Community School Support and Monitoring Visits

For the first year of CHANGES2 support to community schools, in 2007, funds were provided to district monitoring teams to travel to community schools for monitoring and support. Following the first session of community school teacher training, the trained MOE support and monitoring teams visited community schools in their districts. The activity afforded an opportunity for MOE officers to visit schools that had previously been visited rarely or not at all. In fact, the existence and location of some MOE-registered community schools were discovered as result of this activity. The teams advised the schools on issues such as school management, teachers' classroom practices, and environmental health and hygiene. The monitors found team monitoring to be of great benefit because there was consultation while in the field and solutions to many issues were provided on the spot.

Following is some of the positive feedback from the support and monitoring teams:

- Most of the community school teachers observed started preparing schemes of work and lesson plans which they used during their teaching.
- The teachers found the tool box to be quite beneficial.
- The teachers were motivated and felt supported to see MOE officers visiting their school. The mere visit by MOE encouraged the teachers to do more.
- Some teachers were able to use their knowledge and skills from the training to fully utilize the few materials which were available in their school.

During the second year of CHANGES2 support to community schools, training was provided to provincial and district MOE staff in Luapula Province, as the province had not been included under FTI support. These teams received funds to travel to community schools and found the support and monitoring visits useful and informative. However, those provinces which had been supported the previous year did not receive these funds: the expectation was that the MOE would continue supporting these schools as part of their regular monitoring and support activities, as outlined under the MOE *Operational Guidelines for Community Schools*.

Review Meetings on Support and Monitoring of Community Schools

After the support visits, the teams met at the provincial level to make recommendations for future support and monitoring of all registered community schools in the province. The teams also discussed the monitoring instruments used and how some useful aspects of the CHANGES2 instrument could be integrated into the data collection forms used by the MOE.

The meetings were conducted in all the provinces and were fruitful. However, one issue which arose at each of these meetings could not be resolved at provincial level. This is the fact that



community school teachers are not employed by government and therefore disciplinary matters relating to the teaching and learning were difficult to handle.

Stakeholder Consultative Meeting on Community Schools

CHANGES2 played a significant role in supporting the MOE in the development of the *Operational Guidelines for Community Schools*. Several meetings and workshops were attended to support the MOE in this process, which culminated in the development and printing of the Guidelines. CHANGES2 also participated in sensitization meetings to explain the Guidelines to stakeholders in districts country wide. The Guidelines are a big step forward in MOE support to community schools in Zambia, although the challenges and demands of community schools remain significant.

4.2.2 Challenges

- Some trained teachers clung to teacher-centered methodologies and failed to prepare adequately for lessons, despite the emphasis on learner-centered approaches and lesson planning in the Basic Skill Training Course.
- Some teachers were experiencing difficulties in integrating HIV/AIDS topics in their lessons and requested further training in this area.
- Prior to training, virtually no community schools participating in the program had a copy of the Zambian Basic Education Syllabus, despite being registered with the MOE. This meant that teachers did not know what they were supposed to be teaching at each grade level.
- The MOE monitoring and support teams were unable to discipline teachers when they found infractions, since community school teachers are mostly volunteers and not employed by the government.

4.2.3 Recommendations

- Regular zonal professional development meetings between schools (GRACE meetings) should include community school teachers to allow them to continue improving their skills as well as share their experiences.
- Community schools should be paired with nearby government schools, when possible, to allow for mentoring and support of volunteer teachers by trained teachers.
- The Community School Boards should strengthen disciplinary measures on erring teachers.

4.3 Small Grants

4.3.1 Achievements

Infrastructure Improvement Grants (IIGs)



As part of the package of community school quality support, CHANGES2 provided infrastructure improvement grants (IIGs) in 235 community schools in Lusaka, Central, Copperbelt, Southern, and Luapula Provinces. The grants supported activities such as rehabilitation of classroom blocks, construction of latrines for pupils and staff, construction of kitchens for preparation of food for OVC and provision of student desks and teacher desks.

Development of Operational Guidelines for IIGs

When CHANGES2 received funds to support community schools, SMCs had already been established in the districts within the four focus provinces. The SMCs were trained to review, award and monitor CHANGES2 OVC support and HIV/AIDS prevention grants. In order to align the functions of the SMCs to accommodate infrastructure improvement grants, CHANGES2 developed guidelines specifically for the CHANGES2 field staff and SMCs. The guidelines detailed the process of awarding grants, including the basic qualifications required to access support. The *Infrastructure Improvement Grants for Community Schools Operational*



Chitumbi Community School before and after receiving an Infrastructure Improvement Grant

Guidelines were also made available to all community schools to prepare them to compete for the grants. The Guidelines played a pivotal role in determining the most deserving schools to receive support.

Establishment and Strengthening of the SMCs to support IIGs

As part of strengthening and realigning the functions of SMCs, CHANGES2 reorganized the SMCs by including appropriate MOE staff to provide technical expertise. In this regard, the District Building Officers (DBOs) and Provincial Building Officers (PBOs) were brought into the 31 district and 4 provincial SMCs. The Building Officers were central in providing policy guidelines and ensured that quality work was achieved.

Since Luapula Province was not one of the original focus provinces, CHANGES2 supported the MOE to establish a SMC to oversee the implementation of the IIGs in that province. Considering that there were only 35 IIGs to be administered in Luapula, too few to warrant an SMC in each district, one SMC was established at provincial level. The SMC drew its



membership from the provincial administration and all the seven districts in the province. This brought the number to 37 SMCs that were established and trained with the support of the CHANGES2 program.

Development of Project Management Hand Book

In addition to the Operational Guidelines for the SMCs and other high level managers, CHANGES2 produced *Project Management: A Handbook for Parent Community School Committees* (PCSCs), specifically for communities implementing infrastructure related projects at the school level. The Handbook was produced after consultation with PCSCs and other stakeholders, including the MOE and Zambia Social Investment Fund (ZASIF). The Handbook took into consideration emerging issues such as environmental concerns and the maintenance of school infrastructures. More than 1,000 copies were produced and distributed to community schools, PCSCs, MOE resource centers, DEBS's offices, and PEO's offices. The Handbook provides explicit guidelines on how to manage and account for grants and includes a chapter on documentation and monitoring. The Handbook provides a resourceful reference point for project implementers at school and community level.

Provision of Infrastructure Improvement Grants

As a result of the 235 IIGs, more than 83,370 school children (39,047 males and 44,323 females) are benefiting from the improved learning environment, as shown in the table below.

Table 4.1: IIG Grants

Province	Number of Grants Awarded	Beneficiaries		
		Male	Female	Total
Central 49		7,037	8,494	15,531
Copperbelt 50		10,802	11,521	22,323
Lusaka 52		9,327	9,941	19,268
Southern 49		7,314	8,046	15,360
Luapula 35		4,567	6,321	10,888
TOTAL	235	39,047	44,323	83,370

There is anecdotal evidence that schools that successfully implemented IIGs saw an increase in enrolment and attendance. Many school managers attributed that positive development to the improved learning environment. Further, many of the schools which received IIGs were then able to attract additional support from other donors. One noted example is Chifundo Community School, which successfully renovated their school building after receiving an IIG from CHANGES2. Having seen how wisely the school managed the CHANGES2 supported project (through the existence of an active Parent Community School Committees (PCSC) and mobilized community), Children International gave them more funds to compliment the CHANGES2 supported efforts. In a similar situation, a local exploration company, Zambezi Mineral Resources, supported Chilindi Community School in Lusaka province to build a 1 x 3 classroom block a few months after they successfully completed construction of a 1 x 2 classroom block with CHANGE2 support. Many such cases were reported during the performance period.

Training of PCSCs in Project Management

Each community school is governed by a committee of parents—PCSCs, which are responsible for implementation of development programs at their respective schools. In order to ensure prudent management of the grants, CHANGES2 trained all 235 PCSCs at the community schools receiving IIGs, with a total membership of more than 2,350 people. The PCSCs were trained in project management and basic accounting skills. The committees were also trained in “preventive maintenance” procedures, to ensure the infrastructure improvements made with the grants were maintained.

The course content was thoughtfully designed to ensure that the training remained relevant even to non-CHANGES2 supported projects. The trainings were strengthened by a minimum of three



Mwandi Community School utilized a portion of their IIG to purchase desks for students who formerly sat on the floor

support visits to each project site during the implementation period. Each trained PCSC was provided with two Project Management Handbooks. The effect of the trainings and support visits was evidenced by high compliance among the sub-grants recipients. CHANGES2 has left behind 235 PCSCs capable of administering any type of grant that the committees may attract in the future.

Evaluation of IIGs

After the first year of CHANGES2 support to community schools, USAID/Zambia organized an external assessment of all FTI-funded activities. The findings showed that at those community schools which received IIGs, perceptions of quality

at the school and community level were enhanced by improvements in infrastructure, provision of furniture and teaching and learning materials, and training.¹¹ Infrastructure improvements created a sense of achievement and stability among community members and committees. Additionally, training for teachers, school managers, PCSCs and other community representatives increased skills, motivation and confidence that radiated to the pupils.

Further, all visited schools reported increased enrollment over the previous year and attributed this to improved perceptions of quality. Parents who felt that the community school was at a par with the nearest government school would enroll their children in community schools even if they could afford the cost associated with the government school. In addition pupils reported that among the things they liked best at their schools were the classrooms, desks, and good teaching.

Although the perceived improvement in quality in these schools could not be attributed to the IIGs alone, they played a significant role in improving perception of the community schools among pupils, parents and teachers.

Psychosocial Support Grants

To compliment the training of teachers in provision of PSS to OVC (see section 4.1.1, above) grants were given to the 70 community schools in Luapula Province participating in this activity. The PSS grants supported activities such as having grade 12 students tutor OVC over the school holiday, utilizing retired teachers in the community to tutor OVC, and providing support to the most vulnerable households to allow for homework (e.g. providing lamps and kerosene to grandmother-headed households).

By the end of June 2009, 9,349 pupils (3,892 males and 5,457 females) were benefiting from PSS grants in Luapula Province.

4.3.2 Challenges

- The demand for infrastructure improvement at community schools is so vast that CHANGES2 could not support all the schools which have legitimate and urgent needs. Even at schools receiving IIGs, much needs to be done in order for the children to benefit from quality learning environments.



Parents and community members were involved in all aspects of IIGs—from planning to implementation and monitoring.

¹¹ USAID/Zambia Assistance to Strengthen Ministry of Education Support to Community Schools, May 2008.

- The prices of the building materials, especially cement and iron sheets, were unstable during the program's performance period, increasing in 2008. As a result, completion of some projects was delayed.

4.3.3 Recommendations

- During the implementation of the CHANGES2 IIGs, recipient schools not only attracted more children to enroll, but provided conducive learning and teaching environments. Therefore, infrastructure improvement should always be part of the overall package for improving quality of education.

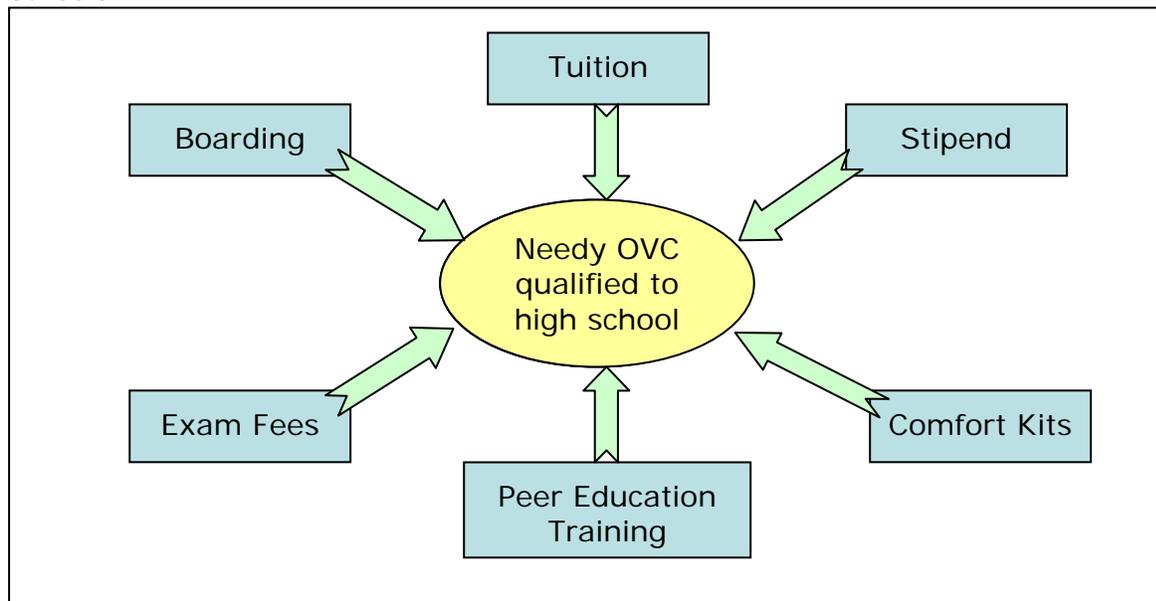
5.0 CHANGES2 Interventions in High Schools

Basic school is technically free in Zambia (although there are minor costs which make it prohibitive for the poorest children) but high schools are expensive by local standards. The cost and the limited number of high school spaces available each year mean that many young people do not progress beyond grade 9, even those who perform well on their exams. In order to assist some of the needy OVC who performed well in school, CHANGES2 provided thousands of scholarships each year in the CHANGES2 focus provinces (Copperbelt, Central, Lusaka, and Southern) as well as in Eastern and Northwestern Provinces.

The scholarships were designed to fully support the students and alleviate their worries about finances, allowing them to focus on their studies. The scholarship component of CHANGES2 was so successful that PEPFAR increased the targets and funding for this activity over the course of the program. In the first year, the target was 3,500 scholarships. By the last year, the target had risen to 8,000 OVC supported in over 190 schools.



Graphic 5.1: CHANGES2 Model of Scholarship Support to High Schools



5.1 Scholarships and OVC Support

5.1.1 Achievements

Scholarships

Implementation Strategy and Coverage

As part of its overall support to the MOE and OVC, CHANGES2 provided scholarships to needy high school students who were impacted by HIV/AIDS—either orphaned or HIV positive. The scholarship program contributed to the attainment of the MOE educational indicators of access, participation, efficiency, quality, and equity. Given the vulnerability of adolescent girls to HIV infection and their historic under-representation in high school, 63.1% of CHANGES2 scholarships were given to qualified girls while the remaining 36.9% were awarded to boys (see Table 5.1 below). PEPFAR-supported scholarships for OVC included payment of tuition, board or housing costs, books, uniforms, transportation, and other basic needs.

Three local NGOs were sub-contracted to implement the scholarships: the Forum for African Women Educationalist Zambia (FAWEZA); Family Health Trust (FHT) and the Copperbelt Health and Education Project (CHEP). The implementing partners worked collaboratively with MOE provincial and district officers as well as the CHANGES2 provincial staff.

Provision of Scholarships

In the four years of scholarship implementation, considerable success was achieved in increasing access to schooling at high school level for OVC who likely would have otherwise dropped out of school due to failure to pay fees. CHANGES2 provided 24,186 scholarships to students in 194 high schools in Central, Copperbelt, Eastern, Lusaka, Southern, and Northwestern Provinces. Table 3.1 below shows the number of scholarships awarded from 2006 to 2009 against the set targets. It is worth mentioning that each year, CHANGES2 exceeded the target.

Table 5.1: Number of Scholarships Awarded per Year by Gender

Year	Target	Number of Male Recipients	Number of Female Recipients	Totals
2006	3,500	1,264	2,583	3,847
2007	4,000	2,016	3,169	5,185
2008	5,000	1,908	3,285	5,193
2009	8,000	3,726	6,235	9,961
Totals	20,500	8,914 (36.9%)	15,272 (63.1%)	24,186

Hope and Opportunity

Intertridah Malambo is a grade 12 student at Chikuni Girls High School in Monze, Southern Province. She was only 4 when her father died and her mother passed away when she was 13. They left behind four girls and three boys to fend for themselves. The eldest sibling was in grade 7 when their mother died and he has struggled to support the family since then.



Intertridah is an enthusiastic, determined, and intelligent girl. She managed to pass her grade 7 exams very well and was supported in grades 8 and 9 by the Catholic Church. When she was accepted to grade 10, the church attempted to pay her fees and the school requirements. However, given the high cost of high school in Zambia, they were only able to pay for the first two terms.

In the third and final term of grade 10, she was unable to raise the funds she needed and was forced to stay home from school. Fortunately, one of her teachers was familiar with her situation and the PEPFAR/CHANGES2 scholarship program and referred her to the local scholarship selection committee. The members of this multi-sectoral community level committee recognized her need as well as her determination and selected her to receive a scholarship.

Presently, Intertridah stays with a cousin who is doing some piecework at Chikuni Youth Project. Intertridah is a happy student enjoying the benefits of being sponsored fully and able to concentrate on her studies rather than worrying about how to pay fees.

Revitalizing and Strengthening School-Based Selection Committees

Realizing the importance of selecting the neediest students for the scholarships, the MOE established School-Based Selection Committees (SBSCs). From its inception, CHANGES2 utilized this MOE structure for selecting scholarship recipients. However, from the early monitoring exercises, findings indicated that in most schools the SBSCs were not functional or did not exist at all. The work that should have been done by the committees in selecting eligible students was done by a few individuals like the deputy head teachers, SAFE overseers, or the guidance teachers. This lack of wider participation in selection led to at least the appearance of impropriety in some cases. For three years, the CHANGES2 provincial teams, in collaboration with the implementing partners, strengthened the SBSCs, and oriented the head teachers, PEOs and district officials on the scholarship policy guidelines and the CHANGES2 scholarship program in the target provinces. In total, 194 committees, 12 senior provincial officers and 72 district officials were oriented. The orientation meetings were catalytic in building capacities of SBSC and raising awareness on the magnitude and complexity of the issues faced by high school aged OVC. SBSCs were made aware of the need to be more proactive in taking responsibility to support some students in their communities.

Following the strengthening of the committees and the greater understanding of MOE officials about how they should operate, the transparency of the selection process was greatly improved, ensuring that truly needy OVC received the limited number of scholarships available. Verification exercises carried out throughout the four years by the implementing partners and the CHANGES2 provincial officers revealed that full committees made up of teachers, community members and students were reviewing scholarship applications, interviewing applicants and making joint decisions.



Scholarship recipients at Maramba High School pose with their comfort kits.

Provision of Comfort Kits to Girls

Adolescent girls often miss school when they are menstruating. This is especially true for the most vulnerable, who cannot afford to buy sanitary napkins and often use bits of cloth, which can become dislodged, causing staining and embarrassment. During this time, many girls choose to stay home. Those who do attend school often leave before the end of the day and are too shy to participate actively in class or sports.

In order to address the problems faced by adolescent girls when they are menstruating, CHANGES2 provided all female scholarship recipients with comfort kits. These contained reusable sanitary pads, underwear, soap and other toiletry items. The pad bags and pads (five per kit) were sewn by local women's community groups who used the profits to support OVC. The local supermarket, Shoprite, donated toothpaste, toothbrushes and soap to include in some of the

comfort kits. In partnership with International Youth Foundation (IYF) and with funding from Johnson & Johnson, an extra 3,500 comfort kits were produced in 2007 and distributed to other vulnerable girls who did not receive the CHANGES2 scholarships. The table below shows the number of comfort kits provided to girls throughout the four years.

Table 5.2: Number of Comfort Kits Provided to Scholarship Recipients by Year

Year	Total Number of Scholarship Recipients (Male and Female)	Number of Female Scholarship Recipients	Number of Female Recipients Receiving Comfort Kits
2006	3,847	2,583	2,574
2007	5,185	3,169	3,032
2008	5,193	3,285	3,309*
2009	9,961	6,235	5,640
Total			14,555

* The number of comfort kits in 2008 exceeded the number of female scholarship recipients because Johnson & Johnson collaborated with CHANGES2 to produce and distribute additional comfort kits.

Impact Assessment of the Comfort Kits on Girls Attendance and Performance in School

An intern joined CHANGES2 for two months to assess the impact of the comfort kits on girls' attendance and performance in school. Focus group discussions and semi-structured interviews were conducted with the students and the school staff. The findings indicated that the comfort kits had a positive impact on the attendance of girls, both in terms of reducing the number of days missed and girls having to go home in the middle of the school day to deal with their menstrual periods. They further reported that they were able to fully participate in sports and be more active in class after receiving the kits.



Students at Kamwala High School in Lusaka receive their comfort kits.

To ensure sustainability of this innovation, two schools in four provinces were identified to pilot test the sewing of the pads and pad bags by students in home economics class. Students indicated that they had acquired a skill they will use for the rest of their lives, both to make pads for themselves and also to sell.

Provision of Stipend Books

From the inception of the program, record keeping at school level was identified as a major challenge. The majority of the schools did not have appropriate record keeping mechanisms in place. In order to address this, CHANGES2 developed and distributed a stipend book and a record book as tracking tools for the various support provided to the scholarship recipients. Each of the 194 recipient schools were given a copy each year.

Efficiency

Attendance rates

Each year, in-depth monitoring was carried out in 10 to 12 participating high schools in each of the six provinces. Data from this monitoring exercise in 2007 and 2008 revealed a remarkable improvement in attendance among girls after they received the comfort kits. Previously girls missed up to 25 days of school in a year which represents nearly 15% of the entire school year. After receiving the kits, girls were missing an average of eight to ten days of school per year, equivalent to the boys. The improvement could be attributed to the provision of the comfort kits which were part of the essential package of the scholarship.



Grade 12 scholarship recipients

Progression to the Next Grade

The promotion (progression) rate of the scholarship recipients in 2006 to 2007 and 2007 to 2008 at both grade 10 to 11 and grade 11 to 12 was remarkable. Available data from schools indicate that 90% of the scholarship recipients of the 2006 cohort remained in school and progressed to the next grade while 99.4% of scholarship recipients of the 2007 cohort progressed to the next grade compared to the national rate of 95.7%. In 2007 for example, all the 2,623 (1,899 girls and 734 boys) continuing students reported for school in the first term. However, in the course of the second term ten girls dropped out of school due to pregnancies. Southern Province had the highest number of girls (six) who dropped out. Those who dropped out were replaced by girls who were on the selection committee reserve list. The impressive

progression can be attributed to the fact that funds were disbursed to schools in a timely manner. Additionally, recipients were informed about the availability of the scholarships for the following year, before they left school at the end of the school year

Quality

Examination Pass Rate: Grade 12 Examination Results

With the provision of scholarships, academic performance of the scholarship recipients improved greatly over the period of three years and this was evidenced by the good results achieved by recipients on the grade 12 examinations. In 2006, 1,230 grade 12 scholarship recipients sat for the examinations. The majority (85%) of the recipients got full certificates compared to the national average of a 61% pass rate. In 2007, 1,953 scholarship recipients (1,135 girls and 818 boys) took the grade 12 examinations and nearly 70% of these earned



school certificates. When compared to the national pass rate (61%), the scholarship recipients performed better than their colleagues. No scholarship recipient failed the examination, compared to the national figure of 897 who failed. Likewise, while 1,346 students nationally missed the examinations, no scholarship recipient missed the examinations, with the exception of one girl who died a month prior to the examination. These results are especially impressive given that these young people are among the most vulnerable high school students, and almost certainly would not have been able to attend school at all without external support. These impressive results can be at least partially attributed to the fact that recipients did not have to worry about finding money to pay their school fees and other requisites and, as a result, could focus more on their school work.



CHANGES2 Scholar in University Success Story

My name is Sally Halula and I am twenty years old. I am the youngest in a family of six. My family home is in Kabwe, a town which lies about one hundred and fifty kilometers north of Lusaka. I started primary school in 1995 at Neem Tree Basic School and while doing my grade 2 in 1995, my family was devastated by the death of my mother. In 1999, our father also passed away. What gave us comfort was the fact that we were not separated after the death of our father. The six of us stayed together even though none of us was by then in employment. Since our house had a garden cottage, the six of us moved into it and put the main house on rent in order to raise money for our daily needs, but we barely managed. Even under such difficult circumstances, I managed to pass my grade 7 Qualifying Examination and got accepted at the same school for grade 8. Later, I moved to Angelina Tembo Girls' School where I did my grade nine (9) to twelve (12). When FAW EZA brought the EDDI/AGSP, in 2002 when I was in grade 9, the school selected me for a scholarship. In grade 10, I graduated to the AIR/CHANGES2 high school scholarship which I learnt was also funded by USAID. The scholarship package came with school fees, PTA levy, uniforms and school shoes and even K100,000 as pocket money. The pocket money assisted me so much as I was able to catch a bus when going to school from my home and I also helped out in buying food at home using the K100,000 they gave us. This made me study harder.

I passed the Senior Secondary Leaving Examination and got accepted at the University of Zambia (UNZA) where I am currently doing second year in Adult Education. I have been doing very well and I am expecting a certificate of merit for performing well. The length of my course is four (4) years. Currently, I am the Class Representative in my programme for second years. I am also an active member of SAFE Club at the University and have been involved in mentoring of SAFE Club members in high and basic schools in the local schools. I wish to stand for Chairperson of SAFE Club in the coming elections. During the semester breaks (vacations) I volunteer my time and get involved in various activities, such as helping out in the National Secretariat and in organizing various activities that come up. When I start working, I would like to help others advance their goals even further as CHANGES2 has helped me realize I can become what I want to be.



Training of High School Students as Peer Educators

In recognition of the fact that behavior change requires intervention at the individual, family and community level and that young people receive much of their information, misinformation and attitudes from their peers, CHANGES2 trained high school scholarship recipients as HIV/AIDS peer educators. (See Section 5.0 on Scholarships and OVC activities.) In the first two years of the implementation of CHANGES2 scholarships, the implementing partners trained some of the recipients as peer educators. It was felt that having each partner use its own training model and materials would bring welcome variation and the opportunity to draw on the most promising aspects of each partners' training approach. This was done in 2008, the third year of scholarship implementation, when the implementing partners were brought together with the MOE and other partners, such as Students Partnership Worldwide, to develop a new peer education training program. CHANGES2 provincial teams then took the lead in implementing this in participating high schools.



A Peer Educator expresses his opinion during training in Mazabuka

In typical peer education models, young people are trained in HIV and sexual reproductive health (SRH) knowledge, and then expected to talk to their friends informally and lead activities during assemblies. The CHANGES2 model is innovative in that the peer educators were trained to facilitate structured participatory activities in the school AIDS Action or SAFE Clubs. The activity manuals were given to each peer educator give detailed instructions for 39 activities which deal with SRH knowledge, gender analysis, discussion of the cultural context of HIV/AIDS, and adolescent sexuality and the development of life skills such as assertiveness, decision-making and self-esteem. The emphasis is on opening up dialogue between boys and girls and creating a safe place for young people to learn and share experiences.



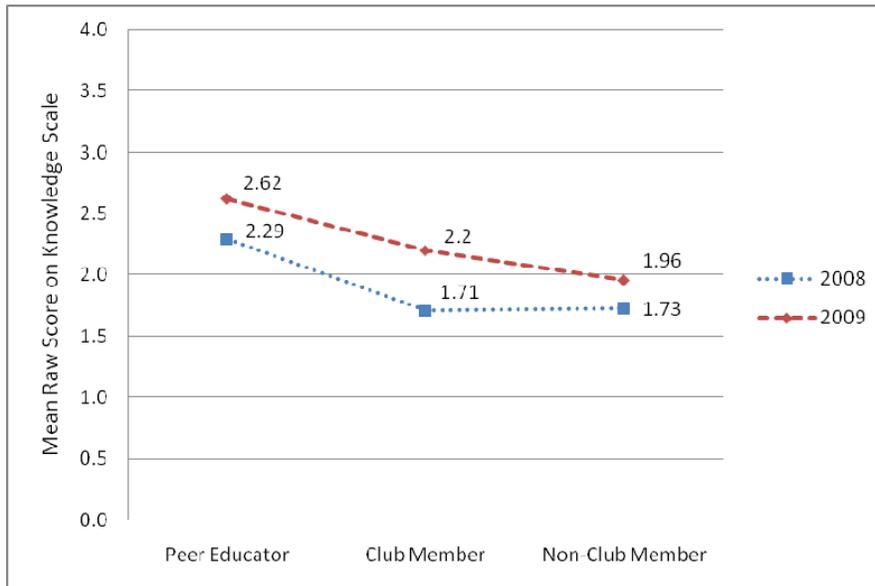
Participants engage in activities during the Peer Education Training at Choma High School, Southern Province

In each of the core provinces, CHANGES2 developed a team of peer education trainers. These 42 trainers—young adults who had just completed school, NGO partners and CHANGES2 staff—then trained peer educators at the high schools that received CHANGES2 scholarships. This activity was conducted in 2008 and 2009.

In follow-up monitoring conducted by CHANGES2 and MOE staff, at nearly all of the schools visited it was found that the trained peer educators were facilitating participatory life skills activities at the club meetings and that the club members found these new activities to be much more interesting and useful than the types of teacher-led activities that they had before the initiation of the peer education activity. Students appreciated the Peer Education Activity Manual that they received and, in using it to lead their clubs, were developing their own leadership skills. Some students reported that with the more engaging activities taking place in the clubs, more students had joined. In some schools, the peer educators had gone further, taking the activities to the school dormitories and to the broader community in order to help non-club members begin to open up dialogue around issues of gender, peer pressure and harmful social practices.

Prior to the school-based trainings, the training teams collected data from students trained as peer educators the previous year, club members who are not peer educators, and non-club members. The students completed self-administered questionnaires, which were designed to assess knowledge, attitudes and behavior related to gender and HIV. This was a follow-on data collection, assessing any changes since baseline data was collected from similar students a year ago, before the first CHANGES2 training of high school peer educators.

Graphic 5.2: Knowledge of gender and HIV/AIDS issues by Group



These data were analyzed and yielded encouraging results. Analysis showed an increase in knowledge and attitude scores among all students, but highest among the peer educators, followed by the club members. This indicates that, as expected, the intervention had the greatest positive impact on the peer educators themselves, followed by the members of the clubs who participated in activities. The non-club members showed the smallest increases in knowledge

and attitudes, indicating that there was some “spill over” from the club to the rest of the students.

The number of students reporting ever having sex decreased from baseline to follow for all groups (peer educators, club members and non-club members). However, the percent of those using condoms at last sex also decreased--a troubling finding. An additional finding was that 31% of respondents had contradictory views about condoms, even after one year of program implementation. Contradictory views were defined as spontaneously listing condoms as an HIV prevention method, then going on to state that condoms are not effective in prevention. This indicated that young people have heard and can repeat messages about ABC, but that they also believe in common myths and misinformation. Many explained that condoms have pores which the virus can pass through, that condoms imported into Zambia have been purposefully infected with HIV, or that they should not be used because they are not 100% effective. This indicated the need for broad and accurate condom education among young people so that they can make informed decisions as they become sexually active. A detailed report of the findings is available.

Over four years, CHANGES2 supported the training of 5,797 high school students as HIV/AIDS peer educators.

Capacity Building Strategy

During the four years of program implementation, CHANGES2 contributed towards the capacity building of the local NGOs in areas such as management of scholarships and appropriate targeting of OVC, resource mobilization, risk management and, in particular, CHANGES2 created a platform for the partners to have a greater interface with the MOE which enabled them to create synergy between their activities and that of the Ministry. CHANGES2 successfully enabled partners to strengthen MOE structures such as the SBSCs. The partners were also trained in and began utilizing the USAID-funded Safety and Security Tool to assess the situation of scholarship recipients in schools.

5.1.2 Challenges

- The main challenge encountered throughout the period of the program was the escalating number of needy and deserving OVC that needed support. This outstripped the increases in funding which CHANGES2 received in order to provide more scholarships.
- The yearly increase in school fees, especially at boarding schools, made it difficult to provide a full package of support to each student.
- In spite of the training of SBSCs, some remained dysfunctional, with one or two people selecting the scholarship recipients for that school.
- The dramatic increase in the cost of fuel, which peaked in the third year of implementation, but carried on into the fourth year, negatively affected the implementation of some of the activities, especially in remote schools. In particular,



monitoring was affected as the implementing partners could not travel more than two times per year to the schools.

- While the scholarships relieved the pressure on the recipients in terms of school fees, they still faced many of the issues that led to their being selected as scholarship recipients in the first place. Some are heads of households caring for younger siblings, and others stay with abusive relatives. Many recipients, especially those in day schools, stated that they had to work part-time to make money to buy food for themselves and/or their family.
- While the OVC/Scholarship component focused on the provision of scholarships, the program was not able to meet all the needs of the OVC. The challenges ranged from emotional, social, financial and cultural concerns. CHANGES2 made attempts to work with the MOE and other partners to find solutions to these problems.
- High school peer educators were not always carefully selected by the school administration. This led to the training of some students who are simply too shy or not interested in being peer educators.

5.1.3 Recommendations

- A multi-faceted approach is needed to address the myriad emotional, social and financial problems that OVC face both at home and at school. There is a need for greater involvement of the MOE provincial and district officers, PTAs, board members and the SBSCs in addressing some of emotional, psychological, physical, and financial problems of the OVC. There is also a need to have greater involvement of the MCDSS and other line ministries.
- There is an urgent need to address the issue of physical and sexual abuse of young people. The MOE should work with Victim Support Units to educate young people on their rights and how to report abuse. Perhaps most important, those who abuse children should be prosecuted. This includes teachers, pupils, and school staff as well as community members.
- Provincial and district MOE officials need to be involved in the scholarship selection and awarding process in each school in order to ensure transparency and accountability.
- The provincial and district offices should have a functioning database which has all the names of the students who are supported by various organizations in order to reduce on duplication of efforts.
- The MOE should put a ceiling on school fees and PTA levies in order to allow qualified young people to access school. The Permanent Secretary, with the provincial education officers, should ensure schools are not increasing fees at exorbitant rates.
- Develop and enforce stricter criteria for selection of peer educators and / or interview those selected before the training to ensure that appropriate young people are selected.
- More information is needed on the extent and impact of low levels of English proficiency among some high school students. In terms of peer education, strategies to address this might include only choosing older, more proficient pupils and / or pairing up the less proficient with those who are more fluent, both in the training and in facilitation at the school.



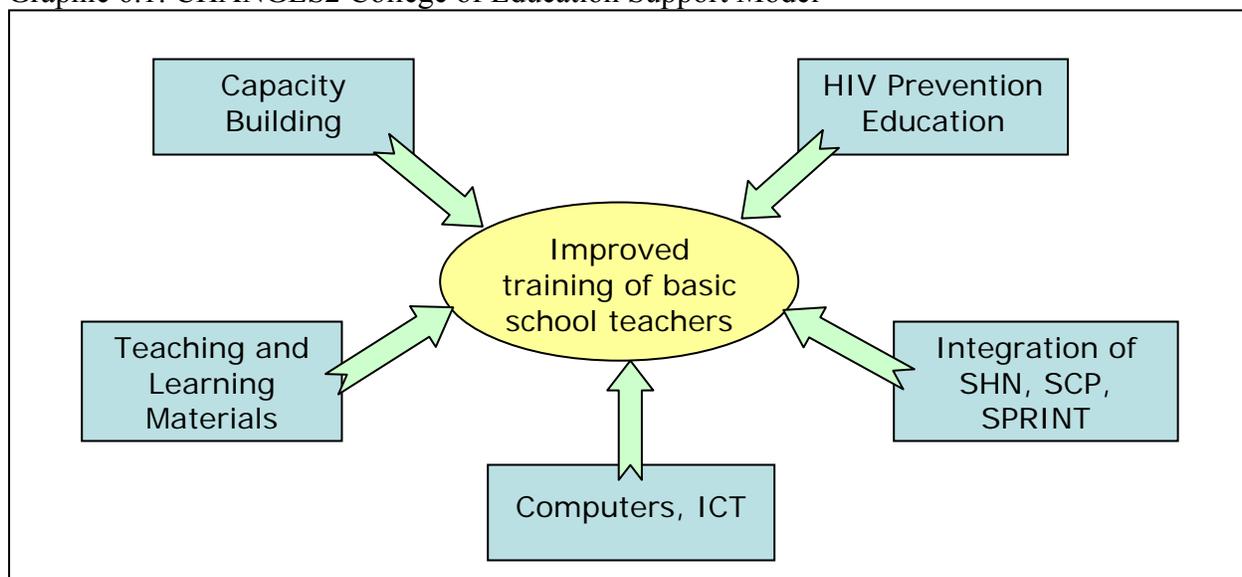
- On-going support to peer educators should be planned and budgeted for. MOE officials should continue to be trained and encouraged to monitor and support this activity.

6.0 CHANGES2 Interventions in Colleges of Education

Although most of CHANGES2 activities took place in basic schools, community schools, and high schools, in order to improve teaching in those schools over the long term, CHANGES2 also made considerable inputs in the COEs where aspiring teachers are trained before being deployed to schools. In addition to improving the training of student teachers, this work also integrated pre-service and in-service training through orienting tutors and student teachers to what CHANGES2 and the MOE were doing with regard to the in-service training of teachers. As such, newly deployed teachers will be cognizant of what their colleagues in schools have received in terms of in-service training.

A second major thrust of CHANGES2’s work in the COEs was working with the colleges and the MOE/Teacher Education and Specialized Services (TESS) to develop, pilot, and institutionalize a new HIV/AIDS pre-service course called *Teaching in the Window of Hope: HIV/AIDS Education for Zambian Teachers (TWH)*. The focus of this course was to develop the skills of student teachers to teach HIV/AIDS-related topics in an age-appropriate manner when they are deployed in schools.

Graphic 6.1: CHANGES2 College of Education Support Model



6.1 Teacher Education (Pre-Service)

6.1.1 Achievements

Teaching in the Window of Hope: HIV/AIDS Education for Zambian Teachers

CHANGES2 worked with MOE Teacher Education Department (TED) and the COEs to develop a coherent HIV education program in the basic COEs. This process is described in section 5.2, below.

ICT at Colleges of Education

At the start of the program in August 2005, USAID asked CHANGES2 to assist the MOE Teacher Education Department (TED) in programming AEI funds directed at developing Information Communications Technology (ICT) at colleges. CHANGES2 organized three activities for immediate implementation. These activities were 1) the setting up of computer labs in the six colleges that received USAID donated computers and training of student teachers and staff in basic computer skills, 2) provision of library books for college libraries along with a refresher course for college librarians on book management and 3) provision of reference materials to all student teachers in the ten basic COEs. The USAID publication, *In My Classroom: A Guide to Reflective Practice* was provided to over 10,000 student teachers who were in the Zambia Teacher Education Course (ZATEC) program at the time and those that entered colleges in February 2006. Tutors from colleges were trained in how to utilize the materials in their classes.



A CHANGES2 supported computer lab at Kitwe College of Education

Provision of Materials and Training of College Tutors on SCP, SHN, SPRINT TG



EOs TED sort books provided by CHANGES2 for colleges and education resource centers

In an effort to bring the activities in the in-service program closer to pre-service and to promote sustainability of the CHANGES2 interventions, all ten basic COEs were provided with teachers guides (SHN, SCP, SPRINT TG), and tutors were trained on how to integrate these important Ministry programs into the college curriculum. In all, 607 COE tutors (433 males and 174 females) were trained in the use of CHANGES2 materials. 26,055 CHANGES2 training manuals and resource books were distributed to student teachers.

Basic School Teachers' Diploma Development

As the Ministry moved from a certificate to a diploma course for basic school teachers, CHANGES2 provided support for the shift. CHANGES2 developed a CD-ROM with academic and other articles on teacher education for the task force on developing a diploma. CHANGES2 also funded and provided technical assistance to a workshop in which the diploma courses were initially developed. Later CHANGES2 provided technical assistance to MOE to look broadly at the parameters of a diploma, provided a comparative perspective of teacher education curriculum and advised on the structure, scope and sequence of the diploma curriculum and accompanying materials. In this process, CHANGES2 also assisted the MOE in integrating SHN, SCP, SPRINT, and TWH into the primary diploma curriculum.

Supporting ZATEC Student Teachers to Student Teach in Community Schools

As part of the effort to improve support to community schools, each of the ten basic COEs were invited to select 30 student teachers from disadvantaged backgrounds to participate in the community school practice teaching program. CHANGES2 provided a stipend above the normal GRZ stipend for participating student teachers. More than 270 student teachers took advantage of this program, providing needed support to community schools, relevant opportunities for teaching practice and an improved perspective of community schools by the college tutors who monitored them.

The program had success at the level of the student teachers who generally had favorable views of the program because it gave young, inexperienced teachers much needed practical experience in a context of need and appreciation. Many student teachers reported a high degree of satisfaction with being placed in a community school to teach, and requested to be posted to the same school after completing their studies. College administration in all but one college, Mansa College, however generally did not see the value in the program and were unable to be flexible in order to post student teachers to community schools. Colleges expected additional allowances and transport funds for tutors to go pay the student teacher's their stipends, although they are required to visit each student teacher during their practice year and the community school program added no additional cost. Furthermore, these requests were not part of the program and colleges were aware of this from the outset. In all but one college (Mansa College) the program was discontinued after one year.

6.1.2 Challenges

- The MOE is moving forward with implementation of a diploma program and is expected to also develop a degree training program for basic school teachers. This is being developed and rolled out to colleges quickly, with little outside technical support and a shrinking MOE HQ staff.

6.1.3 Recommendations

- Partners should support MOE in the development of the diploma and degree training programs at the colleges. This may include bringing in international experts in teacher training to ensure the regional and international best practices are included.

6.2 HIV/AIDS

6.2.1 Achievements

“Teaching in the Window of Hope: HIV/AIDS Education for Zambian Teachers”

In 2005, the MOE Teacher Education Department (TED) requested assistance from CHANGES2 in addressing the issue of HIV prevention education at the basic COEs. Prior to 2006, HIV/AIDS had been dealt with by the COEs as an extra-curricular activity, with an emphasis on dissemination of factual information. While such information is necessary, it is insufficient to enable teachers to protect themselves or to effectively teach prevention in the classroom. COE tutors, student teachers and classroom teachers reported that they know the basic facts about HIV/AIDS, but lack the methodologies and skills to effectively work with their students on developing life skills for prevention. In addition, although they know how HIV is spread, many student teachers continue to engage in risky behaviors and to underestimate their personal risk of HIV infection.



Student teacher at Mansa COE works with a pupil during practice teaching.

In 2006, CHANGES2, MOE and the COEs developed *Teaching in the Window of Hope: HIV/AIDS Education for Zambian Teachers* in order to address these issues. TWH starts from the assumption that, if they are adequately trained to open up dialogue and facilitate the development of life skills for HIV prevention, teachers have a unique opportunity to reach young people before they become sexually active. TWH attempts to motivate teachers, pupils and communities to examine the cultural and traditional factors within a community which put people (especially young people) at risk of HIV infection and to develop community responses to lessen the risk of all.



Tutors at Mufulira COE participate in materials development for TWH

The development of TWH was guided by regional and international research into sexual and reproductive health education. Student teachers are encouraged to examine their own behavior and values regarding disease and sexuality and they learn to access the

latest HIV/AIDS data and lead classroom analysis of the impact of the epidemic locally and with relevance to gender. The course builds competencies in life skills for HIV/AIDS education and the management of HIV/AIDS related activities at the school and community level.

TWH was pilot tested in four COEs during 2007. Rather than introducing a new course, MOE decided to integrate TWH into Education Studies (ES). Tutors from ES were trained at the four COEs and over 1,000 student teachers were involved in the pilot test. Teams made up of MOE and CHANGES2 staff visited each of the four colleges twice during the year and called the tutors together twice to discuss issues and challenges. Based on the findings of the pilot test, TWH materials were expanded and improved and the program was scaled-up.



Student teachers at Malcolm Moffat COE participate in a TWH activity

In 2008, the department heads of all study areas in the ten basic COEs in the country were trained and revised tutors' guides distributed to all tutors. The department heads returned to their COEs and trained their colleagues and distributed TWH student teacher handbooks to all entering COE students. Each COE was visited at least twice by MOE and CHANGES2 support teams in order to monitor progress and provide any ongoing training needed.

As a result of CHANGES2 inputs into the COEs, HIV prevention education is now included in the basic college curriculum in every subject and is examinable. Observations and reports by student teachers confirm that many COE classrooms are now more open and that participatory teaching styles are spilling over from HIV education into other topics. There is dialogue among tutors and student teachers around topics, such as multiple concurrent partnerships, adolescent sexuality and intergenerational sex, that would have been taboo before TWH. In addition to teaching HIV education using the participatory methodologies they have learned, student teachers have been given assignments related to TWH when they go for practice teaching. Types of assignments given include carrying out community research to identify local risk factors which young people face, developing new teaching and learning materials, and forming and managing AIDS Action Clubs for young people. Also important, given the dearth of HIV education materials in Zambian schools, student teachers will keep their TWH handbooks and take them when they are deployed to a school.

Since 2005, 10,003 student teachers at Colleges of Education benefitted from CHANGES2—supported HIV/AIDS prevention education.

6.2.2 Challenges

- COE tutors are used to a lecture style of teaching, with student teachers as simple recipients of knowledge. This is not an effective methodology if the aim is to open up



honest dialogue, promote self-reflection and develop learner centered approaches. Tutors need on-going support in order to continue building skills of participatory, activity based teaching.

- Staffing in MOE/TESS at headquarters is thin and with upcoming retirements will be even further depleted. Therefore, the MOE needs to ensure that the programmatic and institutional memory will not be lost through retirements and the ending of the CHANGES2 program.

6.2.3 Recommendations

- Continue to work with and support COE tutors to improve their classroom practices. This will require a paradigm shift among tutors, as they begin to see student teachers and young people as contributing to their own education and creating knowledge, rather than being “spoon fed”. The aim should be to improve overall teaching, so that tutors constantly model effective teaching practices. HIV prevention education and the imperative to train teachers to fill their role as agents of change can continue to be an entry point for this shift in thinking. This may involve examining how to strengthen MOE TED at headquarters level as experienced staff retire or move to other jobs.
- As the COEs move from certificate training towards diploma and degree training for basic school teachers, HIV prevention education, in the form of materials and methodologies for TWH, should be integrated across all study areas. Many tutors have been heavily involved in TWH, from materials development to training and implementation. Those who have excelled and shown commitment can be utilized to assist in this integration.

7.0 Special Events

Throughout the life of the program, several dignitaries and high-level visitors came to Zambia and were hosted at CHANGES2 program sites to observe first-hand the work that was being undertaken.

Visit of U.S. First Lady to Zambia

In June 2007, the former U.S. First Lady visited Zambia, along with her daughter and the US Global AIDS Coordinator.

Laura and Jenna Bush and Mark Dybal joined the former Zambian First Lady, Maureen Mwanawasa and her daughter, Chipo, in visiting a CHANGES2 supported school in Lusaka, Regiment Basic School. In the lead-up to this event, CHANGES2 staff worked with USAID and the White House advance team to



Laura Bush speaks at Regiment Basic School after viewing a drama by the Anti-AIDS Club and meeting with CHANGES2 scholarship recipients. In the background, children are playing on a Play Pump, newly installed in the school.

prepare the many different activities that took place. This included directing members of the AIDS Action Club in a drama which encouraged abstinence, school and community support of OVC, and the issue of older men coercing orphans and other vulnerable girls into sexual relationships. The members of the Club performed a welcoming song and a song about their commitment to fight against HIV/AIDS.

The First Ladies met with several CHANGES2 and AGSP scholarship recipients who were able to express their gratitude for the way the scholarships have changed their lives. After viewing the Play Pump at the school and launching the Play Pump initiative in Zambia, Mrs. Bush commented positively on the work being done in education and HIV/AIDS in Zambia and remarked on the impact that USG-funded activities are having on the lives of young people in school.

Visit by U.S. Secretary of Education



Former US Secretary of Education, Margaret Spellings, chats with a CHANGES2 high school scholarship recipient.

Margaret Spellings, then US Education Secretary, came to Zambia in October 2008. While in the country, former Secretary Spellings visited two CHANGES2 sites: Chongwe District Resource Center and Silver Rest Basic School, near Lusaka, and the David Livingstone College of Education (DALICE) in Livingstone.

She was met at the Resource Center by the DEBS, PRCC, DRCC, and several teachers. She learned about the Resource Center, including the support provided by CHANGES2 which includes provision of library books, training of the DRCC and assistant DRCC as SPRINT and HIV/AIDS Education trainers, and aiding in school monitoring and support

visits. She also met with basic school students and CHANGES2 scholarship recipients from nearby high schools.

At DALICE, former Secretary Spellings addressed student teachers, toured CHANGES2 supported facilities and ended the visit with a discussion with ten student teachers about issues surrounding the teaching of HIV/AIDS through *Teaching in the Window of Hope*.

California Congresswoman Visits Community School

US Congresswoman Diane Watson (D-CA) visited Mwandi Community School in Livingstone, Southern Province, in March 2008. She was part of a 13-person delegation that requested to see what impact USAID assistance is making in Zambia. Mwandi Community School has had education activities supported by CHANGES2 as well as by QUESTT with USAID funding. When she was taken on a tour of the school, she was particularly impressed with the kitchen





Congresswoman Watson thanks a pupil for her speech and gift.

built using a CHANGES2 IIG and the visible aspects of School Health and Nutrition, such as hand washing facilities near toilets.

8.0 Promoting Sustainability

It is important to note that the approach taken by CHANGES2 to foster sustainability focuses on process leading to product. This means that sustainability was not something that was emphasized out only at the end of a

program, rather it has been part of the ongoing planning, implementing and monitoring aspects of the program that started in early August 2005. The sustainability of CHANGES2 activities seen from this perspective includes the process of planning all activities every step of the way with MOE officials at all levels. Because of the strong voices of MOE in all our activities we have not worked outside or parallel to the MOE structures. CHANGES2 has worked within MOE structures of in-service and pre-service teacher education, standards and planning. The strengthening of the system of CPD for example, included the ideas of hundreds of teachers and tens of district and provincial officers. Implementing CPD involved MOE officials at the highest levels and capacity building of district and provincial officers to carry out the training, monitoring and support to the teachers.

The plans and activities “developed by CHANGES2” have been a collaborative effort of MOE and CHANGES2 staff within the structures of the Ministry and not outside of MOE. The achievements made by CHANGES2 are also MOE achievements. As a result of this partnership over four years, the MOE has a high degree of ownership of the various interventions. Throughout the program, CHANGES2 carried out assessments of the various interventions in order for MOE (and USAID) to determine the way forward after the program came to an end. Additionally, in the last year of the program CHANGES2 staff worked with MOE on planning and budgeting for those aspects of the program that should be continued. See Appendix A for a matrix that describes the CHANGES2 process-oriented approach to sustainability and exit strategy.

All of the sustainability plans, indeed the entire exit strategy, involved MOE and was an on-going process for at least the last year of the program so MOE at all levels was well aware of shifting roles and responsibilities, as well as necessary changes in planning and budgeting. CHANGES2 staff were phased out incrementally over the last several months of the program and MOE were kept informed as this occurs. In order to more formally begin the process of hand-over to MOE, CHANGES2 held its annual joint planning meeting with MOE headquarters and provincial officials in October 2008, with the theme, From Collaboration to Institutionalization and Sustainability. During this and follow-on meetings, MOE developed the action plan shown in Appendix B.

The CHANGES2 program strengthened institutional capacity at the school, district, and provincial levels to design and implement its key interventions at all levels of the education system. The interrelated impacts of CHANGES2 infused needed capacity throughout existing structures of the *Zambian* education system.



Appendix A

CHANGES2/MOE Sustainability Process and Exit Strategy

This matrix documents the process-oriented nature of the CHANGES2 program's approach to pursuing sustainability; it underscores how the program has been considering and working towards the sustainability of its key activities from the inception of the program, and describes how those processes will culminate in actions to be taken during the final year of the program. The middle two columns describe how the program has gone about working closely with the MOE and partners from beginning to end of every major activity, how capacity has been built, how systems have been strengthened, how ownership on the part of the MOE has been fostered—and what all that means for the prospect of sustainability in each case. The far right column describes actions that will be taken during 2008-2009 to further consolidate sustainability.

Program Component and Key Activities	Ongoing Collaboration/Integration with the MOE in Implementation	Implication(s) for MOE Capacity Building and Sustainability	Actions Taken in Final Year to Consolidate Sustainability
Teacher Education			
1. Development of SPRINT ¹ Teacher's Guide.	The MOE ² /HQ TED, EOs TED, through PRCCs and DRCCs have mobilized teachers in all provinces to provide input to the Teacher's Guide. The EOs TED in all provinces assisted in the development and piloting of the guide and, as such, the guide is a MOE document.	Provincial level TED Officers were actively engaged in materials development; there has been a high level of ownership at all levels, which means the MOE has adopted the Teacher's Guide as the definitive SPRINT guide for use in all schools.	Lobby the MOE at all levels to plan and budget for the materials to be printed for all non-CHANGES2 schools.
2. Training of Trainers (TOT) for DRCCs ³ on SPRINT- HIV/AIDS.	The MOE/HQ TED designed the TOT and delivers the training each year with CHANGES2 TAs in a supporting role. The training of DRCCs and others has become more refined and deeper over the 3+ years of rollout of the program to date.	Due to regular MOE involvement, there is a high level of MOE ownership at all levels. The MOE has a strong knowledge of the materials, their importance, and how to use them effectively at all levels in the system.	Work with the MOE to develop post-CHANGES2 plans and budgets for the continuation of this activity in other provinces. Additionally, training for the final cohort of CHANGES2 schools will have a deepened focus on integrating HIV prevention into the curriculum. DRCCs will receive further training in integration.
3. Training of head teachers, SICs	The training is routinely carried out by district-	There is now a critical mass within each of the 31	Work with the MOE to develop post-CHANGES2 plans

¹ SPRINT – School Program of In-Service for the Term

² MOE – Ministry of Education; HQ – Headquarters; TED – Teacher Education Department; HRA – Human Resource Administration; PRCC—Provincial Resource Center Coordinators; DRCCs - District Resource Center Coordinators; ZICs – Zonal In-service Coordinators; SICs – School In-service Coordinators; TGMs – Teacher Group Meetings; CPD – Continuing Professional Development; GRACE Meeting – Grade level meeting at the resource center (termly meetings in holidays).

³ DRCCs are the MOE's main trainers of teachers at zonal and school level. CHANGES2 works through this system at all levels. Often the training will include Provincial Education Officers for Teacher Education, District Resource Center Coordinators, Provincial Resource Center Coordinators, their Assistants, District Standards Officers, Zonal In-service Coordinators and other master teachers. CHANGES2 has worked with more than 200 trainers in five provinces on multiple activities. In addition CHANGES2 has carried out some national activities in all nine provinces.

and ZICs on SPRINT-HIV/AIDS.	level MOE officers with support from CHANGES2.	districts in CHANGES2's four focus provinces of teachers practicing SPRINT and other CPD activities. Non-CHANGES2 schools within a district are also adopting the strategies in SPRINT. There are increased abilities at the school level to teach developmentally appropriate life skills for HIV/AIDS prevention.	and budgets for the continuation of this activity in other provinces. Lobby the MOE to include this activity in future AWPBs (Annual Work Plans and Budgets).
4. Training of non-CHANGES2 provincial officers on SPRINT Teacher's Guide and provision of materials (soft and hard copies) to all resource centers in provinces.	MOE provincial TED officers from non-CHANGES2 provinces have trained some teachers within their province on use of the SPRINT Teacher's Guide. All provincial TED officers were involved in training college tutors within their province on SPRINT, thereby reinforcing CHANGES2's activities in non-CHANGES2 provinces.	The MOE's system of CPD has been strengthened throughout the country. There is a sustained increase in demand for using the SPRINT Teacher's Guide.	Encourage the training of teachers in non-CHANGES2 provinces in the use of the SPRINT Teacher's Guide. Lobby the MOE to include this activity in future AWPBs (Annual Work Plans and Budgets).
5. Training of COE tutors on SPRINT Teacher's Guide.	Provincial-level TED officers have regularly worked with CHANGES2 to deliver training at the colleges. CHANGES2 is increasingly backgrounding itself in this activity while the MOE takes over.	The SPRINT Teacher's Guide is now embedded in the COEs so that all teachers in training are exposed to the materials. Not only does this mainstreaming bode well for sustainability, it should also reduce the need for subsequent in-service training of those teachers.	Strengthen the link between Provincial Teacher Education (mostly in-service), DRCCs, and COEs.
6. Development of Community School Teacher 20-day Basic Teaching Skills Course.	Development of the training materials was a collaborative, MOE-led process, including participation by TED HQ, college tutors, DRCCs and community school NGOs.	As a result of the process employed in developing the training materials, there is a high level of ownership of the materials on the part of the MOE and partners. The Basic Skills course has been integrated into the framework for CPD for community school teachers.	Work with MOE to institutionalize the course in the national qualifications framework and as part of the <i>Operational Guidelines for Community Schools</i> .
7. TOT for DRCCs to deliver the Community School Teacher Basic Skills Course.	The MOE/HQ and CHANGES2 trained district trainers to deliver the CS Basic Skills Course, which has been another dimension of strengthening the overall MOE in-service training system.	Trainers at all levels in the system have improved training skills to deliver relevant, participatory training. As noted above, there is a high level of ownership of the training course, as well as of the outcomes of the training, at district and provincial levels.	Continue to invite TED officials from non-CHANGES2 provinces as participant-observers in community school teacher training activities to lay the groundwork for expanding the activity to those provinces. Lobby the MOE to plan and budget for the training of trainers in other provinces.
8. Training of 2,000 Community School Teachers on 20-day Basic Skills Course.	The training has been carried out by district-level MOE officers with support from CHANGES2.	As a result of the collaborative approach used, there is an increased sense of responsibility for community school quality in the MOE at the district level. Competent district teams of trainers have been developed in five provinces (38 teams in all).	Strengthen MOE efforts to institutionalize the course by making it widely available to NGOs and by assisting the MOE to plan and budget for the activity in other provinces as part of the MOE Strategies for teacher education under the <i>Operational Guidelines for Community Schools</i> .

9. Inclusion of community schools in TGMs, GRACE meetings and other CPD activities.	The ZICs now include community school teachers in CPD activities at school and zone levels. This is becoming the main point of delivery of training.	There is an increasing sense of professionalism among teachers (GRZ and community school teachers alike), which augurs well for the long-term improvement of education in Zambian schools. There is a concomitant increase in understanding of the need for, and ways of including, community schools in CPD activities.	Work with the MOE to plan and budget for inclusion of community schools in CPD as per the <i>Operational Guidelines for Community Schools</i> .
10. Development of a 5-day School Management Course for community school head teachers.	CHANGES2 has worked closely with officers from TED HQ (in-service) and HRA HQ in developing the course. The program also utilized the expertise of NISTCOL and district officers who were previously involved in delivery of the community school teacher training course.	There is a significant level of ownership of the management course on the part of the MOE. The materials can be used to train community school head teachers in all provinces if the MOE wishes to roll-out the training.	Review the course and assess its impact on community school head teachers, and revise the course accordingly. Assist the MOE to plan and budget for the delivery of the course as well as its integration into the national qualifications framework.
11. TOT for the Community School Head Teacher Training.	The training was carried out by provincial MOE officers, supported by CHANGES2 staff.	As a result of the TOT, there is increased capacity at the provincial level to deliver quality training. Also, there is increased knowledge of school management by DRCCs. A high degree of ownership is evident at district and provincial levels.	Continue to invite TED Officers from non-CHANGES2 provinces to attend the training as participant observers to encourage the "spread" of CHANGES2 activities. Assist the MOE in planning and budgeting for the spread of the activities.
12. Training of community school head teachers in five provinces.	The training of head teachers was delivered by district and provincial MOE level staff supported by CHANGES2.	More than 120 district level trainers are now skilled in delivering the Community School Head Teacher Training course. There is a high degree of ownership of outcomes on the part of district, provincial, and national level MOE officers.	Assist the MOE to review the course and to assess the implementation of course derived skills by trained community school teachers. This will determine MOE strategies to institutionalize the course as a part of the <i>Operational Guidelines for Community Schools</i> .
13. Strengthening of Provincial, District and Zonal Resource Centers.	CHANGES2 has worked closely with UNZA, Zambia Library Services (ZLS) and TED HQ to develop and deliver library management workshops for all provinces. MOE officials from CHANGES2 provinces make presentations to peers in other provinces on CHANGES2 activities. The program has also worked with UNZA, ZLS and TED HQ to select, import, sort and distribute library books to 186 teacher resource centers across the country.	This represents the spread of CHANGES2 initiated CPD activities (SPRINT TG, SCP, SHN) to five non-CHANGES2 provinces, including library books and improved ability to manage libraries for 14 PRCs, 72 Districts, and approximately 100 ZRCs.	The MOE has already added to the resources of district and zonal centers through their own planning and budgeting processes. CHANGES2 will push to make this an ongoing input.
HIV/AIDS			
1. Development of <i>Teaching in the Window of Hope: HIV/AIDS Education for Zambian Teachers</i>	The development of TWH was initiated by the MOE. COE tutors and MOE/TED developed the curriculum and materials with technical and	During the process of developing TWH, the capacity of the tutors to develop learner-centered materials in general, and life skills for HIV/AIDS	Support the finalization of the TWH materials, with inclusion of important HIV prevention issues recognized by the National AIDS Council, such as

(TWH).	financial support from CHANGES2. They are, in every sense, MOE materials.	education materials in particular, was strengthened and can be applied to developing similar materials in the future.	multiple concurrent partnerships.
2. Training of tutors to deliver TWH.	The training of tutors was done by MOE/TED officers as well as some of the COE tutors who had helped to develop the course, supported by CHANGES2.	Tutors have gained skills and knowledge, which has improved their ability to teach HIV education. It is hoped that the improved teaching methodologies they are utilizing will “spill over” into other subjects, leading to higher quality teaching and learning in general at the COEs.	Work with MOE/TED to ensure that all tutors at the Basic COEs have the skills needed to implement TWH into the future.
3. TWH implementation.	The TWH material is being implemented in COEs by college tutors with support from MOE/TED and CHANGES2. The COEs and their tutors have strong ownership over TWH.	The course is fully embedded in the COE timetable which assures its sustainability. MOE/TED monitors to ensure that it is being properly implemented, and CHANGES2 provides on-going technical support.	Provide targeted technical support so that TWH is fully integrated into all the study areas. CHANGES2 staff will also continue to work with MOE/TED to develop plans and budgets for printing materials and CPD related to TWH.
4. Integration of TWH into the new primary teacher training diploma program.	MOE/TED is taking the lead on ensuring that the HIV/AIDS education materials developed for TWH are included in the diploma curriculum.	Technical assistance is being provided as requested by the MOE on incorporation of TWH into the degree program.	MOE initiative and ownership are expected to lead to long-term sustainability of the HIV/AIDS education content and methodologies in the Basic COEs.
SHN			
1. TOT for the GRZ (MOE, MOH, MCDSS) on SHN	Utilizing the existing MOE in-service training structure, core trainers from the GRZ (Ministries of Education, Health, and Community Development) have been trained at national, provincial and district levels.	The relevant Ministries have been routinely involved in SHN and have a strong understanding of the materials and interventions.	Continue to work with the MOE to plan and budget for the continuation of SHN activities in CHANGES2 provinces after the program ends, as well as the spread of the SHN to non-CHANGES2 provinces.
2. Training of teachers, health workers, and community workers in SHN interventions.	The training has been regularly carried out by GRZ teams with support from CHANGES2. At the school level, in-service training is done through TGMs using the two teachers trained by CHANGES2.	There is a strong and experienced multi-sectoral training team within each of the 31 districts in CHANGES2's focus provinces. After the initial training, schools initiate de-worming activities with their local health centers. Teachers' understanding of SHN and its implementation at school and classroom levels is regularly strengthened through their participation in Teacher Group Meetings.	Intensify work with the MOE to plan and budget for the continuation of SHN activities in CHANGES2 provinces after the program ends, as well as for the spread of SHN to non-CHANGES2 provinces.
3. Implementing the Health Promoting Schools (HPS) Initiative.	The HPS initiative encapsulates the entire SHN program. HPS criteria were developed in collaboration with MOE Focal Point Persons (FPPs) from national and provincial levels who are part of the core group of SHN trainers (see above). District Standards Officers have been trained and are monitoring and grading schools according to the number of the interventions	Capacity has been built in training the Standards Officers and DRCCs to support and monitor HPSI.	Continue to work closely with the SHN coordinators at provincial and district levels, as well as with the SHN Advisor for EQUIP2 at the national level, to ensure the implementation of the HPS framework in all provinces, including non-CHANGES2 provinces. Lobby the MOE to include this activity in future AWPBs (Annual Work Plans and Budgets).

	being implemented in the schools.		
4. Collecting data on bilharzia prevalence rates and other information related to the health of school children.	During their routine monitoring, district-level Standards Officers have been collecting data using CHANGES2 instruments that were developed in collaboration with the MOE. The information collected is compiled in the DEBS office and shared with CHANGES2 field teams.	Capacity to collect and compile data at the district level has been built, and the focus has shifted to helping the MOE to use the data.	Fully turn over work on the collection and use of health-related information to district, provincial and national MOE officials. Assist in the dissemination and implementation of the SHN Strategic Plan (see below).
5. Conducting and monitoring deworming and micronutrient supplementation in schools.	The MOE, MOH, and MCDSS have been implementing the deworming and micronutrient supplementation on their own, with minimal guidance and supervision from CHANGES2.	All of the required tools and instruments have been developed to conduct deworming and micronutrient supplementation in schools. A well-trained GRZ cadre of SHN trainers is in place, and the deworming is taking place annually in five provinces.	Lobby for the MOE for stronger political will and sufficient funds being made available to continue and expand the program as CHANGES2 gradually phases out its involvement in SHN.
6. Integration of SHN in pre-service Colleges of Education.	The trained district and provincial GRZ officers have worked with CHANGES2 to train the college tutors.	The colleges have the SHN materials and have been trained to introduce these to student teachers. This should impact sustainability and reduce the need for in-service training once these student teachers are posted.	Strengthen the links between provincial SHN teams and the COEs.
7. Developing and implementing school-based health and nutrition policies.	Working with the MOE, schools and communities are supported to develop and implement simple and attainable school-based health and nutrition policies through the interpretation and application of the National SHN Policy.	Dissemination of the SHN policy to the school level will enhance the sustainable implementation of those policies.	Intensify lobbying the MOE for the integration of the SHN policy in the National Education Policy. Additionally, CHANGES2 will use the upcoming curriculum revision/reform activities to ensure that SHN is included in the school curriculum.
8. Supporting MOE in development of SHN Policy and Strategic Plan.	The approval of the MOE SHN Policy and the development of the SHN Strategic Plan were accomplished by MOE with extensive technical support from CHANGES2.	With the SHN Policy and Strategic Plan, along with the recent hiring of a MOE SHN Advisor, most of the ingredients for the sustainability of the SHN program are in place.	Provide ongoing technical assistance to MOE for the dissemination of the SHN strategic plan through all levels of the MOE so that the process is completed in 2009.
Scholarships and OVC Support			
1. Orientation of MOE provincial, district, and school level administrators about scholarships.	In order to ensure the integration of the scholarship program in MOE, district and provincial level officials have been involved in monitoring scholarship implementation and ensuring that there is no duplication in the support provided.	Provincial and district MOE staff were trained in administration and oversight of scholarships, formation of selection committees, identification of recipients, record-keeping, and accounting. Their deep involvement in every step of the process has led to a sense of ownership and control.	Continue to work closely with provincial, district, and school officials to monitor and support the schools implementing scholarships. Officials will be encouraged to plan and budget for continued support to scholarship programs.
2. Development and institutionalization of database to track all scholarship support.	The MOE/HQ, in collaboration with CHANGES2 and EQUIP2, developed a comprehensive database to track all scholarship support in the country.	The use of this database will allow MOE to coordinate all bursary activity by various partners and ensure that support is equitably distributed to those most in need.	Work with the MOE and EQUIP2 to finalize the database and begin utilizing it. Lobby the MOE to designate a person(s) to manage the database in the MOE/HQ.
3. Development of scholarship	The MOE has adapted the guidelines which	The MOE now has a coherent and consistent	MOE has already adopted the guidelines.

guidelines.	were developed by CHANGES2 for the selection process and criteria, implementation, and tracking of scholarships at all levels in the system.	protocol for administration of scholarships which, when used with the database, will allow for uniformity of implementation.	
4. Provision of scholarships to OVCs in high schools.	The MOE has highlighted the provision of scholarships to OVCs as a way of addressing equity and vulnerability issues in the Fifth National Development Plan (FNDP). As a way of responding and contributing to this goal, CHANGES2 provides scholarships to needy high school students. The involvement of provincial planning officers and the DEBS offices is one way of ensuring integration of the scholarship program into MOE structures.	To ensure sustainability and capacity building for the MOE, CHANGES2, in collaboration with its implementing partners, has been engaged in extensive capacity building of School Based Selection Committees (SBSCs) and the school bursars in the management of funds and the scholarships.	Once the CHANGES2 program comes to an end, the capacities of the SBSCs will have been strengthened to the point they can carry on effectively on their own. However the actual sustainability of providing scholarships will depend on the MOE, or another donor, providing the funding. CHANGES2 will lobby the MOE to take on funding of the scholarships.
5. Procurement of comfort kits.	The FNDP advocates for interventions that aim at improving girls' attendance, participation, and completion. During planning meetings, CHANGES2 has lobbied provincial Planning and Standards Officers for the inclusion of comfort kits in their budgets. Although relatively slow, Planning Officers have made attempts to replicate the innovation. CHANGES2 also plans to work on a monitoring tool which will incorporate the comfort kit with the Standards and Planning Officers.	To ensure sustainability of the sanitary materials, girls are being taught how to make their own pads. Schools have been encouraged to appoint a committed member of staff to oversee the making of these pads.	While CHANGES2 will continue attempts to build partnerships with private entities to assist in funding the expendable items in the kits, such as soap, efforts will focus on empowering girls to make their own kits. At the same time, CHANGES2 will continue to work with companies like Shoprite and Johnson & Johnson on longer term funding and production of kits for vulnerable girls.
6. Development and printing of peer education activity manuals for <i>high school</i> scholarship recipients.	The engagement of provincial Guidance & Counseling Officers, school guidance teachers, and members of the MOE HIV/AIDS Unit in the production of the peer education materials has been one way of ensuring integration in the MOE. NGO partners were also involved in the development process.	It is envisioned that once the CHANGES2 program ends, the MOE will continue to use the materials because of their involvement in the development of the materials, from the highest level down to the point of delivery.	Finalize the materials, based on findings from the first year of implementation. The MOE will be requested to plan and budget for the continued production of the materials for use among high school AIDS Action and SAFE Club members.
7. Training of <i>high school</i> /HIV/AIDS peer educators.	The MOE's guidance teachers and District Guidance Coordinators form part of the peer educator training teams. Their involvement is critical for the integration of peer education trainings in high schools and in the MOE.	The involvement of the MOE's Guidance & Counseling section and the scholarship implementing partners in peer educator training is one way of ensuring the capacity exists to implement similar peer education activities in the future.	Continue to utilize MOE teachers along with district officers and staff from the scholarship implementing partners, to train peer educators. At the same time, in 2009 CHANGES2 will discuss with partners who have experience in youth peer education the possibility of taking on this activity. Finally, CHANGES2 will lobby the MOE to include this activity in future AWPBs (Annual Work Plans and Budgets).

8. Development and printing of peer education activity manuals for <i>basic school</i> /HIV/AIDS peer educators.	As with all materials developed in the program, these are a joint production of the MOE and CHANGES2. MOE staff had significant input into the writing and editing of the materials.	It is envisioned that once the CHANGES2 program comes to an end, the MOE will continue to use the materials because of their involvement in the development of the materials, from the highest level down to the point of delivery.	Finalize the materials, based on findings from the first year of implementation. The MOE will be encouraged to plan and budget for the continued production of the materials for use among basic school AIDS Action Club members.
9. Training of <i>basic school</i> HIV/AIDS peer educators.	As with the training of high school peer educators, upper basic school students are being trained by MOE officials from the school and district level.	The involvement of the MOE's Guidance & Counseling section in peer educator training is one way of ensuring the capacity exists to implement similar peer education activities in the future.	CHANGES2 will continue to utilize MOE teachers along with district officers to train basic school peer educators. At the same time, in 2009 CHANGES2 will discuss with partners who have experience in youth peer education the possibility of taking on this activity. Alternatively, CHANGES2 will lobby the MOE to include this activity in future AWPBs (Annual Work Plans and Budgets).
Sub-Grants			
1. Planning and designing the sub-granting model.	MOE/HQ staff have been involved in the development and ongoing modification of the CHANGES2 sub-granting, and, as a result, MOE ownership of the model is high. Consultations were made with the Building Officer (BO) at MOE/HQ in Lusaka regarding the modalities of implementing the infrastructure improvement grants (IGs) in community schools.	The process of developing and planning with CHANGES2 provides capacity building and ownership of activities by MOE at the national and provincial levels. A good system for awarding school- and community-based grants is in place if the MOE wishes to utilize it after CHANGES2 winds down.	Reduce CHANGES2's role in the implementation of grants and increase the MOE's role, leading to full MOE take-over.
2. Training of MOE staff in the sub-granting process.	MOE provincial level (PRCCs and ESOs) and district level staff (DRCCs, ESOs, and in some cases DBOs) were trained in the CHANGES2 sub-granting process. Therefore, they play an instrumental role in implementing the grants (see below).	Training of provincial and district-level MOE staff has developed capacity within the MOE to manage the sub-granting process.	Conclude support to MOE staff at district and provincial levels in the management of sub-grants, confident that they can efficiently implement future grants.
3. Selection and awarding of grants.	Provincial MOE staff are key members of the Provincial Sub-Grants Management Committee (PSMC), which is chaired by the MOE. The PSMCs have been trained to review and award grants to lead NGOs, Teacher Resource Centers, and COEs and to support the implementation of sub-grants at the provincial level. At the district level, CHANGES2 has supported DEBS offices to establish multi-sectoral District Sub-Grants Management Committees	Involvement of provincial and district-level staff in the selection and review process provides insight into and ownership of sub-grant activities on the Ministry's part. Additionally, the involvement of other line ministries in the process provides an opportunity for networking and resource mobilization now and in the future. The Operational Guidelines for sub-grants that were developed by the MOE and CHANGES2 can be used as a training resource as the MOE	Although ownership of this process is evident, the sustainability of the sub-grants depends on the willingness of the MOE, donors or other partners to fund similar grants after CHANGES2 support comes to an end. On the other hand, sub-grants implemented to date that have an income generation component will continue to generate income, and the activities funded with the proceeds will continue.

	(DSMCs), chaired by the MOE, in each district in the program's four core provinces. DSMCs have been trained to review applications and award grants to schools and CBOs and support and monitor the implementation of those grants.	replicates the sub-granting model in other provinces and districts.	
4. Field appraisals.	The MOE's Building Officers in the DEBS offices are responsible for the on-the-ground inspection of all applications for grants related to improving the physical infrastructure of community schools. The DBOs are also responsible for verifying the bills of quantity for specific projects.	A system is now in place for DEBS offices, through their DBOs, to participate actively in the sub-granting process. This system will continue in the event that other donors or projects implement small infrastructure improvement grants after CHANGES2 closes out.	Conclude the integration and institutionalization of the sub-granting process into the MOE system, especially at the district level.
5. Training of grant recipients.	The DBOs, DRCCs, and Standards Officers train grantees (SCP committees, PCSCs) on the effective management of grants and basic accounting skills. Additionally, recipients for infrastructure improvement grants are trained by MOE staff in preventive maintenance of school structures.	The training of grant recipients is being conducted by trained MOE staff with the support of CHANGES2. In addition, trained grants management committees in schools and communities are able to effectively account for funds obtained from the MOE or other donors should they receive further grants.	The MOE now has staff in five provinces that are able to effectively train grant recipients in grants management and maintenance of the school infrastructure—all of which bodes well for sustainability of sub-granting in the future.
6. Monitoring and support.	The MOE Provincial Building Officers and Senior Standard Officers—most of whom are members of PMSCs—provide technical support to DBOs and DSMCs At the district level, DEBS offices are responsible for monitoring and supervising the implementation of CHANGES2 grants in their respective districts. In case of grants associated with rehabilitation or construction, the DBO takes center stage in the supervision and support to grantees. In effect, therefore, apart from the provision of funds, implementation of the grants and their monitoring are MOE functions.	Monitoring of grants activities have been streamlined in the DEBS' monitoring structure and, therefore, are fully MOE activities.	Again, effective structures are in place to implement small grants in the future if another donor or NGO provides funding. CHANGES2 will lobby the MOE to utilize these structures when giving any form of future school grants.
School-Community Partnerships (SCP)			
1. Planning and designing the SCP model.	MOE/HQ staff were involved in the development of the SCP as a community mobilization strategy. Since then, every year, the SCP model has been reviewed during	The process of developing the SCP collaboratively with the MOE at all levels has nurtured ownership of the SCP model. The MOE regularly recognizes that it wishes to adopt the SCP model more widely,	Recently the MOE has taken up the SCP model and has asked CHANGES2 to assist with training in all non-CHANGES2 provinces. This is an important breakthrough for sustainability. CHANGES2 will lobby

	MOE/CHANGES2 annual work plan development meetings at national and provincial levels.	yet, until recently, this had not happened (see next column).	for the MOE to continue to budget and plan for SCP activities in all provinces as a way to engender community support in school activities.
2. Training of SCP trainers.	In each province, two MOE staff have been trained as SCP trainers (ie, in community participatory and planning approaches). They facilitate the training of trainers at the district level and monitor and support the implementation of SCP activities.	Using the MOE in-service structure, DESTs and ZESTs in the 31 CHANGES2 focus districts have been trained in SCP, and they continue to provide technical support to the MOE with regard to SCP. SCP has also been integrated into the revised SPRINT Teacher's Guide and has been institutionalized into the MOE's formal in-service training system, particularly at the school level.	Finalize the institutionalization of SCP into formal MOE training and management systems. Lobby the MOE to include this activity in future AWPBs (Annual Work Plans and Budgets).
3. Training of teachers and community members in SCP.	The multi-sectoral SCP training teams in each district train teachers and community members in participatory planning and community and mobilization strategies. Over time, CHANGES2 has adopted more of a supporting role in the training.	The trained teachers have acquired competencies in SCP, and it is expected that they will continue to foster partnerships with their communities. Beyond that, the training modality is fully embedded in MOE systems and structures, which enhances the prospects of sustainability.	Work with the MOE to spread SCP activities to all non-CHANGES2 provinces.
4. Training of pupils in SCP.	Trained teachers and community members train pupils in their schools to effectively use SCP as interactive and participatory community mobilization methodologies for the promotion of education and HIV/AIDS prevention outreach activities.	Since the youth are also trained and involved in SCP activities, the likelihood of the activities continuing in the future is enhanced. Moreover, the inclusion of learners at every step of the community process sets a precedent and gives both young people and adults needed experience in working together.	Support MOE implementation of this activity and lobby for the inclusion of young people at every step of future community and school activities.
5. Community mobilization.	SCP committees in schools engage communities in identifying local solutions to problems affecting them, particularly issues related to HIV/AIDS and education. After the initial training by CHANGES2, all activities are carried out by teachers, students, and community members.	Teachers, students, and community members have gained valuable experience in the identification of problems and the development of action plans to address those problems. These skills can be used in the future for any problems communities face.	SCP committees that have been formed, and the Community Action Groups that implement activities on behalf of the SCP committee will continue to function where established and supported by CHANGES2 and the MOE to date.
6. Provision of SCP manuals.	MOE staff at provincial and district levels were actively engaged in the development and piloting of the SCP manual; they have embraced it as a MOE document.	The SCP training manuals and training guidelines will continue to be used to expand the program to non-CHANGES2 supported provinces. The SCP manual will remain a resource to be used after CHANGES2 has ended.	Lobby the MOE to plan and budget for printing the SCP training and materials for expanding the program.
7. Monitoring and support of SCP.	The MOE provincial SCP FPPs support district offices in the implementation of SCP. At the	DEBS staff were trained in monitoring SCP activities; SCP monitoring has been streamlined	Continue to strengthen MOE provincial and district level monitoring of SCP. Support the MOE review of

	district level, MOE FPPs coordinate SCP in the district, monitor activities, collect data, and link all activities to the PEOs' offices. Teachers implement and report on SCP activities at the school and community levels. Therefore collaboration and integration with the MOE are evident at all levels in the system.	into the DEBS monitoring schedules.	the SCP model so that the MOE can strengthen future SCP activities. Finalize the integration and institutionalization of monitoring into the MOE structure.
Monitoring & Evaluation			
1. Collection of impact data.	CHANGES2 collects pre- and post intervention data from intervention basic schools and control basic schools in each province each year. The same is done for community schools. The data collected are used to measure the impact of CHANGES2 activities on the quality of teaching and learning, on school hygiene, and on attitudes and practices related to HIV prevention. District level MOE Standards Officers, DRCCs, and Guidance & Counseling officers are provided training, funds and transport to implement this data collection activity. CHANGES2 is in a supporting role only.	Involvement of MOE officers in the CHANGES2 impact measurement activities has built know-how in the MOE in terms of understanding data collection and use. All of these skills will be useful to the MOE in the future.	Surveys have been completed. In place, as a result, are provincial and district MOE officials with the capacity to carry out similar survey activities in the future.
2. Collection of monitoring data.	CHANGES2, through the MOE, conducts termly monitoring of all of CHANGES2's yearly 400 basic schools and twice yearly monitoring of CHANGES2's community schools. The monitoring has the dual purpose of, firstly, measuring progress of activities to improve teaching and learning at schools and, secondly, providing guidance and support to schools on what needs to be done. District-level MOE Standards Officers, DRCCs, and Guidance & Counseling officers are provided training, funds, and transport to implement this data collection activity.	The involvement of MOE officers in the CHANGES2 monitoring of schools has led to a better understanding on the part of schools of what teaching and learning standards the MOE expects and is prepared to enforce. In addition, CHANGES2 has helped to move MOE officers at the national, provincial, and district levels away from punitive "inspection" approaches towards more genuine support of schools.	The support for MOE monitoring of community schools has put community schools on par with GRZ schools in terms of MOE recognition and enforcement of standards. It is anticipated that enhanced MOE support for community schools will be sustained in the future.
3. District level planning meetings.	CHANGES2 has facilitated the creation of district planning meetings which are convened termly or as need arises in each of the 31 districts in the four main program provinces. Members of these meetings are district-level	These meetings are supportive of sustainability, as they allow for inter-ministerial collaboration and government ownership and accountability for the success and replication of the interventions and activities supported by CHANGES2.	Encourage the MOE to continue planning and budgeting for these meetings to occur on a regular basis without CHANGES2 support.

	<p>officers from the MOE, MOH, and MCDSS, and other selected ministries.</p> <p>These planning meetings provide oversight for implementation of CHANGES2 activities in each district. The meetings are also a forum where CHANGES2 provincial officers provide guidance, orientation, and training to the district officers on technical, operational, and policy issues.</p>		
<p>4. MOE monitoring and support for community schools.</p>	<p>An important activity in CHANGES2's community school work has been training district-level Standards Officers, Guidance & Counseling Officers, and DRCCs to support community schools, and the program has provided funds for those officers to visit community schools. Having the three types of officers travel to schools as teams has been a welcomed innovation within the MOE.</p>	<p>The three types of officers were trained to support community schools from within their respective mandates (administration, psychosocial support, and education quality improvement). Not only has their capacity been built, but CHANGES2 also helped to put community schools on their agendas, which is something that had been lacking before.</p>	<p>Lobby the MOE to continue to include supporting community schools as part of district officers' mandate as per the Operational Guidelines for Community Schools. Lobby the MOE to include community school support in its AWPBs from now on.</p>

Appendix B

MOE 2009 Transitional Work Plan

	Activity	2008			2009												Targets	Budget	Person Responsible	Notes
		October	November	December	January	February	March	April	May	June	July	August	September	October	November	December				
	PLANNING																			
	Scholarships																			
1	Management of Scholarships																			
1.1	MOE integration of the C2 continuing scholarship recipients			X	X	X	X									X	X	8,000 high school students Up to \$1,760,000 SPO / Equity and Gender	In 2010, the MOE will support scholarship recipients if funding from USAID comes to an end. However, the scholarship support package will be smaller. <i>Approx per unit cost in 2009 is \$220 per scholarship recipient.</i>	
1.2	Train SPOs and DPOs to manage the scholarship databases					X	X											9 SPOs and 72 DPOs \$50,000 SPO / Equity and Gender	To ensure integration of the CHANGES2 scholarship program in the MOE and also that no student on the CHANGES2 program is left out. This activity will be funded by the MOE, CHANGES2 will provide the technical support.	
1.3	Orient the School Based Selection Committees (SBSCs) on management of bursary support				X													All high schools where CHANGES2 has not been implementing scholarships \$64,500 SPO / Equity and Gender	To enable non-functioning SBSCs to start functioning so that eligible students get support. This activity will be funded by MOE while CHANGES2 will provide technical support.	

1.4	Monitor the implementation of the bursary and support activities								X	X	X	X							All high schools where CHANGES2 has not been implementing scholarships	\$30,000	SPO / Equity and Gender	This activity will be an on-going activity to ensure adherence to set criteria and to check on the overall management of the scholarship program
1.5	Review meetings with relevant officers to review the program implementation on a quarterly basis							X									X		PEOs, DEBs & Headteachers and SBSCs	\$6,000	SPO / Equity and Gender	Meet partners regularly in order to take stock of what is going on in the program and to share the experiences.
1.6	Train the G & C teachers in PSS							X											All high schools where CHANGES2 has not been implementing scholarships	*	SPO / Equity and Gender	In 2009 MOE will train G & C teachers in schools and provinces where CHANGES2 has not yet implemented. This activity will be funded by MOE, CHANGES2 provide technical support.
1.7	Advocate for the policy on school fees				X	X	X	X	X	X	X	X	X	X	X	X	X	X	PEOs, DEBS & Head teachers	No cost	SPO / Equity and Gender	To ensure the standardization of the school fees. The generation of the memo to schools will be done by the Permanent Secretary.
1.8	Conduct a study to assess the safety and security of the students in rented accommodation										X	X							Selected high school pupils	\$9,000	SPO / Equity and Gender	Due to the escalating number of pregnancies among students and other security issues, the study will be necessary for determining which interventions will be appropriate. CHANGES2 shall provide technical support.

* The MOE is in the process of developing its' Annual Workplan and Budget. The target and budget for this activity are under consideration at the time of writing.

5	Conduct deworming in schools																	2 million learners			
5.1	Train teachers in non-CHANGES2 schools in deworming			X				X	X									750 teachers, health workers and social workers	\$352,500	MOE SHN Coord.s	<i>Approx. per unit cost is \$370 per person trained for 3 days.</i>
5.2	Procure drugs		X	X															\$460,000	MOE SHN Coord.s	
5.3	Monitor drug administration in schools					X	X											At least 50 schools	\$20,000	MOE SHN Coords.	
5.4	Collection and compilation of data					X	X	X										All schools conducting deworming; 2 million students dewormed	\$20,000	SHN Focal Point Persons at school, district, provincial and national levels	
6	Improve school gardens																				
6.1	Training in organic gardening and crop diversification adapting the CHANGES2 model			X				X	X									At least 100 schools in non CHANGES2 provinces	\$130,000	EQUIP2 / MOE SHN Coord.	
6.2	Provide support and inputs for school gardens				X	X	X	X	X	X	X	X	X	X	X	X		At least 100 schools in non CHANGES2 provinces	\$50,000	EQUIP2 / MOE SHN Coord.	
7	Encourage communities to provide packed food for children																				
7.1	Provide food for school feeding program				X	X	X	X	X	X	X	X	X	X	X	X		33,937 learners	*	School level SHN Focal Point Persons, EQUIP2 / MOE SHN Coord.	
7.2	Procure food supplement		X	X	X												2,802,591 sachets	\$900,000	EQUIP2 / MOE SHN Coord.		

* The MOE is in the process of developing its' Annual Workplan and Budget. The target and budget for this activity are under consideration at the time of writing.

7.3	Work with community to ensure a safe and clean shelter for food preparation for learners				X	X	X	X	X	X	X	X	X	X	X	X	All SHN schools	*	SHN Focal Point Persons at school, district, provincial and national levels	
7.4	Develop a sustainable school feeding program in collaboration with community				X	X	X	X	X	X	X	X	X	X	X	X	All SHN schools	\$55,000	School level SHN Focal Point Persons	
7.5	Forge linkages with partner organizations working in water and sanitation				X	X	X	X	X	X	X	X	X	X	X	X	UNICEF, MLGH, Local Councils	No cost	SHN Focal Point Persons at school, district, provincial and national levels	
7.6	Lobby for support for water and sanitation facilities				X	X	X	X	X	X	X	X	X	X	X	X	UNICEF, MLGH, Local Councils	No cost	SHN Focal Point Persons at school, district, provincial and national levels	
8	SHN Life Skills Education																			
8.1	Revise and print SHN life skills teachers guide				X	X											2,000 copies	\$25,000	EQUIP2 / MOE SHN Coord.	\$12.50 (ZK 50,000) per copy
8.2	Collaborate with TESS and Standards and Curriculum Department to ensure the teaching and learning of SHN and life skills				X	X	X	X	X	X	X	X	X	X	X	X	Class teachers	No cost	EQUIP2 / MOE SHN Coord.	

* The MOE is in the process of developing its' Annual Workplan and Budget. The target and budget for this activity are under consideration at the time of writing.

Infrastructure Improvement Grants																				
12.1	Infrastructure improvement in community schools				X	X	X	X	X	X	X	X	X	X	X	X	65 community schools		MOE HQ, PEO, DEBS and CHANGES 2	CHANGES2 will provide grants to the 65 schools. The MOE will monitor and provide support to recipient schools in the implementation of their projects.
12.2	Monitoring infrastructure improvement in community schools				X	X	X	X	X	X	X	X	X	X	X	X	65 community schools		MOE HQ, PEO, DEBS and CHANGES 2	
TEACHER EDUCATION																				
In-service Teacher Education																				
13	Training of community school teachers-in-charge																			Can MOE utilize MOE funds to train non-MOE teachers-in-charge and cs teachers?
13.1	Liaise with planning unit, HR and EQUIP2 to find out MOE plans for training of community school teachers-in-charge		X															*	SEO, RC	
13.2	Standardize materials and training for untrained community school teachers-in-charge. Also determine if this short course is appropriate for head teachers in basic schools.		X															*	SEO, RC	TESS to call meeting with HR, Planning, NISTICOL and other relevant partners.

* The MOE is in the process of developing its' Annual Workplan and Budget. The target and budget for this activity are under consideration at the time of writing.

Curriculum																			
20	Incorporation of CHANGES2 materials																		
20.1	Evaluation of CHANGES2 Materials				X	X	X									10	*	Chief Curriculum Specialist (CCS) To be evaluated: SCP, SHN, SPRINT, CS Manual Part 1 & 2, CS head teacher, Handbook of CST, Window of Hope, Peer ED Activity manual Vol.1&2.	
20.2	Revision and modification of CHANGES2 materials							X	X	X	X					10	*	Chief curriculum specialist (CCS)	
20.3	Printing of CHANGES2 original and modified materials											X	X			500,000	*	Chief Curriculum Specialist (CCS) 50,000 of each of these books to be printed.	
20.4	Distribution of Printed materials													X	X	X	500,000	*	Chief Curriculum Specialist (CCS)
20.5	Training of stakeholders on the materials										X	X	X	X	X	401	*	Chief Curriculum Specialist (CCS)	
20.6	Training of PESOs, DESOs, SESOs, ESOs, PRCCs in use of materials										X	X	X	X	X		*		

* The MOE is in the process of developing its' Annual Workplan and Budget. The target and budget for this activity are under consideration at the time of writing.

Appendix C. Program Indicators and Results

MANDATED PROJECT RESULTS BY FUNDING SOURCE

USAID Indicators

Objective (a)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project 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)	13% 52%		50.8%	51.6%	51.1%	10.8%	11.0%	10.9%
Number	of students participating in school health and nutrition. (USAID)	300,000 1,200,000		574,889	584,508	1,159,397	122,785	124,715	247,500

Students in CHANGES2 schools participate in the Health Promoting Schools (HPS) program. This program seeks to strengthen school health around four components: School Health Policies, Water and Sanitation/Physical Environment, Skills-Based Health and Nutrition and School-Based Health and Nutrition Services. As part of the HPS program schools are awarded as they developed stronger programs in each of these areas culminating in a school becoming a 'Blue' or model school. CHANGES2 not only supports schools to proceed in the HPS program but assesses schools vis-à-vis HPS goals. Thus, annually CHANGES2 will provide greater context for what 'participating in School, Health and Nutrition programs' means for students in CHANGES2 schools in terms of HPS criteria.

Note on calculation of target: CHANGES2 activities will target 400 schools per year. The average number of students per school is estimated at 750, multiplied by 400 schools equals 300,000 students per year, which gives 1,200,000 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 300,000 = ~13% and 1,200,000 = ~52%. Calculation of achieved year-to-date percentages will be based on the enrolment for each current year.

AEI Indicators

Objective (B)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
				M	F	Total	M	F	Total
Improved quality of teaching in schools	Number of teachers trained (pre-service) (AEI)	1,150 8,450		4,234	4,589	8,823	N/A	N/A	N/A
	Number of teachers trained (in-service) (AEI)	2,112	8,448	3,346	2,081	5,427	196	136	332

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. CHANGES2 will only count teachers as trained if a teacher receives at least 24 hours of training.

Note on calculation of target: Pre-Service: CHANGES2 will each year implement combined SPRINT, HIV/AIDS, SCP and SHN trainings in 12 colleges (10 basic colleges and 2 other colleges). Targets set in 2006 have been reduced based on actual college enrollment figures. As a result the target is based on training 10,000 pre-service students in the first year, there after in year 2,3, and 4 2,300 pre-service teachers will be trained each year giving a cumulative total of 16,900 over 4 years. Given that the training is 1/2 AEI funded 1/2 will be counted which gives 1,150 per year and 8,450 over 4 years.

In-Service: 2008 targets have been expanded to correctly estimate the number of teachers trained through Teacher Group Meetings. Each year 1,600 in-service teachers (4 teachers per school by 400 schools) will be trained giving a cumulative total of 6,400 trained over 4 years. Because AEI finances 33% of these trainings this is counted as 528 teachers per year. Over 4 years this is 2112 teachers directly trained. Because in-service teachers trained by CHANGES2 will conduct Teacher Group Meetings to share training lessons with the teachers at their school, these teachers will also be trained and these will be counted in year 2, 3, and 4 pursuant to AEI guidelines. In year 2, 3 and 4 the teachers directly trained will train 4 more teachers through TGMs. Thus $528 \times 4 = 2,112$ teachers indirectly trained each year or 6,336 over 3 years. Thus total in-service teachers trained directly and indirectly over 4 years will be (direct $528 \times 4 \text{ years} = 2,112$) + (indirect $528 \times 4 \text{ more teachers} \times 3 \text{ years} = 6,336$) = 8,448

AEI Indicator

Objective (E)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)	Achieved (This Quarter)
Upgraded teacher skills	Money obligated for teacher training (AEI)	\$800,000	\$4,000,000	\$3,046,491	\$112,000
<p>Money obligated for teacher training represents AIR's total yearly AEI budget, which will be obligated for the support of teacher training activities.</p> <p><i>Note on calculation of targets: It is projected that for each of the first 3 years of the program USD800,000 will be obligated. But in the 4th year USD1,600,000 will be obligated. Total amount over 4 years will be USD4,000,000.</i></p>					

AEI Indicator

Objective (C)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project 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)	460,000	1,840,000	920,561	956,593	1,877,154	61,393	62,357	123,750
<p><i>"Improved classroom teaching" for pupils can be achieved in three ways according to AEI: The way CHANGES2 will principally bring about improved learning environments is through a classroom served by a teacher with improved skills, either through in-service training, or having been the recipient of improved instruction at teacher training colleges.</i></p> <p><i>Note on calculation of target: 2008 targets have been revised to correctly account for the number of children reached through pre-service teachers. CHANGES2 in-service activities will target 400 schools per year. The average number of students per school is estimated at 750, multiplied by 400 schools equals 300,000 students per year or 1,200,000 over 4 years benefiting from in-service teachers.</i></p> <p><i>It is also estimated that in each of the 10 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 10 colleges = 160,000 children per year or 480,000 over 3 years.</i></p> <p><i>The combined totals for children benefiting from in-service and pre-service teachers will be 300,000 plus 160,000 = 460,000 per year or 1,840,000 over 4 years.</i></p>									

PEPFAR Indicator

Objective (D)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
				M	F	Total	M	F	Total
Enhanced support for OVCs	Number of OVC served by OVC programs.	5,125	20,500	8,437	13,801	22,238	551	1,033	1,584

(PEPFAR)								
<p>The indicator tracks the number of annual scholarships provided to OVCs, where PEPFAR defines 'number' as one child-scholarship year. Thus, under PEPFAR's definition, a child who receives a scholarship in grade 10 and grade 11 is counted twice.</p> <p><i>Note on calculation of target: The number of individuals provided with scholarships each year will be 3,500 in the first year, 4000 in year 2, 5,000 in year 3, and 8,000 in year 4. The cumulative total is projected at 20,500 and the annual average is 5,125.</i></p>								

PEPFAR Indicator

Objective (F)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project 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)	7,208 28,836		16,383	16,806 38,380		N/A	N/A	N/A

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, community members trained in HIV AB prevention as well as scholarship recipients trained as peer-educators in HIV/AIDS AB prevention programs. In the 2007 M&E plan, CHANGES2 correctly identified these four groups but in the calculation of targets erroneously did not include 'community members' as part of the calculation. The 2008 M&E targets correctly account for this group.

Note on calculation of targets: Number of individuals trained is constituted from four major groups: number of teachers trained (in-service), number of teacher trained (pre-service) and number of scholarship recipients and number of community members.

PEPFAR funds account of 1/2 of pre-service teachers training and 2/3 in-service teacher training hence numbers of teachers trained are split proportionately with AEI.

10,000 pre-service students will be trained SPRINT in the first year, there after in year 2,3, and 4 only 2,300 pre-service teachers will be trained each year giving a cumulative total of 16,900 over 4 years. Given that the training is only 1/2 PEPFAR funded only 1/2 will be counted which gives 1,150 per year and 8,450 over 4 years.

300 pre-service teachers will be inducted in issues of HIV/AIDS in 10 COE =3,000

60 pre-service teachers will be trained in HIV/AIDS peer education in 10 COE =600

*Each year 2 in-service teachers from 400 schools will attend 3 trainings (SHN, TED, SCP). Thus each year 2*400*3=2,400 in-service teachers will be trained, giving a total of 2,400 or cumulative total of 9,600 trained over 4 years. Because PEPFAR financed 66% of these trainings this is counted as 1,584 teachers each year or 6,336 teachers directly trained over 4 years.*

*In each of the 400 schools each year CHANGES2 will train 2 community members who as a team will in turn train 12 other community members. But for purposes of this indicator only the 2 directly trained by CHANGES2 will be counted. Thus (2*400 = 800 community members will be trained each year or 3,200 over 4 years.*

Half of the OVC scholarship recipients will be trained as peer educators. Given targets of 5,125 OVCs per year and 20,500 OVCs over for years served by CHANGES2, we expect 2,563 OVCs per year and 10,250 OVCs over 4 years will be trained.

In 2008 CHANGES2 will train 4,000 pupils from Basic schools in SCP.

Total individuals trained will be (8,450+3000+600+6,336+3,200+10,250+4,000) =28,836 over 4 years or an average of 7,209 per year.

* The cumulative figures have been adjusted downwards. During the 2008 review of the M&E plan it was agreed with USAID that figures for community members trained by SCP committees and figures for ToTs for various

trainings, which were not in the formula for calculating the indicator but which were included in the cumulative total, should be retroactively removed going back to the beginning of the project.

PEPFAR Indicator

Objective (G)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project 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)	440,000	1,760,000	911,177	929,123	1,840,300	N/A	N/A	N/A
<p>“Number of community members reached” refers to community beneficiaries of out-reach programs.</p> <p><i>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 1,100 based on 2006 implementation experience. This gives an annual target of 400 x 1,100 = 440,000 and a cumulative total of 1,760,000 over 4 years.</i></p>									

USAID INDICATOR

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)	Achieved (This Quarter)
Improved quality of basic education Through provision of textbooks and other learning materials	Number of textbooks and other teaching and learning materials provided with USG assistance	365,000	730,000	913,181	22,221
<p>The number of teaching and learning materials provided by CHANGES2 (funded in whole or in part by USG). This may represent a range of final ‘products’, including materials that are designed and then printed and published, or documents that are purchased and distributed. For the purposes of this indicator, however, the same material should only be counted once: in its final stage of distribution. Teaching and learning materials may include textbooks, student workbooks, supplementary reading books, library books, educational tapes and CDs, and reference material in hard or electronic copies for use in basic or community schools, and/or teacher training classes. Small materials and supplies (e.g. pencils, small materials produced as hand-outs in training etc.), even if paid for by USG funds should not to be counted.</p> <p>This is a new indicator that came through the OP. Therefore, the baseline is 2007.</p> <p><i>Note on calculation of targets: In 2007 CHANGES 2 produced over 600,000 copies of various teaching and learning materials. In 2008 CHANGES2 plans to develop and distribute 130,000 copies of teaching and learning materials. The average number of materials per year is 365,000 and the total over the two years is 730,000.</i></p>					

USAID INDICATOR

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
Capacity building of school governance and management structures	Number of Parent/Teacher Associations or similar school governance structures supported	832	3,328	3,350 N/A					
<p>A total number of PTA, School Management Committee (SMC), or other similar governance bodies for an individual school (or equivalent non-school setting) supported by USG. These committees contribute to school governance, meet regularly and participate more fully in education activities, or in any other way are more supportive of the school or non-school equivalent education setting. The USG support includes, but is not limited to, direct financial support (grants) and training in skills related to serving on a PTA, SMC, or equivalent governance body.</p> <p><i>Note on calculation of targets: In 2006 CHANGES2 had 424 basic schools, in 2007 CHANGES2 had 412 basic schools, in 2008 CHANGES2 has 428 basic schools, another 400 schools will be reached in 2009, for a total of 1,664 schools. At each school under SCP CHANGES2 supports the creation of a School Community Partnership (SCP) Committee and a Community Action Group (CAG), thus two structures are created at each school. A total of 1,664 X 2 = 3,328 or an average of 832 structures per year will be created over the four years.</i></p>									

USAID INDICATOR

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
				Male	Female	Total	Male	Female	Total
Improved institutional capacity to support learning and for HIV prevention	Number of administrators and officials trained	1,787	7,149	3,879	2,206	6,085	218	107	325
<p>Number of education officials or administrators of education programs, who receive training in aspects of their current positions, including areas such as finance, management (e.g., logistics, monitoring, personnel use and support), governance (e.g., legislation, communication, enforcement) or infrastructure (e.g. building, supplies). Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least three working days (24 hours) in duration. Note also that an individual trainee, even if he/she is trained in more than one area or instance of training that year, should be counted only once.</p> <p>Note on calculation of targets:</p> <p><i>In each of the 38 districts of the 5 provinces (Southern, Copperbelt, Lusaka, central, and Luapula) CHANGES2 will conduct 7 trainings (SHN, TED, HIV, SCP, Grants, M&E, and OVC) of district officers attended by 10 officers. Thus 7*10*38= 2,660 district officers.</i></p> <p><i>In each of the 31 districts of Central, Copperbelt, Lusaka, and Southern provinces, changes 2 will train 12 district officers in OVC scholarship selection. Thus 31*12=372</i></p> <p><i>In each of the 5 provinces at least 5 provincial officers will participate in any of the 7 trainings. Thus 5*5*7=175</i></p> <p><i>In each of the 10 colleges of education CHANGES2 will conduct 4 trainings (Teacher education, Library, computer, HIV) for 35 college tutors. Thus 10*4*35=1,400 tutors trained.</i></p>									

	<p><i>In each of the 178 schools where OVCs are being supported CHANGES2 will train 10 members of the school based scholarship selection committees. Hence $10 \times 178 = 1,780$</i></p> <p><i>In the 4 provinces of Lusaka, Copperbelt, Central, and Southern, CHANGES2 will train district and provincial resource centre coordinators and their assistants in library management. Hence 38 district resource centres plus 8 provincial resource centres times 2 officers = 92</i></p> <p><i>CHANGES2 will provide grants to community schools under ESF and the Parents and Community school Committees (PCSC) at the recipient schools will be trained in project management. It is estimated that each grant recipient school has approximately 10 members in its PCSC. All PCSC members located at a school supported by an infrastructure improvement grant will be trained. Given 67 grant recipient schools a total of $10 \times 67 = 670$ people will be trained.</i></p> <p><i>Total trainings under capacity building = $2,660 + 372 + 175 + 1,400 + 1,780 + 92 + 670 = 7,149$ over 4 years or an average of 1,787 per year.</i></p>
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USAID INDICATOR

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
				Male	Female	Total	Male	Female	Total
Improved participation in education	Number of children enrolled in basic education	383,400	1,533,600	918,848	917,373	1,836,221	122,785	124,715	247,500
<p>Tracking impact on national total and net enrollments through the Zambian education sector is appropriate because CHANGES2 is contributing directly to improving quality of teaching and learning at school level.</p> <p><i>Note on calculation of targets: 1,664 basic schools over 4 years (424 yr1, 412 yr2, 428 yr3 and 400 yr4) by 750 pupils per school by 4 years. Additionally, Year 2, 948 FTI community schools by 200 pupils per school, and year 3, 482 ESF community schools by 200 pupils per school. Thus children enrolled is projected as $(1664 \times 750) = 1,248,000$ plus $(948 \times 200) = 189,600$ plus $(482 \times 200) = 96,000 = 1,533,600$ over four years or an average of 383,400 per year.</i></p>									

NON-MANDATED PROGRAM RESULTS BY COMPONENT

Scholarships to OVCs

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
				Male	Female	Total	Male	Female	Total
Number	of scholarship recipients trained as HIV/AIDS peer educators	2,563	10,250	3,089	4,555	7,644	678	1,042	1,720
<p><i>Note on calculation of targets: Targets have been revised based on expanded number of scholarship recipients</i></p> <p><i>The number of individuals provided with scholarships each year will be 3,500 in the first year, 4000 in year 2, 5,000 in year 3, and 8,000 in year 4. The cumulative total is projected at 20,500 and the annual average is 5,125.</i></p> <p><i>It is estimated that half of the scholarship recipients each year will be trained as peer educators. Hence $5,125 / 2 = 2563$ or $20,500 / 2 = 10,250$ over 4 year are expected to be trained as peer educators.</i></p>									

Small Grants

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Project 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.	75,000 300,000		175,345	180,787	356,132 4,165		4,330	8,495
Objective I	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
	Number of grants awarded	100 400		368			N/A		
<p><i>Note on calculation of targets: 2007 targets have been revised to account for wrap-around grants provided during year 2. It is estimated that about 20 grants will be given per province per year, or 80 for 4 provinces each year. The total number of grants over 4 years is 320. In addition another 80 wrap-around grants will be given in year 2 only, bringing the total number of grants to 400.</i></p> <p><i>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 750 children, it is estimated that a minimum of $100 \times 750 = 75,000$ children will benefit from grant aided activities each year, and 300,000 children will benefit over 4 years.</i></p>									

School Community Partnerships and Outreach

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project 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	5,600 22,400		11,765	9,944	21,700	70	38 108	
<p>“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.</p> <p><i>Note on calculation of targets: Targets were initially set based on the assumption that each community leader directly trained would train on average 5 other community leaders. Actual monitoring data from 2006 and 2007 have shown that the average number of other community leaders is 6. As a consequence, targets have been revised as follows: two community leaders will be sensitized in each of the 400 communities each year over 4 years. Each group of two will be responsible for forming a community action group that consists of 8-12 members. Hence the number of community leaders participating is $(2+12) \times 400 = 5,600$ per year or 22,400 over 4 years.</i></p>									

School Community Partnerships and Outreach

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)	Achieved (This Quarter)
Number	of community action plans developed	300 1,200		1465	N/A
<p><i>Note on calculation of targets: It is estimated that not all communities sensitized will develop action plans.</i></p>					

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)	Achieved (This Quarter)
	<p><i>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, unlike CHANGES which focused on individual villages, it has been decided to project the number of community action plans developed at 75% which given 400 communities works out at 300 action plans per year. Over 4 years that gives 1,200 action plans.</i></p>				



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