



USAID/ZAMBIA CHANGES2 PROGRAM
Implementation Plan:
Annual Work Plan Activities and Timeline for 2005-2006



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CHANGES2 Annual Work Plan 2005-2006

A. Introduction

CHANGES2 is funded by USAID/Zambia and implemented through an EQUIP1 Associate Award that was signed on 20 June 2005. CHANGES2 is an expansion and enhancement of the Ministry of Education's (MOE) CHANGES program that will strengthen Basic Education teachers' professional skills related to health education, with a special focus on HIV/AIDS prevention and mitigation. In addition to support for expansion of the MOE's school health and nutrition activities to new areas, CHANGES2 will also empower pupils, teachers, and community members to improve education and health in schools and communities.

CHANGES2's central office is based in Lusaka, delivering strengthened health education in Southern, Lusaka, Central and Copperbelt provinces through existing MOE structures. Provincial program offices will be located in Livingstone, Lusaka, Kabwe and Ndola to coordinate district and zonal activities. CHANGES2 will also deliver scholarship support services in the same four provinces, as well as in Eastern and Northwestern provinces.

USAID/Zambia's Strategic Objective SO6 is "Improved Quality of Basic Education for More School-aged Children." CHANGES2 is designed to respond directly to two Intermediate Results 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." IR6.1 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 IR indicators and the mandates of funding earmarks, CHANGES2 program activities will deliver the below minimum annual targets, as well as the cumulative targets over the lifespan of the program (through September 2009):

- Schools to be reached: 400 (1,600 over four years) benefiting from enhanced delivery of HIV/AIDS prevention education and improved delivery of basic education in general.
- Teachers to be trained: 800 teachers (including 200 head teachers and 200 senior teachers) trained per year (3,200 over four years) providing targeted HIV/AIDS prevention education in basic schools, and with improved teaching and classroom management skills.



- Pupils to benefit: 200,000 pupils (800,000 over four years) benefiting from SHN, HIV/AIDS, and life skills, and improved pedagogy interventions at the basic school level.
- Communities to be reached: 400 school catchment areas (1,600 over four years)—which will include approximately 2,400 villages per year (9,600 over four years)—benefiting from school-based outreach, HIV/AIDS prevention programs, and improved basic education in their schools.
- Community members to be reached: 260,000 community residents per year (1,040,000 over four years) benefiting from outreach and HIV/AIDS prevention programs.
- Pre-service teachers to be trained: 1,200 College of Education pre-service students per year (4,800 over four years) benefiting from additional health education skills, improved pedagogy, and HIV/AIDS training.
- OVCs benefiting: 3,500 scholarships (bursaries) for secondary school OVCs awarded per year (10,500 over three years); HIV/AIDS and OVC support activities integrated to benefit recipients.
- IEC (Information, Education and Communication) Materials: 200,000 leaflets per year (800,000 over four years) and 70,000 books per year (280,000 over four years) on HIV/AIDS and life skills produced and distributed; radio, TV and other media also utilized.
- Sub-grants awarded: Approximately 140 small grants awarded to local NGOs, CBOs, Colleges of Education, Provincial Resource Centers, District Resource Centers, and Zonal Resource Centers to help strengthen basic education and HIV/AIDS prevention and mitigation activities.

Geographical Coverage and Program Roll-out

Provinces were selected for activities in CHANGES2 based on previous investments of USAID/Zambia in education, the USAID/Zambia PEPFAR Country Operational Plan (COP) and the MOE's plans for expansion of the SHN program. The previous CHANGES program built the MOE SHN program in Eastern Province and covered all schools there, while establishing a strong foundation for community mobilization in Southern Province. Carrying the SHN activities to new provinces with high population areas was a priority for the MOE and USAID, including Lusaka, Southern, Central and Copperbelt Provinces. The USAID/Zambia COP calls explicitly for synergy to be built among programs and implementing partners through "wrap around" strategies. Synergy between programs occurs when there is overlap among civil society organizations at the local level, and when their staff and government and religious groups can work closely together with regularity. This programmatic synergy is especially important when a stated program goal is social behavior change requiring reinforcement of attitudes, knowledge and behaviors at multiple levels of local and provincial society. Thus, specific SHN and HIV prevention programs in schools and communities are designed to target 400 schools and catchment areas within each of these four provinces with a variety of religious and civil society organizations serving high



populations. The four targeted provinces contain over half of Zambia's total population (5,399,473 people) allowing maximum impact, while still being in the capitol and center of national policy formation. The CHANGES2 pre-service teacher training activities will support the reform of the national teaching curriculum, and training will take place in all Colleges of Education in Zambia, insuring that CHANGES2 also thus will have national impact on teacher education and the quality of classroom education countrywide.

In addition to reaching these key population areas with improved educational programs and behavior change activities for HIV prevention, CHANGES2 will also target scholarships for secondary school OVCs in the same four provinces, and Eastern Province and Northwestern Province as well. Scholarships are being delivered in the four key target provinces to reach the highest number of OVCs possible in these high population centers, to reinforce behavior change components of the CHANGES program, and to provide incentive for all youth to complete basic education. The rationale for adding Eastern and Northwestern provinces for scholarships is based on MOE planning needs, the capacity of implementing partners, and the desire to reach important transportation corridors such as the Great East Road, Great North Road and the Solwezi to Mwinilunga corridor. These corridors funnel population between border areas and Zambian urban centers, contributing to geographic HIV infection patterns in the provinces. Assisting OVCs in these key areas to stay in secondary school rather than drop out (possibly migrating to urban areas) will contribute to community capacity strengthening in rural and underserved provincial areas. The total population of all six provinces in which CHANGES2 is working is 7,482,955. With national estimates of OVC (single and double orphans) at 12.9%, the estimated OVC population in all six provinces served by CHANGES2 would be 965,301 out of a national estimate of 1,326,846 orphans.¹

Unlike the original CHANGES program, all districts in the four focus provinces (total: 31) will be on board the CHANGES2 program from the start, with the selected schools in each district receiving all of the integrated inputs described above (except for Eastern and Northwestern Provinces, which will receive only scholarships and related HIV/AIDS initiatives). The decision to launch the program in all districts of the four provinces from the start, rather than adding new districts incrementally each year (as was done under the original CHANGES program) was made in consultation with provincial MOE, MOH, and MCDSS partners. The view had been expressed, especially in Southern Province, that, under CHANGES, districts that came on board the program at later stages were inherently disadvantaged due to smaller amounts of funds being available for small grants and other activities. Provincial authorities also maintained that it is easier for them to rally support for a program if it is being implemented province-wide rather than in a few selected districts. An added benefit of starting CHANGES2 in all districts simultaneously within each province is that the program will be able to strengthen district-level government capacity over a longer period of time in a greater number of districts.

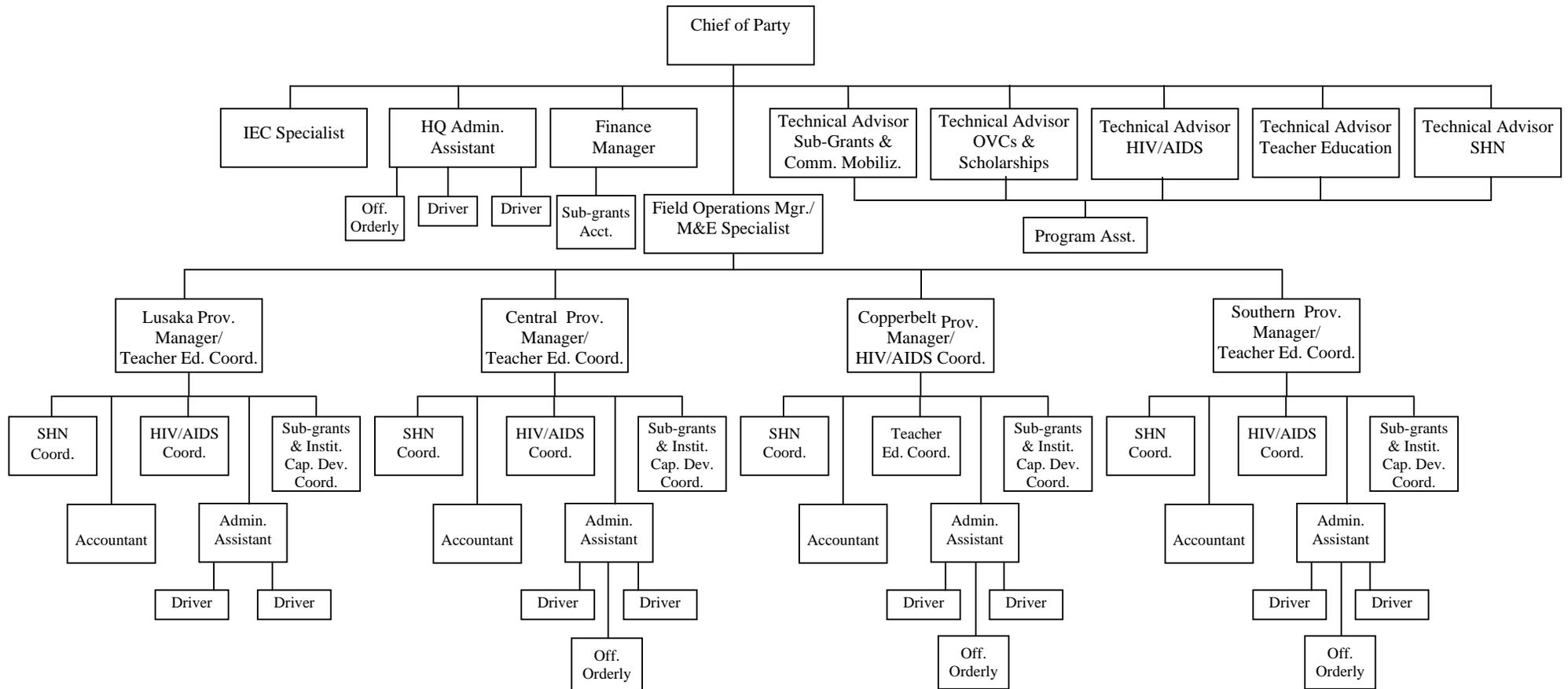
Within each district, the program will roll-out zone by zone with all schools in those zones—both government and community—being included. Due to time and funding limitations, in larger provinces that have more districts, not all zones in every district will participate in the CHANGES2 program; decisions about which zones will participate or not participate in the program will be left to each district to make.

¹ USAID, *Sub-National Distribution and Situation of Orphans*, Countries Targeted by the President's Emergency Plan for AIDS Relief, October 2003.

Organizational Structure

In terms of organizational structure, the headquarters office is in Lusaka. Under the Chief of Party, there are Technical Advisors for each major program component: Teacher Education, HIV/AIDS, School Health and Nutrition (SHN), Scholarships for OVCs, and Community Mobilization/Small Grants/Institutional Capacity Building. Technical staff in the four field offices will basically mirror those in the head office under the guidance of a Team Leader. All offices will also have support staff such as an accountant, administrative assistant, drivers, and an office orderly. In all, CHANGES2 will have approximately 50 staff, including three expatriates. An organization chart of CHANGES2 in Zambia appears on the following page.

CHANGES2 Organizational Chart



B. Special Programmatic Considerations

As part of its effort to improve the quality of basic education, CHANGES2 will keep three related programmatic considerations in the forefront of its planning and implementation: promoting gender and equity, supporting decentralization, and sustainability. These are briefly discussed below.

Gender and Equity

The CHANGES2 team is acutely aware of the ways in which gender norms and stereotypes put girls and women at increased risk of HIV/AIDS and other adverse health and educational outcomes. As such, addressing gender and equity issues will be central to all of the main components of CHANGES2.

For example, with regard to HIV/AIDS, girls are much more likely to be HIV-positive than their male counterparts. Infected by older men, these young women later marry men close to their own age. This process ensures that the pandemic passes from generation to generation; therefore, in order to curb the pandemic, this link must be broken. To this end, teachers, pupils and community members will be encouraged to critically examine commonly accepted gender roles and traditions and how these make girls vulnerable. They will be encouraged to develop plans for empowering girls and women, and for decreasing pressure on boys and men to be aggressive and to have multiple sexual partners. Boys and men will be encouraged to take a positive and proactive approach to making classrooms and communities safe and equitable for all.

Likewise, all teacher training activities will include an examination of teacher practices and expectations of girls and boys and how they impact student involvement and learning. All teachers will be asked to reflect upon the code of professional ethics they signed when inducted into the profession, and will be encouraged to treat girls and boys in a respectful and equitable manner. The focus on enhancing the teaching of life skills (including as they relate to SHN) will result in a greater number of female pupils with increased confidence and ability to withstand social pressures and to negotiate relationships on terms with which they are comfortable; boys, on the other hand, will be encouraged to have greater respect for girls and to treat them accordingly. Because the teacher education component of CHANGES2 will also include mobilizing teachers to be agents of change in their communities, the same traits will be increasingly manifest in school catchment areas.

Although PEPFAR funds do not have design and implementation parameters related to gender, because HIV/AIDS (and the many OVCs it leaves in its wake) disproportionately affects girls, CHANGES2 will consciously weight the allocation of scholarships (bursaries) to girls; a 70/30 split in this regard has been agreed upon by stakeholders. In addition to this, in all training and other capacity building workshops, every effort will be made to have equal gender representation. Developing a critical mass of female leaders and managers within the GRZ system will enhance the likelihood of being able to change traditional ideas and structures from within the GRZ line ministry system that are presently disadvantageous for girls and women. These are but two examples of how, in addition to addressing the underlying structural and value-orientation of Zambia's socio-cultural realities, CHANGES2 will explicitly focus its programmatic inputs towards girls and women in order to nurture greater gender equity.

Decentralization

For the past few years, the MOE has been moving in fits and starts towards decentralizing its planning, budgeting, and implementing functions. Recently, this effort received further impetus through encouragement from the Ministry of Finance, and, as a result, decentralization is beginning to take place in the outer reaches of the MOE bureaucracy, especially at the district level. The CHANGES2 program, being very much a school- and community-based program, will by definition directly support the MOE's decentralization agenda.

As will be noted in the subsequent section of this narrative where individual components of the program are discussed, in addition to CHANGES2 being a player in the pre-service training curriculum revision at the national level, CHANGES2's support for teacher education and professional development will strengthen existing training delivery systems at the provincial (college), district, and zonal levels where the bulk of teacher training takes place. The same will be true of CHANGES2's HIV/AIDS and SHN inputs wherein the locus of primary intervention and investment will be at the provincial, district, zonal, school, and community levels, exemplifying an approach that fuses together both "top-down" and "bottom-up" approaches.

Further, CHANGES2's programmatic initiatives will be supported by a major emphasis on strengthening school-community partnerships, as well as by the provision of small grants to schools and communities, lead NGOs and CBOs, as well as to Colleges of Education and district and zonal teacher resource centers. As such, although the CHANGES2 senior TA team in Lusaka will provide technical assistance to line ministries (MOE, MOH, and MCDSS) at the national level, their primary aim, working with CHANGES2 provincial teams, will be to strengthen GRZ delivery systems at the provincial, district, and zonal levels as they relate to interventions in all program areas, and, at the same time, to enable schools and communities to be proactive "end users" of those government services.

Importantly, while CHANGES2 strengthens the GRZ's efforts to decentralize program and service delivery at all levels in the government system, the program will concurrently participate in and strengthen the decentralized budgeting process. This participation is already underway as the CHANGES2 team has helped facilitate joint GRZ-CHANGES2 planning workshops for 2006. The concern is that, until programs like CHANGES2 are active partners in provincial and district planning, program activities will not be institutionalized or mainstreamed. Beyond that, program activities are unlikely to be included in district budgets, which will further diminish hope of their being sustained when program operations end—which provides a natural segue to the third special programmatic issue: sustainability.

Sustainability

In order to have lasting and meaningful impact, CHANGES2 will keep its capacity building and sustainability agendas in the foreground, which will be manifest in myriad ways and at different levels.

First, a central feature of CHANGES2 will be capacity building (training) of GRZ counterparts in the MOE, MOH, and MCDSS at all levels: national, provincial, district and



zonal. Training content will center on effective teaching methodologies, classroom management, and supervision; SHN drug administration and management; HIV/AIDS prevention and mitigation; issues relating to gender and equity; and approaches for sensitizing and mobilizing communities. Significantly, in most cases, GRZ officers—whether they be teachers, head teachers, or administrators—will be trained through existing training structures and systems rather than through ad hoc external training workshops. Efforts will be made in each case to strengthen and improve those established training modalities to make them more viable and responsive over the long term.

Second, as part of CHANGES2's considerable investment in teacher education and the professional development of teachers, significant inputs will be made to strengthen teacher resource centers at the provincial, district, and zonal levels, including further developing the capacity of staff who manage the centers and support in-service teachers. This will be part of CHANGES2's vision to help bring about a systemic improvement of the teacher education and ongoing teacher support system in the interest of quality improvement in the classroom.

Third, given the continuing focus in CHANGES2 on the critical role communities play in improving schools and the quality of education being provided, capacity will be developed in all school catchment areas to sensitize and mobilize communities through training locally-based Theatre for Community Action (TCA) groups. Adopting an approach that critically examines previous interventions, and which relies on local experience and knowledge to make activities relevant and acceptable, will lead to lasting change. Moreover, at least two of the three members who comprise the TCA team in each school (and its catchment area) will be GRZ officers—generally teachers—which will further develop the capacity of the government to sensitize and mobilize communities during the post-CHANGES2 era.

Fourth, underpinning all the previous approaches to ensure sustainability, intensive efforts are already underway to plan CHANGES2 2006 activities and to integrate them into the MOE's 2006 AWPB (Annual Work Plan and Budget) at the district level, and to lobby the MOE to incrementally budget portions of CHANGES2 activities from its own pool of funds so that, over time, full funding can be assumed by the MOE/GRZ. These efforts, which are critical to the prospects of sustainability, will intensify every year as the program moves forward.

Fifth, once CHANGES2 is well-established and running smoothly, efforts will be made to leverage funds from the private sector through establishing a GDA (Global Development Alliance) or more modest collaboration with local businesses and foundations within Zambia to gradually take over the funding of initiatives that lend themselves to such inputs—for example, provision of funds for scholarships, provision of IT inputs in secondary schools, resource centers, and colleges, and providing commodities and items needed to sustain the proposed introduction of “comfort kits” for girls.

Sixth, CHANGES2 will work with the MOE—and perhaps the MOH and MCDSS—at the national level to develop an exit strategy that will ensure the sustainability of the main components of the program. If mutually agreed upon as an appropriate action to take, a Memorandum of Understanding (MOU) will be drafted and signed to formalize the exit strategy. In addition, as CHANGES2 nears its end, the possibility of transforming the program—particularly its talent pool of local staff—into a Zambian NGO, will be explored.

In addition the preceding six general program sustainability strategies, component-specific strategies for sustainability are included at the end of each “Program Description” section for every component in Part C below.

C. Main Program Component Narrative Descriptions

In this section of the Work Plan, each of the main components of CHANGES2 will be described in narrative form (the work plan matrix follows in a GANTT chart) in terms of the present situation in 2005, the anticipated situation in 2009 at the end of the CHANGES2 program (which articulates the program’s “vision” in each case), the focus of the component in terms of its rationale and proposed approaches, and a summary of main activity clusters to be implemented.

Teacher Education and Professional Development

Although the original CHANGES program trained many teachers, particularly in-service teachers, in most cases that training was narrowly focused on the content areas addressed by the main components of the program: SHN, gender and equity, and HIV/AIDS. While targeted training in those areas will continue under CHANGES2, the focus of the teacher education component will be much broader to include areas such as transforming current teacher-centered teaching approaches into more learner-centered approaches, appropriate classroom management, and head teacher training on school-based management of teacher professional support and development. These shifts will also entail helping teachers to rethink teacher-pupil-community relationships, honing their understanding of the transformative role of education in community social life, all of which will be especially important for enhanced HIV/AIDS prevention education for communities. As such, the teacher education and professional development component of CHANGES2 will be much more wide-ranging and comprehensive than it was under the original CHANGES program.

Present Realities: The Situation in 2005

Despite numerous interventions over the past few years, there is general consensus among leading educators in Zambia that most teaching is done through “chalk and talk”, assessment is carried out by exams, and that learner time-on-task in classrooms remains low. As a result, learner enrollment, attendance and achievement are low. Additionally, although the MOE made a concerted effort at training teachers in HIV/AIDS prevention and mitigation the MOE admits that the training has had little impact on teachers or students. The incidence of HIV/AIDS among teachers has not decreased as expected. Indeed there is still an alarming rate of teacher attrition, due in large part to HIV/AIDS.

Recent teacher education programs (ZATEC) while focusing on more interactive and constructivist methodologies have not realized the impacts on classroom teachers that were expected. College tutors, trained in participatory methods and reflective practice still do not routinely practice those methods with student teachers in the college classroom. The lecture method continues to be the norm at colleges of education.

At the basic school level, factors such as low pay, poor school conditions (lack of furniture, supplies, many buildings in need of repair), high student-teacher ratios and an exam-heavy system are further impediments to effective teaching. The role of the teacher in 2005 is restricted mainly to classroom lectures; educational leaders and managers tend to monitor teacher and school progress without providing needed support. Teacher educators see their role as imparters of subject knowledge for classroom teaching rather than facilitators of learning for teachers to become broader development agents in the community.

Program Vision: The Situation in 2009

The teacher’s role in 2009 will have shifted from one of classroom teacher to one of school and community educator and agent of positive change in the community. Through teacher education support to the District and Zonal level continuing professional development programs as well as in the preparation of a new teacher education curriculum for pre-service students the basic school teacher will view her role in education and development more holistically. She will be a person with the knowledge and skills to lead the community in tackling important issues such as support to OVCs and the prevention of HIV/AIDS. She will be better prepared to teach the school curriculum effectively using interactive methodologies and more resourceful in finding local solutions to school and community problems.

School leaders, resource center managers, district education support staff and college tutors will have improved skills in supporting teachers in their new role. Monitoring, already an important element in their work, will be complemented by improved skills in observation, dialogue and problem solving with teachers. This increased community support for education, improved school, community and student health, improved classroom instruction and school management will lead to greater local efficacy in dealing with local educational, health and community issues as well as increased student achievement.

Component Description

The teacher education and professional development component of CHANGES2 will be actively involved in both pre- and in-service teacher education for basic teachers. As noted previously, the training of basic education teachers will have two main foci: first, content-specific training related to the other main components of the overall program (SHN, girls’ education, and HIV/AIDS), and, second, learner-centered pedagogical approaches and effective classroom management. Importantly, as much as possible, CHANGES2 will train pre- and in-service teachers through existing GRZ training structures and channels, instead of through external project arrangements, and will make every effort to rationalize and strengthen those structures and channels.



Inasmuch as one of the most promising ways to make a systemic impact on teachers is through the pre-service curriculum, CHANGES2 will be an active participant in the now underway revision of the pre-service training curriculum. Of particular interest in this regard will be lobbying to include a more explicit focus on engendering reflective practice in the new pre-service curriculum so that new teachers will be equipped to critically reflect upon current practice in their own school and surrounding schools, will be effective problem solvers, and will be able to mentor their peers (other teachers) to improve their classroom practice. As such, through its participation in the pre-service curriculum revision, CHANGES2 will endeavor to help broaden the current concept of “teacher training” to a more holistic one of “teacher professional development.”

In addition to implementing in-service training courses, CHANGES2 will strengthen the ongoing teacher support system through making three further inputs. First, CHANGES2 will help to strengthen school management through training head teachers and deputy head teachers in effective school management, managing change at the school-level, conducting regular informal school-based in-service and professional development activities for their teachers, and effectively managing school-community relations. Because head teachers play a pivotal role in school improvement, upgrading their knowledge base and skills in the manner described is vital if any of CHANGES2’s other school inputs are to have their desired efficacy and impact.

A second initiative to improve the teacher support system will involve strengthening teacher resource centers at all levels: provincial, district, and zonal. This will be done through training the resource center coordinators and other staff, and providing sub-grants for quality improvement initiatives. It is envisioned that simultaneously making both “hardware” and “software” inputs in this manner will increase the capacity of the resource centers to serve the ongoing needs of teachers and their professional development.

Third, CHANGES2 will assist the MOE to develop materials on HIV/AIDS, SHN, school-community partnerships and outreach activities, and improved teaching skills for use in the MOE’s continuing professional development program for teachers; CHANGES2 will also assist the provincial and district officials in the four targeted provinces to carry out the training activities. Importantly, for sustainability and a broader reach, CHANGES2 will assist the MOE in revising the SPRINT (School Program of In-Service for the Term) training manual to include training topics such as HIV/AIDS, SHN, school-community partnerships, and improved pedagogy. The SPRINT manual will be used nationwide for school-based teacher training.

To summarize, CHANGES2 envisions adopting a multifaceted and multi-layered approach to improving the quality of teachers and the structures that support them, including: pre-service curriculum revision; general, subject matter, and CHANGES2-targeted pre- and in-service training; head teacher training; and resource center strengthening. All activities will be continuously monitored to ensure that they are achieving the intended outcomes.

With regard to measures that will be taken to enhance the sustainability of teacher education activities, it is important to note that many of the activities designed under CHANGES2 and in the area of teacher education have been developed through lengthy consultation with the MOE at different levels. One of the major concerns of the MOE, and indeed of CHANGES2, is to work within the existing structure of teacher education, strengthening them through



capacity development rather than developing separate or parallel systems of training teachers. To this end, CHANGES2 has been working closely, and will continue to work closely, with the MOE at national, provincial, district, zonal and school levels to ensure the integration of CHANGES2 activities into MOE plans and programs. In addition to working within existing MOE structures, CHANGES2 will work to enhance existing programs by supporting their review and further development. This is particularly true for the support CHANGES2 will give to the MOE to revise the SPRINT manual, the teacher education curriculum, continuous assessment and school monitoring manual. In each of these revision activities, CHANGES2 will bring fresh approaches to HIV/AIDS, classroom practice, SHN and building community-school partnerships and outreach.

Summary of Main Activities

A detailed list of specific, costed teacher education activities to be implemented during 2005-2006 is included in “Section D. Detailed Activity Table with Timeline and Activity Costs”

Below is a summary of main activity clusters in the teacher education and professional development component:

- Pre-service curriculum revision: technical assistance and materials production for curriculum revision relating to HIV/AIDS, SHN, improved pedagogy, facilitating school-community partnerships; and the harmonization of in- and pre-service content and approaches.
- Support to Colleges of Education (pre-service): lecturer orientation to the new curriculum; professional development of lecturers through action research on school-community partnerships, HIV/AIDS education, SHN education, and effective teaching and classroom management; IT training and the provision of some computer hardware; provision of reference books and materials. In addition to the preceding, CHANGES2 will distribute 10,000 copies of *In My Classroom: A Guide to Reflective Practice* to the 10 basic education Colleges of Education. The manual is a resource for student teachers for improved practice in classroom management, gender, and equity, and use of local materials for teaching and learner-centered methods.
- Ongoing professional development of teachers (in-service): working especially with DESTs (District Education Support Teams) and ZESTs (Zonal Education Support Teams) on HIV/AIDS and SHN training, general improvement of pedagogy and classroom management, role of the teacher in community mobilization, and head teacher training. In addition, numerous print materials and other learning aids will be development and provided.
- Support to district and zonal resource centers: provision of reference materials and teaching aids, and training of staff for effective management, teaching and facilitation, and utilization of resources.

HIV/AIDS

Consistent with the fact that approximately 80% of CHANGES2 funding is a PEPFAR presidential earmark, unlike under the original CHANGES program in which HIV/AIDS was an embedded, cross-cutting theme, HIV/AIDS will be front and center in CHANGES2—in fact, perhaps the most prominent of all the program’s major components.

Present Realities: The Situation in 2005

The MOE has been relatively quick to address the impact of HIV/AIDS on the sector. There is an HIV/AIDS unit at MOE, HIV/AIDS Focal Persons at the Provincial level and some teacher training in Life Skills for HIV/AIDS Education. However, at the classroom level, there is still not enough being done. There is no evidence that the incidence rate of HIV among teachers is going down: many are still becoming sick and dying.

Despite some training, most teachers do not feel comfortable having open discussions around HIV/AIDS with their pupils. Some are able to give out the facts about transmission and prevention, but we know that young people need much more than this. They need the skills to act on their knowledge and they need to be supported in an environment that respects their choices and encourages discussion of sexuality, abstinence, gender inequality and other sensitive topics related to vulnerability. Teachers give several reasons for their inability to open up such dialogue and impart skills, including embarrassment, a lack of training and teaching and learning materials and a feeling that parents and other community members would not accept the teacher playing this role.

Program Vision: The Situation in 2009

CHANGES2 envisions teachers empowered to protect themselves from infection and to openly and appropriately deal with HIV/AIDS in the classroom. They will have a full range of knowledge about HIV risk avoidance for youth and adults, including delay of early sexual debut, abstinence outside of monogamous relationships, and practice of faithfulness when in relationships. In the 1,600 CHANGES2 target schools, teachers will have confidence in their role as facilitators in the development of skills such as self-esteem, long-term goal setting and decision making. They will have the training and skills to open up a respectful dialogue with students and community members about HIV/AIDS.

Through school-community partnerships at the target schools, the surrounding communities will be sensitized to the role that the school can play in preventing and mitigating HIV/AIDS. Not only will the community support school-based activities, including HIV/AIDS education, but information and dialogue will flow from the school to the communities. Communities will be encouraged to examine local factors that put people, especially young people, at risk of infection. These may include intergenerational sexual relationships and harmful traditional practices. Teachers will be trained to facilitate the transfer of appropriate protective knowledge and skills through school to community outreach activities that promote abstinence and being faithful.

The impact of the teacher training will be greatly increased by the work CHANGES2 will do with the Colleges of Education in curriculum revision, training tutors and supporting extra-curricular activities.

Through these activities, CHANGES2 envisions a transition in norms at the school and community level, brought about within local communities. This will involve respecting and listening to girls and women, and encouraging abstinence among young people until in faithful relationships. An environment will be created in which young people are supported to abstain from early sexual activity.



Component Description

As noted previously, HIV/AIDS is a prominent component of the CHANGES2 program, especially as it underlies and is integrated with the Teacher Education and Professional Development, School-Community Partnerships and Outreach Activities, Scholarships and OVC, and Sub-Grants components. HIV/AIDS will also be thoroughly integrated into the School Health and Nutrition (SHN) component.

Life skills for HIV/AIDS education empowers young people and teachers by allowing them to develop and practice skills such as self-esteem, resisting peer pressure, and decision making. In order to effectively teach life skills, teachers must act as facilitators, rather than lecturers, encouraging young people to question their views on sexuality and gender roles and allowing them to practice relevant skills. CHANGES2 teacher education activities will emphasize learner-centered approaches and participatory learning, which will allow young people to make decisions about protecting themselves and to act consistently on those decisions. The same interactive methodologies will be applied to all subjects, allowing students to become active learners and to develop a love of inquiry.

Activities will especially emphasize skills helping youth to set long-term goals, to practice abstinence as a strategy to help them reach their goals, and to practice faithfulness in relationships insofar as these skills may help them realize their aspirations. Interactive teaching methodologies are especially important to HIV/AIDS prevention education and Life Skills, helping youth understand the systemic consequences of their actions for themselves and others. Through these reforms in teaching and education, youth will develop a practical sense of the role they play in their own destiny.

During the aforementioned revision of the pre-service training curriculum, CHANGES2 will provide technical assistance to the MOE on the nature of an effective HIV/AIDS prevention curriculum. The aim of the curriculum will be to give College of Education students the confidence and skills to effectively address HIV/AIDS in the classroom. At the same time, CHANGES2 has been asked to support the development of a pilot program of extra-curricular activities at one College of Education aimed at protecting teacher trainees from infection, especially during their field-based year. It is expected that the pilot program will expand to all colleges in late 2006. Anecdotal evidence suggests that during the field-based year many female teachers become pregnant, indicating that they have unprotected sex, which also leaves them vulnerable to HIV/AIDS and other STIs.

The HIV/AIDS-focused teacher education activities will have multiple impacts: (1) they will provide teachers with knowledge and skills to protect themselves; (2) combined with the CHANGES2 pedagogical training, they will improve classroom implementation of life skills for HIV/AIDS education; and (3) they will encourage teachers to critically examine their own views and preconceptions with regards to gender, adolescent sexuality, the importance of abstinence outside of relationships, faithfulness in relationships, and the needs of PLWHA (People Living With HIV/AIDS) so that they can have open and honest dialogue with their students and community.

In participating schools, teachers, Community Development Assistants (CDAs), and community members will be empowered to strengthen school-community partnerships. They will be trained to use existing local authority structures and Theater for Community Action



(TCA) to strengthen linkages between the school and community, so that the community is aware of, and can actively be involved in, HIV/AIDS activities in schools. They will work with the community to identify and prioritize issues that contribute to early sexual debut and HIV/AIDS infection among young people; moreover, there will be an emphasis on examining local views on gender which may particularly put young girls at risk. Communities will develop action plans which will focus on school-based interventions, and many action plans developed through this participatory approach are likely to be supported through small grants, with priority given to innovative abstinence and faithfulness programs that aim to prevent HIV/AIDS.

In addition to supporting teachers with skills to protect themselves, CHANGES2 will assist those already infected with HIV/AIDS. As a follow-on to the MOE's VCT workshops that are being implemented by EQUIP2, CHANGES2 will support the MOE to facilitate the formation of support groups for HIV-positive teachers. This will be done first in Southern Province, with a workshop to train three HIV-positive teachers and other MOE staff from each district in the formation and on-going facilitation of support groups. At the EQUIP2 workshops, participating teachers will be given contact information of the trained facilitators so that those who test positive can contact them. Once support groups have been formed, they will develop an action plan. These plans may contain mostly no-cost activities like simply planning for meetings, but they may also have activities such as training in good nutrition or transportation to a clinic for ART, which will require funding. In this case, they will be encouraged to apply for a CHANGES2 small grant.

As part of its support to scholarship recipients, CHANGES2 will support FAWEZA in the formation and strengthening of SAFE clubs. During Year 1, CHANGES2 will also assess the effectiveness of these clubs in changing behavior related to HIV/AIDS.

As in the teacher education component, all HIV/AIDS activities will be regularly monitored and evaluated to ensure that they are having the desired impact and that the overall program is moving forward as intended.

In Section B, "Special Programmatic Considerations," of this work plan narrative, general strategies that will be employed to engender the sustainability of CHANGES2 program activities were briefly described. With reference to HIV/AIDS activities in particular, life skills for HIV/AIDS education will be integrated into both the College of Education pre-service curriculum and the in-service SPRINT training manual, to ensure that both new and currently serving teachers are trained in the material. Integrating the materials into the MOE training systems in this manner will enhance the sustainability of the interventions. Further, community leaders and other local stakeholders will be involved in the HIV/AIDS activities in target schools through active participation and training, which, it is believed, will bring sustainability and oversight at the local level.

Summary of Main Activities



Below is a summary of main activity clusters in the HIV/AIDS component:

- Action research to gain local perspectives on what is working and what is not working in HIV/AIDS interventions and why. What can we do differently to be more effective at bringing about lasting behavior change?
- Support to the MOE for the development of a pre-service teacher training module on HIV/AIDS education, including values clarification of gender issues.
- Train College of Education lecturers at the provincial level and HIV/AIDS Focal Persons at the school level in the new HIV/AIDS module.
- Expand the HIV/AIDS prevention dimension of School Health and Nutrition materials and activities.
- Provide materials and training to Zonal and District Resource Centers through the MOE's ongoing professional development program.
- Through community mobilization, assist communities in developing a plan to cover the classes of sick teachers or to care for orphans in the area.
- Support the MOE's initiative to train MOE officers to form and facilitate support groups for MOE staff (including teachers) who are HIV-positive.

School Health and Nutrition (SHN)

Arguably, SHN was the signature feature of the original CHANGES program. While the SHN component will continue to be implemented as part of CHANGES2, the focus will be on programmatic expansion and roll-out rather than on research and model development. Expanded health education will foster improved "treatment seeking behavior" for untreated illnesses most common among school-aged youth. As CHANGES2 facilitates the expansion of SHN activities, it will build improved links between the MOE and MOH to coordinate the referral of youth to existing MOH health services at the community level. The program will also inform pupils about periodic MOH campaigns that address malaria, TB, and bilharzia, and that promote abstinence and faithfulness for HIV prevention. In this way the SHN program activities will actively seek to go beyond basic health education and school based treatment for worms and micronutrient supplementation.

Present Realities: The Situation in 2005

Children in Zambia face many health challenges which limit their access to school and their ability to learn. The CHANGES program, the predecessor to CHANGES2, demonstrated that certain simple interventions can have a positive impact. Teachers were trained to provide deworming and bilharzia treatment and micronutrients. Through in-depth health education, teachers led students and communities in simple preventive measures to stop the spread of diarrheal diseases and other problems caused by insufficient hygiene. After this intervention, teachers reported that children attended school more regularly, participated more actively in class and performed better in general. Children involved in the intervention regularly scored higher on cognitive assessments.

While this program was effective in two provinces, there is a need to expand this intervention geographically and programmatically. While many children suffer from bilharzia, micronutrient deficiencies and lack of knowledge about sanitation, they face many other health hazards which prevent them from attending school and performing well. Teachers in Zambian schools are ill-prepared to handle an expanded role in improving the school environment and child health and hygiene. College curricula for pre-service teacher education and continuing professional development for in-service teachers contain little in the way of an expanded vision of what it means to have a healthy school and a healthy environment.

Program Vision: The Situation in 2009

Through CHANGES2's support to national level initiatives in the area of School Health and Nutrition such as added emphasis on SHN in the new diploma course in teacher education, and additional modules and units in MOE's continuing professional development program for in-service teacher education, teachers and pupils alike throughout Zambia will benefit from expanded SHN activities.

In 2009 teachers in CHANGES2 targeted schools will be engaged in work at the school and community levels in improving school health and nutrition and facilitating community activities in the area of improved health. Schools will be centers for education, referral and coordination as teachers will be able to not only educate youth, but assist in referrals to health centers, and take initiative in coordinating activities with local health clinics and practitioners. Schools will also be models for the community in terms of good environmental sanitation and hygiene. Children will be practicing good health and hygiene and promoting the same at home, and they will have a full range of knowledge about HIV preventive practices including abstinence and faithfulness.

Parents will participate in programs designed by the community and teachers in promoting good health and hygiene in schools and communities. Sustainable school lunches or healthy snacks which utilize local foods will be the norm in target schools. Dialogue and education around HIV/AIDS prevention and mitigation will be an ongoing part of the school-community partnerships promoted under School Health and Nutrition, and will be extended to reach the community through outreach activities.

Component Description

Building on the success of the SHN component in the original CHANGES program, under CHANGES2 the SHN component will be considerably expanded and taken to scale in four provinces, in a total of at least 1,600 schools.

The SHN component of CHANGES2 will strive to work with the MOE, especially with the Education Boards at the district and school levels, to achieve its objectives. Building on the original CHANGES SHN model, CHANGES2 will support school and community based



SHN activities, and will create or strengthen existing linkages between schools and health centers. CHANGES2 will deliberately adopt a more responsive approach to encourage innovation and focused interventions at the point of delivery—that is, in schools and communities.

The SHN component will continue to be predicated upon the four guidelines of the widely-acclaimed UN and World Bank FRESH model (Focusing Resources on Effective School Health), which define the broad parameters of CHANGES2's technical support to the MOE, MOH, and MCDSS during 2005-2009:

- Health-related school policies
- Provision of safe water and sanitation
- Skills-based health education
- School-based health and nutrition services

The goal of the SHN component is: To ensure that integrated health and nutrition interventions are provided to all children in participating schools in a conducive and supportive environment. Significantly, however, while the SHN component under the original CHANGES program had deworming and micronutrient provision as its centerpiece, under CHANGES2 SHN will be broadened and “opened up” so that schools and teachers become referral and coordinating centers to address other ailments with high impact on youth, such as malaria, TB, HIV/AIDS, skin infections, eye and ear diseases. Special focus may be placed on prevention and treatment of ailments of the eyes and ears that lead to future learning disabilities. A heightened focus on these afflictions will not lead to treatment in schools, but to strengthened linkages between the MOE and MOH, manifested in closer ties between schools and rural health clinics.

As was the case with the SHN component under the original CHANGES program, the SHN component will have many interlocking and mutually reinforcing inputs that work in an integrated and synergistic manner to achieve the vision and goal that have been set for the component.

The program will aim at implementing interventions affecting the quality of education and improving pupil indicators such as enrolment, absenteeism, and retention rates. The main focus of the CHANGES2 SHN component will be to expand and broaden the scope of integrated quality-oriented and cost-effective SHN interventions that address SHN realities and issues at three inter-related levels:

- The health and nutrition status of school children.
- Environmental and sanitation issues in the school community.
- Classroom instruction, including teacher education and materials

With regard to the sustainability of SHN activities, CHANGES2 will operate within the MOE, MOH, and MCDSS, and other GRZ systems and structures to ensure that activities are mainstreamed and institutionalized. For example, SHN interventions will be introduced in Colleges of Education to ensure that student teachers are knowledgeable of the activities going on in schools and can immediately help to implement and oversee them.

Further, teachers, health workers, and community development staff will be trained in how to implement and manage the SHN program, and, working side-by-side with them over a four year period, the program will gradually shift responsibility and leadership to them.

CHANGES2 will advocate for re-establishment of multi-sectoral coordinating committees at all levels of service delivery for effective participation, information sharing, planning and implementation. Through these means, all stakeholders will be able to participate, including teachers, community members and even pupils. Capacity building in this regard will be on-going.

Summary of Main Activities

A detailed list of specific, costed SHN activities to be implemented during 2005-2006 is included in “Section D. Detailed Activity Table with Timeline and Activity Costs”

Below is a summary of main activity clusters in the SHN component at the three levels referred to above:

- General integrated interventions in line with the four elements of the FRESH approach:

- (i) *Health-related school policies*

Zambia needs a national SHN policy in order to effectively implement coordinated SHN interventions; the country also needs the commitment of the government to invest in and to make SHN a priority. The MOE has a National SHN Policy in draft form, but it has not reached the stage at which it can be presented to the Cabinet Office. Working with EQUIP2, CHANGES2 will advocate for the National SHN policy, work with the MOE, and provide technical assistance to ensure that the policy is finalized and submitted to parliament for approval

Schools, with the support of their communities, will be encouraged to develop and implement school-based health policies that encourage improving the school environment, hygiene education, and positive health behaviors and life styles among the pupils, teachers, and community members. Further examples of school-level health policies that will be encouraged relate to school safety, sexual harassment, bullying, and discrimination.

- (ii) *Provision of safe water and sanitation*

Public health and environmental management are challenges that will also be addressed by CHANGES2. Drawing upon the lessons learned from the previous CHANGES program, activities centering on water and sanitation will be designed and implemented through adopting a multi-sectoral approach of collaboration with other organizations that deal with water and sanitation, such as UNICEF, Ministry of Local Government and Housing, and other NGOs.

CHANGES2 will capitalize on the provision of health and hygiene education through a focus on water and sanitation issues. This information will be provided by trained teachers through classroom instructional materials and other print and electronic



media IEC materials. Some of the materials will be translated into local languages for rural communities as well for broadcast on local radio stations.

CHANGES2 will also support innovative initiatives such as the construction of hand washing facilities that can be used in schools and communities. For example, communities will be trained on how plastic containers or molded traditional burnt clay pots can be modified to provide running water for hand washing at school latrines.

(iii) Skills-based health education

Teachers will be trained in methodologies to effectively teach health and nutrition topics in their classrooms, with a focus on psychosocial life skills that help pupils exemplify positive behaviors, attitudes, and healthy life styles. HIV/AIDS topics will be informed by the HIV/AIDS component of CHANGES2 to ensure integration in instructional materials. A teachers' guide of sample lessons on topics in health and nutrition will be developed, and teachers will be trained through the existing SPRINT in-service training system which utilizes resource centers. Lecturers in the Colleges of Education will also be trained in order to embed the training in pre-service teacher training in the interest of long-term sustainability.

(iv) School-based health and nutrition services

The strength of the CHANGES SHN pilot in Eastern Province was its focus on child health, with deworming and micronutrient supplementation as the centerpiece activity. The pilot was successful in large measure because the interventions were demand-driven on the part of school pupils and community members. One of the most notable successes of the SHN program was that teachers were trained to manage the implementation of key SHN interventions. This same innovative approach will be adopted in CHANGES2: teachers will continue to be trained in diagnosing bilharzia and intestinal worms, and will treat infected children. CHANGES2 will work closely with Education Boards and resource centers to institutionalize the health and nutrition services that can be provided at the school level. CHANGES2 will also collaborate closely with other partners such as the MOH, Zambia Bilharzia Control Program, and UNICEF.

The concept of Health Promoting Schools (HPS) will continue to be promulgated and encouraged by CHANGES2 at the school level. Promotion of the HPS will ensure that schools continue to be encouraged to address environmental issues, child health problems, and quality classroom instruction by teachers. Criteria will be developed to grade schools according to the HPS level attained. To encourage participation in the HPS initiative, an award system will be worked out with the local Education Boards, and each school will be responsible for their own performance on which they will be rated and tracked.

Part of the Health Promoting Schools initiative will involve supporting and encouraging schools to become centers of "treatment seeking behaviors" by pupils for minor ailments, and for teachers to refer them to clinics for treatment. CHANGES2 will focus on addressing preventable communicable diseases such as TB, diarrhea, HIV/AIDS, and malaria, the last of which is one of the killer diseases in Zambia.



Working in collaboration with the MOH and other NGOs, teachers will be trained to diagnose malaria symptoms. Environmental management will be a priority in the prevention of malaria, including working with other stakeholders such as Society for Family Health to ensure that children in boarding schools and at home sleep under treated bed nets to prevent malaria.

In response to a number of health problems that may be identified by different schools in different geographical areas, CHANGES2 will work with other NGOs such as the “Healthy Eyes Project” in the prevention of blindness, the Society for Family Health in malaria prevention, and the MOH in school based immunization programs.

- Materials development and IEC: develop and distribute SHN cards; develop and print training manuals on the administration of deworming drugs and teaching life skills; utilize electronic media (TV, radio) to disseminate SHN messages; produce fact sheets, brochures, magazines, leaflets, etc. Special emphasis will be placed upon production of materials promoting abstinence and faithfulness as HIV prevention strategies for youth and communities.
- Pre- and in-service teacher training: train teachers and lecturers in the management of deworming, micronutrient supplementation, and life skills, including abstinence and faithfulness for HIV prevention; provide continuous professional development for teachers and lecturers in SHN activities; provide technical support in curriculum review of Grades 8 and 9 as well as the Colleges of Education pre-service training curriculum; and support the development of a SHN training manual for the DEST and ZEST.
- Integration with HIV/AIDS: interweave HIV/AIDS into all SHN interventions and IEC materials; review the SHN teachers’ (drug administration) manual to include more HIV/AIDS information and material; ensure that all teachers and pupils alike have a full range of knowledge of HIV protective strategies, including delay of sexual debut, abstinence, and faithfulness in relationships.
- Building school-community partnerships and outreach activities: use PLA (Participatory Learning and Action) and TCA (Theatre for Community Action) methodologies to sensitize and mobilize communities around SHN issues and actions; and facilitate focus group discussions on effective SHN interventions.
- Sub-grants: as part of the sub-grants component, encourage and fund locally defined and implemented community projects that support SHN activities in schools and communities; procure and distribute “comfort kits” to both boys and girls for improved personal hygiene and sanitation; and support viable agriculture units and gardens in schools, especially those most affected by drought and hunger. Sub-grants will give priority to HIV/AIDS community outreach programs that promote abstinence and faithfulness as HIV prevention strategies.
- Sport and exercise will be an important component in the promotion of physical and psychological and health. NGOs such as Grassroots Soccer and EDUSport will be used to promote sport and exercise in schools using sub-grants. During these events, HIV/AIDS prevention (abstinence and being faithful) messages will be disseminated. Schools will be monitored to ensure that sport and exercise is part of the curriculum and

is time-tabled, and that teachers are involved. Gender stereotyping in sport and game will be addressed to ensure the full participation of all children.

Scholarships for OVCs

There are approximately 750,000 AIDS orphans in Zambia, and this number is expected to increase to over 930,000 by 2010.² An analysis of the Zambia 2001/02 DHS comparing orphans and non-orphans found significantly lower school attendance levels among orphans. Many OVCs attend community schools, which are generally under-resourced and have untrained (and underqualified) teachers. Orphaned children make up approximately 26 percent of students in government schools, 30–31 percent of community school students, and 38 percent of those in IRI centers.

The MOE and other partners are providing scholarships and other support to many young people orphaned or otherwise made vulnerable by HIV/AIDS. Many of these are at the primary school level, where there are no school fees, but children need assistance buying school supplies, clothing and food. The Ambassador's Girls Scholarship Program (AGSP) continues to support girls in grades 8 and 9. However, there are many OVCs who qualify for secondary school but are unable to attend because of the relatively high tuition and boarding fees. As such, awarding scholarships as a way to keep older children in school until they finish high school is an important part of USAID's overall education strategy in Zambia.

USAID's support for the provision of scholarships, which steadily increased in the original CHANGES program, will be considerably expanded under CHANGES2. As noted in the Introduction, scholarships will be awarded not only in the four CHANGES2 focus provinces, but in Eastern and Northwestern Provinces as well.

² Zambia HIV/AIDS Epidemiological Projections 1985 – 2010, Central Statistics Office, GRZ, 2004.

Present Realities: The Situation in 2005

In 2005 the MOE is struggling to keep track of the various inputs to Orphans and Vulnerable Children. As the number of AIDS orphans in Zambia continues to climb, the ability of the GRZ to keep up with the needs of those children is severely challenged. Scholarships provided by AGSP, CHANGES, MOE, MCDSS and other programs have helped to alleviate OVCs' lack of access to schools at the basic and secondary level. Support to OVCs in addition to the scholarships (school fees, uniform costs and miscellaneous expenses) in the form of the establishment and support of SAFE Clubs, anti-aids clubs, de-stigmatization and care and support is ongoing but the effectiveness of these support activities is not clear. School children who are AIDS orphans are often made more vulnerable when on a bursary by inadequate role models and mentors, unsafe housing, and stigmatization. Many school age AIDS orphans do not have the opportunity to attend school at all.

Program Vision: The Situation in 2009

In 2009 more than 5,550 OVCs in grades 10-12 will have benefited from scholarships provided to them attend secondary school during the period 2006-2008. Young people who otherwise would not have attended school because of a lack of school fees and other barriers will have had the opportunity to attend school, excel and be supported by participation in extra-curricular activities. In addition, many of the OVCs will have received education in how to avoid HIV/AIDS through abstinence and being faithful programs. Many of the OVCs will also be peer educators helping their friends and age-mates in and out of school to know the facts about HIV/AIDS, understand preventive behaviors, and take action to prevent themselves from being infected.

Schools participating in the CHANGES2 scholarship program through the support of our strengthened partners like FAWEZA and others will have improved policies and practices to promote girl-friendly schools, participatory learning and support to OVCs. Children in these schools will have improved confidence and skills to avoid HIV infection.

The Ministry of Education will have in place a tracking system for OVCs that assists schools, districts, provinces and the national level MOE coordinate the support individuals are receiving in order to eliminate inefficiencies in the system such as duplication and gaps in support.

Component Description

Although the overriding goal of the CHANGES2 program is to improve the quality of education in Zambia, there will be aspects of the program—like the provision of scholarships to needy students, especially OVCs—that focus particularly on enhancing access to education. Yet, in some ways, access and retention are also measures of educational quality. The scholarship (bursary) component in CHANGES2 will be designed and implemented synergistically with other USAID-funded scholarship programs in Zambia. In particular, since Winrock International will be providing its AEI-funded scholarships to girls in Grades 8 and 9, and since education is (theoretically) free in Grades 1-7, CHANGES2 will provide scholarships to students in Grades 10-12, both girls and boys. An additional rationale for targeting those grades is that many children—especially girls—exit the education system after Grade 9, often because of the high cost of fees or living too far from the nearest secondary school. The CHANGES2 scholarship program will help to obviate those concerns and keep secondary students in school.

With regard to *local partners*, implementation of the scholarship program will be done through partnerships with local NGOs. An important part of the CHANGES2 strategy pertaining to scholarships will be capacity building of local partners, not only in terms of



their general operational capacity to award scholarships, but also with regard to their ability to integrate HIV/AIDS and OVC-oriented support activities into the scholarship program. FAWEZA (Forum for African Women Educationalists of Zambia), due to its extensive network and credible past performance, will serve as the CHANGES2 lead local partner.

While CHANGES2 remains firmly committed to working with additional local partners in years two and three of the program, FAWEZA has been chosen as the sole partner for the 2006 administration. This decision was made after the receipt and review of proposals from five other local NGOs. The quality of these proposals indicated that substantial administrative and financial capacity support would have been needed for these NGOs to successfully participate in the 2006 program (even at limited levels of less than 1,000 and in some cases only 300 scholarships). Given the extremely tight schedule for distributing scholarships in January 2006, CHANGES2 did not feel that there was sufficient time to conduct necessary training and capacity-building for other NGOs to be viable partners in Year 1. It was concluded that, while there is a risk attendant to partnering with only one organization (FAWEZA) in Year 1, given the time pressures and the current level of capacity of most small, local NGOs, the risk of partnering with those less established local NGOs in Year 1 was potentially even greater.

As such, the 2007 partner selection process will begin much sooner in the year, allowing time for necessary capacity building activities for additional partners. Over the next 12 months, the CHANGES2 OVC and Scholarships Technical Advisor will work to identify and build the capacity of 1-3 additional local NGOs. Partners will be sought which are able to provide key support activities for their recipients, such as mentoring and peer education training. If a viable partner is identified which needs additional support in these areas, other local NGOs may be identified that can assist with specific support activities.

Concerning *administrative systems*, working closely with local partners, CHANGES2 monitoring and evaluation staff, and the AIR corporate business office, the OVC and Scholarships Technical Advisor will establish administrative, management, and reporting systems that have sufficient uniformity while allowing for local and regional variation. Part of this task will be to develop a common instrument for tracking, monitoring, and reporting on scholarship recipients. This instrument will be harmonized with MOE bursary data needs. Moreover, CHANGES2 will assist the MOE in developing and maintaining its own proposed data bases for OVCs and bursary recipients.

An ongoing issue in existing scholarship programs has been *recipient selection*. In this regard, CHANGES2 will create a set of guidelines to inform the selection and support of recipients. CHANGES2 believes that community members are in the best position to identify vulnerable children, and to be knowledgeable about which children have been impacted by HIV/AIDS. Through the provision of scholarship guidelines, local implementing partners will be instructed to use school-level selection committees as the vehicle for choosing recipients, to be made up of school administrators, PTA members, and other key community representatives, such as clergy. In many schools, such committees already exist, and CHANGES2 will not seek to create parallel structures in those cases.

One of the main criteria that will be used in selecting scholarships recipients will be that the recipient is a single or double orphan, and that the cause of orphanhood is HIV/AIDS-related. Priority will also be given to students from child-headed and grandparent-headed households.



Moreover, while PEPFAR funds, which comprise the bulk of CHANGES2's funding for scholarships, do not have gender restrictions (unlike AEI funds which are used primarily to provide scholarships to girls), because HIV/AIDS disproportionately affects girls, it has been decided by stakeholders that approximately 70% of scholarships will be awarded to girls and the remaining 30% to boys. Preference will be given to graduates of the AGSP program, in an attempt to continue supporting these female students through Grade 12.

In addition to the actual provision of scholarships, a number of *supporting activities*, especially related to HIV/AIDS, will be implemented in connection with the scholarships. OVCs receiving scholarships will benefit from a host of support activities designed to instill important lifeskills, provide HIV/AIDS education, and offer psycho-social support. Key to FAWEZA's recipient support program is the establishment and support of SAFE clubs within schools. These clubs will be the vehicle for teaching lifeskills and providing information on HIV/AIDS. Moreover, SAFE clubs will conduct outreach activities in their schools and communities centered on HIV/AIDS prevention and mitigation. Training and re-training will be conducted for SAFE club overseers.

Although SAFE clubs are an integral part of FAWEZA's OVC support, very little literature exists on the efficacy of the clubs. Therefore, CHANGES2 will conduct an evaluation of SAFE clubs in 2006 to assess the clubs' impact on students' HIV/AIDS knowledge and life skills, and the usefulness of the clubs for providing information and outreach activities to broader student and community audiences.

A selection of scholarship recipients will also be trained as HIV/AIDS peer mentors. All recipients will benefit from mentoring programs aimed at providing OVCs with positive role models and encouragement to stay in school. Scholarship recipients will receive academic support from the various other school-level activities conducted by FAWEZA with funding from other donors. These may include remedial tutoring, reading circles (to improve reading skills), or science, math, and technology camps. The proposed AEI "wrap around" will focus further attention and resources on meeting the in-school educational and psychosocial needs of OVCs.

CHANGES2 will attempt to meet the personal hygienic needs of OVCs, particularly girls, through the provision of comfort kits—normally small bags containing items such as soap, pairs of underwear, a comb, a jar of Vaseline, and for girls a set of reusable sanitary pads. FAWEZA has been instructed to include provision of comfort kits as part of its scholarship package. To ensure the prudence and efficacy of using comfort kits as part of the scholarship program, CHANGES2 is planning to conduct two small-scale comfort kit pilot studies with high school students to measure the impact of the comfort kit model on students' attendance and wellbeing.

Because CHANGES2 includes limited funds for scholarship support activities, an important and continuing role of the CHANGES2 scholarships advisor will be to seek out additional linkages with other projects and to leverage outside resources for the benefit of OVC scholarship recipients. One such connection will be the selection of CHANGES2 scholarship graduates to serve as SPW volunteers. It is also hoped that the vulnerability and risk guidelines to be established by YouthNet will provide useful ideas for CHANGES2 sub-grant funded community support activities for OVCs.



Community involvement will be a vital element of the CHANGES2 scholarship strategy. Administration of the scholarship program will be done by local partners, but with substantial guidance and support from CHANGES2 technical staff and consistent involvement of the school and local community. A key concern is ensuring that school communities are gender-sensitive learning environments and are supportive of the needs of OVCs, including the scholarship recipients. To this end, local partners will be responsible for conducting orientation meetings for school communities when the scholarships are distributed. CHANGES2 technical support will consult with local partners to ensure the content of these meetings includes messages about gender, equity, and educational quality. Community members will be engaged through the school selection committee as well as outreach activities through SAFE clubs, and other FAWEZA-sponsored activities such as the Back-to-Back program. This program strengthens mothers' abilities to support their children's education through training in income generating activities and information on the importance of sending children (especially girls) to school.

Capacity building will be a cornerstone of the scholarship component. On an ongoing basis, the CHANGES2 headquarter and provincial staff will develop the capacity of all local implementing partners in the areas of general administration and management, monitoring, evaluation and reporting, and HIV/AIDS (including OVC) prevention and mitigation. Potential workshops to be held for partners include proposal writing, financial management, and report writing. Funds to local partners will also help to support additional staff and equipment, where necessary. This will be true for FAWEZA, as CHANGES2 will fund six focal point positions in each of the target provinces, who, it is envisioned, will be based in the CHANGES2 provincial offices and will work closely with program staff.

The CHANGES2 OVC and Scholarship advisor will undertake a heavy travel schedule, ensuring that the local partner activities are occurring as planned. While upfront needs assessments can identify many areas for capacity building, it is equally important to monitor the progress of the scholarship administration to identify weaknesses in operation systems that only become apparent once implementation begins. The OVC and Scholarship advisor may call on the assistance of provincial staff and HQ program assistants when necessary. Where weaknesses are identified in partners' systems, she will be tasked with planning trainings or other interventions to address these needs.

Finally, with regard to *sustainability*, while scholarship funding itself is not sustainable, through capacity building and education (including SAFE clubs, peer educators, mentoring, school community orientation, and community outreach) the CHANGES2 scholarship program will work to create positive sustainable change in:

- Local NGOs' ability to administer and monitor scholarship programs;
- School community support for OVC needs; and
- Student knowledge and behavior, to avoid HIV infection.

Summary of Main Activities



Below is a summary of main activity clusters in the scholarships/OVC component:

- Establish implementation modalities: contract FAWEZA as sole partner for Year 1; develop and agree upon a strategy for implementing the program in six provinces; establish administrative, management, and reporting systems that have sufficient uniformity while allowing for local and regional variation.
- Develop tools and instruments: develop a common instrument for identifying scholarship recipients according to OVC status; develop and agree upon a common instrument for tracking, monitoring, and reporting on scholarship recipients; assist the MOE in developing and maintaining its proposed data bases for OVCs and bursary recipients.
- Scholarships: award 3,500 scholarships to Grade 10-12 pupils in six provinces, adopting a flexible rule of thumb of 70% girls and 30% boys.
- Integrate HIV/AIDS and OVC support activities: establish new SAFE clubs and strengthen and maintain existing clubs; support the training and re-training of SAFE club overseers; train scholarship recipients as HIV/AIDS peer educators to conduct outreach activities in their schools and communities centered on HIV/AIDS prevention and mitigation, with a special focus on OVCs.
- Capacity building: on an ongoing basis, the CHANGES2 Lusaka-based technical assistance team will develop the capacity of all local implementing partners in the areas of general administration and management, monitoring, evaluation and reporting, and HIV/AIDS (including OVC) prevention and mitigation.

School-Community Partnerships and Outreach

There are a number of community-based initiatives and organizations involved in developmental work in Zambia; however, the concept of involving communities in the planning and supporting of children's learning in schools is relatively new. Rarely are those developmental activities linked to education and, when such attempts are made, the activities tend to be uncoordinated, resulting in duplication of efforts and resources. The original CHANGES program, with its community sensitization and mobilization as part of its implementation of the SHN program in Eastern Province and, more formally, in its Community Sensitization and Mobilization Campaign (CSMC) for girls' education and HIV/AIDS in Southern Province, developed several viable models for forging genuine partnerships between schools and communities to dialectically improve both sides of the partnerships. This work will be further developed and extended under the CHANGES2 program to include broad outreach activities promoting changes in community norms and values that put girls, women and youth at particular risk in the HIV epidemic. In particular,



partnership activities will be emphasized that result in community outreach and education programs promoting intergenerational dialogue about what practices are protective against HIV infection versus which practices contribute to vulnerability. Dialogue exploring community practices such as intergenerational sexual relations, sexual violence, and early sexual debut will be encouraged, and protective options such as abstinence and faithfulness will be promoted.

Present Realities: The Situation in 2005

Under the CHANGES program community mobilization for improved education and school health and nutrition was very effective. Schools benefited by increased community participation in school activities through increased parental understanding of the need for a hygienic environment at the school, appreciation by parents of the need to support deworming activities and an increase in income generating activities aimed at improving school health and nutrition (e.g. fish ponds, gardens and poultry runs). Communities learned new skills in planning for development, problem solving and mobilization. While community input to schools as a result of these efforts was improved and important, community members did not always see the benefits to themselves as individuals, as families or as the broader community.

Although the community mobilization component of CHANGES was highly effective there are no structures presently within the MOE to continue to support the development of community school partnerships. Additionally, teachers presently are not trained in a systematic way to understand their role in building community school partnerships. Sustainability of these important approaches to improving school quality is questionable.

Program Vision: The Situation in 2009

In 2009 the Ministry of Education will have some structures and programs in place particularly at the district level and in the college curriculum to support teachers in their role in building school-community partnerships and outreach activities. The college curriculum will provide all student teachers with opportunities to learn theoretically and through community practice how to build school-community partnerships for improved school quality.

Community leaders, including religious and traditional leaders, will understand the benefits of school-community partnerships in improving school and community health, preventing and mitigating the affects of HIV/AIDS and in improved school quality. Further, community leaders will have the knowledge and skills to advocate for improved school-community partnerships in their areas because they will see the school, through experience of school-community outreach activities, as a learning and action resource for the whole community.

Component Description

In the original CHANGES program, communities were primarily seen as a means to improve schools. In CHANGES2, the improvement of schools remains important, but the role of schools as a community resource, and their role in outreach activities for improving communities, is equally important. Communities will be encouraged to establish multi-sectoral (education, health, agriculture, community development) community-based organizations to support learning and educational programs in general. Where committees focusing on education already exist, CHANGES2 will partner with and strengthen those committees rather than create new committees. It is envisaged that by the end of four years, CHANGES2 will have supported 1,600 functional community-based action groups in advocacy, information dissemination, and transformation techniques on learning issues



related to improved HIV/AIDS prevention and mitigation, OVC support, gender equity, and school and community health.

Communities will be encouraged to replicate school-based activities in their communities to achieve a continuum of support for children both in school and outside school. Such activities will include abstinence and be faithful programs for HIV prevention, OVC support, lunch programs, hand washing facilities, use of latrines, proper disposal of refuse, safe water supply, educational support activities and other activities deemed relevant by communities. In this manner, school and community efforts to improve schools and communities, and the lives of people as they relate to both, will be seamless and mutually reinforcing.

Capacity building will be a central activity in the endeavor to strengthen school-community partnerships. Communities and community-based institutions will have their capacity enhanced through trainings to allow them to effectively participate in matters affecting education in their respective areas. Individuals, families, CBOs, FBOs, traditional councils, and religious and traditional leaders will be trained in participatory methodologies and information dissemination techniques such as Theatre for Community Action (TCA), Participatory Learning and Action (PLA), focus group discussions, health talks, and role plays to enable communities to identify and prioritize local problems and determine means of resolving them without (or with minimum) outside support.

CHANGES2 will enhance local community drama groups with training in the performing arts through TCA to effectively disseminate accurate information. Twice in a year, well-established drama groups will be invited to coach community-based actors to ensure that quality and relevant information is being disseminated. Apart from training in participatory methods and information dissemination techniques, communities will also be trained in the following areas:

- the project management cycle: problem identification, prioritization, development of action plans, implementation, monitoring and self-assessment, documentation, photography and reporting
- the CHANGES2 program model: teacher education, HIV/AIDS, SHN, how to apply for sub-grants, and role of communities in intervention areas
- communication skills
- self-reflection

To strengthen formal linkages between schools and communities, one head teacher and one school teacher from each participating school will be trained together with community members in the methodologies referred to previously (PLA, TCA, focus group discussion, and other dissemination techniques). This arrangement will make both parties appreciate each other's role. Other categories of persons to be trained in the same methodologies will be health workers and community development officers, to equip them with the knowledge and skills needed to facilitate and supervise school-community partnerships. Meanwhile, resource center staff at the zonal, district, and provincial levels will be trained in the CHANGES2 program's school-community partnership concept so that they can effectively support and participate in monitoring and supervising the process.

Critical to the CHANGES2 school-community partnerships and outreach strategy will be bringing together diverse individuals and groups, including teachers, parents, traditional



leaders and other community leaders and government agencies to establish action groups that will coordinate and leverage resources from a variety of sources to provide learning opportunities for children. Schools and communities will plan together, share roles and responsibilities in achieving their aspirations. To ensure that partnerships are focused and operate effectively, schools and communities will be required to develop clear goals. Throughout this process teachers will play a supporting role.

An element of advocacy will also be central to CHANGES2's approach to strengthening school-community partnerships. In addition to CBOs, influential community members, and individuals, CHANGES2 will tap into traditional governing structures in targeted districts to foster program implementation. Traditional leaders, including chiefs, will be encouraged to be advocates of change. This will be done through one-to-one lobbying and advocacy trainings at all levels of service delivery. In addition, traditional councils will be encouraged to take a positive stance and support program objectives in dealing with matters relating to culture and tradition.

Further, traditional councils will be encouraged to critically examine cultural and traditional practices that negatively affect access to and quality of education, compromise the health of school children, undermine the prevention and mitigation of HIV/AIDS, ignore OVCs, or promote gender disparity. Likewise, youth will be encouraged to interrogate contemporary practices that promote unhealthy lifestyles and promote high HIV risk behavior. Justification of the practices of abstinence and/or faithfulness that may be common to youth and adult sub-cultures will be identified, and explored as common ground for abstinence and faithfulness as community strategies for HIV prevention.

Finally, this advocacy campaign will be enhanced through utilizing myriad information channels: printing and distribution of IEC materials that will be translated in appropriate local dialects, broadcasting radio spots/programs both in English and local dialects on national and local community radio stations, and installing billboards in highly visible places, among others.

Throughout, every effort will be made to strengthen existing institutions that do, or should, play a role in fostering stronger school-community partnerships and outreach, in the interest of enhancing institutionalization, ownership, and sustainability of CHANGES2's efforts. For example, CHANGES2 will work closely with the MOE, MCDSS, Ministry of Local Government, NGOs, CBOs and other stakeholders on issues of collaboration and networking. CHANGES2 will also support the MOE's effort to invigorate existing collaboration/networking committees at the national, provincial, district, school, and community levels.

Within the private sector, CHANGES2 will encourage the establishment of multi-sectoral coordination committees where they do not currently exist, and will support such committees that already exist, particularly organizations involved in abstinence and faithfulness as strategies for HIV/AIDS prevention and mitigation, SHN, gender and equity, and the promotion of quality education. In effect, CHANGES2 will adopt a holistic community mobilization process that integrates all focal program areas—teacher education, SHN, HIV/AIDS, scholarships for OVCs, and sub-grants—in a manner that not only cultivates school-community partnerships but also community ownership of the program, and invigorates community outreach activities.



To amplify what has already been referred to as strategies to encourage the sustainability of CHANGES2 activities, the community-school partnership strategy will include training and capacity enhancement of communities, community leaders, local CBOs, NGOs, FBOs and government workers not only in PLA/TCA but in the project management cycle and project proposal writing techniques, which will enable them to leverage funds from other sources. Further, CHANGES2 will, as noted, operate within and strengthen existing MOE and community structures, gradually handing over responsibility and control for implementation to them. In this vein, linkages will be developed between schools and communities, health center facilities, and community development facilities, each providing whatever they can to support school-community partnership initiatives.

Continuing, appointing GRZ contact persons for coordination of the school-community partnerships initiative at all levels of program implementation will enhance the institutionalization of the partnerships. Moreover, insisting that MOE annual plans and budgets include school-community partnership activities will further assure that the partnerships continue after CHANGES2 funding is phased out.

Finally, from its inception, CHANGES2 will assist communities to realize that they own the school-community partnership initiative, which will be demonstrated through the establishment of (or strengthening of existing) multi-sectoral collaborative and networking committees at all levels of service delivery, including in schools and communities. Involving communities in planning and decision making will not only underpin community ownership of the program but help to develop the capacity of communities to effectively manage the partnerships.

Summary of Main Activities

A detailed list of specific, costed school-community partnership and outreach activities to be implemented during 2005-2006 is included in “Section D. Detailed Activity Table with Timeline and Activity Costs”

Below is a summary of main activity clusters in the school-community partnerships and outreach component:

- Recruitment and training of three-person community sensitization and mobilization teams in TCA, PLA, focus group discussions, and other participatory methodologies in each participating school and catchment area (400 per year).
- Ongoing community sensitization and mobilization by (above) teams on issues central to CHANGES2: school quality improvement, SHN, HIV/AIDS, OVC support, and the effective use of sub-grants.
- As part of the teacher education and professional development component of CHANGES2, training head teachers in how to effectively manage school-community relations.

- Strengthening existing coordinating bodies (eg, local NGO forums) that are focused on community mobilization and development; creation of new bodies where appropriate entities do not presently exist.
- Strengthening GRZ coordination of NGO and CBO work in communities.

Sub-Grants

The provision of sub-grants, which was an important mechanism for motivating communities and getting them on board the original CHANGES program, will continue under the CHANGES2 program, though the small grants will be administered differently and will have a broader focus.

Present Realities: The Situation in 2005

Under the original CHANGES program, sub-grants provided the lubricant for many communities to cross a threshold of resource availability in order to achieve specific development goals. Fish ponds, school gardens, poultry runs and latrines at schools were concrete activities carried out as part of communities taking action toward development. The sub-grants provided communities with ways to manifest tangible results of their efforts at improving school quality and community and child health.

Program Vision: The Situation in 2009

Sub-grants under CHANGES2 while still serving as a lubricant for community action, will result in a shift to more abstract development such as increased awareness and changed behaviors regarding the prevention and spread of HIV/AIDS. Whereas sub-granting in the previous CHANGES program placed considerable emphasis on school health and nutrition improvements, the CHANGES2 sub-grants will emphasize the prevention and mitigation of HIV/AIDS, particularly the importance of abstinence for young people and faithfulness for adults in monogamous relationships.

As a result, in 2009 many schools and communities will have functioning clubs and organizations that are active in promoting abstinence among youth and faithfulness among adults, clubs that are active in dealing with care of OVCs, advocating for the de-stigmatization of those with HIV/AIDS, youth support groups for open dialogue around sexuality and reproductive health, as well as traditional and religious leaders who are advocates for changing cultural practices toward the prevention of the spread of HIV/AIDS and care and support of those who are HIV positive.

In addition, zonal, district and provincial resource centers as well as Colleges of Education will have received sub-grants to promote more sustainable and relevant approaches to the prevention and mitigation of HIV/AIDS. Resources centers at all levels will be playing a larger role in the training and informing of teachers on their role as HIV/AIDS educators in schools and the community. Resources, training activities and information sharing spearheaded by resource centers will establish those MOE institutions as capacity building institutions at greater levels of decentralization in the fight against HIV/AIDS. Colleges of Education, through sub-grants, will have made major contributions to the Zambian knowledge base through action research carried out to find out effective and relevant local strategies to teach teachers, and to teach children and communities about HIV/AIDS and the importance of delayed sexual debut, and leading healthy lives as adults in monogamous relationships.

Component Description

Although SHN, HIV/AIDS, community empowerment, and general educational improvement comprise the programmatic core of CHANGES2, in themselves they often appear abstract and remote to development stakeholders, especially members of rural communities. When presented to villagers on their own, these core programmatic concerns often fail to interest and motivate the intended beneficiaries. On the other hand, as was done under the original CHANGES program, when linked to concrete, visible activities in their schools and communities as part of small projects that address SHN, HIV/AIDS and school improvement activities, stakeholders' interest and motivation are considerably heightened. As such, small grants act as a "lubricant" for carrying out the core interventions of the program, and will be awarded again under CHANGES2.

However, the modality for implementing the sub-grants component will be different under CHANGES2: the process will be largely carried out in-house rather than as a sub-contract to another organization such as CARE International, as was done under the original CHANGES program. Each CHANGES2 provincial team will have a Sub-Grants and Institutional Capacity Development Coordinator to oversee the work in the field, while a similar advisor and an accountant will support the field offices from Lusaka.

Two streams of grant-making will be pursued. One stream will involve the CHANGES2 provincial team awarding sizable grants to credible local NGOs which, in turn, will sub-contract smaller, more local CBOs to support schools in their districts and zones in relevant community outreach activities for HIV prevention and school improvement. These grants and sub-grants are likely to focus on school-based activities that emphasize abstinence and faithfulness community outreach programs, community HIV/AIDS resource centers, HIV/AIDS peer education, support to SAFE and Anti-AIDS clubs, as well as school gardens, fish ponds for school feeding to support OVC and youth affected by AIDS.

The second stream of grants will focus on supporting the MOE system of teacher education and ongoing professional development at the provincial, district, and zonal levels. In this case, the CHANGES2 field team will award grants directly to Colleges of Education and to provincial, district, and zonal teacher resource centers. The aim will be to use small grants to motivate GRZ staff to strengthen teacher education and professional development systems, to launch and maintain positive living clubs for teachers living with HIV/AIDS, to support district and zonal resource centers that seek to conduct communities outreach activities promoting abstinence and faithfulness in HIV prevention, and, in general, to improve the structures and facilities at decentralized levels in the MOE that are needed to bring about positive outcomes in the teacher education process.

Through information dissemination meetings, trainings and distribution of brochures, NGOs, CBOs, FBOs MOE, MCDSS, MoLH staff and all 400 CHANGES2 targeted schools and surrounding communities will be informed of the existence of the CHANGES2 sub-grant component and eligibility to access those funds. The print media will also be used to solicit proposals, particularly from local NGOs that are interested in supporting smaller CBOs on behalf of CHANGES2. School and community groups will access funds by completing a standard small sub-grant application form, while NGOs, Colleges of Education, and resource centers will be required to submit relatively detailed proposals.

District multi-sectoral committees will be responsible for reviewing and awarding grants to deserving schools and community based groups, while provincial sub-granting committees, together with the provincial CHANGES2 teams, will be responsible for assessing and awarding grants to eligible NGOs, Colleges of Education and resource centers. Once grants are awarded, NGOs, CHANGES2 and GRZ staff from the multi-sectoral district committees will be involved in monitoring the grant aided projects at least once per month. A monitoring tool will be developed to standardize this monitoring process, and support and advice will be provided on the spot. Sub-grantees will be encouraged to conduct periodical reviews of their progress and to submit monthly financial and programmatic reports to district teams for onward submission to the provincial level.

For quality control purposes, CHANGES2 will develop indicators for successful completion of grant aided projects. Further, the project close-out process will provide an opportune time to obtain information related to the following for each project that has been funded:

- Impact of the project
- Categories and number of beneficiaries
- Lessons learned.
- Cost of the project
- Prospect of sustainability

In terms of the last of the previous points, sustainability, CHANGES2 will move towards institutionalizing the granting mechanism through training of MOE staff to incorporate the sub-grant mechanism into annual district MOE work plans and budgets, and through ensuring that the process of sub-granting is overseen by multi-sectoral committees that include government and non-governmental organizations, with the MOE taking the leading role. Additional sustainability strategies will include conducting training in the project management cycle, proposal writing and capacity enhancement of local NGOs, which will, in turn, strengthen the capacity of smaller CBOs with a view to the post-CHANGES2 period.

Summary of Main Activities

A detailed list of specific, costed sub-grant activities to be implemented during 2005-2006 is included in “Section D. Detailed Activity Table with Timeline and Activity Costs”

Below is a summary of main activity clusters in the sub-grant component:

- Orientation and training of all CHANGES2 staff who are directly involved in the implementation of small grants: Lusaka-based Sub-Grants and Institutional Capacity Building Advisor, Lusaka-based Sub-Grants Accountant, provincial team Sub-Grants and Capacity Building Coordinators, provincial team Accountants, etc. The training will be conducted by AIR/Washington, DC staff and will focus on all relevant aspects of AIR’s “model” of sub-granting.
- Recruitment, orientation, and training of lead NGOs in each province.
- Recruitment, orientation, and training of recipient CBOs who will be awarded small grants to work in schools and communities.



- Awarding of small grants to lead NGOs, CBOs, Colleges of Education, provincial, district, and zonal resource centers.
- Regular monitoring and reporting; if funds are available, an assessment of the impact of small grants will be conducted near the end of the program.

D. CHANGES and CHANGES2: A Synthesis of Similarities and Differences

As noted throughout this document, the CHANGES2 program, as its name implies, follows-on from the original CHANGES program that was implemented during 2001-2005. CHANGES2 staff are often asked how CHANGES2 is similar to and dissimilar from the original CHANGES program. While CHANGES2 will aim to capitalize on and extend much of the good work that was done under CHANGES, it will also deviate in some important ways from the original CHANGES program. The following table briefly summarizes how CHANGES2 will be similar to, different from, and an expansion of the original CHANGES program:

Component/ Dimension	CHANGES	CHANGES2
Implementation Modality	<ul style="list-style-type: none"> ▪ Operated in a program mode rather than in a project mode. (“Program” = outside funding but embedded in GRZ systems and structures, and aims to build and strengthen same; “project” = outside funding and largely autonomous planning and implementation.) 	<ul style="list-style-type: none"> ▪ Will operate in a <i>strengthened and more explicit</i> program mode than did the original CHANGES program. ▪ Will more directly and regularly support and participate in GRZ decentralized planning and implementation.
GRZ Collaboration	<ul style="list-style-type: none"> ▪ Multi-sectoral; collaborated with MOE, MOH, and MCDSS. ▪ Less GRZ integration and involvement at the national level. 	<ul style="list-style-type: none"> ▪ Multi-sectoral; will collaborate with MOE, MOH, and MCDSS. Will also work with Ministry of Local Government and, as relevant, the Ministry of Agriculture. ▪ TA team will support GRZ at the national level. ▪ A multi-sectoral Advisory Committee will be formed at the national level and will meet regularly for program oversight.
Collaboration with Other Partners	<ul style="list-style-type: none"> ▪ Minimal genuine collaboration with other USAID education programs (EQUIP2 and QUESTT). 	<ul style="list-style-type: none"> ▪ As appropriate, direct and indirect collaboration with other USAID programs, as well as with other partners such as SPW, LIMOWADI, and Save the Children Norway.
Program Design	<ul style="list-style-type: none"> ▪ For the most part, the two main components (SHN and CSMC) were separate and implemented in different provinces, with HIV/AIDS and small grants as cross-cutting dimensions. 	<ul style="list-style-type: none"> ▪ All main component areas will be fully integrated and implemented simultaneously in schools, communities, zones, and districts in all four focus provinces. (Only scholarships will be implemented on their own in Eastern and Northwestern Provinces.) ▪ OVC support will be a more explicit focus of the program than it was under CHANGES.

Component/ Dimension	CHANGES	CHANGES2
Program Roll-Out/Expansion	<ul style="list-style-type: none"> ▪ Both SHN and CSMC rolled out incrementally, district by district until, by the end, all districts of Eastern and Southern Provinces were included in the program. 	<ul style="list-style-type: none"> ▪ Due to perceptions of inequity and unfairness of the original CHANGES approach to roll-out, the full “package” of CHANGES2 inputs will be implemented simultaneously in all districts of the four target provinces . ▪ The program will then roll-out incrementally <i>within</i> districts, bringing on board all schools within selected zones each year.
Types of Schools Involved	<ul style="list-style-type: none"> ▪ In SHN, only government schools were involved; in CSMC, all government schools and a few community schools were involved. 	<ul style="list-style-type: none"> ▪ Will not differentiate between types of schools; as noted above, all schools in selected zones will be brought into the program—community and regular government schools. ▪ IRI centers will be brought into the program as appropriate.
Teacher Education and Professional Development	<ul style="list-style-type: none"> ▪ Focused primarily on in-service training with minimal pre-service inputs. Limited engagement with Colleges of Education 	<ul style="list-style-type: none"> ▪ Much more concentrated inputs in pre-service curriculum revision and training in order to have more systemic impact. ▪ Considerable support and TA to be provided to Colleges of Education (including IT). ▪ Focus on in-service training will continue simultaneously.
	<ul style="list-style-type: none"> ▪ Trained mostly regular government basic teachers. 	<ul style="list-style-type: none"> ▪ In addition to regular government teachers, will train community school teachers and IRI mentors.
	<ul style="list-style-type: none"> ▪ Largely ad hoc, CHANGES2-defined and planned workshops outside regular GRZ training systems. 	<ul style="list-style-type: none"> ▪ Will attempt to minimize “extra-system” workshops and, instead, will attempt to utilize and strengthen institutionalized training systems via DESTs and ZESTs, and SPRINT.
	<ul style="list-style-type: none"> ▪ Training primarily focused on CHANGES-specific content, i.e., SHN, gender and equity, and HIV/AIDS. ▪ Little content integration. ▪ Little attempt to address the broader teaching-learning processes and classroom management. 	<ul style="list-style-type: none"> ▪ Training in CHANGES2-related areas (SHN, HIV/AIDS) will continue; however, SHN, HIV/AIDS, and gender issues will be integrated as much as possible. ▪ In addition, considerable focus will be placed on training to promote more learner-centered teaching and to improve general classroom management. ▪ Will support QUESTT’s work to upgrade teacher subject matter knowledge.
	<ul style="list-style-type: none"> ▪ Head teacher training was basically the same as for teachers—focused on CHANGES-specific content. 	<ul style="list-style-type: none"> ▪ A training course specifically for head teachers will be developed and delivered, which will focus on managing school-based change, providing regular, on-going school-based support to teachers, and effectively managing school-community relations.
	<ul style="list-style-type: none"> ▪ Minimal inputs into and capacity building of provincial, district, and zonal teacher resource centers. 	<ul style="list-style-type: none"> ▪ Strong focus on strengthening the overall teacher support network, including teacher resource centers at all levels of the system.

Component/ Dimension	CHANGES	CHANGES2
HIV/AIDS	<ul style="list-style-type: none"> Considered a “cross-cutting theme” and, therefore, often not sufficiently prominent. 	<ul style="list-style-type: none"> Considering PEPFAR constitutes 80% of CHANGES2 funding, HIV/AIDS will be a very prominent, main component, integrated in nearly everything the program does. OVCs will be a more prominent concern of all program component areas, not only as pertaining to scholarships.
	<ul style="list-style-type: none"> HIV/AIDS teacher training was for a brief duration (three days or less) and ad hoc in nature. 	<ul style="list-style-type: none"> HIV/AIDS training of teachers and other education officers will be for a longer duration in most cases and will be carried out according to a clearly articulated plan. Training will be offered to community school teachers in addition to government teachers.
	<ul style="list-style-type: none"> Little policy development and advocacy were done at the national level. 	<ul style="list-style-type: none"> Greater efforts will be made to help the MOE/HQ articulate and promulgate appropriate HIV/AIDS policies.
	<ul style="list-style-type: none"> Some support to the MOE for HIV/AIDS in the workplace initiatives. 	<ul style="list-style-type: none"> Will be a more active partner of the HIV/AIDS unit at the MOE/HQ; will support VCT and the formation of HIV-positive teacher support groups.
School Health and Nutrition (SHN)	<ul style="list-style-type: none"> Initially, a heavy focus on research to establish the efficacy of the biomedical interventions and a justification for national roll-out. 	<ul style="list-style-type: none"> Will roll-out based on the rationale and justification already established. Research will be limited to impact assessment(s).
	<ul style="list-style-type: none"> Adopted a holistic, multi-faceted approach to SHN. 	<ul style="list-style-type: none"> Focus on holism will continue but SHN will be more closely integrated with other program components: HIV/AIDS, teacher education, OVC support, etc.
	<ul style="list-style-type: none"> Biomedical interventions focused primarily on deworming and micronutrient supplementation. 	<ul style="list-style-type: none"> Deworming and micronutrient supplementation will continue, but the concept of SHN will be broadened to make schools centers of “treatment seeking behaviours” for more common ailments that impact pupils—eg, diarrhea, malaria, eye and ear afflictions.
	<ul style="list-style-type: none"> Helped provide the rationale for Zambia receiving SCI (Schistosomiasis Control Initiative) funding. 	<ul style="list-style-type: none"> Will collaborate closely with the now operational SCI.
Scholarships for OVCs	<ul style="list-style-type: none"> Scholarships were awarded to students in Grades 8-12, and to mostly girls who were OVCs. 	<ul style="list-style-type: none"> Scholarships will be awarded to students in Grades 10-12 with a 70%-30% split between girls and boys. Attempts will be made to ensure that all recipients are AIDS-related OVCs.
	<ul style="list-style-type: none"> Scholarship component was implemented largely separate from other CHANGES inputs. 	<ul style="list-style-type: none"> Every effort will be made to award scholarships in a geographically and programmatically synchronized manner with other program inputs.
	<ul style="list-style-type: none"> Had one local implementing partner: FAWEZA. 	<ul style="list-style-type: none"> Likely to have several local implementing partners in addition to FAWEZA. Capacity building of the same will be an important programmatic feature.

Component/ Dimension	CHANGES	CHANGES2
	<ul style="list-style-type: none"> ▪ HIV/AIDS activities were integrated with scholarships. 	<ul style="list-style-type: none"> ▪ HIV/AIDS activities will continue to be integrated with scholarships, with a more explicit program focus on OVC issues.
School-Community Partnerships and Outreach	<ul style="list-style-type: none"> ▪ Primary focus was on making community-based inputs for school improvement. 	<ul style="list-style-type: none"> ▪ Reverses or “flips” this process and focuses on school-based inputs to improve schools and surrounding communities.
	<ul style="list-style-type: none"> ▪ Developed and implemented different community mobilization models for SHN (and within SHN) and CSMC 	<ul style="list-style-type: none"> ▪ Will utilize one common approach to community sensitization and mobilization: TCA (Theatre for Community Action) and its adjunct activities
Sub-Grants	<ul style="list-style-type: none"> ▪ Implemented through a large sub-contract with CARE International. 	<ul style="list-style-type: none"> ▪ Will be implemented in-house with CHANGES2 program staff in the field and Lusaka, with a greater focus on integration with GRZ structures.
	<ul style="list-style-type: none"> ▪ CARE managed all sub-granting. 	<ul style="list-style-type: none"> ▪ One stream of sub-granting will involve contracting local lead NGOs to carry out the function of providing small grants to local CBOs to implement activities in schools and communities.
	<ul style="list-style-type: none"> ▪ GRZ entities did not receive grants. 	<ul style="list-style-type: none"> ▪ A second stream of sub-granting will be managed by the CHANGES2 provincial teams for grants to Colleges of Education and provincial, district, and zonal resource centers.
	<ul style="list-style-type: none"> ▪ District sub-grants committees were established to oversee process. 	<ul style="list-style-type: none"> ▪ The same sub-grants committees will be established, but the aim will be to more closely integrate the sub-granting function into GRZ line ministry operations, in the interest of sustainability.
	<ul style="list-style-type: none"> ▪ Capacity building of grant recipients was limited due to personnel and time limitations. 	<ul style="list-style-type: none"> ▪ Capacity building of lead NGOs by CHANGES2 staff, and of CBOs by the lead NGOs, will be a key feature of the sub-grants component. In addition, grants to GRZ entities (Colleges, resource centers) will be accompanied by considerable “software” capacity building through other components of the CHANGES2 program.

**This version for public audiences has been edited
to remove sensitive financial information.**

E. Detailed Activity Table with Timeline and Activity Costs																																					
		2005						2006																													
SO6 Improved Quality of Education for More School-Aged Children		June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Res officer	Targets	Indicator	Purpose / Outcome	Source of funds	Budget											
		1. CHANGES2 Administration																																			
	1.a. Set up offices		X	X	X																COP																
	1.b. Recruit and hire CHANGES2 (C2) provincial teams				X	X														COP All TA			Provincial teams in place														
	1.c. Orient and train C2 provincial teams (See activity 3.b.)						X	X							X					COP All TA			Provincial teams prepared to begin implementing C2 activities														
2. TA to Ministries																																					
	2.a. Introduce C2 widely to MoE				X	X	X													COP All TA			MoE familiarity with Cs														
	2.b. Hold consultative retreat with MoE, MoH, MCDSS				X															COP All TA			MoE buy-in and ownership														
	2.c. Establish linkages to MCDSS, MoH and NAC				X	X	X													SHA HAA			Partnership, cooperation, lack of redundancy														
IR 6.1 Improved Quality of Basic Education Delivery Systems	3. Teacher Education																				200,000	AEI: Number of children who have improved learning environments as a result of AEI interventions															
	3.a. Stakeholder meetings with Teacher Education officials and partners				X	X	X													TEA			Buy-in of partners, input into C2 workplan, planning activities														
	3.b. Training of C2 provincial teams in professional development of teachers (HIV/AIDS, SHN, classroom mgmt., continuous assessment, etc.) (See activity 1.c.)							X	X							X				All TA			Provincial teams prepared to begin implementing C2 activities														

SO6 Improved Quality of Education for More School-Aged Children		June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Res officer	Targets	Indicator	Purpose / Outcome	Source of funds	Budget
		3.1. Pre-Service Teacher Education																						PEPFAR: 4,000 AEL: 10,000 USAID: 14,000	PEPFAR: # of individuals trained to promote HIV/AIDS prevention programs through abstinence and/or being faithful AEL: Number of teachers trained, Pre-service USAID: Total number of teachers trained, Pre-service	
3.1.1. Curriculum Revision and CoE Tutor Professional Development																					TEA					
3.1.1.1. Support MoE revision of pre-service CoE curriculum, including HIV/AIDS, SHN, teaching methodologies, school-community partnerships, etc.						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	TEA HAA SHA			Improved classroom pedagogy around HIV/AIDS and SHN, teachers aware of role in community development		
3.1.1.2. Assess needs of Tutors professional skills									X	X											TEA			Information on self-perceived training needs and what is currently happening in CoEs		
3.1.1.3. Workshop on action research for curriculum materials development with subject panels. (7 colleges)											X				X						TEA HAA SHA PTECs			Find effective local strategies for HIV/AIDS education, professional practice and community outreach.		
3.1.1.4. Assist MoE to develop training design for CoE Tutor's orientation to revised curriculum														X	X						TEA HAA SHA			Tutor training material developed.		
3.1.1.5. Introduce revised curriculum in CoEs																			X	X	TEA HAA SHA					
3.1.1.5.a. Production of draft Tutors' guides and student manuals for revised curriculum														X	X	X	X				TEA IECS			Tutor training materials printed.		

SO6 Improved Quality of Education for More School-Aged Children		June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Res officer	Targets	Indicator	Purpose / Outcome	Source of funds	Budget
		3.1.1.5.b. Workshops to train CoE Tutors in revised curriculum																			X	X	TEA HAA SHA		Number of CoE Tutors trained	Tutors prepared to implement new curriculum
3.1.1.5.c. Assess implementation of revised curriculum in CoEs in HIV/AIDS, SHN and pedagogy for 2007 (See activities 4.1.1. and 10.2.1.)																X	X				TEA MEA			Ensure curriculum being implemented as planned. If not, work with MoE to address.		
3.1.2. In My Classroom																						10,000 800	Number of pre-service students trained in IMC Number of in-service teachers trained in IMC			
3.1.2.1. Training of CoE Heads of Section and Vice Principals on IMC, disbursement of IMC to CoEs					X																TEA	20	Number of HOS and VPs trained	HOSs and VPs prepared to train CoE Tutors and students going into field-based year in IMC.		
3.1.2.2. IMC training for CoE students in IMC, 10 CoEs						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	TEA	10,000	Number of CoE students trained	Students going into field based year prepared to apply lessons of IMC in their schools.		
3.1.2.3. Printing and distribution of IMC to CoEs and RCs (see activity 9.2.2.)						X														TEA IECS			Teachers in C2 target schools have access to IMC			
3.1.2.4. Assessment of usefulness of IMC and recommendations for further use (See activities 3.1.3.4. and 10.2.2.)														X	X						TEA MEA Provincial Teams			Recommendations for modifications, additions to IMC. Planning for future use.		

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	3.1.3. Computer support to 5 CoEs																									
	3.1.3.1. Handover of 53 donated computers by USAID					X															TEA			Provide computers to CoEs		
	3.1.3.2. Setting up of CoE computer labs						X														TEA			Lay hardware for CoE computer labs.		
	3.1.3.3. Training of CoE staff					X	X	X													TEA	30	Number of CoE staff trained	CoEs able to establish computer labs.		
	3.1.3.4. Assessment of impact of computers and training (See activities 3.1.2.4. and 10.2.2.)													X	X						TEA IECS			Assess whether computers are used to improve CoE education.		
	3.1.4. Reference materials for CoEs																									
	3.1.4.1. Order books and CD-ROMs from IBB and ASCD				X																TEA	25,000	Number of books	Reference materials for CoE Tutors and students.		
	3.1.4.2. Training of librarians, disbursement of books							X													TEA	15	Number trained	CoE librarians able to assist CoE Tutors and students with reference materials.		
	3.1.5. HIV/AIDS																									
	3.1.5.1. Assist MoE to develop effective HIV/AIDS components in revised curriculum (See activity 3.1.1.1. and 4.1.1.)					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	HAA TEA			Effective Life Skills for HIV/AIDS education included in curriculum		
	3.1.5.2. Support pilot of co-curricular HIV/AIDS activities at CoEs (See activities 4.1.2. and 10.3.2.)						X	X	X	X	X	X	X	X	X	X	X	X	X	X	HAA TEA	4,000	Number of students participating	Provide students with knowledge and skills to avoid HIV infection. Disseminate lessons learned to other CoEs.		

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	3.2. Continuing Professional Development																					PEPFAR: 650 AEI: 150 USAID: 800	PEPFAR: # of individuals trained to promote HIV/AIDS prevention programs through abstinence and/or being faithful AEI: Number of teachers trained, In-service USAID: Total number of teachers trained, In-service			
	3.2.1. Training on Sprint, through DEST																									
	3.2.1.1. Provide TA to MoE on Sprint Manual revision, including HIV/AIDS, SHN and Pedagogy (See activities 4.1.3. and 10.2.4.)					X	X														TEA HAA SHA			Updated and improved Sprint Manual for in-service training.		
	3.2.1.2. Pilot test revised Sprint chapters							X	X												TEA HAA SHA PTECs			Final revised Sprint Manual.		
	3.2.1.3. Printing of revised Sprint Materials (See activity 9.2.)								X	X	X										TEA IECS	2,000	Number printed	Sprint Manuals ready for April training		
	3.2.1.4. Training of Trainers--ZEST and DEST trained at district									X	X										TEA HAA SHA PTECs	100	Number of Trainers trained	Trainers prepared to train head teachers and teachers		
	3.2.1.5. Zonal / school workshops to train Head Teachers and Teachers in revised Sprint Manual											X	X	X		X	X	X			TEA HAA SHA PTECs	800	Number of Head Teachers and teachers trained	Head teachers, teachers trained in revised Sprint Manual.		
	3.2.1.6. Support and monitoring of Sprint Manual implementation and end of year quality assessment												X	X	X	X	X	X	X		TEA HAA SHA Provincial teams	800	Number of teachers supported in their classrooms on HIV/AIDS classroom implementation	Critique of implementation and revised content. This M&E activity will encompass broad C2 monitoring of community and classroom activities		

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	3.2.3. HIV/AIDS																									
	3.2.3.1. Provide TA to MoE on Sprint Manual revision of HIV/AIDS modules (See activity 4.14)					X	X	X	X	X	X										HAA TEA			Revised Sprint Manuals have accurate and sufficient Life Skills for HIV/AIDS Education.		
	3.2.3.2. Train teachers in <i>Interactive Methodologies for HIV/AIDS</i> as part of Sprint training (See activities 3.2.1.5., 4.1.4. and 10.3.3.)											X				X				HAA TEA PHACs	See activity 3.2.1.5.	Number of teachers trained in Interactive Methodologies	Teachers confident and able to use interactive methodologies in classroom to allow students to practice Life Skills for HIV/AIDS.			
	3.2.4. School Health and Nutrition																				400	Number of basic schools implementing SHN activities.				
	3.2.4.1. Training of Trainers at provincial level in de-worming (See activities 5.4.2. and 9.4.2.)							X												SHA	200,000	Number of students provided with SHN services	Trainers revise de-worming manual and prepared to do provincial and district level trainings.			
	3.2.4.2. Training of teachers, health care workers and community members on de-worming (See activities 5.3.3., 9.4.3., 9.4.4. and 9.4.5.)						X	X												SHA	1,000: 800 teachers 100 health care workers 100 community members	Number of teachers, health care workers and community members trained in de worming	Teachers prepared to treat students for worms, collect data.			
	3.3. Head Teacher Training																									
	3.3.1. Revise Head Teacher Training Manual																									
	3.3.2. Pilot test revised manual																									
	3.3.3. Make final revisions and print manual																									

SO6 Improved Quality of Education for More School-Aged Children		June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Res officer	Targets	Indicator	Purpose / Outcome	Source of funds	Budget	
IR 6.4 Mitigated Impact of HIV/AIDS on Education	4. HIV/AIDS																										
	4.1 Teacher Education																										
	4.1.1. Assess implementation of revised curriculum in CoEs in HIV/AIDS, SHN and pedagogy for 2007 (See activities 3.1.1.5.c. and 10.2.1.)					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	HAA TEA			Revised curriculum with effective and sufficient Life Skills for HIV/AIDS Education.		
	4.1.2. Support pilot of co-curricular HIV/AIDS activities at CoEs (See activities 3.1.5.2. and 10.3.2.)						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	HAA TEA PHACs	4,000	Number of students participating	Provide students with knowledge and skills to avoid HIV infection. Disseminate lessons learned to other CoEs.		
	4.1.2.a. Design and run pilot at CoEs						X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	HAA TEA PHACs					
	4.1.2.b. Expand pilot to 3 additional CoEs								X	X	X	X	X	X	X	X	X	X	X	X	X	HAA TEA PHACs	2,000	Number of students participating			
	4.1.2.c. Review pilot in 4 CoEs, revise materials																	X	X	X		HAA TEA MEA PHACs					
	4.1.3. HIV/AIDS training for 2nd year CoE students								X																		
	4.1.3. Provide TA to MoE on Sprint Manual revision of HIV/AIDS modules (See activities 3.2.1.1. and 10.2.4.)							X	X	X	X												HAA TEA PHACs				
4.1.4. Train teachers in <i>Interactive Methodologies for HIV/AIDS</i> as part of Sprint training (See activities 3.2.3.2. and 10.3.3.)											X	X	X		X	X	X					HAA TEA PHACs			Teachers confident and able to use interactive methodologies in classroom to allow students to practice Life Skills for HIV/AIDS.		



SO6 Improved Quality of Education for More School-Aged Children		June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Res officer	Targets	Indicator	Purpose / Outcome	Source of funds	Budget
	(See activities 3.1.1.1. and 3.2.1.1.)																									
	4.2.1. Provide TA to MoE to review and modify current materials, expanding HIV/AIDS component					X	X														HAA SHA			MoE SHN teaching and learning materials include more HIV/AIDS prevention and mitigation through interactive methodologies.		
	4.3. Support to Teachers																									
	4.3.1. Support groups for HIV positive teachers (Southern Province)					X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	HAA			Support groups formed and functioning.		
	4.3.1.a. Train district level MoE staff in formation/strengthening teacher support groups					X														HAA	35	Number of facilitators trained	District staff prepared to assist in formation and facilitation of support groups.			
	4.3.1.b. Facilitators available in districts for facilitating formation of support groups after EQUIP II VCT workshops						X	X	X											HAA PHACs			HIV+ teachers contact facilitators, begin formation of support groups.			
	4.3.1.c. Support groups develop action plans									X	X	X								HAA PHACs			Plans for meetings, activities, etc.			
	4.3.1.d. Support on-going needs of support groups										X	X	X	X	X	X	X	X	X	HAA PHACs			MoE provides small grants for sustainable activities for support groups			
	4.3.1.e. Assess the formation and functioning of teacher support groups (See activities 10.2.4. and 10.3.4.)										X			X						HAA PHACs	11 Support Groups 44 Teachers 75%	Number of support groups formed Number of teachers joining support groups Percent of support groups implementing action plans	Assess whether support groups are meeting regularly and implementing action plans. Recommendations for further support, scale-up.			

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		4.3.2. HIV+ teachers as spokespeople on HIV/AIDS										X				X					X		HAA			HIV+ teachers confront stigma and discrimination, open up dialogue around HIV/AIDS
4.3.2. a. With EQUIP II identify HIV+ teachers to speak out on HIV impact, illness, stigma, prevention, VCT, treatment, etc.							X	X	X	X	X	X	X								HAA PHACs			Identify teachers to act as spokespeople		
4.3.2.b. Provide ongoing support to HIV+ spokespeople										X				X							HAA PHACs			HIV+ spokespeople receive training, materials and emotional support to continue advocacy.		
4.4. Support to students																										
4.4.1. Train scholarship recipients to be HIV/AIDS Peer Educators (See activities 8.3.c. and 10.7.2.)										X	X										SCA HAA	1,750	Number of Scholarship Recipients acting as Peer Educators	SGs working as HIV/AIDS Peer Educators.		
4.4.2. On going support (training) of school club mentors and members (See activities 8.3.e., 9.7.2. and 10.7.3.)													X	X	X	X	X	X	X	X	SCA HAA PHACs	All	Number of schools receiving C2 scholarships with functioning HIV/AIDS clubs	Effective clubs at each school receiving C2 scholarships		
4.4.3. Assess the impact of SAFE clubs, Scholarship peer education activity and YFICs (See activities 8.3.f. and 10.7.5.)													X	X	X		X	X	X		HAA MEA PHACs			Are anti-AIDS clubs effective in changing attitudes and behaviour?		

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IR 6.1 Improved Quality of Basic Education Delivery Systems	5. School Health and Nutrition																				SHA	200,000 400	USAID: Number of students participating in C2 SHN activities C2: Number of schools implementing SHN activities			
	5.1. Assist schools to become Health Promoting Schools																				SHA			Improved access to health and nutrition services. Improved environmental school conditions		
	5.1.1. Print copies of the "Reference Guidelines for developing Health - Promoting Schools at Local Level" (See activity 9.4.1.)								X												SHA IECS	1,000				
	5.1.2. Develop and distribute guidelines on grading of schools according to health and nutrition interventions being implemented at a school								X	X											SHA PSHCs	400		School officials have guidelines.		
	5.1.3. Monitor schools, grade them and award prizes (See activity 10.4.1.)													X						X	SHA PSHCs	300	Number of C2 intervention schools which are Health Promoting Schools	Provide incentives for schools becoming healthy environments.		
	5.1.4. Assist MoE to advocate for school-based health policies and the National SHN Policy, ensuring HIV/AIDS is prominent				X	X															SHA HAA			HIV/AIDS included in MoE policies		
	5.2. Teacher Education																									
	5.2.1. Assist MoE to develop SHN content in revised CoE curriculum, including psychosocial skills for health and sanitation (See activity 3.1.5.1.)						X	X	X	X	X	X	X	X	X	X	X	X	X	X	SHA SHCs			Tutors and students understand the importance of healthy water and sanitation and psychosocial life skills for health.		

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	5.2.2. Provide TA to MoE to incorporate SHN into Sprint Manual, including psychosocial skills for health and sanitation (see activity 3.2.1.1.)					X	X														SHA TEA			Teachers trained in SHN, including water and sanitation and psychosocial skills for health.		
	5.2.3. Monitor implementation of SHN education (see activity 3.2.1.6.)								X	X	X	X	X	X	X	X	X	X	X	X	SHA IECS PSHCs			Monitor CoE and classroom implementation of SHN.		
	5.3. School-Community Partnerships																									
	5.3.1. Support water and sanitation facilities in schools through sub-grants and coordination with partners (See activities 7.8 and 10.6.1.)						X	X	X	X	X	X	X	X	X	X	X	X	X	X	SHA PSHCs	10	Percent of C2 intervention schools that have improved facilities.	Schools have adequate facilities.		
	5.3.2. Support schools and communities to have viable school snack and lunch programs and school gardens to address short-term hunger (See activities 7.8 and 10.6.1.)						X	X	X	X	X	X	X	X	X	X	X	X	X	X	SHA SHCs PSHCs	15	Percent of C2 intervention schools that have plan in place to address short-term hunger.	Parents and community providing healthy snack and/or lunch. School gardens providing food to supplement needs of students.		
	5.3.3. Use local NGOs to disseminate health and nutrition messages, including HIV/AIDS, through sport through sub-grants (See activity 7.8 and 10.6.1.)											X	X	X	X	X	X	X	X	X	SHA HAA PSHC	8	Percent of C2 intervention schools that use sports to disseminate health messages.	Schools have Physical Education time tabled. Students participating in sports, exposed to health messages.		

SO6 Improved Quality of Education for More School-Aged Children													Res officer	Targets	Indicator	Purpose / Outcome	Source of funds	Budget						
	June	July	August	September	October	November	December	January	February	March	April	May							June	July	August	September	October	November
5.4. De-worming																								
5.4.1. Liaise with other partners, including SCI, PCI on de-worming (bilharzia and intestinal)					X	X													SHA			Ensure collaboration, reduce redundancy.		
5.4.2. Training of Trainers for de-worming (See activities 3.2.4.1. and 9.4.2.)					X														SHA	20	Number of trainers trained	Trainers revise de-worming manual and prepared to do provincial and district level trainings.		
5.4.3. Training of teachers, health care workers and community members on de-worming (See activities 3.2.4.2., 9.4.3., 9.4.4. and 9.4.5.)							X	X											SHA PSHC	800	Number of teachers trained	Teachers prepared to treat students for worms, collect data.		
5.4.4. Ensure MoH distribution of de-worming drugs to district health centers						X	X					X							SHA			Sufficient drugs in place for school treatment.		
5.4.5. De-worming in schools							X					X							SHA	200,000	Number of students in target schools treated	Teachers treat students for bilharzia and intestinal worms.		
5.4.6. Collect data on baseline infestation rates							X												SHA MEA			Done at time of deworming.		
5.4.7. Monitoring de-worming activities in schools							X					X							SHA MEA Provincial teams			Ensure quality of treatment.		

SO6 Improved Quality of Education for More School-Aged Children		June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Res officer	Targets	Indicator	Purpose / Outcome	Source of funds	Budget	
IR 6.4 Mitigated Impact of HIV/AIDS on Education	6. Building School-Community Partnerships																					260,000	PEPFAR: Number of individuals reached through community outreach HIV/AIDS prevention programs that promote abstinence and/or being faithful (AB) (by gender)				
	6.1 Consultative meetings with MoE, MCDSS, MoH, MoLG, traditional leaders and other stakeholders						X														PSGA HAA PFPF				Establish partner buy-in and ownership, inform them about C2 and begin planning SCP activities.		
	6.2 Design a school-community partnership strategy and guidelines					X	X														PSGA HAA				C2, MoE, CDSS and other implementing partners understand the concept of C2 school - community partnership		
	6.3. Training traditional leaders (e.g. Chiefs) and representatives of Traditional Councils							X													PSGA HAA PFPF	1,200		Number of members of Royal establishments or councils trained	Traditional leaders understand and support C2 SCP activities.		
	6.4. Training of Trainers-- Provincial and District teams in each Province (by consultants)								X												PSGA HAA Provincial Teams	124		Number of teachers, CDO, health workers trained.	District teams formed and prepared to train School-Community Teams.		
	6.5 Training of teachers and community members (School-Community Team) by district teams								X	X											PSGA Provincial Teams	800		Number of schools with trained School-Community Teams	School-Community Teams understand and comfortable with concepts and methodologies of C2 SCP activities.		
	6.6. School-Community Team trains Community Action Groups and Traditional Councils									X											PSGA PFPF	400		Number of schools with trained Community Action Groups	Community Action Groups prepared to work with communities using TCA, PLA and FGD.		
	6.7. Development of Action Plans based on TCA, PLA and FGD at school level									X	X	X									PSGA PFPF	400		Number of schools with action plans developed	Action Plans developed with broad community input to address HIV/AIDS and education.		
6.8. Communities implement Action Plans														X	X	X	X	X	X	PSGA Provincial Teams	350	Percent of communities successfully implementing own action plans	Activities implemented which prevent and mitigate HIV/AIDS and/or improve education quality.				

SO6 Improved Quality of Education for More School-Aged Children		June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Res officer	Targets	Indicator	Purpose / Outcome	Source of funds	Budget
	6.9. Self-assessment by Community Action Group															X					PSGA Provincial Teams			Communities determine additional actions to take, next steps.		
	6.10. Support and monitoring by C2, Provincial and District officials plus consultants (See activities 3.2.1.6 and 10.1.3.)								X	X	X	X	X	X	X	X	X	X	X	X	PSGA MEA Provincial Teams			Provide on-going support to communities, monitor SCP activities.		
	6.11. Impact Assessment (See activity 10.5.1.)																				PGSA MEA Provincial Teams			Lessons learned, impact on attitudes, behavior and community norms around HIV/AIDS and/or educational quality.		
	7. Small Grants																									
	7.1 Conduct district level consultative meeting with MoE, DHMT, DCDSS and other stake holders on process of sub granting			X	X	X															PSGA			District level understanding and buy-in to C2 sub-granting process.		
	7.2 Design a granting mechanism, including reporting systems				X	X															PSGA			C2 sub grant manual.		
	7.3. Develop sub granting guidelines and templates for lead NGOs (See activity 9.6.1.)					X															PSGA			Lead NGO sub granting guidelines.		
	7.4. Information meetings in Province, including potential lead NGOs, CoE and RCs								X												PSGCs			Potential partners informed of C2 sub-grant activities, invited to apply for proposals.		
	7.5. Select lead NGO(s) in each province								X												PSGCs			At least on NGO per province able to administer grants to CBOs.		

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	June	July	August	September	October	November	December	January	February	March	April	May							June	July	August	September	October	November	December	
7.6. Train provincial and District Committee on Small Grants (DCSG) in processing of grants								X												PSGCs	4 provincial committees 31 district committees	Number of committees trained and able to process grants according to C2 protocol	Committees trained and able to process grants according to C2 protocol.			
7.7. Integrate selection of sub grantees in provincial and district SIC							X														PSGCs			Committees trained in selection of grant recipients.		
7.8. Award sub-grants to NGOs, RCs and CoEs										X											PSGCs DCSGss			Committees award grants.		
7.9. Train NGOs, RCs and CoEs on accounting, implementation, monitoring and reporting										X											PSGA PSGCs	15	Number of NGOs, RCs and CoEs trained	Capacity of lead NGOs, RCs and CoE strengthened.		
7.10. Monitor training of Community Based Organizations (CBOs) in grant management													X								PSGCs DCSGs	? School based groups ? CBOs	Percent of school based groups and CBOs able to account for grants received	CBOs have correct information about implementing C2 grants and monitoring activities and funds.		
7.11. Train Resource center coordinators and College grants FPP in grant management																					PSGA	31 district resource center staff. ? Zonal coordinator ? College staff.	# RC Coordinators, CoE staff trained and able to manage grants according to CHANGES2 guidelines.	RCs and CoEs have correct information about implementing C2 grants and monitoring activities and funds.		
7.12. Develop grants information materials for schools and communities COPY TO IEC BUDGET IN IEC										X	X	X	X	X	X	X	X	X	X	X	PSGA	400 community action plans developed	# of community action plan developed # of community action plan implemented	Schools and communities aware of C2 sub-grants, are able to apply.		
7.13. Conduct desk and field appraisals for grant applicants										X	X	X	X	X	X	X	X	X	X	X	PSGA			Recipients are prepared to receive, implement, monitor and report on grants.		

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7.14. RCs and CoEs submit reports to C2 and SIC													X							PSGCs			C2 able to monitor progress of proposed activities.		
7.15. District level review and progress meetings for NGOs, CBOs, RCs														X						PSGCs DCSGs			Grant recipients share information and lessons learned.		
7.16. NGOs, RCs and CoEs submit annual reports to C2 and SIC																				PSGA PSGCs			Reports used for internal management and planning and for USAID and PEPFAR reporting.		
7.17. Select recipients attend review meeting at province																				PSGA PSGCs			Share lessons learned, provide incentive for successful activities, individuals.		
7.18. Local exchange visits between C2 funded CBOs																							Share lessons learned, provide incentive for successful activities, individuals.		
7.19. Monitor the sub granting process and grant aided projects (See activity 10.6.1.)										X	X	X	X	X	X	X	X	X	X	SGA Provincial teams			Visit activity sites in order to ensure implementation according to guidelines.		
8. Scholarships																				3,500	# OVCs served				
8.1 Select NGO partners to implement scholarships				X	X	X								X	X	X				TEA HAA			Partners selected.		
8.2. Capacity building and monitoring of implementing NGO(s)						X	X	X	X			X	X	X		X	X	X		SCA			Partners able to implement scholarship activity, monitoring and reporting.		
8.2.a. Design of scholarship tracking tools					X	X														SCA MEA					
8.2.b Provincial level planning for capacity building & monitoring						X	X													SCA					

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		8.2.c. Capacity building activities for FAWEZA							X	X	X												SCA			
8.2.d. Monitoring FAWEZA activities								X	X			X	X	X			X	X	X		SCA					
8.2.e. Proposal submission workshop for new partners														X							SCA					
8.2.f. New partner training on constructing budgets & financial management and report writing																		X	X		SCA					
8.3. CHANGES2 TA Support to Partner Activities																										
8.3.a. Disburse scholarships								X													SCA	3,500	Number of scholarships disbursed			
8.3.b. Discussion with MoE about development of a data base on OVC support by all partners					X	X	X														SCA			Possible further collaboration and support from C2.		
8.3.c. Train recipients as HIV/AIDS Peer Educators (See activities 4.4.1. and 10.7.2.)									X	X											SCA HAA	1,750	Number of Scholarship Recipients acting as Peer Educators	SGs working as HIV/AIDS Peer Educators, able to provide information, basic counseling and referrals to peers.		
8.3.d. Assessment of needs of SAFE Club teacher mentors and Peer Educators for on-going support in terms of training and materials									X	X											SCA HAA			Recommendations for support to clubs and PEs.		

SO6 Improved Quality of Education for More School-Aged Children	June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Res officer	Targets	Indicator	Purpose / Outcome	Source of funds	Budget
8.3.e. On going support (training) of school club mentors and members (See activities 4.4.2, 9.7.2. and 10.7.3.)												X	X	X	X	X	X	X	X	SCA HAA	All	Number of schools receiving C2 scholarships with functioning HIV/AIDS clubs	Clubs and PEs remain active and effective.		
8.3.f. Assess the impact of SAFE clubs, Scholarship peer education activity and YFICs (See activities 4.4.3. and 10.7.5.)												X	X	X		X	X	X		HAA MEA PHACs			Are anti-AIDS clubs effective in changing attitudes and behaviour?		
8.3.g. Pilot test of comfort kit impact (See activity 10.7.4.)						X	X	X	X											SCA TEA HAA			Increase girls' attendance. Open dialogue around issues of menstruation, gender, HIV/AIDS.		
8.3.h. Expand provision of comfort kits to all scholarship recipients																X	X	X		SCA					
8.4. Participate in Scholarship meetings																				SCA					
8.4.a. Participate in USG OVC forum				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	SCA					
8.4.b. Participate in MOE Bursary Partners Committee				X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	SCA					
8.5. Activities for Scholarship Graduates (SG)																									
8.5.a. With SPW, select SGs who will complete Grade 12 for participation																X	X			SCA HAA	20	Number of SGs selected	Highly motivated girls and boys selected.		

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	8.5.b. SPW to train SGs to live in community for one year and do HIV/AIDS mobilization																			X	X	SCA HAA	20	Number of SGs trained	SGs will live in communities starting January 2007.		
IR 6.1 Improved Quality of Basic Education Delivery Systems and IR 6.4. Mitigated Impact of HIV/AIDS on Education	9. IEC																										
	9.1. Develop Communication Strategy for CHANGES2					X	X															All TA STTA			Effective strategy in place.		
	9.1.1. Develop and Print CHANGES2 2006 Calendar					X	X															IESC All TA	1,000	Number of copies	Calendar ready for distribution to partners and schools by Jan 2006.		
	9.2. Teacher Education																										
	9.2.1. Print revised Sprint Manuals (see activity 3.2.1.3.)						X	X	X													IECS TEA	2,000	Number of copies	Sprint Manuals ready for in-service activities.		
	9.2.2.. Print <i>In My Classroom</i> (See activity 3.1.2.3.)					X																IECS TEA	14,000	Number of copies	Materials ready for training and distribution		
	9.3. HIV/AIDS																										
	9.3.1. Print <i>Interactive Methodologies for HIV/AIDS</i> (See activities 3.2.3.2. and 4.1.5.)							X	X													IECS HAA	10,000	Number of copies	Manual ready for in-service training.		
9.3.2. Development and printing of HIV/AIDS AB Booklets							X	X													HAA IECs PHACs	60,000	Number of copies	Booklets printed			
9.3.3. Development and printing of HIV/AIDS AB Brochures							X	X													HAA IECs PHACs	200,000	Number of copies	Brochures with stories by young people about HIV/AIDS prevention (AB) printed			

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	9.4. School Health and Nutrition																									
	9.4.1. Print copies of the "Reference Guidelines for developing Health - Promoting Schools at Local Level" (See activity 5.1.1.)								X												IECS SHN	1,500	Number of copies	Guidelines available for trainings and distribution to schools.		
	9.4.2. Print SHN cards (See activity 5.4.2.)					X	X														IECS SHA	80,000	Number of copies	Cards ready for TOT.		
	9.4.3. Re-print bilharzia flipchart (See activities 3.2.4.2. and 5.4.2.)						X														IECS SHA	1,000	Number of copies	Posters ready at time of Training of Teachers so teachers carry them back to their schools.		
	9.4.4. Procure tablet poles (See activities 3.2.4.2. and 5.4.2.)					X	X														IECS SHA	900	Number of poles	Poles ready at time of Training of Teachers so teachers carry them back to their schools.		
	9.4.5. Print revised deworming manual (See activities 3.2.4.2. and 5.4.2.)						X														IECS SHA	1,200	Number of copies	Manuals ready at time of Training of Teachers so teachers carry them back to their schools.		
	9.5. Building School-Community Partnerships																									
	9.5.1. Print training materials for school-community partnerships								X												IECS PSGA	600	Number of copies			
	9.6 Small Grants																									
	9.6.1. Print guidelines for small grant applications (See activity 7.4.)						X	X													IECS PSGA	500	Number of copies			

SO6 Improved Quality of Education for More School-Aged Children													Res officer	Targets	Indicator	Purpose / Outcome	Source of funds	Budget				
	June	July	August	September	October	November	December	January	February	March	April	May										
9.7. Scholarships																						
9.7.1. Develop and print brochures for comfort kits																						
					X	X										SCA TEA	4,000	Number of copies				
9.7.2. Print materials for SAFE clubs (See activity 4.4.2., 8.3.e. and 10.7.3.)																						
										X	X					IECS HAA PHAC	102	Number of clubs supported				
10. Monitoring and Evaluation																						
10.1. C2 Monitoring and Evaluation Plan																						
10.1.1. Develop M&E Plan																						
				X	X											STTA MEA All TA			Plan in place.			
10.1.2. Baseline study of target schools																						
						X	X									MEA	100	Number of target schools				
10.1.3. C2 and GRZ support and monitoring of provincial activities																						
				X	X	X	X	X	X	X	X	X	X	X	X	All TA Provincial Teams			All TA ensure smooth implementation.			
10.1.4. Data collection (Follow-on to baseline)??																						
10.2. Teacher Education																						
10.2.1. Assess implementation of revised curriculum in CoEs in HIV/AIDS, SHN and pedagogy for 2007 (See activities 3.1.1.5.c. and 4.1.1.)																						
																MEA TEA			Ensure curriculum being implemented as planned. If not, work with MoE to address.			
10.2.2. Assessment of usefulness of IMC and recommendations for further use (See activity 3.1.2.4.)																						
																TEA MEA Provincial Teams			Recommendations for modifications, additions to IMC. Planning for future use.			

SO6 Improved Quality of Education for More School-Aged Children		June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Res officer	Targets	Indicator	Purpose / Outcome	Source of funds	Budget	
	10.2.3. Assessment of impact of computers and training (See activity 3.1.3.4.)													X	X						TEA IECS				Assess whether computers are used to improve CoE education.		
	10.2.4. Monitoring and evaluation of Sprint in-service training, including HIV/AIDS, SHN and classroom methodologies (See activity 3.2.1.6. and 4.1.3.)													X	X	X	X	X	X	X	TEA HAA MEA Provincial teams	50	Percent of C2 trained teachers effectively using methodologies	Ensure participatory methodologies are being used to open dialogue and allow students to practice HIV/AIDS prevention skills (AB).			
	10.2.4.a. Develop checklist for classroom assessment of teachers						X													TEA HAA MEA				Classroom Checklist developed.			
	10.2.4.b. Train Provincial and District level standards officers in checklist						X													TEA HAA MEA Provincial teams	60	Number of officers trained	Standards officers prepared to do classroom observation / assessment.				
	10.2.4.c. Data collection in classroom													X	X	X	X	X	X	X	TEA HAA MEA Provincial teams				Baseline and follow-on data collected.		
	10.3. HIV/AIDS																										
	10.3.1. Monitor pilot of HIV/AIDS activities in CoEs (See activities 3.1.5.2. and 4.1.2.)							X	X	X	X	X	X	X	X	X	X	X	X	X	HAA TEA	50	Percent of students who report improved knowledge, attitudes and skills	Provide students with knowledge and skills to avoid HIV infection			
	10.3.2. Monitor impact of training in <i>Interactive Methodologies for HIV/AIDS</i> (See activities 3.2.3.2. and 4.1.4.)													X	X	X	X	X	X	X	HAA TEA MEA Provincial Teams				Teachers confident and able to use interactive methodologies in classroom to allow students to practice Life Skills for HIV/AIDS.		

SO6 Improved Quality of Education for More School-Aged Children		June	July	August	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Res officer	Targets	Indicator	Purpose / Outcome	Source of funds	Budget		
	10.3.4. Assess the formation and functioning of teacher support groups (See activity 4.3.1.e.)								X						X					X	HAA MEA				Assess whether support groups are meeting regularly and implementing action plans. Recommendations for further support, scale-up.			
	10.4. School Health and Nutrition																											
	10.4.1. Assess school achievement of Health Promoting School status (See activity 5.1.3.)																			X	X	SHA MEA Provincial Teams	40%	Percent of C2 intervention schools that meet the criteria for Health Promoting Schools				
	10.4.2. Monitor deworming drug administration								X	X					X	X						SHA MEA Provincial Teams	200,000	Number of students diagnosed and appropriately treated for bilharzia and intestinal worms				
	10.5. Building School-Community Partnerships																											
	10.5.1. Assess impact of SCPs (See activity 6.10.)																					PGSA MEA Provincial Teams		Communities empowered to participate in and support school activities	Lessons learned, impact on attitudes, behavior and community norms around HIV/AIDS and/or educational quality.			
	10.6. Small Grants																											
	10.6.1. Monitor the sub granting process and grant aided projects (See activity 7.19.)																					SGA PSGCs Provincial Teams	40 1,200	Number of communities and pupils benefiting from grant aided projects	Visit activity sites in order to ensure implementation according to guidelines.			

SO6 Improved Quality of Education for More School-Aged Children													Res officer	Targets	Indicator	Purpose / Outcome	Source of funds	Budget						
	June	July	August	September	October	November	December	January	February	March	April	May							June	July	August	September	October	November
10.7. Scholarships																								
10.7.1. Monitor number of scholarships administered								X	X										SCA	3,500	Number of OVC supported	Number of Scholarship Recipients at beginning and end of year; reasons for drop-out, etc.		
10.7.2. Monitor the training of Scholarship Recipients as HIV/AIDS Peer Educators (See activities 4.4.1 and 8.3.c.)												X	X	X	X	X	X	X	SCA HAA	1,750	Percent of Scholarship Recipients functioning as HIV/AIDS Peer Educators.	Scholarship recipients trained.		
10.7.3. Monitor support to anti-AIDS clubs (See activities 4.4.2., 8.3.e. and 9.7.2.)												X	X	X	X	X	X	X	SCA HAA Provincial Teams	All	Percent of schools with Scholarship Recipients receiving support for clubs	Clubs receive needed support, e.g. training, materials.		
10.7.4. Pilot test of comfort kit impact (see activity 8.3.g.)					X	X	X	X											SCA TEA HAA			Recommendations for scale-up.		
10.7.5. Assess the impact of SAFE clubs, scholarship peer educators and YFICs (See activities 4.4.3. and 8.3.f.)											X	X	X		X	X	X		SCA MEA HAA					
10.7.6. Annual conference of teachers, MoE staff to present and discuss innovative CHANGES2 activities and lessons learned																		X	All TA			Share lessons learned, provide incentive for innovative and motivated staff. Build public speaking skills.		

SO6 Improved Quality of Education for More School-Aged Children													Res officer	Targets	Indicator	Purpose / Outcome	Source of funds	Budget
	June	July	August	September	October	November	December	January	February	March	April	May						
11. Reporting																		
11.1. USAID																		
11.1.1. Submit quarterly report				X			X				X				All TA Provincial Teams			
11.1.2. Submit annual report														X	All TA Provincial Teams			
11.1.3. Develop success stories							X	X	X	X	X	X	X	X	All TA Provincial Teams			
11.2. PEPFAR																		
11.2.1. Submit semi-annual report										X					HAA MEA			
11.2.2. Submit annual report														X	HAA MEA			
11.2.3. Submit 2007 COP														X	HAA MEA			
11.2.4. Develop success stories							X	X	X	X	X	X	X	X	All TA Provincial Teams			
additional issues:	pupils with special needs (lack of information, vulnerability to abuse, lack of options after schooling) materials inaccessible																	