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USAID/ZAMBIA CHANGES2 PROGRAM
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TABLE OF CONTENTS

1.0 Executive Summary	1
2.0 Mandated Program Results by Funding Source.....	4
3.0 Non-mandated Results by Program Component.....	8
4.0 Overview of Activities by Component	16
4.1 Teacher Education	16
4.2 HIV/AIDS	20
4.3 School Health and Nutrition (SHN).....	23
4.4 Scholarships and OVCs	32
4.5 School-Community Partnerships and Outreach.....	35
4.6 Small Grants	38
4.7 Monitoring and Evaluation	39
5.0 Special Events.....	40
6.0 Management and Administration.....	41
7.0 Plans for Next Quarter	41
8.0 Success Stories.....	43
9.0 Appendices.....	A-1
Appendix A: FAWEZA First Quarter Technical Report 2006.....	A-1
Appendix B: Simon Chiputa Consultant Report.....	A-11
Appendix C: Tej Rae Consultant Report	A-13
Appendix D: Theatre for Community Action Consultant Report – Jacob Chirwa	A-15
Appendix E: Theatre for Community Action Consultant Report – Jairos Banda.....	A-24
Appendix F: CHANGES2 HIV/AIDS Workplace Policy	A-28
Appendix G: Pictures from USAID visit to CHANGES2 in Copperbelt Province	A-32

ABBREVIATIONS AND ACRONYMS

AATAZ	Anti-AIDS Teachers Association of Zambia
AB	Abstinence and/or Being Faithful
AEI	African Education Initiative
AIR	American Institutes for Research
CBO	Community Based Organization
CDC	Curriculum Development Center (MOE)
CHANGES2	Community Health and Nutrition, Gender and Education Support-2
COE	College of Education
COSETCO	Copperbelt Secondary Education Teachers College
DA	Development Assistance
DAD	Drug Administration Day
DATF	District AIDS Task Force
DEBS	District Education Board Secretary
DEST	District Education Support Team
DWAC	District Welfare Assistance Committee
EMIS	Education Management Information System
EO	Education Officer
EQUIP2	Education Quality Improvement Program-2
FAWEZA	Forum of African Women Educationalists of Zambia
FGD	Focus Group Discussion
FPP	Focal Point Person
FRESH	Focusing Resources on School Health
HIV+	HIV-positive
IEC	Information, Communication, and Education
IMC	“In My Classroom: A Guide to Reflective Practice”
IR	Intermediate Result (USAID)
IT	Information Technology
MCDSS	Ministry of Community Development and Social Services.
MOE	Ministry of Education
MOH	Ministry of Health
NGO	Non-Governmental Organization
NISTECO	National In-Service Teachers College
NIU	National In-Service Unit
OVC	Orphans and Vulnerable Children
PATF	Provincial AIDS Task Force
PEO	Provincial Education Officer
PEPFAR	President’s Emergency Plan for AIDS Relief
PESO	Provincial Education Standards Officer
PEST	Provincial Education Support Team
PLA	Participatory Learning for Action
PMP	Performance Management Plan (USAID)
PRC	Provincial Resource Center
PS	Permanent Secretary
RC	Resource Center
SAFE	Student Alliance for Female Education
SCP	School-Community Partnership
SHN	School Health and Nutrition
SIC	School In-Service Coordinator
SMC	Sub-Grant Management Committee

SO	Strategic Objective (USAID)
SPRINT	School Program of In-service for a Term
SSC	School Selection Committee
TA	Technical Advisor
TCA	Theatre for Community Action
TED	Teacher Education Department
TESS	Teacher Education and Specialized Services
TOR	Terms of Reference
TOT	Training of Trainers
UNZA	University of Zambia
USAID	United States Agency for International Development
ZAMISE	Zambia Institute of Special Education
ZBCP	Zambia Bilharzia Control Program
ZEST	Zonal Education Support Team
ZLS	Zambia Library Services

1.0 EXECUTIVE SUMMARY

The CHANGES2 program, working in close collaboration with the Ministry of Education, achieved considerable progress during the first quarter of 2006.

A major activity during the reporting period was the carrying out of a **Baseline Survey**. Late in the previous quarter (October-December 2005), the data collection instruments for conducting the baseline survey had been drafted. During January 2006, the instruments were refined and, as part of the training of the data collection teams, the instruments were pilot-tested in schools in the Lusaka area and then finalized for use in the field. The data collection teams were comprised of CHANGES2 provincial team staff and MOE staff from the program's four focus provinces (Central, Copperbelt, Lusaka, and Southern). The instruments were designed to obtain baseline information through classroom observations, interviews, and focus group discussions with pupils, teachers, and community members. The survey was conducted in a total of 48 schools in the program's four focus provinces; six schools in each province were intervention schools while the other six in each province were control schools. Data collection started soon after schools opened for the new school year in January, and continued for approximately two weeks. When the data collection was completed, the data were entered into a database, cleaned, and plans were made for analyzing the data, which will be completed next quarter. A comprehensive baseline survey report will be produced soon thereafter and, on an annual basis, the impact of the program—particularly with regard to its more quality-oriented inputs—will be measured and documented.

The **Teacher Education** component of the program achieved considerable progress this quarter in positively impacting both the pre- and in-service training systems for basic education teachers. CHANGES2 distributed 12,795 copies of the teacher handbook, *In My Classroom: A Guide to Reflective Practice*, to tutors and student teachers in the ten basic Colleges of Education. The handbook offers practical advice on how teachers can make their teaching more interactive and student-centered. In addition, 328 tutors and 3,461 student teachers (total: 3,789) from the basic Colleges of Education were trained to effectively use the handbook, with further student teachers to be trained next quarter and beyond. Another major activity during the reporting period was the revision of the SPRINT in-service teacher training manual. Working closely with colleagues from CDC, TESS, and provincial MOE offices, CHANGES2 undertook a major revision of the existing in-service SPRINT manual, which also included the development of a companion Teacher's Guide as a way to infuse more substantive content into the in-service training system to improve the teaching-learning process in basic schools. As part of the piloting of the new in-service materials, 81 PEST (Provincial Education Support Team) and DEST (District Education Support Team) members from CHANGES2's four provinces and 31 districts were trained. They, in turn, are training members from each Zonal Education Support Team (ZEST) who will then train two teachers (including one head teacher) from each of CHANGES2's 424 Year 1 schools.

Other achievements in teacher education included the training of 30 staff from the five Colleges of Education which, last quarter, had received computers from USAID. This was the last in a series of trainings in the use of computers, and also included sessions on how to manage and further develop the computer labs in the colleges. The process of setting up (cabling, etc.) of all the computers in the five colleges was completed, and some software (encyclopedias, atlases, science, maths, etc.) were provided to the five colleges for use by tutors and student teachers. In addition, the 25,000 reference books that had been ordered last quarter from the International Book Bank arrived in Lusaka and were sorted and distributed to the ten basic Colleges of Education for use by tutors and student teachers. Finally, as part of an activity that has been slightly delayed, CHANGES2 continued to support the MOE's and UNZA's plans to revise the pre-service training curriculum through making recommendations for a framework to guide the curriculum revision process. It is anticipated that the pace of this work will accelerate during the remainder of 2006.

Insofar as 80% of the funding for CHANGES2 comes from the US presidential initiative, PEPFAR (President's Emergency Plan for AIDS Relief), the **HIV/AIDS** component cuts across the entire program. Early in the quarter, CHANGES2 supported and assisted in facilitating a training of trainers workshop for 19 Senior Tutors and Heads of Section from the ten basic education Colleges of Education in the implementation of HIV/AIDS 'Abstinence and Be Faithful' (AB) prevention education, gender issues leading to vulnerability, personal risk assessment, and facilitating behavioral change, as part of the colleges' induction program. The 19 COE staff then trained 236 of their fellow tutors, who, in turn, trained 5,560 student teachers (2,875 female and 2,685 male) in appreciating the importance of their role in helping their future students avoid HIV infection and the necessity of keeping themselves healthy and acting as positive role models. In addition, 297 student teachers were trained to be HIV/AIDS peer educators, and are now providing further information, guidance, and referrals to their fellow student teachers. Regarding impact on in-service teacher training, CHANGES2 was instrumental in writing a chapter on HIV/AIDS for the Teacher's Guide that was developed as part of the revision of the in-service SPRINT manual mentioned above.

Other HIV/AIDS-related progress during the reporting period included the production of 100,000 brochures on abstinence, 25,000 copies of which were sent to each of the program's four provinces. To date, 20,787 of the brochures have been distributed to grade 7-9 pupils in CHANGES2 schools. In addition, CHANGES2 provincial teams worked with the program's HIV/AIDS advisor and IEC specialist to plan 13-part radio programs on HIV/AIDS for broadcast on local radio stations in Central, Copperbelt, and Southern Provinces. The programs will include information about caring for those infected with HIV/AIDS, supporting OVCs, and decreasing stigma and discrimination. Further, the HIV/AIDS Coordinators on CHANGES2's field teams visited schools to assess the effectiveness of various anti-AIDS clubs, with a view to using the information for future program planning. Finally, the CHANGES2 program completed and disseminated an HIV/AIDS in the Workplace Policy for its staff.

The **School Health and Nutrition (SHN)** component of the program also performed well during the quarter. In a continuation of last quarter's training of 738 teachers, health workers, and community development assistants in SHN drug administration, an additional 62 education, health, and community development officers were trained, bringing to 800 the total number of individuals trained to implement the SHN program in CHANGES2's four focus provinces. At the same time, although some delays in the availability of drugs were encountered, 156 schools undertook deworming activities during the reporting period, benefiting 118,743 pupils (58,661 boys and 60,082 girls); considerable time and energy were expended by CHANGES2, MOE, and MOH staff in monitoring the deworming activities in schools. It is anticipated that many more schools will conduct their Drug Administration Days (DADs) during next quarter. To support the implementation of the SHN program, a considerable number of tools and instruments were distributed to schools: 236,062 SHN cards, 760 tablet height poles (for administering deworming drugs), 655 reference books on schistosomiasis, 337 bilharzia flipcharts (teaching aids), and 477 posters on SHN.

Additional SHN activities during the quarter included working with MOE and other stakeholders at the national level to finalize the SHN National Policy that had been drafted under the original CHANGES program. The CHANGES2 SHN advisor took the lead in eliciting comments from the stakeholders, incorporating them into the policy document, and then forwarding the policy document to Top Management in the MOE for approval by the Permanent Secretary. A further significant development was the SHN advisor's work with MOE SHN staff to organize and facilitate a two-day meeting of key SHN stakeholders to review progress achieved during the past five years, to identify challenges and bottlenecks to effective implementation of the SHN program, and to map the way forward. A report summarizing the findings and recommendations of the meeting was compiled and edited by the CHANGES2 SHN advisor and sent to the MOE Permanent Secretary. Finally, the SHN component supported the revision of the in-service SPRINT manual as well as the school-community partnership training.

The **Scholarships and OVCs** component of CHANGES2 was very active this quarter. Meetings with representatives from the MOE, FAWEZA, and CHANGES2 were held in the six provinces in which the scholarship program is operational to identify the roles and responsibilities of each partner and to harmonize overall working relationships. Another major activity during the quarter was the development of a comprehensive database for tracking, documenting, and reporting on key aspects of the scholarship and OVC support dimensions of the CHANGES2 program. The database was developed, pilot-tested, finalized, and installed on computers at FAWEZA and CHANGES2 offices, and an expanded version of the database will be developed for use at the MOE to track not only CHANGES2 scholarships but also scholarships being awarded at all levels in the education system by all partners. At the time of reporting, data shows that a total of 3,776 scholarships were awarded this quarter by CHANGES2 to OVC students in grades 10-12 (2,506 to girls and 1,270 to boys).

Another important activity during the quarter was completion of the “comfort kit” pilot-test for both girls and boys. Intended to improve personal hygiene, especially for menstruating girls, the kits were found to enhance the self-confidence of adolescent pupils and, particularly in the case of girls, to enable them to remain in school throughout the month. A final model of the kits will be decided on next quarter, and production and distribution of the kits to scholarship recipients will commence. Finally, a number of IEC (Information, Education, and Communication) materials related to scholarships and OVCs were developed: four comfort kit brochures were designed, as were booklets on puberty and AIDS facts; the materials will be printed and distributed to scholarships recipients next reporting period.

The **School-Community Partnerships and Outreach** component of CHANGES2, like HIV/AIDS, underpins the entire program inasmuch as involving communities in the life of schools is critical to improving basic education in Zambia. During the quarter, 148 officers from the MOE, MOH, and MCDSS were trained as trainers in school-community partnerships and outreach, at least four from each of CHANGES2’s 31 districts in its four provinces. The training focused on community mobilization techniques such as Participatory Learning for Action (PLA), Theatre for Community Action (TCA), and Focus Group Discussions (FGA), particularly as they relate to community sensitization and mobilization on HIV/AIDS issues. In turn, the trainers trained 404 teachers and 358 community leaders from CHANGES2’s 424 Year 1 schools so that nearly every school and catchment area has a trained team who will now sensitize and mobilize schools and communities. As part of the training of teachers and community leaders, 8,211 community members witnessed drama performances focused primarily on HIV/AIDS and AB prevention, but also on SHN and broader school improvement themes. The School-Community Partnerships and Outreach advisor also participated in the previously mentioned revision of the in-service SPRINT manual and the development of a Teacher’s Guide, to ensure that community sensitization and mobilization techniques are integrated into the future in-service teacher training system.

Finally, although progress has been slightly behind schedule in the **Small Grants** component of the program, important progress was achieved during the current reporting period. In March, the four CHANGES2 provincial Small Grants Coordinators were trained in the grant awarding process by an advisor from AIR’s home office in Washington, DC; the provincial team accountants were also trained to manage the financial side of the sub-granting process. In addition, multi-sectoral Sub-Grant Management Committees, comprised of representatives from the MOE, MOH, and MCDSS, were formed in each province, and will be trained and tasked with evaluating all grant proposals from their respective provinces. After advertising and short-listing interested local NGOs, one NGO in each province was selected to lead one stream of the grant-making process and will become official implementing partners early next quarter. Finally, the manual that will be used to guide the sub-granting process was finalized and is being made available to the CHANGES2 field teams and to the Sub-Grant Management Committee in each province and district. With these preparatory and foundational activities having been completed, the actual awarding of small grants to schools, communities, local NGOs and CBOs, resource centers, and colleges will begin in earnest next quarter.

2.0 MANDATED PROGRAM RESULTS BY FUNDING SOURCE

The CHANGES2 program tracks progress on two different sets of indicators. One set of indicators is part of the USAID mission's Performance Management Plan (PMP) and, as such, are required, or mandated, to be tracked and reported on each quarter. The other set of indicators are those which the program has set in line with its own, and the MOE's, interests. In this section of the present report, the mandated indicators are reported on.

Table 2.1 USAID Indicators

Objective (a)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Healthier students, better prepared and able to learn	Percent of students participating in School Health and Nutrition programs (USAID)	5%	21%	5.3%	5.5%	5.4%	5.3%	5.5%	5.4%
	Number of students participating in school health and nutrition. (USAID)	120,000	480,000	60,205	58,257	118,462	60,205	58,205	118,462

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

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

Notes on data collection and data Analysis:

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

Explanatory Notes:

This indicator tracks the number of children treated for worms with Albendazole during the quarter. It consists of children in Central, Copperbelt, and Lusaka Provinces only. There are no figures for Southern Province because the deworming activity was not implemented there due to the late provision of the drugs by the Ministry of Health in the province. The drugs have now been procured and the activity is expected to start when schools reopen in May; progress on those activities will be reported in the next quarterly report. In addition, Central, Copperbelt, and Lusaka Provinces still have schools that have not yet implemented the activity. Data for those schools will also be reported in the next quarter.

Table 2.2 AEI Indicators

Objective (B)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Improved quality of teaching in schools	Number of teachers trained (pre-service) (AEI)	2,300	16,900	1,767	2,022	3,789	1,767	2,022	3,789
	Number of teachers trained (in-service) (AEI)	800	3,200	707	491	1,198	263	197	460
<p>CHANGES2 pre-service training will target student teachers in the ten teacher training colleges. In-service teacher training will target teachers in government and community schools.</p> <p><i>Note on calculation of target: 10,000 pre-service students will be trained in the first year, there after in year 2,3, and 4 only 2300 pre-service teachers will be trained each year giving a cumulative total of 16,900 over 4 years. 800 in-service teachers (two teachers per school by 400 schools) will be trained each year giving a cumulative total of 3,200 trained over 4 years.</i></p> <p>Sources: Pre-service: COEs enrollment data In-service teachers: Training data</p> <p>Reporting: quarterly</p> <p>Method/ Procedure: In-service: Training attendance data will be aggregated and entered into computer database. Pre-service: Training attendance data will be aggregated and entered into computer database.</p>									

Explanatory Notes:

The number of pre-service teachers trained consists of 328 tutors and 3,461 students (total: 3,789) from ten Colleges of Education trained in the use of the “In My Classroom” (IMC) education resource. The number of teachers trained in-service consists of 800 teachers trained in School Health and Nutrition (SHN) and 28 members of PESTs and DESTs (which represents one-third of the total of 81 trained with AEI funds) trained in the use of the revised SPRINT manual and Teacher’s Guide, and 370 teachers trained in school-community partnership and outreach with AEI funds for a total of 1,198.

Table 2.3 AEI Indicators

Objective (C)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Improved student learning	Number of children benefiting from improved teaching as a result of interventions (AEI)	200,000	800,000	62,328	64,872	127,200	62,328	64,872	127,200
<p>The way CHANGES2 will principally bring about improved class room teaching is through a classroom served by a teacher with improved skills, either through in-service training, or having been the recipient of improved instruction at teacher training colleges.</p> <p><i>Note on calculation of target: CHANGES2 in-service activities will target 400 schools per year. The average number of students per school is estimated at 300, multiplied by 400 schools equals 120,000 students per year benefiting from in-service teachers. It is also estimated that in each of the 5 COE (in 4 provinces) 320 pre-service teachers will be teaching as part of their college field work. Given an estimate of 50 children per pre-service teacher, number of children benefiting from pre-service teachers will be 50 pupils for each of the 320 teachers in each of the 5 colleges = 80,000 children per year. The combined totals for children benefiting from in-service and pre-service teachers will be 120,000 plus 80,000 = 200,000 per year or 800,000 over 4 years.</i></p>									

Source: Enrollment data, interpolated data
Reporting: quarterly
Method/ Procedure: note above.

Explanatory Notes:

The 1,198 in-service teachers trained were drawn from all 424 Year 1 CHANGES2 schools. Assuming an average of 300 pupils per school, the total number of children benefiting from improved teaching is 127,200.

Table 2.4 AEI Indicators

Objective (E)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)	Achieved (This quarter)
Upgraded teacher skills	Money obligated for teacher training (AEI)	\$800,000	\$4,000,000	529,752	107,077

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

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

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

Explanatory Notes:

Money obligated is calculated as total funds expended on teacher training activities. \$107,077 in AEI funds for teacher training were obligated this quarter.

Table 2.5 PEPFAR Indicators

Objective (D)	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Enhanced support for OVCs	Number of OVC served by OVC programs. (PEPFAR)	3,500	5,500	1,270	2,506	3,776	1,270	2,506	3,776

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

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

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

Explanatory Notes:

The number of OVCs served by OVC programs is the total number of scholarships awarded to OVCs by FAWEZA. For Year 1 the number of OVCs is equivalent to the number of scholarships awarded. Preliminary data from FAWEZA show that 3,776 scholarships were awarded during the quarter. At the time of reporting this figure was being verified through FAWEZA's field-based audit process. The annual target was exceeded because FAWEZA, in anticipation of reduced *kwacha* funding due to the

depreciation of the US dollar, decided to sponsor more OVCs in day schools, which is cheaper than boarding schools and also reduced the range of supported costs for OVCs.

Table 2.6 PEPFAR Indicators

Objective (F)	Indicator Definitions		Target (Annual)	Target (Cumulative)	Level	Achieved (To date)			Achieved (This quarter)		
						M	F	Total	M	F	Total
Students receive effective skills training to avoid infection	Number of individuals trained to promote HIV/AIDS prevention programs through abstinence and/or being faithful (PEPFAR)	Teachers	3,100	12,400	Pre-service teachers	2,853	3,004	5,857	2,853	3,004	5,857
					In-Service Teachers	559	256	815	319	138	457
		Peer Educators	1,750	2,750	scholarship recipient	0	0	0	0	0	0
		Total	4,850	15,150	Grand totals	0	0	0	0	0	0

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

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

Source: Training data

Reporting: quarterly

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

Explanatory Notes:

The number of individuals trained to promote AB consists of people trained in several training activities: 358 community members trained in school-community partnership training at school level, using PEPFAR funds; 34 teachers trained in school community partnership training at school level (PEPFAR); 53 members of PESTs and DESTs trained (which is the remaining two-thirds of the PESTs and DESTs trained, the other one-third trained using AEI funds); 148 school and community partnership training of trainers at district level; 236 college tutors trained in HIV/AIDS training of trainers, 5,560 College of Education students trained in HIV/AIDS; and 297 COE students trained as peer educators.

Table 2.7 PEPFAR Indicators

Objective (G)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Improved knowledge and skills for HIV/AIDS prevention.	Number of community members reached with HIV/AIDS prevention programs that promote abstinence and/or being faithful (PEPFAR)	260,000	1,040,000	14,007	14,834	28,841	14,007	14,834	28,841

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

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

Source: Community Sensitization and Mobilization reports
Reporting: quarterly
Method/ Procedure: Data will be aggregated from school enrollment data, field reports, attendance registers, etc.

Explanatory Notes:

The number of community members reached with HIV/AIDS prevention programs consists of 20,787 people reached through the distribution of HIV/AIDS prevention brochures; and 8,054 community members who were in attendance at community TCA performances that were done during SCP training by teachers and community members (an additional 157 community members witnessed SHN-only dramas)..

3.0 NON-MANDATED RESULTS BY PROGRAM COMPONENT

The tables in this section update progress on the additional, non-mandated indicators the CHANGES2 program is tracking.

Table 3.1 Teacher Education and Professional Development

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Effective classroom incorporation of CHANGES2 supported in-service training by teachers in target schools.	Percent of teachers effectively incorporating CHANGES2 in-service training (HIV/AIDS) into teaching practice.	50%	50%	0	0	0	0	0	0
	Percent of teachers effectively incorporating CHANGES2 in-service training (SHN) into teaching practice.	50%	50%	0	0	0	0	0	0
	Percent of teachers effectively incorporating CHANGES2 in-service training (pedagogy) into teaching practice.	50%	50%	0	0	0	0	0	0

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

Note on calculation of targets: Since the indicator is training based it is estimated that prior to training 0% of the teachers will incorporate the content of the training in their work but that after training at least 50% of them will do so.

Source: Observational checklist.

Reporting: quarter 1 and quarter 3

Method/ Procedure: Observation will involve monitoring the process of administering deworming drugs which includes asking if children have eaten, administration of the bilharzias questionnaire, using a tablet pole, administering medication and observation of side effects.

Explanatory Notes:

There is no change in these indicators because the classroom assessments planned as a follow-up to the training of teachers will be done during the third quarter of 2006.

Table 3.2 School Health and Nutrition (SHN)

Objective	Indicator Definitions		Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
					Male	Female	Total	Male	Female	Total
Improved delivery of services of SHN interventions	Number of teachers trained in SHN (a)		800	3,200	492	308	800	48	14	62
Improved access to health and nutrition services resulting in lessened parasite burden	Percent of children self reporting worms and bilharzias in CHANGES2 schools (b)		<10%	<10%	0	0	0	0	0	0
		Teachers	50%	50%	0	0	0	0	0	0
	Health staff	50%	50%	0	0	0	0	0	0	
	Percent of teachers and health staff from 400 schools correctly using SHN cards. (c)									

Note on calculation of targets:

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

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

Reporting: (a) quarterly (b) Bi-annually (c) bi-annually

Method/ Procedure

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

Explanatory Notes:

The number of teachers consists of 738 trained during the fourth quarter of 2005 and 62 trained in the first quarter of 2006. The percentage of children self-reporting worms has not changed because data are still being collected from schools; that figure will be reported next quarter. The percentage of teachers and health staff correctly using SHN cards has not changed because that data will be collected in the third quarter of 2006.

Table 3.3 Scholarships to OVCs

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				Male	Female	Total	Male	Female	Total
Greater OVC support	Number of yearly scholarships awarded	3,500	10,500	1,270	2,506	3,776	1,270	2,506	3,776
Enhanced retention of OVCs in schools	Retention ratio. (a)	>1	>1	0	0	0	0	0	0
Performance of scholarship recipients	Average performance of OVC scholarship recipients compared to OVC non-scholarship recipients (c)	>1.	>1	0	0	0	0	0	0
More OVCs completing secondary school	Percent of grade 12 OVCs receiving scholarships who graduate. (b)	85%	85%	0	0	0	0	0	0
Greater OVC support	Number of scholarship recipients benefiting from mentoring support. (d)	3,500	5,500	375	933	1,308	375	933	1,308
	Percent of scholarship recipients participating in SAFE (or other anti-AIDS) clubs (e)	85%	85%	0	0	0	0	0	0
	Number of scholarship recipients trained as HIV/AIDS peer educators (f)	1,750	2,750	0	0	0	0	0	0

Note on calculation of targets:

(a) The retention ratio is calculated by taking the average rate of retention for scholarship recipients divided by the national retention average disaggregated by gender and grade. Because scholarship recipients are at greater risk than the average student of dropping out, CHANGES2's target retention ratio is >1. This ratio will be calculated annually after EdAssist is released.

(b) Since OVC scholarship recipients are vulnerable and their retention is not determined by availability of education support alone some of them are expected to drop out of school for various reasons but that at least 85% of them should be able to graduate.

(c) The following formula will be used to measure performance: $(OVC \text{ Recipient Score } 1 + OVC \text{ Recipient Score } 2 \dots) / (\# \text{ of OVC Recipients})$ divided by $(OVC \text{ Non-Recipient Score } 1 + OVC \text{ Non-Recipient Score } 2 \dots) / (\# \text{ of OVC Non-Recipients})$. This is intended to give us a ratio where a score greater than 1 will indicate better performance by recipients while at the same time controlling for possibly different numbers of OVC recipients and non-recipients we could use. The scores used are the MOE grading system based on passing points.

(d) Mentors are teachers and grade 12 graduate former scholarship recipients who are specially trained to provide mentoring to scholarship recipients. The beneficiaries of mentoring are all scholarship recipients. Given that some pupils will receive scholarships over 2 or 3 years while others will graduate the net number of scholarship recipients and hence the number of recipients benefiting from mentoring is estimated at 5,250 as follows: year1=3500 recipients, year2=1000 new recipients, and year 3=1500 new recipients.

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

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

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

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

Method/ Procedure: Quantitative.

Explanatory Notes:

The number of yearly scholarships is the number of scholarships provided by FAWEZA. For Year 1, the number of scholarships is equivalent to the number of scholarship recipients. The target has been exceeded because FAWEZA, in anticipation of reduced *kwacha* funding due to the depreciation of the US dollar, decided to sponsor more OVCs in day schools, which is cheaper than boarding schools.

The retention ratio indicator has not changed because that data will be collected in the first quarter of 2007. Likewise, the average performance indicator has not changed because data will be collected in the first quarter of 2007.

The number of scholarship recipients benefiting from mentoring is as provided by FAWEZA.

The percentage of scholarship recipients participating in SAFE clubs has not changed because FAWEZA has just completed issuing scholarships, and after that will collect data on SAFE club membership.

The number of scholarship recipients trained as peer educators has not changed because training has not yet been conducted, because the provision of scholarships was being done first. The training of scholarship recipients as peer educators is scheduled to take place from 10-14 April 2006 during the annual SAFE convention. The training will target 230 scholarship recipients.

Table 3.5 Small Grants

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				Males	Females	Total	Males	Females	Total
Support HIV/AIDS prevention and mitigation	Number of Children benefiting from grant aided services.	24,000	96,000	0	0	0	0	0	0
	Number of grants awarded	80	320	0	0	0	0	0	0

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

Explanatory Notes:

The number of children benefiting from grants has not changed because no grants have been awarded. Capacity assessments and contractual issues with lead NGOs are being finalized and it is expected that during the next quarter disbursements of grants will start, and the estimation of children benefiting will begin.

Table 3.6 School-Community Partnerships and Outreach

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				Male	Female	Total	Male	Female	Total
Improved community support to schools	Number of community leaders participating in HIV/AIDS, prevention activities	400	1,600	240	118	358	240	118	358
	Number of community leaders participating in SHN activities	400	1,600	240	118	358	240	118	358
	Number of community leaders participating in school improvement support activities	800	3,200	240	118	358	240	118	358

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

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

Source: (a) Internal database of training and outreach activities, (b) attendance registers

Reporting: Quarterly

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

(b)

Explanatory Notes:

The number of community leaders participating in HIV/AIDS prevention activities consists of community members who were trained in SCP and outreach activities. These people were trained to work together with trained teachers in schools to mobilize communities around issues of HIV/AIDS, school health and nutrition, and supporting children’s learning.

The number of community leaders participating in school health and nutrition activities consists of the same community members who were trained in school community partnership and outreach activities. Similarly, the number of community leaders participating in school improvement support activities consists of, again, the community members who were trained in school community partnership and outreach activities. These were trained to work together with trained teachers in schools to mobilize communities around issues of HIV/AIDS, school health and nutrition, and supporting children’s learning.

Table 3.7 School-Community Partnerships and Outreach

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)	Achieved (This quarter)
Improved community support to schools	Number of communities mobilized to take action concerning HIV/AIDS. (a)	400	1,600	0	0
	Number of community action plans developed (b)	300	1,200	0	0
	Percent of developed community action plans that are being implemented.(c)	80%	80%	0	0

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

Note on calculation of targets:

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

(b) It is estimated that not all communities sensitized will develop action plans. During phase I of the CHANGES program only 46% of communities developed action plans and only 77% of schools developed action plans. Since CHANGES2 is more school focused than community focused, and since it is treating the entire school catchment area as one community, unlike CHANGES which focused on individual villages, it has been decided project number of community action plans developed at 75% which given 400 communities works out at 300 action plans per year. Over 4 years that gives 1,200 action plans.

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

Definition of “implemented”: As in CHANGES, action plans are expected to have a minimum of one planned activity. Therefore, even if an action plan has several planned activities, it is considered implemented if at least one planned activity has been implemented.

Source: (a) Zonal level community facilitator action plans and field reports (b) (c) Provincial/ district level reports.
Reporting: (a)(b)(c) Quarterly
Method/ Procedure: (c) implemented action plans will be divided by the total number of action plans developed.

Explanatory Notes:

The number of communities mobilized to take action concerning HIV/AIDS consists of the catchment areas of the 424 schools involved in CHANGES2 activities during Year 1. Because the SCP training was completed in late March, the SCP teams, at the time of reporting, had not yet commenced community sensitization and mobilization. The number of community action plans has not changed because community mobilization just underway by teachers and community members trained by the CHANGES2 program. Action plans will result from that process. The percentage of community action plans developed by communities that are being implemented has not changed because community mobilization for development of action plans has just started.

Table 3.8 Sustainability and Institutionalization

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
Improved community mobilization capacity	Number of community members trained to mobilize communities on HIV/AIDS, SHN, and Education support	400	800	240	118	358	240	118	358
Improved coordination of and capacity for HIV prevention	Number of provincial level, district level, COE staff and other officials trained (PEPFAR)	150	500	51	50	101	31	37	68
Improved coordination of and capacity for education delivery	Number of provincial level, district level, COE staff and other officials trained (AEI)	150	500	39	59	98	0	0	0

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

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

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

Explanatory Notes:

The number of community members trained consists of the 358 community members trained in school community partnership trainings conducted in CHANGES2 schools this quarter. The number of officials trained consists of 33 district officers from the Ministry of Education (last quarter), 50 staff from COEs, and 18 officers from the MOH and MCDSS. These were trained in trainings such as “In My Classroom,” HIV-positive teacher peer educators, computer training for COE, and health personnel trained in SCP.

Table 3.9 AEI OVC “Wrap Around”

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				Males	Females	Total	Males	Females	Total
Improved skills for provision of care and support for OVCs	(a) Number of teachers trained in psychosocial counseling for OVC (AEI)	80	80	0	0	0	0	0	0
<p>The indicator tracks the number of teachers who are trained on guidance and counseling. The training will be for three months.</p> <p><i>Note on calculation of targets:</i> One teacher will be trained per school in 20 schools per province by 4 provinces. It is uncertain whether there will be follow up funding for this after year one hence indicator is set as a one off activity.</p>									
Enhanced support for OVCs	(b) Number of OVC counseled by trained guidance and counseling teachers (AEI)	4,000	4,000	0	0	0	0	0	0
<p><i>Note on calculation of targets:</i> It is projected that each trained teacher will provide guidance and counseling to at least 50 pupils in one year.</p>									
Enhanced support for OVCs	(c) Number of small grants distributed to schools to address the educational needs of OVC (AEI)	70	70						
<p><i>Note on calculation of target:</i> Given the 80 schools that are targeted under this activity it is projected that at least 70 of them will develop action plans with fundable activities. Hence the number of small grants expected to be distributed is 70.</p> <p>Source: (a) Training attendance registers (b) School counseling records (c) Grant agreement records</p> <p>Reporting: (a)(b)(c) quarterly</p> <p>Method/ Procedure: (a) Number of teachers trained will be aggregated from workshop attendance registers. (b) Numbers of OVCs will be aggregated from school counseling records. Data will be entered into a database (c) Data will be aggregated from grant agreements and fund disbursement records.</p>									

Explanatory Notes:

Progress cannot be reported on any of the AEI “Wrap Around” indicators because the funds were not yet in-hand during the quarter. However, as several component overviews in the following section (below) report, considerable planning was conducted during the reporting period in anticipation of launching the OVC support activities next quarter.

4.0 OVERVIEW OF ACTIVITIES

4.1 Teacher Education

Provision of Teaching Materials

All ten Colleges of Education (COEs) for basic schools received copies of *In My Classroom: A Guide to Reflective Practice* (hereafter, IMC). College tutors were trained on how they might use the materials in their classrooms in November 2005, and they carried out trainings of staff in late 2005 and early 2006. Each college was provided with enough copies to provide one to each student teacher in three cohorts (new students to the college in 2006, students going into their school-based year, and students completing their school-based year and graduating). A total of 12,795 copies of IMC were distributed to tutors and student teachers. A summary of the number of copies of IMC that were distributed to colleges is shown in the following table:

Basic Colleges of Education	School Based Year	Graduates	New Intake '06	Tutors	Total
1.Mansa	420	509	300	37	1,266
2.Solwezi	475	340	320	41	1,176
3.Mufilira	660	430	350	37	1,477
4.Kitwe	1,070	400	600	62	2,132
5.Charles Lwangwa	375	308	350	35	1,068
6.Malcom Moffat	558	280	450	37	1,325
7.Chipata	534	255	300	37	1,126
8.Kasama	272	348	300	32	952
9.Mongu	385	300	300	36	1,021
10.David Livingstone	470	340	400	42	1,252
TOTALS	5,219	3,510	3,670	396	12,795

Training of Student Teachers

The training of pre-service student teachers has taken place in three content areas – the use of IMC, HIV/AIDS, and IT.

Training in IMC aims to re-orient both tutors and student teachers away from the traditional methodology of lecture which is common at both COEs and in basic schools. IMC introduces new methodologies and encourages teachers to practice and refine these, making them relevant to their topic areas and local culture. Two tutors from each college were trained and returned to their colleges to train their fellow tutors and the student teachers. As the data below show, IMC training is ongoing: 328 tutors and, so far, 3,461 student teachers have been trained (2,022 female and 1,767 male). Due to scheduling conflicts, some student teachers have yet to be trained; those trainings are expected to take place next quarter.

Numbers trained are summarized below:

Basic Colleges of Education	School Based Year	Graduates	New Intake '06	Tutors	Total
1. Mansa				37	37
2. Solwezi	310	310	377	35	1,032
3. Mufilira			360	38	398
4. Kitwe	570		500	55	1,125
5. Charles Lwangwa			277	34	311
6. Malcom Moffat	214		200	32	446
7. Chipata				38	38
8. Kasama					
9. Mongu			343	24	367
10. David Livingstone				35	35
TOTALS	1,094	310	2,057	328	3,789

Students will not go into practice teaching (school-based year) until May 2006, and some colleges have opted to train them at that time. Eight colleges have, for logistical reasons, left the training of graduates until April 2007 when students will return to colleges to wrap up their work.

For information on pre-service training of tutors and student teachers specifically in HIV/AIDS, please see Section 4.2 below on HIV/AIDS.

Computer Training and Computer Lab Set-Up

The final two computer skills training activities for the five COEs that received computers from USAID were completed during this quarter. The follow-up training on basic skills was completed for Mufilira, Mansa, David Livingstone, Zambia Institute of Special Education (ZAMISE) and COSETCO (Copperbelt Secondary Education Teachers College) in January. This was the second training activity for the 30 participants (15 women, 15 men, including 10 student teachers) in basic skills for computers. In addition, two staff from each college were trained in introductory IT specialist skills. This one week training was intended to build the capacity of colleges to manage and develop their computer labs. Troubleshooting, software and hardware installation and use (scanners, cameras, etc.), as well as networking, were topics presented in the IT specialist training course.

Preliminary data from the colleges indicates that the trainees have carried out training programs for other college tutors in preparation for training student teachers. In at least two colleges, timetables have been drawn up and training on computer use has started for student teachers. A more thorough assessment of the impact of the computer training on student teachers will take place in June 2006.

Computer Express, a local computer company, completed the installation of computer labs in all five colleges (air conditioners remain to be installed in two colleges). The installation process included setting up all equipment, cabling and networking the computers, printers, scanners, and other equipment. Each college made contributions to setting up the labs through renovations of rooms for computer labs, purchase of furniture and, in one college, an LCD projector.

CHANGES2 also supported the computer labs by purchasing software for each of the five colleges and training the IT specialists on installation and use of the software. Software included encyclopedias, maps, science, mathematics, and typing.

The CHANGES2 Teacher Education Advisor visited four of the five colleges (Mansa not included) to inspect the computer lab set up and to discuss progress on training tutors and student teachers in computer use. All colleges were making significant contributions to the lab, had carried out training, and expressed appreciation for the USAID and CHANGES2 support.

Provision of Library Books for Colleges of Education

In January 2006 the 25,000 library books previously ordered from the International Book Bank arrived at the Zambia Library Services (ZLS) in Lusaka. CHANGES2 worked closely with the ZLS to train college librarians for the 10 colleges of basic education in accessing, cataloging, and managing the books. Colleges were asked to provide the transportation for the books from Lusaka to their college, and this was carried out enthusiastically by all colleges. All but approximately 500 books have been disbursed to date.

The books are intended to support the shift from a certificate to a diploma course in teacher education, which will begin in 2007. Many of the books are reference materials for science, math, English, social studies, music, art, and technology. A large number of books in the selection are primary school based books including teachers' guides, posters, word and sentence builders, big books, and primary and junior secondary readers. A special set of educational materials was ordered on research-based best practices in teaching and school development. These books focused on classroom management, integrated curriculum, differentiated instruction, school leadership, classroom-based assessment, and other professional topics.

It should be noted that the ZLS is a weak department within the Directorate of Teacher Education and Specialized Services that may warrant capacity building support in the future. Although there are a number of trained librarians in the department, they only managed the sorting and distribution of the books with difficulty; they were challenged to organize or deliver quality training to the librarians from the colleges.

Revision of the College (Pre-Service) Curriculum

Activities in this area slowed down this quarter because the MOE has taken more than the expected time to provide direction to UNZA on the development of a broad curriculum framework for teacher education. As was noted last quarter, CHANGES2 played a key role in identifying gaps in the process and procedures for developing a new diploma program for teacher education. As a result of CHANGES2's leadership in this area, the MOE was able to formulate a plan with UNZA to develop a broad curriculum framework for the new diploma course. CHANGES2 will provide technical and logistical support for the development of the framework, lead by UNZA, and involving key stakeholders in teacher education in Zambia in a workshop to be held in early May.

Further support to syllabus revision will also take place in the next quarter as college writing teams come together in late April and early May. CHANGES2's role in these writing activities will focus on participatory and generative methods, HIV/AIDS integration, School Health and Nutrition, and school-community partnerships.

Revision of the SPRINT In-Service Manual and Development of a Teacher's Guide

A major activity during the reporting period was the revision of the existing SPRINT in-service manual, which also included the development of a companion Teacher's Guide to infuse the manual with more substance. Three thousand (3,000) copies of the newly developed SPRINT (School Program of In-service for the Term) Teacher Guide were printed in this quarter. The Guide, which was developed by the MOE with technical assistance from CHANGES2, will serve as a vehicle to assist teachers at the school level to address issues of local concern through structured Teacher Group Meetings (TGMs). CHANGES2 worked closely with the National In-service Unit (NIU) of the MOE's Teacher Education Department (TED) to write, trial, edit, and produce the Guide to pilot in schools. Education Officers from each of Zambia's nine provinces, as well as a college tutor and two teachers, participated in revising the manual and writing the new Teacher's Guide. This group met twice during the quarter to develop the Guide. The first meeting, held at Blue Crest Lodge in January, aimed at drafting relevant chapters as suggested by teachers through their participation at the provincial level. After editing and layout were completed, the writing team was brought back to Lusaka to review the draft. Changes made during this review meeting were then incorporated, and the revised manual and Teacher's Guide were approved by the MOE to be piloted.

It is anticipated that all 424 Year 1 CHANGES2 schools will pilot the revised manual and Teacher's Guide. Moreover, during the remainder of this year, CHANGES2 will work closely with MOE counterparts at all levels to support the use of the manual and Teacher's Guide at schools through school visits, participation in teacher group meetings, and dialogue with school administrators. In October, CHANGES2 will facilitate the production of the final version of the SPRINT Teacher's Guide for use in all schools in Zambia.

Head Teacher and School In-service Coordinator Training

Plans were developed for training head teachers in Year 1 CHANGES2 schools on the new SPRINT Teacher's Guide using ZESTs (Zonal Education Support Teams), and the training of trainers (TOT) was carried out for the PESTs (Provincial Education Support Teams) and DESTs (District Education Support Teams). All 31 DESTs within the CHANGES2 program participated in the training of trainers on the SPRINT. The DESTs also prepared training plans for training the ZESTs in the CHANGE2 Year 1 zones. The ZESTs will then train head teachers and School In-service Coordinators (SIC) from each of the 424 CHANGES2 schools during the upcoming school holiday (late April-early May). It is anticipated that all CHANGES2 head teachers (424) will be trained in the SPRINT manual by mid-May 2006. The table below shows a breakdown of the PEST/DEST training in each province:

Pilot SPRINT Teacher Guide Training for PESTs/DESTs

Province	PEST		DEST		TOTALS
	F	M	F	M	
Southern	2	4	6	14	26
Lusaka	1	2	5	6	14
Central	1	1	11	2	15
Copperbelt	4	2	10	10	26
TOTALS	8	9	32	32	81

The head teacher and SIC in each school will then be responsible for introducing the pilot SPRINT Teacher's Guide to teachers in their schools. It is expected that the material will stimulate active and creative teacher group meetings on a regular basis. The Guide places emphasis on teachers engaging in generative dialogue and constructive action at the school level. Through regular meetings guided by the

SPRINT, teachers will be engaged in continuing professional development leading to improved classroom and school practices and higher learning achievement.

On another level, CHANGES2 has had discussions with the MOE's Human Resource Directorate on their plans for head teacher management training. The MOE continues to give this area insufficient attention, as there appears to be no strategic and long-term plan for training basic school head teachers on the effective management of schools. There is, however, a course offered by NISTECO (National In-service Teachers College) by distance learning for head teacher training. Although CHANGES2 has not carefully examined that course, it is said to be academic and theoretical in orientation, and taught by tutors who themselves have not been head teachers or educational managers. CHANGES2 feels this is an important area of quality school development that needs to receive more focus, and will continue to explore ways to support the MOE to give this area the attention it deserves.

4.2 HIV/AIDS

Teacher Training

Until now, HIV/AIDS has been dealt with by the Colleges of Education (COEs) mostly by giving out factual information. While such information is necessary, it is insufficient to enable teachers to protect themselves or to effectively teach prevention in the classroom. Classroom teachers report that they know the basic facts about HIV/AIDS, but lack the methodologies and skills to effectively work with their students on developing life skills for prevention. In addition, although they know how HIV is spread, many student teachers continue to engage in risky behaviors and to underestimate their personal risk of HIV infection.

In response to this situation, CHANGES2 supported and assisted in facilitating a TOT workshop for the COEs' HIV/AIDS Workplace Induction. During the five-day training, 19 Senior Tutors and Heads of Section (9 female and 10 male) from the ten basic COEs were trained in implementation of prevention education (AB) in the classroom, gender issues leading to vulnerability, personal risk assessment, and behavior change.

These tutors returned to their COEs and trained 236 of their fellow tutors (63 females and 173 males) and conducted training of 5,560 student teachers (2,875 female and 2,685 male). These college-based trainings varied from three to five days and were focused on helping student teachers realize the importance of their role in helping their future students avoid HIV infection as well as stressing the importance of keeping themselves healthy and acting as role models to young people and others in the communities where they will live and work. In addition, 297 (129 female and 168 male) student teachers were trained to be HIV/AIDS peer educators. They are now available to provide further information, guidance and referrals to their fellow student teachers.

Contribution to In-service SPRINT Revision and Development of a Teacher's Guide

CHANGES2, working with the MOE, took the lead in the development of HIV/AIDS content for the MOE in-service SPRINT Teacher's Guide (described previously in Section 4.1). The HIV/AIDS Technical Advisor assisted in the facilitation of two writing workshops with MOE Education Officers (EOs) who wrote the Guide, as well as in on-going writing and editing of the Teacher's Guide. The pilot/draft version of the Teacher's Guide will be used to train teachers in the 424 CHANGES2 schools this year. In terms of HIV/AIDS, the Guide includes:

- An HIV/AIDS chapter, including teaching prevention (AB) in the classroom and incorporating HIV/AIDS and life skills across the curriculum.

- HIV/AIDS information in the Gender chapter, with an emphasis on changing social norms that encourage boys to be aggressive and girls to be passive, and pointing out the dangers of intergenerational sex, which usually involves older men exploiting girls.
- Additionally, *In My Classroom: A Guide to Reflective Practice* was included in the Teacher's Guide as an appendix. The HIV/AIDS Technical Advisor wrote an additional chapter on HIV/AIDS, which focuses on activities that teachers can implement in the classroom to promote life skills for prevention and decrease in stigma and discrimination. 3,000 copies were printed and will be distributed to teachers in CHANGES2 Year 1 target schools.

The CHANGES2 HIV/AIDS Technical Advisor and HIV/AIDS Coordinators then worked with CHANGES2 and MOE staff to develop and implement training for the Provincial Education Support Teams (PESTs) and District Education Support Teams (DESTs) in the SPRINT Teacher's Guide. Eighty-one (81) PEST and DEST officials were trained in the Teacher's Guide (31 female and 50 male). This training emphasized the need to use new methodologies in order to facilitate the development of life skills for HIV/AIDS prevention in both teachers and pupils, and the need to create open dialogue around issues that put young people at risk of HIV infection, including gender inequality and intergenerational sex.

Mass Media (IEC) Messages on HIV/AIDS

CHANGES2 developed and printed 100,000 brochures on abstinence during the reporting period. In addition to providing information about HIV/AIDS prevention through abstinence, these oversized brochures include a quiz for young people to fill out, and directions and space for them to develop a "Plan of Action" for committing to abstinence. Twenty-five thousand copies were allocated to each of the four CHANGES2 provinces, and provincial teams have begun distributing them to upper basic students at Year 1 target schools. As of the end of the reporting period, 20,787 of the brochures had been distributed to young people in grades 7–9 (approximately 48% to girls, and 52% to boys).

Also during the quarter, the CHANGES2 HIV/AIDS Coordinators held a two-day meeting with the CHANGES2 IEC Specialist and the HIV/AIDS Technical Advisor to develop a strategy to reach a broader audience of young people with messages of HIV/AIDS prevention (AB). Subsequent to this, Central, Copperbelt, and Southern Provinces began work on producing radio broadcasts on local community stations. (Lusaka Province has no available time on their community radio stations.) These programs will begin to air in the next reporting period. The purpose is not only to increase the "brand recognition" of CHANGES2, but also to provide young people and others with information on what factors put young people at risk of infection, what challenges they face in abstaining from sex until marriage, and how communities, teachers, and families can help young people to remain free of HIV infection. The programs also include information about caring for those infected with HIV, supporting OVCs, and decreasing stigma and discrimination.

School-Community Partnerships (SCP) and Outreach Training

The SCP training of trainers was designed to ensure that effective HIV/AIDS prevention and care for OVCs is carried down to the school level. Participants learned to work with communities and to facilitate the development of action plans to provide support to young people in abstinence and to support OVCs. The CHANGES2 HIV/AIDS Technical Advisor and provincial HIV/AIDS Coordinators ensured that participants in the SCP training at the zonal level received accurate guidance on HIV/AIDS activities at the community level. A major focus of this training of teachers and community members from Year 1 CHANGES2 target schools was on the use of Theater for Community Action (TCA) to facilitate dialogue around HIV/AIDS prevention. At the culmination of these three-day trainings, the participants developed and performed short plays for the local community. These plays dealt with issues ranging from the threat

that “sugar daddies” pose to school-aged girls to traditional practices that put young people at risk of infection. In all, 8,054 community members (4,765 female and 3,289 male) were reached through these HIV/AIDS dramas performed at markets, town squares, and in schools.

As part of the SCP training, the CHANGES2 provincial Small Grants Coordinators were trained in the use of PEPFAR funds for prevention (AB) or support of OVCs in the program’s target communities, resource centers, and COEs. It was agreed that the HIV/AIDS Coordinators and Technical Advisor will be involved in the review of sub-grant proposals to ensure that appropriate activities are supported with PEPFAR funds.



An HIV/AIDS performance during the district SCP training in Kalomo (Southern Province).

On-Going Assessment of School Needs

As the HIV/AIDS Coordinators from the CHANGES2 provincial teams visited schools for various activities, they inquired into the existence and functioning of school-based Anti-AIDS clubs. Where clubs existed, they spoke to the teachers in charge, or club mentors, and they found a widespread pattern: the clubs exist in name but are largely inactive. The mentors gave several reasons for this: lack of teaching and learning materials, inadequate training on their part, and a lack of time due to other teaching and personal responsibilities. The Coordinators will develop a plan for addressing this issue in the next year’s work plan.

Baseline Data Collection

CHANGES2 developed baseline data collection instruments to measure the impact of HIV/AIDS interventions at the school level. These include interviews with teachers and pupils, classroom observations, and focus group discussions, which will measure changes in classroom practice, knowledge, attitudes, behavior and planned behavior, stigma and discrimination after one year of CHANGES2 interventions. (For more detail on the baseline survey, see Section 4.7.)

AEI “Wrap Around” Activity: Psychosocial Support to OVCs

With the assistance of AIR/Washington, CHANGES2 finalized the activity description and budget for the AEI OVC support activity, which will involve the training of Guidance and Counseling teachers at 80 CHANGES2 Year 1 target schools to provide psychosocial support to OVCs. Each of the 80 schools will also develop an action plan for supporting the educational needs of OVCs and will receive a small grant to implement the plan.

Preliminary meetings were held with the MOE and potential implementing partners to lay the groundwork so that the training of Guidance and Counseling teachers can begin soon after funds become available. In addition, CHANGES2 worked with EQUIP2 to begin development of instruments to measure the impact of this activity.

Development of CHANGES2 HIV/AIDS Workplace Policy

A team consisting of the HIV/AIDS Technical Advisor and one member from each CHANGES2 provincial team developed a draft HIV/AIDS Workplace Policy, which was sent to the AIR Washington office and was eventually approved. The policy document was then distributed to all team members.

4.3 SCHOOL HEALTH AND NUTRITION (SHN)

The main SHN activities this quarter involved completing training of teachers in SHN from the Year 1 CHANGES2 schools, finishing the distribution of SHN materials to schools, and monitoring SHN drug administration. In addition to these activities, the SHN TA was involved in providing technical support and guidance to CHANGES2 provincial teams on the completion of the activities and monitoring the deworming exercise, as well as in offering technical support to MOE officials at the national level.

Training of Teachers in SHN Implementation

In addition to the 738 officers from the MOE (teachers), MOH, and MCDSS who were trained in December 2005, some SHN training workshops were conducted in the provinces this quarter to ensure that officers who missed the December training from the CHANGES2 schools would have the same knowledge to undertake SHN activities in their schools and health centers. In total, 62 officers were trained as follows: Lusaka Province trained 38 officers (33 male and 5 female) and Central Province trained 24 (15 male and 9 female), which brings to 800 the total number of teachers, health workers, and social welfare workers trained to implement the SHN program in Year 1.



Trained teachers busy with registration of pupils to be administered with Albendazole at Taga-Gan Basic School in Ndola

As a result of this training, teachers, health workers, and MCDSS personnel were able in most areas to work together to accomplish their targets of sensitization, deworming during the DADs, and implementing their action plans.

Deworming of Pupils in Schools

Deworming of school children is one of the main activities in the SHN model that contributes to the better educational performance of school children. The aim of this activity is to reduce the burden of worm infestation of school children so that they can participate actively in school programs and perform well.

The deworming exercise was successfully conducted in many CHANGES2 schools in Copperbelt, Central, and Lusaka Provinces. Deworming will continue in those provinces and will start in Southern Province next quarter. The tables below summarize the number of schools that conducted deworming this quarter and the number of pupils who benefited:

Province	Number of Schools that Have Conducted Deworming
Lusaka	37
Central	16
Copperbelt	103
Southern	0
Total	156

PROVINCE	SHN DRUGS ADMINISTERED TO PUPILS							
	Vitamin A		Iron Tablets		Albendazole		Praziquantel	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Lusaka	12,545	12,406	10,018	10,205	12,501	12,731	2,589	2,299
Copperbelt	12,091	13,103	16,625	18,236	37,696	38,151	4,224	3,627
Central					8,464	9,200	8,464	9,200
Southern								
Total	24,636	25,509	26,643	28,441	58,661	60,082	15,277	15,126

The teachers who had been trained in SHN last December took the lead to ensure that the procedures for deworming were properly followed. The children were given food to eat before registration started, and stations were set up for each activity: registration, taking measurements for Praziquantel, treatment, and observing side effects. The health workers were also involved and provided technical support for the activity.

Community sensitization was conducted to explain the reasons for deworming the children and how it was to be conducted. Parents attended the sensitization meetings in their various localities and were eager to see that their children were given deworming drugs. Apart from the parents and guardians being sensitized, the school children also were sensitized, and many self-reported having worms.



The head teacher at Lubengele Basic School (Copperbelt Province) explains to community members the SHN program and how the treatment of intestinal worms will be conducted for their children.





Teachers trained in SHN protocols using the tablet pole to take the measurements of children for the administration of Praziquantel.

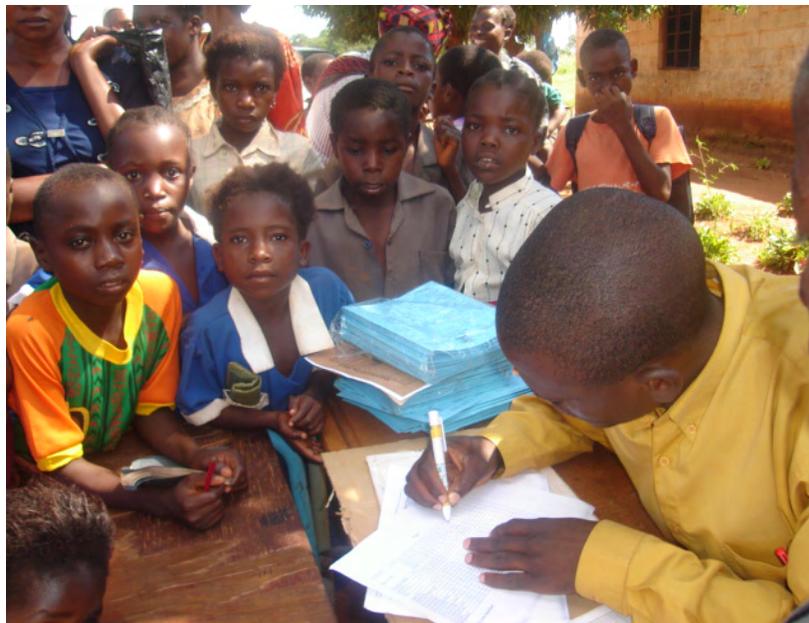




At Chapula Basic School in Lufwanyama District(Copperbelt Province), nurses actively participated during DAD; they took the role of administering Praziquantel to the pupils while the teachers were administering Albendazole and Vitamin A.

The CHANGES2 SHN TA and Coordinators monitored the distribution of drugs from Medical Stores to DHMTs and then to the schools. Schedules for DAD were planned in collaboration with the school administration and DEBS offices. In some cases, however, particularly in Southern Province, the deworming exercise was delayed due to delays in delivery of drugs from Medical Stores. As a result some schools were forced to reschedule DAD to May/June of the second school term.

To date, a total of 118,743 pupils (58,661 boys and 60,082 girls) have been dewormed.



In Chapula Basic School, the teacher is transferring information from treatment forms to SHN cards for every pupil.

Distribution of SHN Materials to Schools

During the quarter under review, materials for implementing the SHN program were distributed to schools to facilitate the implementation of the SHN program and also for use during sensitization meetings with pupils, teachers, and parents. All four CHANGES2 provinces completed the distribution of the materials that were developed, including SHN cards, height poles, bilharzia flipcharts, SHN posters, and materials on how to conduct deworming. Following the distribution of these materials the CHANGES2 provincial SHN Coordinators monitored and oriented the teachers on the use of the materials and checked how effectively they were using them. It was found that most teachers were using the materials for the intended activities.



CHANGES2 SHN Coordinator orienting teachers on SHN cards at State Lodge 'B' in Lusaka Province.

Other materials the provincial SHN coordinators distributed to facilitate the work during the DAD included the SHN drug request forms, treatment forms, retirement forms, and the bilharzia questionnaire forms.

The table below shows the number of materials distributed to CHANGES2 schools in its four focus provinces. It is important to note that, when there were shortfalls in the numbers of materials, the MOE supplied the needed materials, which bodes well for the sustainability of the program.

Province	SHN Cards	Tablet Poles	Juma and Schistosomiasis Books	Bilharzia Flip Charts	How to Deworm School Children	SHN Deworming Posters
Lusaka	41,601	149	200	37	37	87
Southern	33,126	160	0	0	0	110
Copperbelt	108,785	337	188	200	56	113
Central	52,551	114	267	100	200	167
Total	236,063	760	655	337	293	477

Baseline Data Collection

As part of its overall program baseline data collection, CHANGES2 developed a SHN data collection instrument to measure the impact of the interventions being implemented in schools. The SHN data collection instrument measures changes in behavior, attitudes, and school environments with regard to SHN parameters. All of the CHANGES2 SHN Coordinators were involved in training and collecting data, and the data collected will measure the level of effective practice on the part of individual pupils, teachers, and communities with regard to personal and environmental hygiene as well as general health and nutrition status.

Collaboration With Other Partners, and Technical Support to the MOE

The SHN TA had several meetings with the MOE, ZBCP and Medical Stores to discuss the distribution of drugs. As a result of these meetings, the four CHANGES2 provinces received drugs, although they were delivered late in March in some cases. The drugs which are being used in Copperbelt Province came from the MOE, while the other drugs for Central, Lusaka and Southern Provinces were provided by the ZBCP and MOH.

The SHN TA also supported and worked with MOE officials to finalize the national SHN Policy for submission to the Permanent Secretary of the MOE for final approval. Also, an important meeting was held with the Permanent Secretary and Directors of MOE to discuss operational issues regarding the SHN program. The result of this meeting was that the PS mandated SHN technical persons to review operations and achievements of the SHN program during the past five years and to submit a report that maps out the way forward. The CHANGES2 SHN TA worked with MOE officers to plan and facilitate that review meeting, and she edited and finalized the resulting document, which has since been submitted to MOE.

At the provincial level, CHANGES2 SHN Coordinators worked closely with MOE and MOH personnel in the implementation of planned activities. The coordinators followed up the issue of drug availability and made arrangements with government personnel on the transportation of drugs into schools.

SPRINT In-Service Manual Revision and Teacher's Guide Development and Training

A section for the revised SPRINT manual on SHN was developed to provide information on activities that teachers should implement using the FRESH framework for SHN. In addition, an appendix on SHN presents a few topics on hygiene education and participatory methodologies that can be used by teachers in teaching life skills.

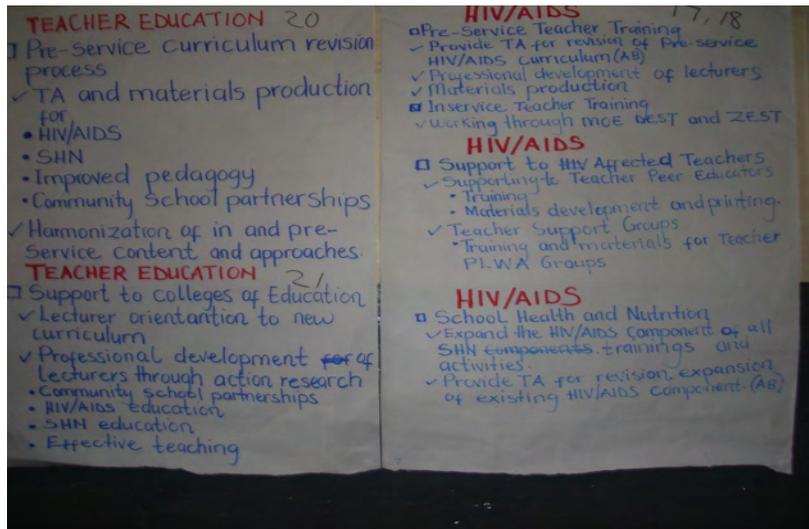


At Chingola Basic School (Copperbelt Province) children are practicing hygiene education. The boy is washing his hands after using the toilet.

The SHN TA and Coordinators also participated in training the PESTs and DESTs. (For more information on the SPRINT Teacher Guide and training, see Section 4.1 on teacher education.)

School-Community Partnerships (SCP) and Outreach Training

As noted elsewhere in this report, School-Community Partnerships (SCP) training was conducted in all four CHANGES2 focus provinces, and the SHN Coordinators were involved in the training. At these workshops, the benefits of the SHN program were highlighted, and some of the role plays focused on improving the health and nutritional status of pupils, as well as on maintaining hygienic environments. Other role plays highlighted the concerns of building latrines in schools, developing school gardens for the benefit of children, and keeping the school environment clean. In these dramas the roles of the community were also highlighted.



Some of the topics covered during the SCP training in Kitwe.



Participants at the SCP training workshop at Mutende Basic School in Copperbelt Province.



SCP drama performance at a village in Chibombo (Copperbelt Province).



A role play on an outbreak of cholera and schools having an inadequate number of latrines in Chibombo District

4.4 Scholarships and OVCs

CHANGES2, FAWEZA, and Ministry of Education Provincial Consultative Meetings

During the quarter under review, CHANGES2 facilitated consultative meetings with provincial and district officials from the MOE and FAWEZA. The meetings were held in response to concerns raised by provincial and district FAWEZA personnel and CHANGES2 and MOE staff regarding issues of transparency, collaboration, and the roles and responsibilities of each partner. Meetings were held in all six of the provinces where CHANGES2 provides scholarships, and the objectives of these meetings were to identify the different roles and responsibilities of each group of stakeholders and to harmonize the working relationship between the each of the partners. In order to synchronize and harmonize the tripartite working relationship, the following roles and responsibilities were agreed upon:

CHANGES2

- Receive reports from FAWEZA; analyzing reports and providing feedback.
- Provide technical support e.g., establishing a data base.
- Capacity building of the human resources of FAWEZA and the MOE at all levels.
- Ensure that funds are available on time.
- Participate in collaborative meetings at all levels, and work closely with FAWEZA and the MOE in the field in implementing the scholarship component of the CHANGES2 program.
- Monitor schools where bursaries are being offered in CHANGES2 zones.
- Submit quarterly reports to PEOs.

Ministry of Education

- *School Level:*
 - Formation of School Selection Committees.
 - Identification and selection of OVCs.
 - Ranking OVCs according to levels of vulnerability.
 - Submission of recommended applicants to DEBS offices (DWAC).
 - Identification of individual beneficiary's education needs.
 - Receive scholarship grants, procure education materials and make payments of stipends.
 - Monitor and evaluate pupils' performance and daily attendance.
 - Write and submit reports to DEBS and FAWEZA.
 - Keep records on the scholarships program.
- *District Level:*
 - Training of the school based committees.
 - Verification of submitted information from SSCs, such as fees.
 - Tracking, monitoring, and evaluation.
 - Source funds for support programs.
 - Data compilation.
 - Write and submit reports to PEO offices.
 - Auditing school grants.
 - Ensure that schools send lists of OVCs in a timely manner.
 - Verify the OVC selection process.
- *Provincial Level:*
 - Train the district managers in all aspects of scholarship management.
 - Monitor implementation of the CHANGES2 program.
 - Collect and compile statistical data on different bursary schemes.
 - Track and monitor expenditures in districts and schools.

- Audit accounts at district and school levels.
- Source funds for support activities.
- Write and submit consolidated reports to the PS.

FAWEZA

- SAFE Overseers sit on SSCs.
- Monitor the progress of pupils.
- Provide mentoring and psycho-social support to OVCs.
- Conduct remedial learning of scholarship recipients in examination classes.
- Submit work plans and quarterly and annual reports to CHANGES2 and the MOE.
- Work with stakeholders to orient SSCs.
- Address security issues of scholarship recipients.
- Provide IEC materials.
- Introduce extra-curricular activities for girl children.
- Verify the SSC process.
- Lobby for increased funding for girls' education.

Database Development and Information Management

CHANGES2, with assistance from EQUIP2, contracted an IT firm to develop a database to be used by FAWEZA and other local partners to capture data on the distribution of scholarships, basic data on scholarship recipients, as well as information on the required support activities for scholarship recipients. The database will facilitate partners' termly indicator reports to the CHANGES2 program, as well as enable partners to quickly and easily respond to data requests from the MOE and CHANGES2 technical staff. The database has been designed in line with the anticipated data needs of MOE, and has been installed in FAWEZA and CHANGES2 offices. In addition to the database file, data collection forms have been designed to capture information needed for the database. The forms were used by FAWEZA to gather data at the school level, and, finally, a user-friendly manual was also developed and produced.

Additionally, CHANGES2 participated in the hiring of the FAWEZA data entry manager whose responsibility is to update and manage the database and to assist the SAFE/HIV/AIDS program manager. CHANGES2 also provided support to two peer mentors who provided extra support to input data from schools. In addition, three key FAWEZA officers were trained in management and utilization of the database.

Provision of Scholarships

Although not all scholarships awarded during the quarter have been entered into the database, financial records at FAWEZA suggest that a total of 3,776 scholarships were awarded to grade 10-12 students, 2,106 to girls and 1,270 to boys. The figures are being verified through FAWEZA's field-based audit system at the time of writing. For more details on the scholarship distribution, see FAWEZA's report in the Appendix.

Comfort Kit Pilot

The proposed comfort kits, one for girls and another for boys, were piloted by two selected NGOs, AATAZ from Lusaka Province and Kilelabalanda from Northwestern Province. The pilot was done in two schools, Kamulanga High School in Lusaka Province and Mutanda High School in Northwestern Province, and involved a sample of 80 pupils, comprised of 40 girls and 40 boys.

The CHANGES2 HIV/AIDS, Teacher Education, and OVC Scholarship TAs participated in the Focus Group Discussions in Lusaka and Solwezi respectively. At the end of the pilot, a review meeting was held at the CHANGES2 HQ office with the two consultants, and the following were some of the highlights of the experiences of piloting the kit at Mutanda High School:

- The kits were produced locally in Solwezi by the Kilelabalanda sewing group. They were introduced to the schools by the Kilelabalanda representative and the FAWEZA representative in early February 2006. Teachers, PTA board chairman, parents, learners and MOE were present.
- Twenty kits were made for boys, twenty for girls.

Focus group discussions with learners and discussions with PTA representative and teachers during follow-up visits revealed the following:

- Girls reported that they attended school regularly even when they were on their menses because of having the washable, re-useable sanitary pads.
- They further reported that having the three underpants helped them hold the pads on, and that many of them only had one pair of underpants prior to receiving the kit. Only having one pair of underpants meant wearing damp underpants in the morning because they might not have dried out thoroughly during the night.
- The soap was useful because it was multipurpose (washing clothes and bodies).
- The main benefit for boys of the kits seemed to be more confidence to participate fully in class and school activities because of having underpants. Many of them said that prior to having the comfort kits they had either only one, or no, underpants. They said not having underpants made them feel like they were ‘naked,’ and when asked to come to the front of the class to present something or to participate in other class activities, they were reluctant and self-conscious.
- They also reported that the soap was good because of its multipurpose nature.

The main points from the AATAZ presentation on the pilot in Lusaka Province were:

- Kit bags were bought locally at 6,000 *kwacha* each because it was cheaper than having a local group sew the bags.
- Girls indicated that they did not miss classes as much when menstruating because of having secure pads for their use. Girls did not suggest any major design changes.
- Boys also discussed the benefits of the kits particularly in regards to the underpants.
- Generally, the points found by AATAZ were similar to those raised by Kilelabalanda.

The following were the recommended items for the comfort kit:

Girls' Comfort Kit			Boys' Comfort Kit		
Qty	Item	Cost (ZK)	Qty	Item	Cost (ZK)
5	Washable Pads	6,000	1	250 g multipurpose soap	2,500
3	Underpants	7,500	2	Underpants	5,000
1	250 g multipurpose soap	2,500	3	Colgate	2,950
1	Pad Bag	3,000	4	Toothbrush	1,160
1	Comfort kit bag	6,000	5	Comfort kit bag	6,000
	TOTAL	25,000		TOTAL	24,110

Review Meeting and Capacity Building of FAWEZA Accounts Personnel

A review meeting of the FAWEZA financial and reporting system was held during the visit of the Senior Field Accountant from AIR's Washington office. During the meeting it was established that FAWEZA staff need additional capacity building support for monthly reconciliations. Follow-up training was done by the CHANGES2 financial management staff.

Baseline Data Survey

As part of the Year 1 CHANGES2 baseline survey, data collection instruments focused on OVCs were developed and administered, and focus group discussions were conducted in selected intervention schools in all the main CHANGES2 program areas. Analysis of the findings is currently being carried out. (For more information on the CHANGES2 program baseline survey, see Section 4.7.)

IEC Materials Production

During the reporting period, several IEC materials related to OVCs and HIV/AIDS were worked on. Four comfort kit information booklets and brochures for girls and boys were designed. The CHANGES2 OVC and Scholarship Advisor and FAWEZA worked on the initial text of the comfort kit brochures. Also, 4,000 information booklets on puberty and 4,000 AIDS facts brochures have been designed and are ready for production and distribution.

OVC Forum Meetings

The CHANGES2 OVC and Scholarship Advisor facilitated two MOE and Partners OVC meetings. She also took the lead in developing and costing the MOE/Partners "Comprehensive Basket of Services" (also referred to as the "Minimum Package") for OVCs.

AEI OVC "Wrap Around"

As noted under the HIV/AIDS component (Section 4.2), the proposal for the \$420,000 additional AEI funds for the OVC "Wrap Around" initiative, was completed and submitted to the USAID. For more details on this activity, see Section 4.2.

4.5 School-Community Partnerships and Outreach

School-Community Partnerships (SCP) Training

During the previous reporting period, CHANGES2 hired two consultants to develop a School-Community Partnerships and Outreach training of trainers course for provincial and district level staff. The training course had a focus on participatory methodologies such as Participatory Learning for Action (PLA), Theatre for Community Action (TCA), and Focus Group Discussions.

The TOT was conducted this quarter and 148 participants (87 male and 61 female) were drawn from CHANGES2's key cooperating line ministries (MOE, MOH, and MCDSS), with at least four participants drawn from each CHANGES2 district (see Table 1 below for details).

Table 1 Number of Individuals Trained in the SCP TOT:

Province	Category	Male	Female	Total
Central	Education/Teachers	12	7	19
	Health workers	3	2	5
	MCDSS	6	1	7
	Others	2	1	3
	Sub Total	23	11	34
Copperbelt	Education/Teachers	11	10	21
	Health workers	2	4	6
	MCDSS	9	10	15
	Sub Total	22	24	46
Lusaka	Education/Teachers	7	5	12
	Health workers	1	1	2
	MCDSS	3	4	7
	Sub Total	11	10	21
Southern	Education/Teachers	17	7	24
	Health workers	7	4	11
	MCDSS	7	5	12
	Sub Total	31	16	47
	Total	87	61	148

The purpose of the TOT was two-fold: (1) to train district and provincial multi-sectoral resource teams who would later provide training to teachers and community members in CHANGES2 community mobilization strategy, and (2) to develop district action plans for training teachers and communities in establishing School-Community partnerships through PLA and TCA. These teams will carry on with the training of new teachers and community members as the CHANGES2 program expands.



Community members developing a map as part of the PLA process training in Siavonga District, Southern Province.

After the TOT was completed, the resource teams completed implementing the cascade trainings of teachers and community members from all 424 Year 1 CHANGES2 schools in Participatory Learning and Action (PLA) and Theatre for Community Action (TCA) methodologies for sensitizing and mobilizing communities. In total, 762 individuals, comprised of 404 teachers (224 male and 180 female) and 358 community members (240 male and 118 female), were trained. (See Table 2 below for details.)

The training of teachers and community members took place between 16-31 March 2006 in all four CHANGES2 provinces, and the aims of the workshops were:

- to provide understanding of the CHANGES2 model and main program areas;
- to equip teachers and community members with the knowledge and skills required to implement PLA and TCA methodologies for sensitizing and mobilizing communities around CHANGES2 program issues and challenges; and
- to develop action plans for community mobilization in respective school catchment areas.

Although the training content included SHN and the promotion of quality learning in general, the strongest emphasis was placed on HIV/AIDS prevention and behavior change strategies.

Table 2 Number of Teachers and Community Members Trained in Participatory Methodologies:

	District	Teachers		Community Members		Totals
		Male	Female	Male	Female	
1	Central	58	40	69	19	186
2	Copperbelt	53	49	56	41	199
3	Lusaka	47	54	49	40	190
4	Southern	66	37	66	18	187
Total		224	180	240	118	762

As part of the SCP training, participants had opportunities to perform dramas for surrounding communities. Most of the performances focused on HIV/AIDS and abstinence issues. It was heartening to note that the community participatory planning circle culminated in well-focused drama performances. A total of 8,211 community members (3,379 male and 4,432 female) were reached in this manner (for details, see Table 3 below).

Table 3 Community Members Reached Through Drama Performances During SCP Training:

	Province	Community Members		Total
		Male	Female	
1	Central Province	331	301	632
2	Copperbelt	1,358	1,921	3,279
3	Lusaka	90	210	300
4	Southern	1,600	2,400	4,000
TOTALS		3,379	4,832	8,211

The SCP trainings provided each Year 1 CHANGES2 target school with a SCP resource base in each school that will incrementally mobilize and sensitize fellow community members in their respective catchment areas through 2009 and beyond.

To support the community mobilization and sensitization campaign envisaged to begin in the next quarter (April–June, 2006), 424 cameras, 848 2AA batteries, and 424 rolls of film were procured and distributed to all Year 1 CHANGES2 targeted schools. The cameras will assist communities to document their SCP activities. Pictures obtained will also be used to initiate dialogue among community members on issues related to HIV/AIDS, SHN and improving learning in schools.

Support and Supervisory Visits

CHANGES2 TAs in HIV/AIDS, SHN, and SCP and Sub-Grants, as well as the Chief of Party, actively participated in the monitoring of the aforementioned zonal-level SCP training workshops to ensure that the quality of training was not diluted in the cascading process. During those support visits, the Technical Advisors and the Chief of Party also provided direction on CHANGES2's core activities: HIV/AIDS and OVC Support, SHN, Teacher Education and Professional Development, Scholarships and, SCP and the Sub-Granting mechanism.

The two consultants who were key facilitators during the SCP TOT also monitored the process and quality of the trainings; their general impression was that the resource teams performed diligently and had achieved competency levels sufficient to conduct the workshops effectively now and in the future.

Inclusion of SCP and Outreach in the Revised SPRINT Manual and Teacher's Guide

As an on-going strategy to mainstream the SCP concept into the MOE system, the CHANGES2 School-Community Partnerships and Sub-Grant TA participated in the development of the new SPRINT Teacher's Guide, which has been referred to in previous sections of this report. A chapter on SCP was included in the SPRINT Guide and, as such, training in SCP will be included in the formal in-service training system. It is anticipated that more schools, even those outside CHANGES2's operational areas, will benefit from this activity.

4.6 Small Grants

Training of Sub-Grant Coordinators

During March, the four CHANGES2 provincial Small Grants Coordinators, the Technical Advisor, and the Small Grants Accountant were trained in grant management by the Senior Field Accountant from the AIR Washington office. The training focused on small grant procedures, the sub-granting cycle, and programmatic and financial assessment tools to be used in the CHANGES2 small grants component. The training provided an opportunity for CHANGES2 staff to acquire an in-depth understanding of AIR's sub-grant management procedures, and was a key activity in formally launching the small grants component of CHANGES2.

Establishment of Provincial Sub-grant Management Committees (SMCs)

Also during the reporting period, CHANGES2 facilitated the establishment and orientation of Sub-grant Management Committees (SMCs) in all four CHANGES2-supported provinces (Central, Copperbelt, Lusaka, and Southern). The SMCs have representation from key stakeholders in CHANGES2's three cooperating line ministries: MOE, MOH, and MCDSS. The respective provincial SCM committees will be expected to evaluate and recommend proposals for funding throughout the CHANGES2 program and beyond.

Selection of Lead Local NGOs to Support CBOs

Part of CHANGES2's agenda in awarding small grants is to build the capacity of local NGOs and CDPs who receive the grants. During the quarter, the program called for expressions of interest from local NGOs to partner with CHANGES2 in the sub-granting and capacity building of CBOs. Of the 40 local NGOs who responded to the newspaper advertisement, 13 potential Lead NGOs were short-listed and were then encouraged to submit Requests for Agreements (RFAs) to their respective provincial SMC for consideration.

Four local NGOs (one from each targeted province) have now been recommended for the \$64,000 sub-grant awards (see table below). The recipient lead NGOs will then support local school and community based groups who propose innovative ideas in the prevention of HIV/AIDS, OVC support, SHN, and promotion of learning in general.

Short-listed and Selected Lead NGOs

Province	Short-listed NGOs	Selected
Central	HODI	HODI
	Jesus Cares Ministry	
	Child Care and Adoption Society	
Copperbelt	Copperbelt Health Education Project (CHEP)	CHEP
	Link Association for Relief of Children (LARC)	
	Hasana Mapalu,	
	Kaloko Trust	
Lusaka	Family Health Trust (FHT)	FHT
	Institute of Culture Affairs	
	Zambia Association of Youths in Schools	
Southern	Youth Alive	PAM
	Program Against Malnutrition (PAM)	
	LEGENDS Trust	

Development of Small Grant Administration Manual

During the quarter, the Small Grants TA finished the draft Sub-Grant Management Manual he had started last quarter. Most of the materials included in the manual were adapted from the document, “Assistance to Basic Education-Basic Education (ABE/BE) Grants Administration Manual, January 2006,” which had been provided by AIR/Washington. The manual provides information on each of the three types of sub-grant offered by CHANGES2 program, and will be used as a reference guide for all CHANGES2 staff and their cooperating local partners.

4.7 Monitoring and Evaluation

As referred to throughout this report, a major activity undertaken during the reporting period was conducting a baseline survey which was in line with the CHANGES2 M&E work plan, and which will enable the program to measure and report on qualitative progress each year. Six control schools and six intervention schools were sampled from each of the four provinces for a total of 48 schools. Data were collected using questionnaires, classroom observations, focus group discussions, and environmental checklists. Respondents were pupils, teachers, and parents, grouped according to gender as appropriate. Ninety-six (96) teachers and 480 pupils, evenly split by gender, were interviewed, 144 classroom observations of teachers were conducted, 24 focus groups (eight each of teachers, pupils and community members) were held, and 48 school environment checklists were completed.

The baseline data collection was done by teams consisting of provincial-level MOE staff and CHANGES2 staff who had been trained in the use of the instruments. Upon completion of the two-week data collection process, data sets were created with the help of two hired data entry assistants. A consultant from AIR/Washington assisted with cleaning the data sets, and data analysis is scheduled to be completed in the next quarter, with the baseline report to be produced soon thereafter.

5.0 SPECIAL EVENTS

US Ambassador's Visit to Southern Province

On 2 March, the new American Ambassador to Zambia, Carmen Martinez, visited Nalituwe Basic School in Livingstone as part of an orientation and fact-finding trip in Southern Province. Nalituwe School was an original CHANGES program school and received a small grant to implement girls' education and HIV/AIDS-related activities. In addition to the Ambassador's entourage, the DEBS Livingstone and the PESO participated in the visit during which Mrs. Martinez was briefed by the head teacher, had discussions with groups of teachers and pupils, and walked around the school to see the activities implemented with the CHANGES small grant. The SO6 team reported that the Ambassador was pleased with what she saw at Nalituwe School.

FAWEZA's 10th Anniversary Celebration and Distribution of USAID Dictionaries

On 7 March, the Chief of Party of CHANGES2 participated in the 10th anniversary celebration of FAWEZA's work in Zambia, at the Mulungushi International Conference Center. The Guest of Honor was First Lady of Zambia, Mrs. Maureen Mwanawasa. As part of the festivities, the Chief of Party and First Lady awarded 10 of 1,400 dictionaries, which had been donated to FAWEZA by the Africa Bureau of USAID, Washington, DC, to scholarship recipients who were in the audience. The remaining 1,390 dictionaries were distributed to Grade 10 scholarship recipients later in March as part of the scholarships disbursement process.

Scholarship and OVC Technical Advisor Participation in UN Summit on Gender

At the request of the Cabinet Office, the CHANGES2 Scholarship and OVC Advisor went to New York City as part of a six-member Zambian delegation to participate in the UN's 50th Session of the Commission on the Status of Women, during 28 February through 10 March. During the meeting, she presented a paper on progress made in Zambia towards gender equality in recent years.

USAID/SO6 Field Visit to Copperbelt Province

During the quarter under review, CHANGES2's Copperbelt office was visited by USAID/Zambia SO6 staff. They were in Copperbelt Province to gain a first-hand view of how CHANGES2 activities are being implemented. During the visit, they were able to meet various beneficiaries and stakeholders such as pupils, MOE officials, and FAWEZA regional staff and parents/community members. The SO6 staff visited Fatima Girls School, a school in which some students receive scholarships, and Lufwanyama District, in which deworming was being conducted in several schools. They also visited COTSECO to see how computers that were donated by USAID were being used. On the final day of the visit, the team paid a courtesy call on the PEO's office and finally visited the PRC where the Copperbelt SMC was having an orientation meeting.

6.0 MANAGEMENT AND ADMINISTRATION

Vehicle Issue

In March, one of the program's vehicles in Copperbelt Province developed a fault with its fuel injector pump. The vehicle is still new and under warranty, but the vehicle supplier claimed the problem was caused by contaminated fuel, and has insisted that liability resides with the fuel station. The fuel station, on the other hand, has denied this, saying the fuel supplied was from a large stock and no other customer has complained. A sample of the fuel from the vehicle is being tested by the vehicle supplier and the energy regulation authority, and the findings will determine the next course of action. As a contingency arrangement, the AIR Toyota RAV4 from the Lusaka HQ office has been temporarily assigned to the Ndola office.

7.0 PLANS FOR NEXT QUARTER

The following main activities are planned during the next reporting period, April-June 2006:

HIV/AIDS

- Pilot of SPRINT Teacher's Guide: Training of Zonal Education Support Teams (ZESTs) and two teachers per CHANGES2 school in HIV/AIDS Prevention (AB), mitigation and life skills through the SPRINT Teacher's Guide in 424 CHANGES2 schools.
- Monitoring and support to SCP activities at the school and community level to ensure that action plans which are developed are innovative and aimed at meaningful behavior change.
- Review of proposals and provision of small grants to CBOs, district and zonal resource centers and Colleges of Education for HIV/AIDS Prevention (AB) and Support to OVC.
- If funds become available, begin AEI OVC activity: training of 80 GC Teachers at selected CHANGES2 schools in psychosocial counseling.
- Work with COEs and UNZA on the new curriculum for COEs including life skills for HIV/AIDS prevention and mitigation.
- Continue radio broadcasts and development and distribution of brochures and booklets focused on life skills for HIV/AIDS prevention (AB) and decreasing stigma and discrimination.

Teacher Education

- Conduct ZEST trainings on the revised SPRINT manual and Teacher's Guide in all CHANGES2 provinces.
- Conduct head teacher training in the SPRINT Teacher's Guide.
- Conduct school-based training for teachers on the SPRINT Guide.
- Monitor the SPRINT training in schools.
- Continue to work with the MOE in strategizing about the pre-service training curriculum revision.

School Health and Nutrition (SHN)

- Continue deworming activities in schools.
- Monitor schools and support them in implementing other SHN interventions to become Health Promoting Schools, and start the school grading system.
- Participate in the training of teachers in the SPRINT Teacher's Guide, and monitor implementation in the CHANGES2 schools.
- Participate in the review of the curriculum to ensure the integration of SHN topics.

- Collaborate with partners and NGOs working on water and sanitation to ensure effective sanitation in schools
- Collaborate with partners to implement activities on malaria.

School-Community Partnerships and Outreach

- Facilitate community mobilization and sensitization activities to ensure that communities get accurate and complete information about CHANGES2 activities regarding HIV/AIDS prevention, OVC support, and SHN.
- Encourage communities to actively participate in the process of establishing school-community partnerships.
- Facilitate the training of traditional and other community leaders in their roles and responsibility in school-community partnerships and outreach, particularly in OVC support, HIV/AIDS prevention, and school health.
- Facilitate the development of community level action plans that are relevant to CHANGES2's programmatic areas, and ensure that HIV/AIDS prevention and behavior change activities are primary.
- Provide technical support to CHANGES2 provincial and MOE staff in establishing school-community partnerships.

Small Grants

- Train district multi-sectoral sub-granting committees to ensure that they operate within AIR/CHANGES2 guidelines.
- Facilitate formalization of the agreements between CHANGES2 and lead NGOs.
- Facilitate granting of awards to deserving NGOs, CBOs, and resource centers.
- Include USG and GRZ environmental procedures and guidelines in the sub-grant manual.
- Monitor and support Sub-Grant Management Committees in all CHANGES2-supported provinces.

Scholarships and OVCs

- Monitor scholarship and SAFE club activities and provide technical support as appropriate to the club overseers.
- Conduct a rapid assessment of FAWEZA provincial and district coordinators' capacity needs.
- Conduct an assessment of the effectiveness of SAFE clubs in six provinces (15 high schools per province).
- Embark on the AEI OVC "Wrap Around" activity of training 80 Guidance and Counseling teachers in selected schools and on-site formative monitoring of the impact of the training.

8.0 SUCCESS STORIES

FROM COPPERBELT PROVINCE...

DRUG ADMINISTRATION DAY ENCOUNTER AT CHIWALA BASIC SCHOOL: COMMUNITIES APPRECIATE THE SHN PROGRAM

Dindi D.T.H. TS 81089, A/Head Teacher, Chiwala Basic School, Masaiti reports:

I woke up early in the morning as usual. I realized it was not just like any other day, but a DAD at my school. I quickly rushed through my morning schedule, soon I was ready to go for work.

I took my bicycle and cycled to my school. On the way, I was approached by a couple of parents who wanted to find out more about the DAD. Each time I would stop to share greetings and then answer some queries concerning drug administration.

The questions which were most prevalent were regarding the food pupils were going to eat and the drugs to be received. I explained, giving reference to olden days when pupils suffering from bilharzia were identified in schools: “This time, pupils were referred to either clinic or hospital for further examination and eventual treatment. However, active school involvement in such Health matters had decreased in the past years. Fortunately now CHANGES2 is with us. The trend this time round has changed. Administration of drugs for bilharzia, deworming, and iron tablets will be done at school thereby making the whole process much more efficient. Consequently the feeding of pupils because some drugs were too strong.”

Further explanation was made each time I encountered parents on how illnesses like bilharzia and worm infestation affect the performance of pupils at school. Appreciation from parents could be read on their faces.

Upon arrival at the school, I quickly checked if drugs were ordered from a nearby clinic. In the meantime, the preparation of the food (sweet potatoes) was going on by teachers and some women from the community. Meanwhile, parents and teachers were being entertained to traditional dances by a local drama group.

It was then time to feed the pupils before administering the three drugs. Food was taken to each class by the catering committee. Just as the catering committee brought their own dishes, so also did the pupils, who had plates and spoons. With everybody cooperating, the laborious work of feeding was soon completed.

Shortly afterwards, the pupils who reported symptoms of suffering from bilharzia were gathered separately. The rest of the pupils started receiving their deworming drugs and iron tablets. Albendazole was quite tasty and flavored, but teachers ensured no pupil got seconds.

Special attention was accorded to the group identified with bilharzia symptoms. This group was given Praziquantel using a tablet pole under the watchful eye of two nurses from local clinics. The staff from the District Health Office (DHO) were on standby too, to check for cases of complications. Fortunately enough, there were none.

Just then an interesting incident occurred. A small boy, aged eight, was in company of other boys who were going to answer the call of nature. He could not “apply the brakes,” and released three long worms, much to the delight of his fellow pupils and members of staff. “*Ca cine umuti uyu ni mbama (truly, this drug is effective)*,” remarked one parent in Bemba. Evidence was overwhelming. The level of partnership witnessed that day was unprecedented, and, without CHANGES2, this would have remained a dream. Many thanks go to CHANGES2 in Copperbelt Province.

FROM LUSAKA PROVINCE...

BIMBE BASIC SCHOOL PUPILS, TEACHERS, AND COMMUNITY MEMBERS APPRECIATE THE CHANGES2 INITIATIVE

What may have been seen as a training workshop, possibly only to have an impact in the long term, has changed the perception, management, and use of one of the CHANGES2 intervention school's health resource –the orchard. The Head of Bimbe Basic School in Chongwe District, Mr. Levison Shamusompa, is a proud man as he shares his story:

“In Chongwe, most of the schools have neglected their gardens and orchards. They have not been viewed as a valuable resource to the schools. The school administrators have had neither the interest in how the gardens and orchards are managed nor the control over how the produce is used.” Until December, 2005 the story was not different for Bimbe Basic School.

“My turning point was when I attended the School Health and Nutrition (SHN) workshop which was conducted by the CHANGES2 Program from 15th to 17th December, 2005. During the SHN training, emphasis was put on the importance of schools maintaining orchards, gardens, and fields where fruits and vegetables could be grown and fed to pupils to enhance their intake of healthy food.

During the same training workshop, guidelines on how School Managers and their teams could improve the management of the resources that they had in the schools were also discussed. The greatest eye-opener of how to best enhance SHN activities was when issues of owning and maintaining fields, orchards, and gardens were discussed. The fact that my school already had trees in an orchard, which only needed attention, motivated me to work at making the fruit available, and put to good use. I spearheaded the constitution of a SHN Committee and started working with this team to improve the orchard and to ensure that the pupils and the community learned and understood the importance of having and maintaining a good orchard for everyone's benefit. The pupils and the teachers have learned the importance of maintaining a good orchard, and that of ensuring that all the pupils benefit from the produce.”



A pupil helping to collect guavas on distribution day.

Like in many cases, the Head had initially thought that the school could get a little monetary profit by selling the fruit to pupils in order to take care of some of the costs in the school. However, his views were changed sooner than later, as he shares:

“I had initially decided that the produce would be sold so that the money could be used to pay for other small costs in the school. However, this was not well received and it promoted pilfering of the produce.

When the CHANGES2 team visited the school to get some information, I had a lengthy discussion with them and they shared with me and my teachers some ideas of how such a simple initiative such as giving free produce to all pupils could actually lessen the number of cases of children staying hungry in school, raise the morale of the children, and also promote healthy feeding. Additionally, they shared with us the idea of recording the produce and the distribution pattern.”

The school has since developed criteria for distributing the fruit so that all pupils benefit freely. All the pupils were sensitized on this new development, and they now understand when it is not their turn to receive the fruit. The parents had been skeptical about the idea at the start, but they have seen this work and they are very happy about it. They too have had an opportunity of eating the fruit from the orchard, when a feeding day coincides with one of the parents’ meeting.



Parents (community members) getting some fruit during one of their meetings on a distribution day



Fruits distributed to pupils are greatly appreciated- the boy above vividly shows his happiness after receiving the fruit.

“Every week, our fruit is picked and distributed to pupils. Every pupil benefits and the members of the community have started appreciating the presence of an orchard in the school. Every member is keen to see that the orchard expands to include a lot more fruit trees.”

FROM SOUTHERN PROVINCE...

SINAZONGWE SCHOOL-COMMUNITY PARTNERSHIP WORKSHOP IS LIFE CHANGING

“My wish is to see that we expand our orchard and maize garden so that the pupils of this school benefit from the initiative. I hope CHANGES2 will continue to help us with information and possibly skills to enable us run even better orchards and gardens.”

On 8th March, CHANGES2 staff, accompanied by the Provincial Community Development Officer, Mr. Phaniel Muyunda, and CHANGES2 Consultant, Mr. Jairos Banda, arrived in Sinazongwe to support the School Community Partnership workshop scheduled for the following three days. It was getting towards the end of the working day, but the DEBS was in the office. He assured us that everything was all right regarding the workshop and that he would be there for official opening the following day.

One hurdle met us immediately. Out of the four facilitators trained for this workshop from the district, only two were available. These were Emmanuel Chintu, Social Welfare Officer, and John Hara, the District Environmental Officer (who unfortunately could not attend the workshop for unexplainable reasons). The District Resource Centre Coordinator, Edson Sikalongo, and the Theatre Teacher, Mauldrine Yamba, live in Mamb, which is far away from the Boma. They had no transport to get them to the meeting post at the District Education Board Office, nor to Sinazeze, the business centre and a central meeting place.

But as luck would have it, the workshop started at 11:00 hours with 15 participants out of the expected 20. The two facilitators from Mamba had managed to organize transport to Malima Basic School, the venue for the workshop.



At the end of Day 1, the venue had to be moved to another school because Malima Basic School was considered unsafe for day participants and the support team in the event that it rained. The bridge before the school had been washed away and the river would not be crossable at high tide; vehicles were driving over the riverbed. Therefore for the next two days, the workshop was to be conducted in Nang’ombe Basic School within the same zone.

The start of Day 2 was very difficult and caused a near difference between the facilitation team and the support team. Because of the difficulties in getting fuel supplies in Mamba, the support team arrived very late for the workshop and most unfortunately, the workshop materials were at the back of their vehicle. This is what disappointed the facilitation team, especially Edson and Maudrine, who were at the venue with the participants. Maturity however, prevailed and the workshop, which had started with facilitators’ initiative, went on as if all had been well. Full attendance was achieved.

The facilitation team, though one facilitator short, worked very hard. The theatre teacher really proved her mettle right through to the end of the workshop. On the third day she just ‘sat on the participants’ to make sure that the climax of the workshop, a performance to wider audience, was not just an entertainment show but an educational event. “We are not breaking off for lunch until the play is polished,” she informed her participants. They went through the motions again and again until about 14:30 hours when she felt she had pushed them far enough. “We shall have a drink on the way to the arena,” she told them. Off we started then and, after the refreshments, we got to the arena, a market place about two kilometers from the workshop venue.



The play was very good. The facilitators felt that it was even better than what they had done during their training. The audience found it very educative and expressed desire for more such activities.

After closing the workshop at the workshop venue, one of the participants from Malima Basic School Community, who is also the chairperson for the PTA at the school, Mr. Aswel Siakango, approached me beaming with joy.

“I have never felt so happy in the whole of my working life, neither have I ever felt so part of a group,” he said.

“What do you mean?” I asked.

“This workshop has been excellent and I feel determined to go and work very hard in my community so that the school and the community can begin to work together for their mutual benefit.”

I said, “That’s good to hear. But tell me, what has changed you?”



“The way the workshop has been conducted,” He answered. “Mr. Mumba, I have worked in many places and with different people and sometimes in a supervisory role. But for the first time I have been made to realise that all along I worked alone. If you have been to the international airport, there is a bill board (he described what is on it and where it is) which I constructed with other people, but I was not a team worker. This workshop has helped me to understand the importance of team work and that team work does not consist in being in a group but consists in being part of a group. I will make sure that I work with others as a team,” he concluded. I was very happy to hear his resolve.

As we traveled back to Mamba with Mauldrine the theatre teacher, she looked very reserved and never said much unless she was asked. But as we were getting close to Mamba, she opened up a different conversation.

“How were zones for CHANGES2 chosen?”

“It was the DEBS office that did,” we told her.

“Sometimes people think that bush schools are the only ones with difficulties,” she lamented. “My zone has serious problems with the community. Will it be OK if I start school-community partnerships in my zone on my own?”



“Oh, well it should be fine as long as you realize that CHANGES2 is tackling one zone at a time and the zones are arranged by the DEBS. But as a local initiative, that would be a welcome idea. It is likely to even be more sustainable because it is a local initiative. So, yes, it sounds like a brilliant idea but ensure that your DRCC and the DEBS know what you are doing.”

To me this was an encouragement, which was a result of her experiences in training other people. If she puts her experiences to good use, she is likely to find a lot of fulfillment in her efforts to improve school-community partnerships in her zone.

FROM ACROSS THE COUNTRY...

POSITIVE REPORTS FROM COLLEGES OF EDUCATION: IMPROVING THE PEDAGOGY OF TUTORS

Teaching at all levels in Zambia tends to be teacher-centered and focused on lectures: the teacher talks while students listen, write notes, and memorize facts. This does not encourage the development of critical thinking skills or challenge learners to inquire on their own.

Every year, over 400 college tutors from the 10 Basic Colleges of Education gather for a professional meeting at a college. Tutors gather for plenary sessions and break into topic groups for lectures. They are taught in the traditional way: an “expert” gives them information which they are expected to carry back to their colleges to convey to their student teachers.

However, this year was different. After receiving training in *In My Classroom: A Guide to Reflective Practice*, the tutors decided to conduct the meeting differently. Each topic area was given a classroom at the college. They made posters for “talking walls,” utilized locally available materials for demonstrations, and developed participatory activities for their peers.

Senior MOE officials at the meeting expressed surprise. They said this had never been done before and that tutors appeared to be energized and excited. More importantly, they were practicing and participating in new ways for teachers, which encourages learners to be critical, ask questions, and create. MOE officials attributed this to the work of CHANGES2.

10.0 APPENDICES

Appendix A: FAWEZA First Quarter Technical Report 2006

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

**CHANGES2
SCHOLARSHIP
PROGRAM**

FIRST QUARTER TECHNICAL REPORT - 2006



Prepared by:

FAWEZA National Secretariat

REPORTING PERIOD: 1ST JANUARY TO 31ST MARCH 2006

FIRST QUARTER TECHNICAL REPORT

1.0 INTRODUCTION

This quarterly narrative report gives an overview of the activities undertaken in the implementation of the CHANGES2 scholarship programme which is supported by the US government through the American Institutes for Research (AIR) in the period January to March 2006. The programme which targets High school (Grade 10-12) girls and boys at a ratio of 7:3 in six (6) provinces; Central, Copperbelt, Eastern, Lusaka, North-western and Southern, aims to sponsor 3,500 recipients in the year 2006. Each scholarship will be renewed on a yearly basis, based on good performance and demonstrated good conduct. To support retention and survival of scholarship recipients through the high school cycle, an HIV/AIDS and reproductive health program being channeled through the Students' Alliance for Female Education (SAFE) Clubs has been integrated into the program by promoting and sustaining positive behavior and attitude.

During the period under review, activities ranging from selection of implementation site, formation of School Selection Committees (SSC), compilation and entry of data on OVCs applicants, distribution of bursaries and collection of receipts were under taken.

2.0 SCHOOL IDENTIFICATION PROCESS

The schools that are eligible for this programme are government or grant aided High schools and secondary schools in the six provinces, but in selecting sites schools, priority was given to schools where FAWEZA already had administered bursary programme sponsored by AGSP, AEI, Winrock or PEPFAR.

3.0 SCHOLARSHIP PACKAGE

The composition of the minimum package for each scholarship recipient included all school levies: user, school and PTA; boarding fee; where applicable; exam fees; uniform cost; and a minimal stipend for personal effects. The comfort kit has not been administered as it is still under trial. In addition, each Grade 10 recipient received a copy of the Webster Dictionary.

4.0 PROVINCIAL CONSULTATIVE MEETINGS

In each of the six provinces where the bursary programme was to take place, tripartite consultative meetings were held and were attended by personnel from CHANGES2, Ministry of Education and FAWEZA. The main objective of these meetings was to identify the different roles and responsibilities that each party was to play in the implementation of this programme. The following is a summary of the recommendations that come from the various meetings:

ROLE OF CHANGES2

- Receiving reports from FAWEZA, analyzing them and providing feedback.
- Providing technical support e.g in establishing data base.
- Capacity building of human resource for FAWEZA and MOE at all levels
- Ensuring that funds are available in time.
- Participate in collaborative meetings at all levels.
- Monitor schools where bursaries are being offered in CHANGES2 zones
- Submit reports to PEO on quarterly basis

ROLE OF MINISTRY OF EDUCATION

1. SCHOOL LEVEL

- Formation of School Selection Committees
- Identification and selection of OVC
- Ranking OVCs according to levels of vulnerability
- Submission of recommended applicants to DEBS Office (DWAC)
- Identification of individual beneficiary's education needs
- Receive scholarship grants, procure education materials and effect payments of stipend.
- Monitor and evaluate child's performance and daily attendance
- Write and submit reports to DEBS and FAWEZA
- Keep records on bursary programme

2. DISTRICT LEVEL

- Training of the school based committees
- Verification of submitted information from SSC, such as fees
- Tracking, monitoring and evaluation
- Source funds for support programs
- Data compilation
- Write and submit reports to PEOs office
- Auditing school grants
- Ensure that schools send lists of OVCs timely
- Verification of the OVC selection process

3. PEO'S LEVEL

- Train the District managers in aspects of bursary management
- Monitor and evaluate the implementation of CHANGES2 programme
- Collect and compile statistical data on different bursary schemes
- Analyze and assess the performance of CHANGES2
- Track and monitor expenditure in districts and schools / colleges
- Audit books of accounts at district , colleges and school levels
- Source funds for support activities
- Write and submit consolidated reports to PS

ROLE OF FAWEZA

- FAWEZA members appointed SAFE Overseer sit on school selection committee
- Monitoring and accountability
- Monitor the progress of the pupils
- Provide mentoring and psycho-social support to OVC
- Conduct remedial learning to bursary recipients in examinations classes
- Submit work plans, quarterly and annual reports to CHANGES2 and MOE
- Work with stakeholders to orient school selection committees
- Address issues of safe lodging for bursry recipients
- Provide IEC materials Youth friendly information corners.
- Introduce extra-curricular activities that will keep girl children busy e.g. netball league

- Verify the school selection committee process
- Lobby for increased funding to Girls' education

5.0 ROLE OF SCHOOL SELECTION COMMITTEE IN VERIFICATION

FAWEZA National Secretariat made available application forms to targeted schools, District Education Board offices and FAWEZA provincial Focal Point Persons' offices. Once application forms were submitted to the school, meetings of SSCs were convened to review the application, verify vulnerability of the applicant, using the criteria developed by the FAWEZA Bursary Technical committee, which stipulates that a pupil eligible for bursary had to be a:

- Girl or boy entering or already in high school and has potential to complete
- An orphan whose education is neglected by relatives
- Girl or boy from a child/female/grandparent-headed home
- Girl or boy from a home classified as 'poor' by social welfare
- Girl or boy living with HIV/AIDS
- Single or double orphan whose parent(s) died of AIDS

In cases where none of the SSC members could vouch for the status of an applicant, the applicant was requested to produce supporting documents such as death certificate or letter of recommendation from a church or social welfare.

Each applicant was ranked by order of vulnerability by the School Selection Committee (SSC) which comprises the Head or Deputy, a member of the PTA or Education Board, a member of a local Faith based or community based organization, a teacher member of FAWEZA (preferably the SAFE Overseer) and the Head Girl or Head Boy of the school. Ranking was done by scoring each factor that indicated vulnerability other than verifying genuineness of each OVC case and recommending the functions of the SSC are mainly to:

- Provide mentoring and fostering to orphans
- Ensure payment of stipend and procure items for bursary recipients
- Monitor attendance and general participation
- Consider replacement or exclusion of pupils from program

6.0 BURSARY DISTRIBUTIONS

FAWEZA National Secretariat, in collaboration with provincial and district education officers and FAWEZA members carried out the awarding bursaries to OVCs in all the targeted six provinces. The exercise was undertaken in January and the second trips March. The bursary distributions were characterized by:

- Meeting the School Selection Committee members and orienting them on their functions
- Re-interviewing of bursary recipients to confirm the authenticity of the information presented
- Removing or replacing of those not eligible
- Instructing recipients about their stipend and the need to sign the stipend record book after being given their personal effects and uniform fees, where schools did not provide them.
- Emphasizing the importance of good academic performance and good conduct

- Informing all bursary recipients that it was mandatory for them to be SAFE club members
- Distributing dictionaries to grade 10 scholarship recipients. To date, 417 dictionaries have been distributed to pupils in Lusaka, Eastern and North-Western schools



Dictionary distribution at Lumimba Sec

7.0 DATA ENTRY UP DATA

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

PEPFAR

Objective (D)	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Enhanced support for OVCs	Number of OVC served by OVC programmes (PEPFAR)	3,500	10,500	1270	2506	3776	1270	2506	3776

NOTE: In anticipation of reduced kwacha funding as a result of the appreciation of the kwacha against the dollar, some adjustments were made in the OVC support portfolio. For example, the mix of boarding school versus day school support was biased towards day school which is cheaper. This reduced the average cost per OVC and allowed the support of more OVCs than was originally planned.

Scholarships to OVCs

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				Male	Female	Total	Male	Female	Total
Greater OVC support	3500	3500	10500	1270	2506	3776	1270	2506	3776
Enhanced retention of OVCs in schools	Retention ratio.	>1	>1	0	0	0	0	0	0
Performance of scholarship recipients	Average performance of OVC scholarship recipients compared to OVC non-scholarship recipients	>1	>1	0	0	0	0	0	0

NOTE: The retention ratio for scholarship recipients and the average performance of OVC could not be calculated because:

- The national retention average needed for calculating the retention ratio has not been availed to us by CHANGES 2.
- The average performance of OVC scholarship recipients could also not be obtained, as the school term had not come to an end at the time of preparing this report.

Table 3.4. Scholarships to OVCs

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

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				Male	Female	Total	Male	Female	Total
More OVCs completing secondary school	Percent of grade 12 OVCs receiving scholarships who graduate.	85%	85%	0	0	0	0	0	0
Greater OVC support	Number of scholarship recipients benefiting from mentoring support.	3,500	5,500	375	933	1308	375	933	1308
	Percent of scholarship recipients participating in SAFE (or other anti-AIDS) clubs	85%	85%	0	0	0	0	0	0
	Number of scholarship recipients trained as HIV/AIDS peer educators	1750	2,750	0	0	0	0	0	0

NOTE: Only 1,308 pupils have received mentoring support out of the 2,394 pupils who have been awarded bursaries this quarter. This is because the 1,308 are in schools where SAFE Clubs are already functioning.

The percentage of scholarship recipients participating in SAFE Clubs (or other anti-AIDS) activities could also not be obtained because reports of the actual membership have not been received as these are only sent at the end of each term.

The training of scholarship recipients as Peer Educators has been scheduled to take place during the first week of school holiday i.e from 10th to 14th of April 2006, we are targeting to train 230 pupils as Peer Educators/Mentors.

8.0 EXISTING SAFE CLUB ACTIVITIES

High schools in this country still indicate low retention and progression rates for girls mainly as a result of early marriages, teenage pregnancy. The SAFE Club intervention, which is a peer support mechanism for advancing female participation in education and mobilizing young people to participate in activities to prevent and mitigate the impact of HIV/AIDS, has become an integral part of the bursary programme. SAFE Clubs aim to cultivate positive gender relations and contribute to creating a school climate that attracts and retains female pupils.



Kabulonga Girls' and Boys' SAFE Club

In this quarter, the SAFE Club members from the already existing SAFE clubs have been carrying out different activities but reports have not yet been received because the school term has not come to an end. Among the notable activities that have been carried out is the sensitization on issues affecting girl's education to an audience of pupils, FAWEZA members, community members, teachers and donor partners during the Launch of the Centre of Excellency at Kamulanga High School, officiated by the Minister of Education Honorable Brigadier General Dr Brain Chituwo. Using songs drama and poems Kabulonga Girls High School and Kamulanga High School SAFE Clubs made the almost 200 audience aware that girls' education has been adversely affected by the HIV/AIDS pandemic and emphasized the need to equip girls with life skills to prevent HIV/AIDS. In addition, SAFE Club members from all the 9 provinces participated in FAWEZA's 10th Anniversary celebrations and performed sketches, poems and songs with HIV/AIDS prevention messages reaching out to over 500 people, who included pupils NGO partners, community members, government offices and donor partners.

9.0 CHALLENGES

- Prior to the Consultative meetings held in the targeted provinces, CHANGES2 provincial staff met District Education Managers to introduce their programs and also announce the C2 Scholarship program. This distorted our planning because we were forced to reach even schools we had not included in our original plan.

10.0 LIMITATIONS

- It will not be possible for us to collect data to compare the average performance of scholarship recipients against non-bursary recipients as schools are under no obligation to avail results for non-bursary recipients.
- The percentage of scholarship recipients participating in SAFE Clubs calculated against the total membership of the SAFE Club is too ambitious because in most schools bursary recipients are only a small fraction of the total SAFE Club membership since the membership is open even to non-bursary recipient, thus, this would reflect a much lower percentage than the targeted 85% (e.g. a school could have 10 bursary recipients but have a total SAFE Club membership of 45 giving us 22% as scholarship recipients participating in the SAFE Club).
- CHANGES2 should avail FAWEZA with the expected National Retention Average ratios against which FAWEZA will be making comparison..

11.0 PLANNED ACTIVITIES FOR THE NEXT QUARTER

The following activities have been planned for the next quarter (April – June):

- Bursary distribution to remaining schools
- Receiving and analyzing reports from the schools on performance of bursary recipients and SAFE Clubs activities.
- SAFE convention; bursary recipients will be trained as Peer Mentors/Educators and they will receive knowledge and facilitation skills on HIV/AIDS and ARH. This year theme is “**Acting against sexual abuse is acting against HIV/AIDS**” and participants will also produce advocacy messages.
- Teachers will be trained as SAFE Overseers to manage SAFE clubs
- SAFE Clubs will be launched in schools which are hosting bursary programme.
- SAFE Club grants will be given to clubs that will submit reports and send their action plans for their outreach activities.

Appendix B: Simon Chiputa Consultant Report

Final Report For The Period 10th January – 10th April 2006 By Simon Chiputa Teacher Education Consultant CHANGES2

1 Introduction

As usual, the beginning of each year is extremely busy for the Ministry of education which in turn kept the partners such as CHANGES2 also extremely busy in planning and implementing activities. Myself too as a consultant in CHANGES2 was kept excitingly busy in planning, advising and sometimes implementing some of the activities. It was indeed refreshing to be part of the team visiting some basic schools and interacting with teachers as they went about teaching, often under very difficult conditions such as lack of basic materials.

2 Scope of Work

As indicated in my interim report my work started in earnest on 10th January, 2006 by participating in planning and strategizing meeting at CHANGES2 offices. As per my terms of reference I have worked closely with Teacher Education Advisor in ensuring coherence and relevance of teacher education under CHANGES2 to the MoE. This entailed close collaboration with relevant MoE departments such as TED, CDC and Zambia Library Services. During the period, I also assisted the HIV/AIDS section under CHANGES2 in implementing some of the activities.

3 Major Activities Undertaken

- 3.1 With colleagues, I participated in training college tutors on HIV/AIDS mainstreaming in college curriculum through workshops conducted concurrently at Kitwe and Mufulira Colleges of Education. The climax of the training was the speech by the Permanent Secretary of MoE whose message on HIV/AIDS pandemic was forcefully and eloquently delivered and I believe left a number of tutors reflecting on their pedagogical strategies.
- 3.2 Drafting of the SPRINT manual whose outline chapters has towards the end of 2005 been agreed upon between MoE and CHANGES2. The trial version of the manual is now ready and NEST and PEST have been trained on it with a view of them training the DEST and ZEST. The Manual is to be trialed in CHANGES2 schools scattered in Southern, Lusaka, Central and Copperbelt Provinces. If successful (and I have no doubt it will succeed) the SPRINT Manual will add value to the deteriorating pedagogical practices commonly witnessed among teachers.
- 3.3 Distribution of College library books is nearly complete. On my part, it involved constant reminders to some colleges to pick up their share. Even Zambia Library Services itself required a lot of persuasion and sometimes push in order to sort out

the books. To date ZLS has not yet produced a status report in spite of several reminders. This is regrettable but reminders will continue until a report is produced.

- 3.4 Baseline survey in Basic Schools in which I participated both in training and trialing of the instruments. Arising from this involvement, plans are at an advanced stage to modify (slightly) the instruments and use them to extract vital information from colleges of education.
- 3.5 Managed to convince the Ministry of Education to accept the need for Curriculum Framework for Teacher Education as a link between the policy document (Educating our Future) and the Syllabuses currently being developed. The all important letter to UNZA from the Permanent Secretary on the need for development of the curriculum framework was delivered two weeks ago and a reply is being awaited. It is envisaged that UNZA will be ready to hold the writing workshop by May 2006 with resources provided by CHANGES2.
- 3.6 Training Notes for PEST were developed and will be adapted and adopted by DEST and ZEST in their training.

4 **Programmes/activities still outstanding (unaccomplished)**

Due to challenges outlined in my interim report (hereby attached) and the budgeting constraint faced by the Ministry of Education during the months of January to March when discretionary budgets are under discussion in parliament the following programmes/activities were not accomplished.

- 4.1 Action Research Strategy for College lectures
- 4.2 Report on the training needs of tutors in basic colleges of education

5 **Conclusion**

- 5.1 The CHANGES2 programmes and activities are very much in harmony with Ministry of Education policy and annual work plans. The difference may only be the pace at which they are implemented which at times Ministry of Education is slower.
- 5.2 As in the previous quarters I enjoyed being part of CHANGES2 team in planning and implementing activities which are targeted at enhancing pedagogical practices of teachers.

SIMON CHIPUTA
7th April, 2006

Appendix C: Tej Rae Consultant Report

Summary of Consultancy Services for CHANGES2 Editing and Layout of SPRINT Guide 16 January – 20 March 2006

Phase 1: 16 – 20 January .

Meeting at Blue Crest Lodge of Basic school teachers, Education Officers, Ministry Officials, and CHANGES2 staff to compile the first draft of SPRINT. This was done during a week-long meeting. My role was to present an hour-long session on writing style – how contributors should structure and focus their work to best address their audience of Basic School teachers, (see attached). For the remainder for the week, I sat with various groups and helped them to complete their sections, eg present information in an interesting way, formulate TGM questions, and provide feedback about what should be included and what should be left out.

During that week, we visited Muleya school in Emmasdale to get feedback from teachers about the new SPRINT content. This two-hour session helped to shape my understanding of what teachers would like to see in the SPRINT guide. In addition, I took photos of teachers and students to include in the guide.

Phase 2: 23 January – 17 Feb.

Editing the first drafts. I took the material compiled at Blue Crest and reshaped it to make it readable and relevant for teachers. I added questions to introduce informational paragraphs, and started to pull out sections for the appendix. I also created a mock-up layout in Pagemaker. I read various texts and researched quotes and ideas about the value of ongoing professional development for teachers, which I added to the text.

Phase 3: 20 Feb.

Review of SPRINT guide with Ministry Officials. During this meeting, a standard format for the guide was agreed upon. For each chapter, an inspiring quote to begin, define the topic, enumerate its objectives, then provide a series of common questions with their answers, interspersed with topics of discussion for Teacher Group Meetings.

After this meeting, I re-formatted the guide to conform to this structure.

Phase 4: 27 Feb – 3 March.

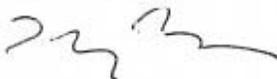
Review of SPRINT guide with all contributors, who met at Longacres Lodge to review the changes made thus far, add new materials, and make suggestions for the final draft. I attended some meetings to hear feedback and make changes to content and layout.

Phase 5: 7 – 20 March.

Preparing the Pilot. At this point, final edits and changes to layout were made. This phase was the most intensive as all sections were revised, new material came in, and the Appendices were organized. The guide was ready for printing on Monday, 20 March.

Throughout the project, I was guided by Joy du Plessis, and helped by Joan Woods. I found the project interesting and would be pleased to be involved in similar CHANGES endeavors in the future.

Tej Rae
Consultant



Appendix D: Theatre for Community Action Consultant Report – Jacob Chirwa

V

JACOB CHIRWA

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REPORT ON

**TRAINING OF TRAINERS WORKSHOP IN THEATRE FOR
COMMUNITY ACTION AND SCHOOL – COMMUNITY
PARTNERSHIPS.**

CHONGWE AND KABWE . JANUARY, 2006

For

CHANGES 2 PROGRAMME

INTRODUCTION

This report covers two workshops on the CHANGES2 programme on Training of Trainers in Theatre for Community Action (TCA) and Participatory Learning for Action (PLA) methodologies in fostering the School – Community partnerships. The first workshop was held in Chongwe for LUSAKA province from 16th – 20th January 2006 where 21 ToT's were trained and the second one was held in KABWE in Central Province from 20th – 24th January 2006 where 31 participants received their training.

The objectives of the workshop were:

1. Provide knowledge and skills in using participatory methodologies as a tool for mobilizing communities to participate in education programmes
2. Develop a team of trainers able to train teachers and community members in community mobilization and motivation techniques
3. Develop district action plans for training teachers and communities in community and motivation techniques

Participants in the workshop were drawn from Ministries of Education, Health, and that of Community Development and Social Services. In the Kabwe case representation was made from the Ministry of Home Affairs.

Group work was usually done in groups of four or five people to cover the ministries present and also form multisectoral discussion groups

The training in TCA and PLA was spread over the second and third days of the workshops with a practical performance in a local community being the highlight of the closing stages in Chongwe. In Kabwe the community performance was not held due to breakdown in communication among the organizers.

METHODOLOGY

In both cases (Chongwe and Kabwe) the primary objective was focused on teaching the Trainers of Trainers (ToT) methodologies of TCA and PLA.

In putting TCA into perspective, the introductory lesson was on traditional Popular Culture and its basis on communal responses to the desires, hopes, aspirations and feelings of the society. In explaining popular Culture the basis of traditional life was explained. It was stated that every society had activities that were based in myth, religion, ritual, ceremony and entertainment. These bases expressed community thoughts, feelings and sentiments. The underlying fact is that there cannot be any successful community programme if the popular cultures of the area are ignored (see appendix 1)

The second day was spent on lessons on Theatre for Community Action. The entry point was on introduction of the popular theatre concept.

TCA is taken as one branch of Theatre for Development that differs from other branches by the degree of engagement with the community and also by the methodological approach used. TCA was also analysed for its tools that are used. The process of theatre from entry into the community till the creation of a production was discussed (see appendix 2)

A practical activity done was the process of analysing and prioritization of problems and the creation of a story line. The participants were divided into two groups and each was asked to create a play on the prioritized problems. These plays were later performed in front of other participants.

Participatory Learning for Action was introduced as a methodology for carrying out Theatre for Community Action. The major tools used in carrying out PLA being research and the emphasis on community participation.

Detail used in explaining PLA included analysis of a project cycle (see appendix 3). The rehearsals for the community performance were held at the training base after a reworked storyline was done. The production was tested on workshop participants finally and taken to the community at Chongwe Market.

A typical TCA performance was organized;

1. The drama group arrived at the venue and stated mobilizing the audience by dancing
2. When a sizeable audience had gathered an introduction of the group was made and an explanation of our purposes at the venue was given
3. The performance was done.
4. At the end of the show the audience was asked to make comments on what they had seen

CONCLUSIONS AND RECOMMENDATIONS

TCA and PLA as introduced to the ToT has introduced elements of self analysis, empowerment and a down – up approach to understanding the scope of the School – Community partnership challenges. TCA and PLA approaches to creation of partnerships have a lot of potential for acceptance and success in communities but this also requires a lot of monitoring in the initial phases.

The enthusiasm reflected in the workshop participants to see the programme through is highly commendable but so also are their fears especially as expressed in Kabwe of the success of the cascading effect of the training to reach the communities themselves. One sure way of solving this is the division of schools into zones, but care must be taken to rationalize the imbalances in the numbers of schools in the zones so that the training is spread evenly. It may be important to work together with the SHN programme to ease the question of numbers of activities being introduced in the schools.

The initial training's greatest constraint was time when matched against the course content. Though attempts were made to fully cover the various aspects of TCA and PLA, not as much time was spent on the practical administration of the processes in the community. Both TCA and PLA depend heavily on the practical aspects in order to be sustainable. I would recommend an extended training stint for the ToT that can be undertaken at an institution like the Zambia Open University that has such programmes.

APPENDIX 2

THEATRE FOR COMMUNITY ACTION

Popular theatre has received world wide popularity and usage in development communication, this is despite the various terms used. It has however kept to the basics because it;

1. Recognises that the peoples way of life is the starting point for development communication
2. Uses the peoples communication media for development

3. Allows for facilitation for free discussion of problems people are facing and find solutions from among the people
4. Is a process for creating critical consciousness and raising awareness of a people

Theatre for Community Action, as an alternative to other expressions of Popular Theatre, incorporates all the above tenets but it is in the degree of engagement with the people and methodological approaches that the differences occur.

DEGREE OF ENGAGEMENT

There are three types of theatre for development expressions;

1. “Theatre *for* the people” in which animateurs assume control of the process. The conception of the problem, its analysis, creation of play, performance and facilitation of post performance discussion is led and done by the animateurs. The emphasis is on the show rather than the message and audience participation.
2. “Theatre *with* the people” in which animateurs invite a select group of people to participate in the process. Animateurs inculcate group dynamics, social mobilization and theatre skills into local groups and together with the locals they engage the community in the theatre processes
3. “Theatre *by* the people” in which a select group of people from the community are trained by the animateurs. They work together in the community where the community becomes actively involved in the theatre processes and the final product is owned by the whole populace. The target group become part of the organizers, actors and disseminators of information. The animateur is restricted to training. The local people are trained to identify the problems and analyse them, make and perform plays and conduct discussions under the guidance of the animateurs. In this type of information dissemination the message is more important than the spectacle of the performance. At the end there is a plan to follow up to deal with the identified solutions.

METHODOLOGICAL APPROACH

Theatre for Community Action has come to depend largely on the methodological approaches used to show the differences with other forms of Popular Theatre. In this context TCA focusses on workshop based approaches. The people involved (animateurs, target group and representatives of such groups) are made to share knowledge and skills using a workshop as a method for learning. The target group works with animateurs to identify problems, analyse them, make plays, hold post performance discussions and evaluate the exercise

The group as a whole does not focus on the outcome from the performances but rather the relationships within the group and also the subject matter being discussed. It is always anticipated that the final product will mirror the work done during the process of creation

At the end of the performance the product becomes an educational process when again it is accompanied by discussion and plans for follow ups

CRITICAL AREAS FOR THEATRE FOR COMMUNITY ACTION

In order to carry out TCA well it is necessary to have in place;

1. An **animateur or facilitator** who will stimulate ideas and discussion within the structure of the workshop. The aim is to give guidance to participants through a structure of a process

2. **Focal Point Person/s**

- These are recognisable people within the society who will play the role of contact persons
- The FPP will receive training in TCA methods during the process and may at times become an animateur
- The FPP will be expected to have more than a working knowledge of the area, have some knowledge of the outside world and have a degree of authority in the area

3. **The Village Committee Focal Discussion Group**

This committee will work closely with the other animateurs as they will be responsible for the sustainability of the project after the workshop and follow up activities. The committee will receive TCA training.

PROCESS AND METHODOLOGY

Following the principle of Theatre **by** the people, it is necessary that the roles of facilitators and others involved are clarified in the methodological approach used. The process of TCA encompasses;

1. Community contact as point of entry where information about the target area is collected. (This includes maps.) The type of society that lives in the target area and their local leadership structure are well documented

- The determination of the FPP who is introduced to the programme and its purpose
- The group will acquaint themselves with the locality by taking transect walks and carrying out livelihood studies

2. Setting up or identifying the local committee members in the FDG to be trained in TFA processes

3. Appraising the local community by interacting with them from all walks of life and ages, during public gatherings, in their homes etc Discussions held will usually help to assess people's views on life styles

4. Conduct research in the community usually through semi-structured process using;

- Interviews
- Games
- Direct observations of activities

5. Analysis and Prioritization:

The group will meet with the committee to analyse and prioritise the information. The emphasis in this process is discussion so as to get more of the views of the community.

The data collected is then prioritized. Note that the priority of the research group may not be that of the researched

6. Generation of the play

The group will then work on a storyline basing on the subject prioritized

7. Performance

The performance follows adequate rehearsals and follows laid down processes. The actualization of the process is indicated in the PLA approach

8. Follow - Up Discussions

The first is done immediately after the performance when the audience is invited to comment on the show in small groups. In subsequent meetings the solutions offered by the production and those arising from the post – performance discussions are utilized in planning for the next phase of the actions.

APPENDIX 3

PARTICIPATORY LEARNING FOR ACTION

Participatory Learning for Action is one key methodology that is used in Theatre for Community Action. In this case the key players are the community who must engage in self analysis and take action. Often PLA signifies an intensive but semi – structured learning experience carried out in the community.

PLA also utilises processes of development communication allowing for a down – up method of communication. The target community develops most of the work during the theatre process and sends out the final solutions

Key tools in PLA are Research and Methodology used:

RESEARCH

In PLA research is a necessity as;

1. It gives an avenue for needs assessment. The community where the research is done will offer the researchers targeted responses and a correct assessment of the peoples needs
2. It allows for the undertaking of feasibility studies in the targeted area. Through tools like transect walks much gathering of information is done
3. It allows for the setting up of priorities through the process of collation of data after the preliminary research

METHODOLOGY

The main approach in TCA is;

1. Participatory with as much authority given to the target community
2. Engaging of the whole community and since the work is done in the community the structures and hierarchy of the village are utilized
3. Self empowering as the community itself is self analyzing and can make their own decisions. The purpose for research and methodology chosen can be explained from the following diagram

i. Learning to be effective

Evaluating in – community
Effectiveness

Feeding forward
To stage two

Implementation

Analysis

Develop, test, refine
Plan elements

Planning

ii. Learning to be efficient

iii. Learning to Expand

Note that the diagrammatic representation of stages ii and iii are a repeat of stages in stage 1

This is an interactive process. It is necessary on the basis of the findings on one stage to return to an earlier stage and start the process again.

In participating in project planning and management, the community is the main actor at every stage. Facilitators simply play a supportive role. The most important point to remember is that the community knows a lot. They should be empowered to do their own monitoring

THE PROJECT CYCLE

This involves the planning and implementation of the project. The Main components are:

1. MAPPING

A core aspect of mapping is the knowledge that both the facilitator and the community need to know a lot about the area in which they are to do the work. The researching group must be encouraged to see the village or target area from the eyes of the people living there as much as possible. This will encourage the local community to feel empowered to look at themselves and solve their own problems. Maps could be geographical, economic, demographic, social and residential stratification,etc

2. PROJECT IDENTIFICATION AND NEEDS ASSESSMENT

This involves the collection of information, identification, prioritization of identified issues and allowing for debate on selected issues. Various tools are used in the process. Research will involve interviews, questionnaires, direct observation and walks resulting in maps.

DIRECT OBSERVATION

This is a systematic observation of events, activities, relationships and putting them on record. Usually direct observation helps in crosschecking respondents opinions.

SEMI-STRUCTURED INTERVIEWS

The researchers can come up with preformed questions to be asked. These will however be looked at as a guide to the interview. The interviewer has a leeway to veer away from the questions to pursue new angles to the discussions. The researchers are encouraged to be as open ended as possible. This usually starts with an honest introduction of the group and the purpose of the interview and also who is in charge.

DIAGRAMS

One of the commonest forms of research involves the use of maps. Though maps can be used for a lot of purposes it is important to select those that help in focusing on the task at hand. Some useful maps are (see also Appendix 4)

1. Mobility maps

These indicate the rate of mobility of the people in a particular society. Spatial mobility in many societies can be used as an indicator of a persons knowledge of the outside world or even authority. Mobility maps also help us record, analyse and compare the movement of various people in society

2. Transect walks

A transect is a diagram of a village showing the main land use zones. It compares main features, resources, activities, etc

3. Area Map

This is a geographical map of the area.

Having collected the data needed using some of the tools mentioned above, the group will meet at their base to prioritise their findings and analyse them.

At the base the group will start by listing all the responses that they gathered preferably in a place where all the researchers can see it. This will be followed by a process of ranking. The group will work on the ranking process by utilizing tools like resources, labour, capital, land, time and management. Ranking of this nature will assist the group in identifying key problems, preferences of individuals and a chance to compare priorities of various people

The next activity is working on a **SWOT** analysis of the prioritized data. This is necessary as it will indicate the possibility of finding solutions to the community problems.

Some of the tools in this exercise include preference ranking, pairwise ranking, direct matrix and wealth ranking (see appendix 5)

Having prioritized the problems the next challenge is to plan for the production of an artistic piece that would be used to discuss the problem.

PLANNING

The planning for a performance starts with the arrival at the choice of storyline to follow in the production in order to change undesirable situations or to enhance desirable conditions. A quick SWOT analysis is used to help in the setting out an assessment of the situation in relation to the desired accomplishment. The SWOT analysis will lead into setting up of goals, strategies and activities. While all this is happening participation by the community is cardinal

IMPLEMENTATION

The implementation part of the programme involves the creation of the artistic piece of work to be presented to the community. This could be Drama, Poetry, Song or Dance.

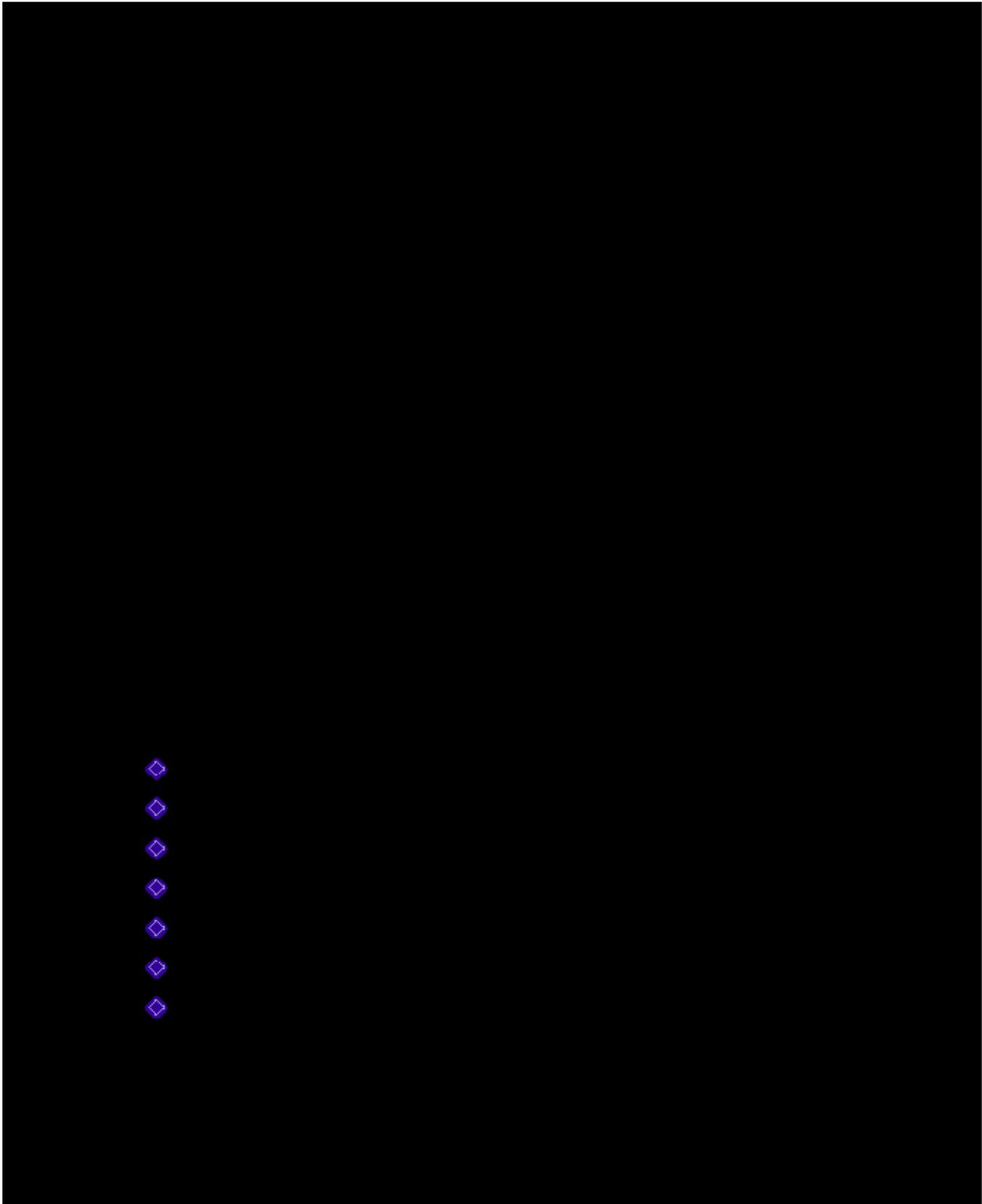
The role of the animateur is to lead the group in creating the storyline, Characters and the theme. A plan or rehearsal schedule is also drawn at this time. The group will rehearse the production as often as possible so as to perfect their act.

The performance is a presentation of the work to an audience. The group will be reflecting back aspects of the lives of the people who had been interviewed.

A typical TCA performance includes:

1. Audience mobilization where the group arrives early at the venue and starts warm up activities like singing and dancing to entice the audience to come to the show
2. Start the play when all the necessary invited people are present .The rest of the audience will attend ass they wish. The audience will be informed at this point that there would be a post performance discussion
3. At the end of the production the people are divided according to sex, age and into small groups for the interviews

Appendix E: Theatre for Community Action Consultant Report – Jairos Banda



1.0 EXECUTIVE SUMMARY

The monitoring exercise was a follow up to the consultancy training that the consultant, Mr Jairos Banda provided to trainers of trainers that was held in January in Kitwe on the Copperbelt and Choma in Southern province. Technical Support to Trainers of Trainers in Training Teachers and the Community Members in Participatory learning methodologies – Theatre for Community Action (T.C.A) Participatory Learning for Action (P.L.A) and Focus Group Discussion (FGBS). For the background information and deliverable (see attachment A, Terms of Reference)

1.1 Introduction

1. The consultant monitored trainings that were being conducted by trainers that the consultant trained in January, 2006.
This time, qualified trainers were cascading the training by training school based teachers and community members.
2. Supportive visits were conducted in Chililabombwe, Mufulira and Ndola in the Copperbelt Province from 02nd March to 06th March, 2006 and Sinazongwe in the Southern province was visited from 8th to 11th March making a total making a total of 5 days support for each province.
3. Trainers were observed in four training sessions in which a total of 84 participants were trained(Chililabombwe district- 20, Mufulira district 23 , Ndola -20 and in Sinazongwe district 21 people were trained)
4. In total of 11 facilitators were supported during a series of their trainings in the districts mentioned above.
5. The Consultant, observed all the procedures and ensured that he was available during in information dissemination through TCA-Practices. A total of 700 people attended these performances that were conducted after each training.
6. My general impression was that the trainers understood and picked the skill in participatory methodologies including TCA. However, there is need to continuously support them.

2.0 APPROACHES – METHODOLOGIES

In determining level of understanding and impact created by the trainers, the consultant employed various techniques to collect information ;

2.1 Observation. The consultant observed the TOT facilitating and noted responses from participants. The trainers were able to present the topics nicely as programmed, with the help of the detailed notes that they were given when they were trained in Choma and Ndola.

One Trainer in Chililabombwe and the other one in Sinazongwe did not turn up, but the other members of the team managed to cover up so well.

2.2 Interviews. 20 participants from Ndola, Chililabombwe, Mufulira and Sinazongwe were interviewed to find out their impression over the Approaches and methodologies that were used in the training. Their general reaction was that they were satisfied with the methods and that they would be able to go and use them with less difficulty and that they would start implementation immediately they reach their communities.

2.3 The consultant had discussion with all trainers he came in contact with, either individually or in groups, Most of them were confident of conducting training with minimum support in future.

2.4 The consultant also interviewed more than 20 the audience that watched the plays The people, to determine whether mth message was delivered. At least 17 showed to have gotten the messages quite well.

2.5 And all those the consultant talked to felt the methodology and approach used was interesting to them

3.0 GENERAL OBSERVATION

The Trainers were very composed and determined. They followed all the steps and stages as required for Participatory Learning for Action(PLA) Methodologies and Theatre for Community Action (TCA) Processes.

In my opinion, they are capable of conducting training in basic PLA and TCA.

4.0 CONCLUSION AND RECOMMENDATION

The Approaches and methodologies that have been provided for in these trainings are a appropriate and easy to be used by the school and Community Partnership trainers and Community Action groups.

However, trainers must take time to research more on the methodologies and practice often for them to be competent.

The consultant would love to visit some community and school partnership groups at list one or two per district or province, to look at how they will use the methodologies and also they will apply the Techniques in T.C.A, P.L.A, F.G.D in the sensitization and mobilization of the communities what challenges they will meet and what success they will have achieve.

Please see Appendixes

Appendix F: CHANGES2 HIV/AIDS Workplace Policy

CHANGES2 HIV/AIDS Workplace Policy

March 24, 2006

1. GENERAL STATEMENT

The purpose of the CHANGES2 HIV/AIDS Workplace Policy is to ensure a consistent and equitable approach to the prevention of HIV/AIDS among all employees and to the management of the consequences of HIV/AIDS. The policy has been developed and will be implemented in consultation with employees at all levels. It is in compliance with existing Zambian laws regarding HIV/AIDS, AIR policy and the ILO Code of Practice on HIV/AIDS and the world of work.

CHANGES2 recognizes that HIV infection, with proper diagnosis, treatment and management, is a chronic health condition that should not threaten opportunities for training and career advancement. As an organization working with students, teachers and communities on the prevention and mitigation of HIV/AIDS in Zambia, CHANGES2 has an interest in retaining and supporting HIV+ members of staff.

2. POLICY FRAMEWORK

As AIR employees, all CHANGES2 staff members are covered under AIR policies such as the Policy on Harassment (12/2/04):

AIR's Policy on Harassment

The American Institutes for Research is proud of its tradition of maintaining a work environment that values diversity and nourishes respect for the dignity of each individual. It is our policy to have a workplace where all staff members can work in a professional atmosphere that promotes equal opportunities and prohibits discriminatory or offensive practices, including harassment on the basis of sex, race, color, religion, age, national origin, disability, veteran status, sexual orientation, marital status, personal appearance, family responsibilities, matriculation, political affiliation, the use of tobacco, or any other factor prohibited by law. All AIR employees must comply with this policy.

Sexual harassment

Sexual harassment is defined in federal regulations as unwelcome sexual advances, requests for sexual favors, and other physical or verbal conduct based on sex. Such factors constitute sexual harassment when:

- submission to the conduct is an explicit or implicit term or condition of employment
- submission to or rejection of the conduct is used as the basis for an employment decision, or
- the conduct has the purpose or effect of interfering with an individual's work performance or creating an intimidating, hostile, or offensive environment

Sexual harassment may include, but is not limited to, intentional physical conduct that is sexual in nature, such as touching, pinching, patting; sexually-oriented gestures, noises, remarks, jokes, or

comments about a person's sexuality or sexual experience; repeated unwelcome requests for a romantic relationship; displaying pictures, posters, calendars, graffiti, objects, promotional materials, reading materials, or other materials that are sexually suggestive, sexually demeaning, or pornographic; and basing employment decisions on an employee's submission to or rejection of sexual overtures. Sexual harassment can occur between employees of the same sex or of different sexes.

Harassment other than sexual harassment

Harassment other than sexual harassment is verbal or physical conduct that denigrates or shows hostility or aversion to an employee on any factor prohibited by law when such conduct has the purpose or effect of unreasonably interfering with an employee's work performance, creating an intimidating, hostile, or offensive work environment, or otherwise adversely affects an individual's employment opportunities.

3. GENERAL PRINCIPLES

3.1. Non-Discrimination

- 3.1.1. CHANGES2 does not discriminate or tolerate discrimination against employees or job applicants on any grounds, including HIV status.
- 3.1.2. HIV positive employees will be protected against discrimination, victimization or harassment through the application of CHANGES2 disciplinary and grievance procedures and the provision of information and education about HIV and AIDS to all employees. Any issues of perceived discrimination or harassment should be brought to the attentions of the CHANGES2 Field Operations Manager.
- 3.1.3. While CHANGES2 recognizes that there are circumstances unique to HIV infection, this policy rests on the principle that HIV infection and AIDS should be treated like any other serious condition or illness that may affect employees. It takes into account the fact that employees with HIV may live full and active lives for a number of years.
- 3.1.4. The commitment to maintaining a safe and healthy work environment for all employees is based on the recognition that HIV is not transmitted by casual contact.

3.2. Confidentiality

- 3.2.1. CHANGES2 recognizes the sensitive issues that surround HIV/AIDS and undertakes to handle matters in a discreet and private manner. Where an employee with HIV has revealed his or her status to management, those informed by the employee will keep the identity of such person confidential.
- 3.2.2. However, should an employee wish to be open about her / his status, CHANGES2 management will support this.

4. PROMOTION OF A NON-DISCRIMINATING ENVIRONMENT

4.1. HIV/AIDS and Employment

- 4.1.1. No applicant for employment will be discriminated in the selection process on account of his/her HIV/AIDS status.
- 4.1.2. No employee will be dismissed because of actual or perceived HIV positive status.
- 4.1.3. No employee will be removed from their normal place of work or from their normal duties or isolated because of actual or perceived HIV status unless for the purpose of reasonable accommodation¹ or unless they have contracted a contagious disease as a result of the HIV status e.g. TB (whilst it is still in its contagious form).
- 4.1.4. CHANGES2 will endeavour by all means possible to ensure that no prejudice or victimisation takes place against any employee on account of his/her HIV status. This means that no person with HIV/AIDS will be treated unfairly in regard to:
 - Recruitment procedures, advertising and selection criteria
 - Appointments and the appointment process
 - Job classification or grading
 - Remuneration, employment benefits and terms and conditions of employment
 - Job assignments
 - The working environment and facilities
 - Training and development
 - Performance evaluation systems, appointment transfer and demotion
- 4.1.5. Employees with HIV/AIDS shall be governed without discrimination by agreed sick leave procedures. HIV shall not prejudice such entitlement to leave.
- 4.1.6. An employee, who is HIV positive, will continue to enjoy normal and equal employment benefits and opportunities as those employees who are not HIV positive

4.2. Capacity to Perform, Alternative Employment and Early Termination of Employment on Medical Grounds

- 4.2.1. HIV/AIDS shall be treated in the same way as other disabling or life threatening conditions and no special conditions or burden shall be placed on employees with HIV.
- 4.2.2. When an employee is not capable of performing the contractual obligations due to prolonged absenteeism or physical incapability due to his/her HIV status, the following guidelines should apply:
- 4.2.3. If it becomes clear that the employee is suffering from a chronic illness, management will follow the standard procedure in The Minimum Wages and Conditions of Employment Act, Chapter 276 of the Laws of Zambia. This includes a report from the medical practitioners treating the employee, and possibly, a report from an independent medical examination. The

¹ Reasonable accommodation refers to CHANGES2's responsibility to make modifications to help enable an otherwise qualified person, with a serious illness or other type of disability, to continue to work. Reasonable accommodations are determined on a case-by-case basis and may include job modifications or flexible scheduling.

purpose of the examination will be to establish the capacity of the employee to fulfil her / his contractual obligations. If the results are known and it is clear that the employee is unable to fulfil her / his contractual obligations, the following options will be considered:

4.2.3.1. Alternative suitable employment within the organization. This can only be done with the consent of management and the employee concerned.

4.2.3.2. Early Termination of Employment on Medical Grounds
If an employee has become too ill to fulfil her / his contractual duties, the employee will use all of her/his sick leave and annual leave. S/he will then receive 3 months of paid leave followed by 3 months of leave at half pay, as stipulated in The Minimum Wages and Conditions of Employment Act. After this period, if the employee is still unable to work, employment may be terminated.

5. HEALTH PROMOTION

5.1. Prevention, Awareness and Education

5.1.1. Appropriate awareness and education programs will be conducted to inform employees about AIDS and HIV which will enable them to protect themselves and others against infection by HIV.

5.1.2. CHANGES2 recognizes the importance of involving employees in the planning and implementation of awareness, education and counseling programs.

5.1.3. Practical measures to support behavior change and risk management will include referral to STI and TB treatment services in the community and the distribution of condoms.

5.1.4. Reasonable time off will be given for participation in relevant HIV/AIDS-related education and training.

5.2. Care and support for workers and their families

5.2.1. As a small organization, CHANGES2 will not directly provide services to manage HIV/AIDS. CHANGES2 will help employees living with HIV/AIDS to identify appropriate medical services in the community, as well as counseling services, professional support and self-help groups if required.

5.2.2. Reasonable time off will be given for counseling and treatment. For short periods away from work, one half day or less, the employee should arrange with her/his supervisor. For longer periods of time, over one half day, the employee will use sick leave.

5.2.3. Employees requesting time away from work to care for sick family members will use annual leave.

6. IMPLEMENTATION AND MONITORING

6.1. CHANGES2 has established an HIV/AIDS committee to coordinate and implement the HIV/AIDS policy. The committee includes technical and support staff

6.2. This policy, and related information on HIV and AIDS, will be communicated to all CHANGES2 employees

6.3. This policy will be reviewed annually and revised as necessary in the light of changing conditions.

Appendix G: Pictures from USAID visit to CHANGES2 in Copperbelt Province

The USAID team had thorough discussions with the administration and the work they were doing for their schools. On this particular day Chapula Basic School, which has a total enrolment of 900 pupils, recorded 240 parents who attended the deworming exercise while Nkana Basic School, with a total enrolment of 1,200 pupils, recorded 320 parents who attended the sensitization and attended the deworming exercise. The purpose of encouraging parents to participate was to foster community ownership of the program and also to spell out the myths that the community has about the drugs and the SHN program. The parents were also there to wait for their children.

On a lighter note, the visitors were also provided with entertainment by the pupils at Nkana Basic School, which represented a positive picture to the visitors—that the children were healthy and able to participate in various school programs.





Pupils at Nkana Basic School performing a traditional dance as entertainment for the visitors. This dance is performed during initiation ceremony by the Chokwe people.



The USAID Mission enjoying the performance by the pupils as they discuss the achievements and challenges of SHN program with MOE officers.



The visitors discussing with the school administrators the progress made with the rearing of chickens as school project and the orange orchard they had recently started.



*After the performance, the dancers take a light bath from the bore hole.
At this school there is no shower facility.*



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