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ABBREVIATIONS AND ACRONYMS

AATAZ	Anti-AIDS Teachers Association of Zambia
ADRA	Adventist Development Relief Agency
AB	Abstinence and/or Being Faithful
AEI	African Education Initiative
AIR	American Institutes for Research
CAG	Community Action Group
CAH	Children Affected by HIV/AIDS
CBO	Community Based Organization
CDC	Curriculum Development Center (MOE)
CHANGES2	Community Health and Nutrition, Gender and Education Support-2
CHEP	Copperbelt Health Education Project
COE	College of Education
COSETCO	Copperbelt Secondary Education Teachers College
CPD	Continuing Professional Development
DA	Development Assistance
DAD	Drug Administration Day
DATF	District AIDS Task Force
DEBS	District Education Board Secretary
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
FHT	Family Health Trust
FPP	Focal Point Person
FRESH	Focusing Resources on School Health
HIV+	HIV-positive
HPSI	Health Promoting School Initiative
IEC	Information, Communication, and Education
IMC	“In My Classroom: A Guide to Reflective Practice”
IR	Intermediate Result (USAID)
IT	Information Technology
MCDSS	Ministry of Community Development and Social Services.
MOE	Ministry of Education
MOH	Ministry of Health
NFNC	National Food and Nutrition Council
NGO	Non-Governmental Organization
NISTECO	National In-Service Teachers College
NIU	National In-Service Unit
OVC	Orphans and Vulnerable Children

PAM	Programme Against Malnutrition
PATF	Provincial AIDS Task Force
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
PSS	Psychosocial
RC	Resource Center
SAFE	Student Alliance for Female Education
SCP	School-Community Partnership
SEN	Special Education Needs
SESO	Senior Education Standards Officer
SEST	School Education Support Team
SHN	School Health and Nutrition
SIC	School In-Service Coordinator
SIP	School In-Service Provider
SMC	Sub-Grant Management Committee
SO	Strategic Objective (USAID)
SPRINT	School Program of In-service for a Term
SPW	Student Partnership Worldwide
SSC	School Selection Committee
TA	Technical Advisor
TCA	Theatre for Community Action
TED	Teacher Education Department
TESS	Teacher Education and Specialized Services
TOR	Terms of Reference
TOT	Training of Trainers
UNZA	University of Zambia
USAID	United States Agency for International Development
WVI	World Vision International
ZAMISE	Zambia Institute of Special Education
ZBCP	Zambia Bilharzia Control Program
ZEST	Zonal Education Support Team
ZLS	Zambia Library Services

1.0 EXECUTIVE SUMMARY

Working in close collaboration with the Ministry of Education (MOE), as well as the Ministries of Health and Community Development and Social Services, the CHANGES2 program enjoyed another productive quarter during April-June 2006.

In **Teacher Education**, despite ongoing uncertainty as to whether the pre-service college curriculum will be expanded from a two-year course to a three-year course, CHANGES2 continued to work with the MOE to strengthen content on HIV/AIDS, School Health and Nutrition (SHN), School-Community Partnerships, Special Education Needs (SEN), and improving overall teaching methodologies. In anticipation of a decision to formally revise the curriculum to become a three-year course, CHANGES2 worked with the MOE to lay the groundwork for conducting a workshop next quarter to develop the broad curriculum framework for the expanded curriculum.



Mufulira Student Teachers

Working closely with the MOE, CHANGES2 continued training and gathering ideas for revision of “A Teachers’ Guide to SPRINT,” with the aim of providing teachers with pedagogical content which complements the more procedurally-oriented original SPRINT manual. CHANGES2 also worked with colleagues at the Teacher Education Department (TED) to develop a training model for introducing the revised SPRINT manual in CHANGES2 schools—a model which compresses levels in the conventional cascade model, thereby making the delivery of training more efficient and cost-effective. The Zonal Education Support Team (ZEST) staff trained 1,073 head teachers, school in-service providers, and teachers on the effective use of the revised SPRINT manual.

Also during the quarter, teams comprised of personnel from the MOE, TED, UNZA, and CHANGES2, conducted assessments of CHANGES2’s Year 1 programmatic inputs to the Colleges of Education, including how to strengthen the HIV/AIDS induction of new students, support to computer labs, and improving the SPRINT in-service system. Details of some of the preliminary findings from these assessments are included in the monitoring and evaluation subsection (2.7) of the present report.

The program’s work in **HIV/AIDS** is integrated across the program. For pre-service training, groundwork was laid for developing a new course specifically in HIV/AIDS when the curriculum is revised. Working closely with the MOE, CHANGES2 helped to develop a new management structure in Colleges of Education (COEs) that supports relevant and continuous HIV/AIDS education in colleges. Forty-three staff from the 10 COEs were trained in how to effectively manage HIV/AIDS activities in their colleges. In addition, 65 student teachers from the colleges were trained in HIV/AIDS peer education and mentoring.

One hundred ninety-five ZEST personnel were trained in HIV/AIDS prevention and mitigation issues. These individuals then trained 778 teachers on the same content. Utilizing funds from the Presidential African Education Initiative, CHANGES2, in conjunction with the MOE,

developed a training course for Guidance and Counseling teachers that focuses on strengthening the provision of educational and emotional support to Orphans and Vulnerable Children (OVC) in schools. The course focuses on helping OVCs deal with stress and trauma, as well as gender issues, building resilience in HIV/AIDS affected children, and using play in counseling. The new training course was delivered on a pilot basis for Guidance and Counseling teachers and community members from 80 CHANGES2 schools; 15 PEOs, DEBs, and representatives of local NGOs participated in the training. It is hoped that, upon completion of the pilot, the same training will be taken to scale for Guidance and Counseling teachers to help mitigate the impact of HIV/AIDS on a growing number of orphaned children in Zambia.



OVCs who stay on their own in a village in Mumbwa.

The process began of awarding small grants to the same 80 schools that participated in the pilot, to allow them to implement activities that address the educational needs of OVCs. It is anticipated that all schools will be implementing those activities next quarter. CHANGES2 distributed 82,532 HIV/AIDS brochures with “abstinence” and “being faithful” messages in its 424 Year 1 schools, and sensitized 62,442 community members in school catchment areas on HIV/AIDS risk factors, gender equity, the harmfulness of intergenerational and transactional sex, and reducing stigma and discrimination.

For **School Health and Nutrition (SHN)**, the deworming of pupils that began last quarter gained momentum this quarter: an additional 221 schools dewormed their pupils, bringing the total number of Year 1 CHANGES2 schools to 377 and the total number of dewormed pupils to 249,027. Success stories in sub-section 2.3 highlight the enthusiasm and appreciation parents have expressed for this and other SHN activities. Also this quarter, the Health Promoting Schools Initiative was launched with an annual competition recognizing exemplary schools. Assessment criteria were agreed upon, and procedures for conducting the annual competition were finalized.

A SHN orientation meeting for senior MOE, MOH, and MCDSS officers was held. Due to a high number of staff transfers in recent years, institutional memory about SHN had diminished; therefore, to revive the focus on SHN, it was deemed necessary to conduct this two-day workshop. One of the outcomes of the workshop was the Permanent Secretary calling for the revitalization of the previously active Multi-Sectoral SHN National Steering Committee in which CHANGES2 will play an active role.

Because most scholarships are awarded at the beginning of the school year, few numerical gains were scored by the **Scholarships and OVC** component of the program this quarter. A total of 77 new scholarships were awarded, bringing the number of scholarships for high school students this year to 3,853. Many activities related to scholarships and OVC this quarter (in addition to those described previously in connection with the HIV/AIDS component) centered on monitoring, relationship building, and organizational capacity building of the CHANGES2 scholarship implementing partner, FAWEZA. A two-day “partnership retreat” was held with FAWEZA and CHANGES2, focusing on improved collaboration between the two organizations.

Successes and challenges were reviewed and, in a follow-up meeting involving FAWEZA Provincial Focal Point Persons, a joint plan of action for improving the implementation of the scholarship program was developed. At the same time, CHANGES2 monitored 35 schools in which scholarships have been awarded this year to learn which aspects of the program have been functioning well and which dimensions need improvement. Finally, CHANGES2 supported the training of SAFE Club Overseers from 73 of the high schools in which scholarships have been awarded this year. The SAFE clubs are the primary vehicle in those schools for addressing gender and HIV/AIDS related issues. To learn more about how to better support the SAFE clubs in the future, CHANGES2 started an evaluation of the clubs near the end of the reporting period.

Although the training of teachers and community members in school-community partnership methodologies was largely completed last quarter, the **School-Community Partnerships (SCP)** component of CHANGES2 did conduct one SCP workshop this quarter for schools and communities of Livingstone District of Southern Province. Other activities centered on the consolidation of Community Action Groups (CAGS) in each school/community to sensitize and mobilize communities. One hundred nineteen communities reported developing community action plans, most of which were implemented by the end of the reporting period. Through the activities implemented by the CAGs, 62,442 community members were sensitized on issues related to HIV/AIDS, gender equity, and SHN.

Under the **Small Grants** component this quarter one “lead” NGO in each of CHANGES2’s four focus provinces was recruited and contracted to assist with providing sub-grants to other NGOs, CBOs, and community groups. Adventist Development Relief Agency (ADRA) is the CHANGES2 partner in Central Province, Copperbelt Health Education Project (CHEP) in the Copperbelt, Family Health Trust (FHT) in Lusaka Province, and Programme Against Malnutrition (PAM) in Southern Province. Upon becoming official CHANGES2 partners, representatives of the organizations were trained in CHANGES2’s grant-awarding procedures and, in a very short time, more than 200 proposals were received from other NGOs and CBOs to implement projects that address HIV/AIDS, OVCs, SHN, and general education improvement in schools.

In addition, 31 district-level Sub-Grant Management Committees (SMCs), one per district, were formed and trained. The SMCs are comprised of government representatives from the MOE, MOH, and MCDSS, local communities, the lead NGO in the respective province, and CHANGES2. Their role is to scrutinize and recommend approval of proposals that are submitted by local NGOs and CBOs in each district. At the time of writing (mid July 2006) several sub-grants had been awarded, and the grant-making is expected to continue at a rapid pace next quarter and beyond.

2.0 OVERVIEW OF ACTIVITIES

2.1 Teacher Education

Pre-Service Teacher Education

CHANGES2 continued to collaborate with the MOE Directorate of Teacher Education and Specialized Services (TESS) to support the shift from a two-year certificate to a three-year diploma course at the 10 colleges of basic education. The emphasis of the support is to develop effective HIV/AIDS related programs and courses (see sub-section 2.2 below) aimed at reducing infection and mitigating the impact of HIV/AIDS. The CHANGES2 approach has been, and continues to be, in accordance with the MOE: recognizing that the Colleges of Education (COEs) (with approximately 6,000 student teachers and nearly 400 tutors) offer a major leverage point for affecting change in young people—those most at risk—thereby preventing the spread of HIV.



Student teachers attend a class at Mufulira College of Education

CHANGES2 also provides support to the MOE to improve the college curriculum by including stronger components of School Health and Nutrition, School-Community Partnerships and improved teaching methods.

Additional activities supporting the MOE this quarter included:

- Assessment of impacts of CHANGES2 activities at the COEs (reported in the M&E sub-section 2.7 below)
- Planning for a study tour to Namibia for UNZA and MOE staff (postponed)
- Planning for a Diploma Curriculum Framework Workshop (postponed)

Planning for Study Tour to Namibia for UNZA and MOE (postponed)

TED asked CHANGES2 to support UNZA and the MOE to develop a broad curriculum framework for the proposed new diploma course (pre-service) in teacher education. As part of this process, it is thought important for Zambian educators to learn from regional neighbors how they developed and have been managing a three-year diploma that is described as “democratic teacher education.” CHANGES2 planned for the trip in early July but postponed the trip to a more convenient time for Namibian educators in late September or early October.

Planning for Diploma Curriculum Framework Workshop (postponed)

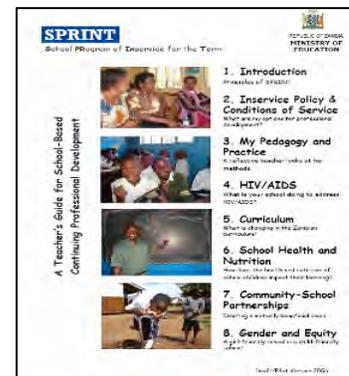
As mentioned above, CHANGES2 helped the MOE identify the need to develop a broad curriculum framework for the new diploma course in teacher education. Rather than developing a set of disparate subject syllabuses, good curriculum development requires some “glue” that holds all of the subjects together within a program. A broad curriculum framework spells out the rationale for such a course, the underlying philosophy of the program, the approaches and methods to be used, a description of the content to be taught, why that content should be

included, the competencies expected to be achieved by the participants, how participants will be assessed in the course, and so on. Subject-specific syllabi are guided by this document. A three-day workshop will be hosted next quarter by CHANGES2 for UNZA, MOE, and COE staff to develop this broad curriculum framework. The workshop was scheduled for mid-July but was postponed due to some uncertainty in the MOE as to the way forward on the diploma course. It has been re-scheduled for 8-10 August.

In-Service Teacher Education

As support to TESS, CHANGES2 worked closely with the MOE to develop the revised SPRINT (School Program of In-Service for the Term) manual, also called a “A Teacher’s Guide to SPRINT.” The approach to the development of the new material is fundamentally different from the previous SPRINT material. The old SPRINT was a manual for resource center coordinators and standards officers, and was more procedural in nature. It was designed to assist support personnel in knowing how to organize and monitor teacher group meetings, the core Continuing Professional Development (CPD) activities at the school level. The new SPRINT manual differs from the old in the following ways:

- Main user is the basic school teacher.
- Graphically interesting and user-friendly.
- Aimed at giving each teacher a copy.
- Contains guidance and suggested activities for teacher group meetings on topics including:
 - HIV/AIDS
 - Pedagogy and Practice
 - SHN
 - School-Community Partnerships
- Provides a model of inquiry, collaboration, and reflection to help teachers solve problems in schools through locally generated solutions.
- Provides several appendices with relevant information and classroom activities for teachers.



Pilot version of SPRINT Manual

Also during the quarter, CHANGES2 worked with the MOE to develop a training model for the introduction of the pilot SPRINT in CHANGES2 schools. Wary of the costly and ineffective cascade model used by the MOE to train teachers during holiday periods (PEST/DEST/ZEST/SEST – Provincial, District, Zonal and School Education Support Teams respectively), CHANGES2 worked to compress the levels in the cascade and provide decentralized training. CHANGES2 assisted the MOE to design participatory and practical training rather than theoretical and lecture-oriented.

In the previous quarter the first level of training took place in Provinces with the PEST/DEST. Training of the ZESTs in all 79 CHANGES2 Zones took place in April. In May, during school holidays, ZESTs trained the SESTs (head teachers, school in-service coordinators, and teachers—a total of 1,023 participants) using the same participatory methodologies. The

numbers of teachers trained through this method is included in the indicator tables in Section 3.0 below.

Teacher group meetings (TGMs), a crucial element of providing CPD to practicing teachers, will now have quality materials in the SPRINT that will guide teachers in developing their professional knowledge, skills and attitudes.

One of the shortcomings of long chain cascade models of training is “loss of the message.” The intended message tends to become diluted in content and purpose at the lower levels of the cascade, the place where impact is most desired. One way of addressing the “loss of the message” is through quality materials that carry the message to the end users. CHANGES2 has worked hard with the MOE to provide the SPRINT as the carrier of the message, and continues to explore sustainable and effective ways of “getting the message” to teachers in schools. Three such innovative ideas CHANGES2 will explore next quarter are the development of comic books, DVDs on good teaching, and a feature film exploring the life of an ordinary but extraordinary teacher.

Monitoring of In-service Activities

The program is working to address challenges to the implementation of SPRINT at school level, identified during visits by CHANGES2 provincial teams and MOE headquarter staff to investigate implementation progress. Challenges include:



Shungu Basic School teacher group meeting

High cost of training. Due to government allowances, training costs in Zambia are quite high. The cost to train one teacher at the zonal, district or provincial level for one day (where participants spend two nights at a venue) is approximately \$120. When training is carried out in a venue where participants are accommodated in a hotel, the cost per person per day of training can be as high as \$200. In an environment in which the kwacha has appreciated 35% against the US dollar, program scope and capacity are negatively affected.

Understaffing of schools. In many schools, particularly rural ones, there are not enough teachers to cover all the classes at the school. In some cases two or three teachers handle seven or more classes by double-shifting, multi-grade teaching, and moving back and forth from one class to another. TGMS are recommended to be held fortnightly, but many of these teachers give TGMS a low priority and in these schools many of the teachers had not yet met in TGMS, although school had been open for one month in the second term.

“Covering” the SPRINT manual in TGMs. Early monitoring revealed that some teachers tend to “cover” a chapter in the SPRINT manual rather than actively take up an exploration of the SPRINT activities in each chapter. During joint MOE and CHANGES2 monitoring activities, teachers talked about how they had, for example, “done” *Chapter 3 My Pedagogy and Practice* in a teacher group meeting. Each chapter provides suggestions for teachers to carry out activities in their own classrooms and in the school. Presence in a TGM does not in itself lead to

professional development; it is the actions teachers take as a result of participating in the TGM that lead to professional development. With MOE colleagues, CHANGES2 will explore ways to broaden and deepen teachers' participation in SPRINT.

Some teachers at school level not trained on SPRINT. Monitoring also revealed that at some schools teachers were not oriented to the new SPRINT by the head teacher and the School In-service Provider (SIP) following their training at the zonal level. One reason for this is resistance to participating in school-based trainings by peers when no allowances are offered; many teachers feel entitled to allowances since the others received them for attending the zonal level workshop.

Lack of Special Education Needs (SEN) guidance for "regular" teachers. Many teachers and education officials commented that the absence in the pilot SPRINT of any guidance to mainstream teachers on how to deal with children with Special Education Needs was problematic. Teachers complained of not having appropriate knowledge or skills to handle children with learning and physical disabilities. CHANGES2 hired a special education consultant who collaborated with the Southern Province SESO for SEN and with SEN teachers from Maamba Mine Special School to develop draft materials for the SPRINT on SEN. These materials will be sent out to schools next quarter.

2.2 HIV/AIDS

In-Service Teacher Education

CHANGES2 developed HIV/AIDS content for the MOE in-service SPRINT Teacher's Guide which provides substantial guidance for teachers in implementing HIV/AIDS Education in the classroom. Following on the training that was done for the Provincial Education Support Team (PEST) and the District Education Support Team (DEST), CHANGES2 worked with MOE staff to train the Zonal Education Support Teams (ZEST) from each of the CHANGES2 education zones. This training included 98 females and 147 males. From there, the ZESTs trained two teachers from each CHANGES2 focus school, including where possible the head teacher and the Senior In-service Coordinator (SIC). Two hundred sixty-eight female and 510 male teachers were trained at the school level.

The training emphasized the need for new methodologies to facilitate the development of Life Skills for HIV/AIDS prevention for teachers and pupils, and the need to create open dialogue around issues which put young people at risk of HIV infection, including gender inequality and intergenerational sex. During the training workshops, teachers facilitated mock teacher group meetings around HIV/AIDS related topics of classroom teaching of AB prevention, care and treatment of HIV+ teachers and HIV affected students, and addressing stigma and discrimination in the school. Participants demonstrated improved skills, creativity, and enthusiasm with regards to this topic.

Teacher Training at Colleges of Education

CHANGES2 continues to work with the MOE and UNZA on the development of new curriculum for the COEs (see sub-section 2.1 on Teacher Education). While this new curriculum will have a strong and explicit focus on HIV/AIDS, activities are taking place to provide information and skills to student teachers currently in the COEs.

In addition to the HIV/AIDS Induction completed last quarter, HIV/AIDS extracurricular activities tend to be ad hoc and vary from college to college, and are often one-off trainings or events. Typically, top management of the COEs are not involved. In order to create a management structure which supports relevant, continuous HIV/AIDS education, CHANGES2 worked with MOE headquarters and the COEs to plan and implement HIV/AIDS activities.

The four key personnel in this structure—the College Manager of Peer Education Programs and Training, the Peer Education Officer, the Peer Mobilization Officer and the College M&E Officer—were identified by each College. CHANGES2 supported a five-day training for 43 of the aforementioned staff (22 female and 21 male) from the 10 basic education COEs.

The training focused on building capacity to develop and manage HIV/AIDS activities. The COEs have decided to focus on peer education as an intervention that moves beyond the dissemination of knowledge, and will not be redundant even after the new curriculum is in place. In addition to management training, the COE personnel developed peer education training materials and used these to train peer educators at the COEs.

This relatively low-cost activity has already succeeded in leveraging funds. Now that a management system is in place for HIV/AIDS peer education at the Colleges, the Zambia National AIDS Relief Association (ZANARA) has agreed to pay for a peer education program to be implemented through the in-service teacher training system for student teachers in their school-based year.

Also during the Charles Lwanga activity, 26 student teachers (13 female and 13 male) were trained in HIV/AIDS Peer Education. This included opening dialogue around risk factors for young adults, discussion of VCT, development of peer education materials, and peer teaching.

An additional 39 student teachers (16 female and 23 male) received two days of training in peer mentoring. These are students who, after discussions with the peer educators, decided to go for VCT and got their results. They were not asked to reveal the results, but were guided in mapping out a personal “life plan” based on the results, and were trained in mentoring their peers on VCT.

AEI Wrap-around Activity—Psychosocial Support to OVC and Small Grants

In June, Guidance and Counseling Teachers and community members from 80 schools were trained in providing psychosocial support to children affected by HIV/AIDS (CAH).

Province	Guidance and Counseling Teachers		Community Members		Other (DEBS, PEO, lead NGO)		Total Trained by Gender		Total Trained
	Female	Male	Female	Male	Female	Male	Female	Male	
Central	9	12	8	11	3	1	20	24	44
Copperbelt	11	11	6	14	0	0	17	25	42
Lusaka	9	10	7	10	0	2	16	22	38
Southern	13	9	4	18	2	5	19	32	51
Total	42	42	23	54	5	10	72	103	175



Psycho-social training for education staff and community members in Chongwe District.

Trainings were held in each of the four provinces and were conducted by a team consisting of a facilitator from the Regional Psychosocial Support Institute (REPSSI), the CHANGES2 HIV/AIDS/OVC coordinator and the MOE Provincial Standards Officer—Guidance and Counseling. Topics covered in the training included stress and trauma suffered by OVCs, gender issues, building resilience in affected children, use of play in counseling, and community parenting.

In addition to this training, participating schools and communities will be eligible to receive small grants to support CAH. A lead NGO in each target province (the same lead NGOs disbursing grants in the Small Grants component of CHANGES2—see sub-section 2.6 below) will distribute grants of up to \$700 per community. These grants are considered to be “seed money”—that is, used to mobilize local resources and knowledge which can be used to enhance the education of CAH.

Community Activities to Support the Educational Needs of Children Affected by HIV/AIDS (CAH)

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

The school-community partnership committee at each school is completing proposal forms which demonstrate that the activity will directly support the educational needs of CAH. Participants received one page of guidelines and the proposal form to share with the SCP committee at their school.

The HIV/AIDS and OVC technical advisors met with representatives of the provincial lead NGOs to review the grant guidelines and procedures. The technical advisors attended the training for psychosocial support to OVCs to advise the teachers and community members of the availability of the grants and to explain the application procedure to them. The lead NGOs will now meet with SCP committees at each school to start the grant awarding process.

Mass Media Messages on HIV/AIDS

Provincial teams¹ continued to utilize community radio stations to develop and broadcast relevant HIV/AIDS programs related to education. Examples of radio broadcasts are given below:



*CHANGES2 Producer Sepiso Lisulo
at Maranatha Community Radio
Station in Kabwe*

- In Central Province a HIV+ CHANGES2 scholarship recipient told of how she became infected and encouraged young people to abstain from sexual activity.
- In Southern Province broadcasters from two community radio stations attended the training in Psychosocial Support to OVC and broadcast interviews with the trainers and participants.
- Radio Ichengelo in Copperbelt Province ran programs involving CHANGES2 staff, MOE and various partners on sexuality education in schools, challenging issues of adolescence and Life Skills for AB prevention.

The provincial teams continued to distribute CHANGES2 brochures with HIV/AIDS prevention (AB) messages. These are distributed to upper primary school students and to Anti-AIDS club members and mentors, who are encouraged to use them to generate discussion about abstinence, gender issues and peer pressure. A total of 86,532 brochures were distributed this quarter.

School-Community Partnerships

As noted in sub-section 2.5 below, CHANGES2 provincial teams continued to work together with MOE officers to monitor and support School-Community Partnership (SCP) activities. During this quarter, SCP Committees were formed to coordinate activities, and Community Action Groups (CAGs) were formed to spearhead the implementation of action plans which emphasize HIV/AIDS prevention and support to OVC.

CAGs also perform dramas in their communities to open up dialogue around HIV/AIDS risk factors such as gender inequality, intergenerational and transactional sex and stigma and discrimination. Through these dramas and discussions, more than 62,000 community members were sensitized this quarter.

¹ Lusaka Province is unable to undertake this activity as all of the provincial community radio stations report that they have sufficient HIV/AIDS broadcasting.

Small Grants

The provincial Small Grants Coordinators were trained in the use of PEPFAR funds for prevention (AB) or support of OVC in our target communities, resource centers and Colleges of Education. It was agreed that the CHANGES2 HIV/AIDS provincial coordinators and Technical Advisor will be involved in the review of proposals in order to ensure that appropriate activities are supported with PEPFAR funds.

Examples of small grants activities that will be funded include:

- Kitwe Teacher Training College will develop a fish pond which will serve several purposes. The primary purpose is to give student teachers hands-on training so that when they complete college and go to their school to teach, they can develop fish ponds to support vulnerable children. The fish that are harvested at the college will be used given to HIV+ student teachers to provide much needed supplementation to their diets. Money raised through the sale of excess fish will be used to help these same students pay tuition.
- Lusaka Provincial Resource Center will hold a contest among teachers to develop HIV/AIDS prevention teaching materials emphasizing AB and utilizing locally available materials. They will then develop a manual for teachers containing the best of the teaching materials from the contest.
- Nansenga School in Mazabuka will use a small grant to develop a mill for processing of maize. There is currently no maize mill in the community. The money that is raised through the mill will be used to support OVC at the school.

It is expected that in the next quarter, more schools and CBOs will have submitted proposals for funding of local-level HIV/AIDS activities.

2.3 School Health and Nutrition (SHN)

The main SHN activities in the quarter under review were completing the Year 1 deworming exercise and collecting data on infection rates. The CHANGES2 provincial teams also started working on activities related to the Health Promoting Schools Initiative (HPSI) after a planning meeting that was held at Garden House Hotel. The SHN advisor was involved in providing technical support and guidance to provincial teams to complete the deworming exercise and ensuring that data was collected on self-reporting cases. The following are the details of the activities undertaken and achieved:

Deworming of Pupils in Schools

The deworming exercise continued throughout the present quarter, which resulted in increases in the data captured in the indicator tables in sections 3.0 and 4.0 of the present report. All four CHANGES2 focus provinces conducted deworming activities in schools that had not participated in the first quarter.



Pupils at Lubengele lining up to receive drugs. A CHANGES2 staff and a parent organize pupils.

- 221 schools conducted the deworming exercise this quarter, combined with 156 schools from last quarter. 377 schools have conducted deworming in 2006.
- 130,565 (67,273 boys and 60,082 girls) were dewormed, an increase from 118,462 in the last quarter.

Below is the breakdown of data by schools, number of children and province.

Number of Schools that Conducted Deworming this Quarter

PROVINCE	Number of Schools
Copperbelt	10
Central	92
Southern	107
Lusaka	12
Total	221

Number of Children who Received Vitamins, Micronutrients, and De-worming Treatment

Province	IRON		Vitamin A		Albendazole		Praziquantel	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Copperbelt	1,426	2,491	1,906	1,264	8,611	7,203	1,493	1,201
Central	22,151	16,008	6,826	3,389	25,941	25,302	14,633	10,606
Southern	24,146	20,322	24,146	22,406	25,508	21,789	13,056	12,247
Lusaka	1,541	1,735	6,227	6,868	7,213	8,998	1,068	115
Total	49,264	40,556	39,105	33,927	67,273	63,292	30,250	24,169

Student and Teacher Participants in SHN

Province	# of Students Participating in SHN		# of Students Self-reporting Worms/Bilharzia		# of Teachers Filling SHN Cards Correctly	
	Male	Female	Male	Female	Male	Female
Lusaka	14,851	15,609	1,764	1,371	NA	NA
Southern	27,211	22,789	14,245	13,399	NA	NA
Copperbelt	3,343	3,413	101	65	NA	NA
Central	28,740	27,740	1,970	2,340	NA	NA

Reports from communities and teachers have started highlighting that there is a reduction of the disease burden among their children. In the long run this should reduce absenteeism and improve the performance of the pupils.

SUCCESS STORY *From the Copperbelt*

The Great Awakening

“We slept; yes we slept,” confessed most members of staff after the first de-worming exercise. When CHANGES2 arrived in our school with its HIV/AIDS, educational, health and nutritional manifesto, I, like many other members of staff thought: it will not work.

The deworming day was an occasion of great awakening in our school. The day, which was packed with activities such as feeding of children, screening of pupils on minor infections and giving of drugs, turned out to be a day of great realization of the missing link—health promotion for pupils, parents, and teachers.

I watched with excitement as the schools’ gates opened to large numbers of parents who rushed into the school to verify the deworming exercise. “We thought there was Satanism taking place in Lubengele because we have not seen children being fed at school and given drugs before,” said one parent who rushed to my office to express his gratitude for the deworming exercise. “Why can’t you extend the de-worming to all parents who have children in this school”, asked another parent in appreciation.

The pupils’ parade following the deworming day saw both teachers and pupils in action as the screening of pupils in minor infections, lice, and cleanliness continued. The old song was revived, “Bushe bane namusamba, eya eya seni mumone natusamba, (Have you all bathed, yes, come and see we have bathed)”. Pupils and teachers sang, danced as the screening exercise went on. The song has since become the school’s anthem on parades. Classes went out to look for litter boxes and administrators introduced midweek class inspectors to see the cleanest class.

“Doubting Thomases” have been proven wrong as pupils and parents have all awakened to the thought of health matters.

By Pastor Mwansa
Head Teacher
Lubengele Basic School
Zambia.

The Health Promoting Schools Initiative (HPSI)

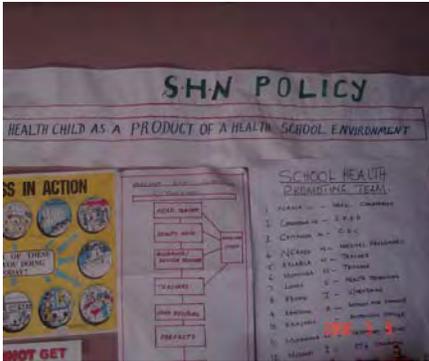
A two-day orientation meeting on HPSI was organized at the Garden House Motel in Lusaka from 5-6 June 2006. Provincial SHN CHANGES2 Coordinators met with MOE/HQ and Provincial SHN Focal Point Persons, and officers from the MOH. Twelve officers (6 males and 6 females) participated in this meeting.

The objectives of the meeting were:

- To provide an overview of the concept of Health Promoting Schools.
- To develop and agree on the benchmarks (criteria) for a Health Promoting School.
- To share experiences, review deworming activities in provinces, and report on the SHN indicators.

The main achievement of this meeting was the development of the HPSI criteria and an award system. The coordinators have begun distributing these criteria to schools and mentoring teachers. Lusaka Province piloted the criteria in five schools in Luangwa and Kafue Districts,

and the assessment revealed that two schools scored 36 and 35 points, rated at the green level, and the third school scored 45 points, rated at orange. The grading system has generated interest with other TAs who would like to include other program components so that schools can be assessed on overall quality education provision.



*Malimba Basic School, Sinazongwe,
Displays School Health Policy*



*Ndanduba Basic School, Mazabuka,
works to attain Model School status*

School Health and Nutrition Sensitization Meeting for Senior Government Officials

The CHANGES2 SHN Advisor and Lusaka Province SHN Coordinator supported the MOE in organizing a two-day SHN orientation meeting with senior government officials. The meeting was held 1-2 June 2006 at Andrews Motel. Participants were drawn from CHANGES2, MOE, MOH, NFNC, and MCDSS. The meeting was well-attended, and all the four districts of Lusaka Province, the Provincial and National Offices were represented. Out of a total of 50 officers who were invited, a total of 42 participants (14 females and 28 males) including facilitators attended this meeting.

The Permanent Secretary of Ministry of Education, Mrs. Lillian E. L. Kapulu, officiated at the meeting, which had the following objectives:

- To orient senior government administrators from the line ministries on the integrated approach on the implementation of SHN activities;
- To discuss the challenges arising from implementation of the SHN activities and map the way forward;
- To advocate for the SHN program as an intervention to address pupils' health and nutrition challenges as they go to school and how the program addresses these challenges;
- To advocate for support in the implementation of the program.

A key achievement of the meeting was the development of recommendations for the implementation of the SHN program, which included planning for SHN activities together as stakeholders.

The CHANGES2 SHN advisor participated in the compilation of the report, which was submitted to the Permanent Secretary, who accepted it. One recommendation was for the quick formation of the SHN Multi-Sectoral Committee to be used as a forum for discussing SHN matters. Since then, a letter was written by the Permanent Secretary to cooperating partners and ministries to ask for appointments of officers to sit on this committee. CHANGES2 appointed its SHN Advisor to represent the program on the committee.

Distribution of IEC Materials

Distribution of SHN IEC materials was conducted mainly in Southern Province. Thirty-five bilharzia flip charts were distributed to 35 schools, to benefit 15,059 children.

Collaboration with Other Partners

The provincial teams are working with Society for Family Health to provide clean and safe water to children and teachers at school, to advocate for building latrines, and to provide messages on the use of treated mosquito nets.

SHN Sensitization

Sensitization of community members on SHN interventions has taken place to elicit community support and involvement. As a result, communities now support the program and understand why their children are given deworming drugs at school. One way this support has been manifest is in the number of parents who have come to schools to participate in Drug Administration Days (DADs). The number of people sensitized before and during DAD is reflected in the table below for Southern Province:

District	# Sensitized		
	Female	Male	Total
Itezhi-Tezhi	2074	1979	4053
Siavonga	1651	1132	2783
Sinazongwe	2546	2818	5364
Choma	1391	1710	3101
Kazungula	554	503	1057
Kalomo	1343	1023	2366
Mazabuka	2566	2111	4677
Livingstone	2406	2207	4613
Namwala	2471	3053	5524
Monze	587	590	1177
Gwembe	489	528	1017
Total	18,078	17,654	35,732

SUCCESS STORY *From Southern Province*

The Community Joins Nasenga Basic to Grow Bananas and Support SHN Initiatives

Nasenga Basic School is situated 66 km north of Mazabuka town in Southern Province. The community built the school in 1992 after realizing the importance of having a school in their area. Since then the school had been experiencing a high drop out rate due to sickness, parental negligence, and poor sanitation in the school.

Fortunately, Nasenga was identified as one of the CHANGES2 intervention schools in October 2006. Since then two teachers, Mr. Mokola and Mr. Mulongwe, have been trained in SHN and have oriented other teachers at school.

The school has established an orchard/plantation of 110 plants comprising orange and banana plants. Parents ferried logs of wood to the school, which they later used to build a fence around the orchard. During holidays pupils continued watering the plants to ensure that they do not dry up.

The school planted a maize field to provide a sustainable feeding program. Parents promised to supplement this effort by giving children snacks to eat at school. They have also pledged financial support towards the running of the SHN program. Mr. Mokola the SHN FPP was quoted saying “In fact, SHN has been an eye opener; we are now able to partner with other community based organizations to support SHN interventions. We always worked in isolation but now things are easier with everybody contributing towards the improvement of education in our school.”

The head teacher for Nasenga Basic School, Ms Jane Simate, said, “The SHN program has brought better sanitation to our school, we now care for our latrines much better because we are aware of diseases. The school environment has improved and our pupils are able to wash their hands from the two constructed hand washing facilities in the school. We have also painted our school to give it the touch that it deserves. If we have to create a healthy environment we have to maintain our school to the required standards.” She continued with this promise: “We promise to be a shining star of Southern Province especially that we are the first school as you enter Mazabuka District. We pledge to provide a conducive learning environment to our pupils.”

The school has formed a SHN promoting team to bridge the gap between the community and the school. One of the members of the committee, Mrs. Mweemba, confirmed that communities now understand the drugs that are given to children. She thanked the CHANGES 2 program for bringing back SHN interventions in schools. “This reminds me of good olden days, when we were pupils,” she remembered.

2.4 Scholarships and OVCs

Provision of Scholarships

In addition to 3,776 scholarships awarded in the first quarter of 2006 to grades 10-12 students, an additional 77 scholarships were awarded, 68 to girls and 9 to boys, bringing the total number of scholarships provided to 3,853.

CHANGES2/FAWEZA Partnership Retreat

A two day retreat facilitated by CHANGES2 OVC and Scholarships Advisor in collaboration with other TAs was held from 24-25 April at Fringilla Farm Lodge in Chisamba. The theme of the retreat was “Strengthening Organizations through Partnerships.” It was attended by 19 (15

female and 4 male) Provincial Focal Point Persons (FPPs) from 6 provinces: Central, Copperbelt, Eastern, Lusaka, Southern and North-Western Provinces; FAWEZA national secretariat key staff and CHANGES2 TAs and Central and Lusaka HIV/AIDS Coordinators.

Objectives of the meeting were to strengthen the two organizations and their relationship; review and strengthen scholarship implementation components; and develop an understanding of Appreciative Inquiry. Participants discussed the lessons to be learned from those components of scholarship implementation that have worked well, as well as how best the challenges of the scholarships program can be addressed. The use of Appreciative Inquiry enabled CHANGES2 and FAWEZA to reflect on the good each organization is bringing to the education of the OVCs and how these practices can be improved upon and used as a model.

The meeting produced the following recommendations:

1. CHANGES2 and FAWEZA should hold joint quarterly reviews on scholarship implementation.
2. More partners should be brought on board to reach OVCs in order to ensure that they access school, made possible through the already existing MOE-FAWEZA and partner OVC forum.
3. The need for strengthening the School Selection Committees should be given high priority coupled with the improvements in the verification process of the recipients to ensure that eligible students have access to scholarships.
4. FAWEZA and CHANGES2 should participate in joint annual planning to make sure PTA training is budgeted and planned for.
5. Training packages for PTAs and School Selection Committees should be developed.
6. PTA and School Selection Committees should be included in trainings such as the SAFE Club mentors and Overseers' training, and Equity and Gender training within the Education Management Curriculum for head teachers and school board members.
7. FAWEZA should work with the MOE and CHANGES2 to include the role of SAFE Clubs, PTAs and School Selection Committees in gender equity into the SPRINT manual.
8. FAWEZA to use their comparative advantage to lobby the MOE for cost-sharing of school fees for OVCs in high-cost schools.
9. CHANGES2 accountants should work collaboratively with the FAWEZA accounts personnel to ensure that all accounting procedures are adhered to and retirements with proper documentations are submitted on a timely basis.
10. Capacity building of lower-level personnel should be an ongoing process in needy areas.
11. Joint monitoring visits should be conducted to monitor scholarships and other OVC support activities and share reports.

Comfort Kits

In the previous quarter, the comfort kit was successfully piloted and the results shared with FAWEZA. There were some unanticipated delays on the part of FAWEZA to make and distribute comfort kits to all scholarship students due to budget cutbacks made as a result of the appreciation of the kwacha against the US dollar. After prioritizing the activities, it was resolved that comfort kits be provided only to girls. The effectiveness of the kits will be reported in the next quarter.



Comfort Kits will be provided to girls on the scholarship program.

Provincial Staff Follow-up Partnership Meeting

As a follow-up to the Fringilla retreat (above), a two-day meeting was organized to continue exploring ways in which CHANGES2 HIV/AIDS & OVC coordinators and FAWEZA's Provincial Focal Point Persons can collaborate more effectively. The meeting also aimed to strengthen the scholarship component at lower levels in the delivery system. The meeting was held at the CHANGES2 headquarters office during 4-5 May 2006, and the theme for the retreat was '*Strengthening Our Organizations Through Partnership.*' Four CHANGES2 HIV/AIDS and OVC provincial coordinators and six FAWEZA Provincial Focal Point Persons attended the meeting. The FAWEZA secretariat was represented by the Program Coordinator for HIV/AIDS and SAFE Clubs.

The objectives of the meeting were to strengthen the relationship between the organizations, review and strengthen the scholarship implementation components, review FAWEZA's Provincial FPPs' capacity building needs, and develop a CHANGES2/FAWEZA provincial joint action plan for implementing the scholarship program.

The primary outcome of the meeting was the development of a joint action plan based on lessons learned by each of the provincial partners. CHANGES2 field staff became more familiar with FAWEZA activities and spotted the avenues for greater collaboration at provincial and district levels. A number of suggestions were offered as a way forward to more effective partnership at the provincial level. Key to the action plan was the need to hold joint monitoring visits to schools, and monthly or quarterly meetings at the provincial level.

AEI Wrap-Around Activity: Training of Guidance and Counseling Teachers and Community Members in Psychosocial Support to OVCs

This activity is being implemented collaboratively between the CHANGES2 HIV/AIDS Advisor and the MOE. Details of the training are provided in sub-section 2.2 above.

SAFE Convention

The OVC/Scholarships Advisor and the HIV/AIDS/OVC Coordinator for Central Province participated in the FAWEZA SAFE Convention held 10-13 April. The HIV/AIDS/OVC Coordinator facilitated some sessions. The Convention drew 209 students (127 girls and 82 boys) from the six provinces targeted by the CHANGES2 scholarship program. Topics explored

during the convention were negative traditional practices such as puberty rites that encourage sexual debut, sexual cleansing rites, marriage by abduction and the false confidence that circumcision gives and how these have continued to put young people at risk of contacting the HIV virus. Further details are available in FAWEZA's report in the Appendix.

SAFE Overseer's Training

The OVC/Scholarships Advisor and the HIV/AIDS/OVC Coordinator for Lusaka Province attended the SAFE Overseers' training conducted by FAWEZA in April. SAFE Overseers plan and coordinate activities in the SAFE clubs in schools. There were 73 participants from 73 high schools in the target provinces. (Details available in the FAWEZA report in the Appendix.)

SUCCESS STORY ***From Central Province***

Girl Child Living With HIV, Fighting to Achieve Her Dreams: Never Say No To Education!

"I want to complete my education, become a teacher, and contribute to the nation's development; being HIV-positive does not mean I can't perform well" said Mweemba Phiri.

Mweemba Phiri is one of the students at the school receiving CHANGES2 scholarships, which she uses to pay for her school fees and personal effects. A Grade 12 student at Mumbwa High School, located in Mumbwa District in Central Province, she stays in Lusaka District, 150 km from the school.

Mweemba is a girl living with HIV and is blind. She discovered that she was positive a year ago. "Due to lacking proper care and support, as my mother is just a peasant farmer, I decided to have a boyfriend after dropping out of school. I lost hope and didn't know what to do. This guy told me he loved me and that he would marry me, but to no avail. I had sexual relations with him, hoping that he will love me more, but it was just like being used. The relationship never lasted as I expected," said Mweemba Phiri.

Unfortunately, the boyfriend died, and Mweemba started having headaches and sight problems. Her mother was advised by some friends to consult a traditional medical practitioner who gave herbs to Mweemba to drink. She had faith that her sight would improve, but her sight worsened. She became completely blind.

She decided to go for medical attention, was tested for HIV and other infections. The result was positive. "I started getting ARVs from a clinic near home in Lusaka; when I come here to school I go to the hospital and they give me the drugs," narrates Mweemba, "I am now fine, and perform well in school."

Mweemba is a brilliant girl, her teachers and SAFE Club overseer confirm. She has a dream of becoming a teacher and contributing to national development. She is determined and encourages other students to know their status and live long.

"HIV/AIDS does not only affect babies or adults, but even youths. Stay away from sex, know your status and live long like me," says Mweemba.

If you see Mweemba, you might think her story is fiction, but it is true. She emphasizes that pupils should abstain and avoid sexual relations where possible so that they do not get HIV/AIDS. "Lets face it, some youths do have sex; please prevent yourself or stop sex so that you do not become like me. I live a normal life like any student because I know my status and am taking care of myself. I am better off than other students who don't even know their status," adds Mweemba.

Mweemba is very grateful to CHANGES2 and FAWEZA for the support they are giving her, "I do not know if I could be in school if I did not receive a scholarship," says Mweemba.

2.5 School-Community Partnerships and Outreach

School-Community Partnerships

In the month under review, Southern province conducted the last in the series of trainings for school teachers and community members in School-Community Partnerships and participatory methodologies. Trained teachers and community members are expected to mobilize communities to effectively participate in activities that promote quality of education and HIV/AIDS prevention among school aged children.

Ten teachers (4 female and 6 male) and 9 community members (6 female and 3 male) were trained.

Community Sensitization and Mobilization

Teachers and community members who were trained earlier by CHANGES2 in School-Community Partnerships, Community Participatory Learning for Action (PLA), and Theatre for Community Action (TCA), continued their sensitization and mobilization campaigns in their respective schools and surrounding communities.

Communities were engaged in the identification and prioritizing of community problems that negatively affect learning on the part of school children, particularly issues that affect access, progression, retention and educational achievements. Interestingly, most of the problems that were identified were HIV/AIDS related and, as result, 119 community-based action plans were developed to either resolve or mitigate the impact of specific HIV/AIDS related problems(see table below). Of the 119 community-based action plans developed, 100 were implemented during the quarter.

Action Plans Developed:

Province	SCPs Formed	CAGs Established	Community Action Plans Developed	Action Plans Being Implemented
Central	43	43	43	38
Copperbelt	40	40	40	40
Lusaka	21	13	15	3
Southern	30	30	21	19
Total	134	126	119	100

In the process, a total of 24,174 (11,865 male and 12,309 female) community members were reached with HIV/AIDS messages and another 38,268 (18,800 male and 12,309 female) community members received information on the advantages of keeping school children healthy and how communities can enhance learning. (See table below.)

Table: Category and Number of Community Members Reached:

Province		HIV/AIDS		SHN		Education		TOTAL		
Central	Members	Male	Female	Male	Female	Male	Female	Male	Female	Total
	YOUTH	1,853	3,435	4,224	4,671	1,221	1,248	7,298	9,354	16,652
	LEADERS	205	181	133	721	79	182	417	1,084	1,501
	WIDER COM	3,346	1,403	979	1,068	2,023	640	6,348	3,111	9,459
Copperbelt	Sub Total	5,404	5,019	5,336	6,460	3,323	2,070	13,125	13,969	27,612
	YOUTH	1,528	1,484	1,405	1,537	845	1,145	3,778	4,166	7,944
	LEADERS WIDER COM	93	62	47	49	63	86	203	197	400
Lusaka	Sub total	2,096	2,178	1,781	1,933	1,410	1,842	5,287	5,953	11,240
	YOUTH	431	820	90	118	51	68	572	5953	1,578
	LEADERS WIDER COM	70	11	05	-	07	04	82	15	97
Southern	Total	806	1,496	193	305	148	142	1,147	1,943	3,090
	YOUTH	2,203	2,072	2,833	2,664	1,259	1,183	6,295	5919	12,214
	LEADERS WIDER COM	104	47	133	61	59	27	296	135	431
TOTAL	Sub Total	3,559	3,616	4,576	4,650	2,033	2,066	10,168	10,332	20,500
		11,865	12,309	11,886	13,348	6,914	6,120	30,665	31,777	62,442



Launching of Community-School Partnerships at Musenge Basic School, Copperbelt Province

As an ongoing process to strengthen links between schools and their communities, Multi-Sectoral School-Community Partnership Committees continue to be strengthened. At the CHANGES2 program launch at Musenge Basic school in the Copperbelt, “School Community Partnership” was chosen as the theme. The same enthusiasm is being experienced by many CHANGES2 supported schools in the country.

2.6 Small Grants

Sub-grant Management Training for Lead NGOs

Four lead NGOs were formally brought under contract, one in each of the CHANGES2 focus provinces. Following the signing of the sub-grant agreements with each NGO, CHANGES2 organized a three-day workshop for the lead NGOs, members of Sub-Grant Management Committees (SMCs), and CHANGES2 field staff in the sub-granting procedures and grant management.

Twenty-six people participated in the training (11 lead NGO representatives, 5 SMC representatives, 9 CHANGES2-staff, and 1 MCDSS national staff). The main areas of the training were:

- Programmatic management of the CHANGES2 supported sub-grant scheme.
- CHANGES2 financial management procedures.
- Roles and responsibilities of grantees, management committees, and CHANGES2 staff in the sub-granting process.

Upon completion of the training, the four NGOs were prepared to effectively manage the small grants in line with CHANGES2 program and financial management guidelines. The training also provided an opportunity for multi-sectoral sub-grant management committee members and CHANGES2 staff to interact and share experiences. In addition, the workshop provided a team-building opportunity for CHANGES2 sub-grant implementers.

Establishment of District-Level Sub-Grant Management Committees

In a related development, CHANGES2 established and trained district level SMCs in all 31 CHANGES2 supported districts. All targeted districts have started reviewing and approving CHANGES2 Rapid Response/Category 1 awards of up to \$6000 to be disbursed to schools and community-based groups with innovative ideas regarding OVC support and HIV/AIDS prevention and health related activities. Details of sub-grants will be reported in detail next quarter.

Disbursement of Funds to Lead NGOs

The Sub-grant Advisor facilitated the disbursement of \$128,000 (PEPFAR) and another \$52,000 from AEI/OVC “Wrap Around” funds to the four partner lead NGOs (CHEP, PAM, FHT and ADRA-KAFHI). As a result, the partner NGOs were able to start their sub-granting and mentoring to school and community based groups with innovative ideas in HIV/AIDS prevention and mitigation. It is anticipated that more than 100 schools and CBOs in each of the four CHANGES2 focus provinces will benefit from sub-grants over the life of the CHANGES2 program. CHANGES2 has accelerated the call for proposals and, during the reporting period, more than 200 applications were received.

Capacity Building for Lead NGOs

CHANGES2 is committed to strengthening the capacities of its partner organizations, including those managing the small grants program. To this end, two consultants will be hired next quarter to assist with an organizational review of the four partner lead NGOs (CHEP, PAM, FHT and ADRA) and determine the gaps, strengths, and opportunities for improving their capacity. The findings of the needs assessment will be used to customize capacity development activities for each partner. The CHANGES2 Sub-grant Advisor participated in the drafting of the Terms of Reference for the two consultants and initiated the recruitment process. The needs assessment will be carried out next quarter, and capacity-building will start soon thereafter.

SUCCESS STORY ***From Southern Province***

Lessons from Manchamvwa Lakeshore School

This school was funded for a tailoring project by the initial CHANGES program in 2004 so that they could teach tailoring and sew uniforms for income generation and support to orphans and other vulnerable children. This project is bearing fruit.

The school realized early enough that sales from the products of this project would not move if they asked for money, so they valued the uniforms to agricultural produce and domestic animals. The school sews school uniforms and, without making uniform compulsory, encourages parents to dress their children in the school color. For two chickens, one can get uniform for either a boy or a girl. The chickens are later sold in Siavonga town to replenish the materials for sustaining the project.

This project has already started benefiting orphans and other vulnerable children at school, who get free uniforms, in keeping with the vision of the project.

The project is run by the Women Girl Child Education Committee (WGCEC), which comprises community women and non-working teachers' wives. The uniform materials and the finished uniforms are kept by the head teacher's wife, while the chickens that come as payment for the uniforms are kept by the school's School Health and Nutrition focal point person. At the time of our visit, there were four chickens still waiting to be sold.

Another praise-worthy characteristic in the school is their knack for record keeping. Every activity done is well entered in some kind of file. This ranges from how many times meeting have been held to the number of snapshots the school has taken from the camera CHANGES2 has donated to the school as school community partnership support.

This time around, they have applied for a goat keeping project.

2.7 Monitoring and Evaluation (M&E)

Monitoring of SHN Activities in Schools

During the quarter, SHN drug administration continued in schools and data was collected. The SHN provincial coordinators monitored schools and provided technical assistance to:

- Ensure that schools were following the SHN protocol and using SHN forms correctly.
- Try the HPSI criteria to determine if they are user-friendly.
- Provide technical support to schools on issues related to SHN.

Some of the information that was discussed in schools included:

- Putting soap at the hand washing facility to use after the toilet.
- Providing waste paper baskets and in classrooms and around the school.
- Strengthening school gardens.
- Parents giving a snack to their children to eat at school.
- Cleaning school environments.
- Giving health talks in schools.

Lusaka province monitored 16 schools while Copperbelt monitored 14 schools.

Impact of CHANGES2 Activities in Colleges of Education

A team of educators drawn from UNZA, TED, CHANGES2, and ZLS carried out an assessment of seven colleges of education to determine the impacts of CHANGES2 support to those colleges. The team looked at the following four areas of support given to colleges:

1. Disbursement and use of a resource for student teachers entitled *In My Classroom: A Guide to Reflective Practice*.
2. Disbursement and use of library books provided by CHANGES2 to college libraries as well as training of librarians.
3. Functionality of computer labs set up with USAID donated computers and CHANGES2 training and lab set up support.
4. HIV/AIDS induction for new student teachers.

A fifth area of investigation involved understanding the methods used and instructional skills of college tutors.

Three teams visited two colleges each. ZAMISE was visited by one team for computer lab assessment only. Charles Lwanga, Mongu, Malcom Moffatt, Mansa, Solwezi and Mfulira COEs were visited for two days each during the week of 26-30 June. Each team carried out interviews with administrators, tutors and student teachers, made classroom observations, and examined libraries and computer labs during the two-day visit.

Preliminary findings indicate that HIV/AIDS courses and programs at college, while improving, are barely scratching the surface in terms of opening up dialogue about the disease and the underlying factors that create risky situations. It is clear that there is a good level of general knowledge about transmission and prevention, but student teachers generally feel a lack of agency in managing their own risk and assisting others to understand the disease. There was near unanimous support for the development of a separate course on HIV/AIDS in the new curriculum. CHANGES2 is already discussing the development of such a course with the MOE.

In My Classroom was distributed widely at each college and some training of tutors carried out. Some students are using it as a reference, and report that it is useful in their classes. The library books generally are highly appreciated, relevant and useful to student teachers. Where computer labs were set up by CHANGES2 (three of the colleges visited) student teachers are timetabled for computer instruction, labs are well maintained and in most cases received additional inputs for upgrading by the colleges. Classroom observations helped CHANGES2 and MOE to determine how we might support the curriculum development process and the later orientation of tutors on the new materials. In general the skill level of tutors in preparing primary teachers seems weak. Good primary teacher training requires a practical approach not shared by many of the tutors observed. The assessment report including recommendations on the way forward will be available in late August.

Monitoring of Scholarship Activities

Monitoring of scholarship activities was undertaken in May in Central, Copperbelt, Eastern, Lusaka and Southern Provinces in 35 schools. At each school, the monitoring teams interviewed at least 5-8 scholarship recipients, the school manager, the guidance and counseling teacher, the school bursar and the SAFE Overseer.

The objectives of the monitoring were to:

1. Determine how well the scholarship program was implemented at school level;
2. Assess what is being done well;
3. Identify gaps and omissions; and
4. Provide on-the-spot capacity building.

Main Findings:

- FAWEZA has administrative structures in place at provincial, district and school levels that are easily identifiable. The motivation of some district and school level staff was quite low leading to weak monitoring of the scholarships and follow-ups. Where there was a dynamic representative, there was a cohesive program, but where there wasn't, recipients were virtually left on their own. It was also difficult to find action plans in such schools for SAFE Club activities.
- Scholarships have been distributed to all the schools monitored, and students reported receiving their personal effects money and that school fees were paid for. The timely distribution of scholarships contributed greatly to the regular attendance of scholarship recipients.

- The Provincial Education Officers and the District Education Secretaries reported they were informed about FAWEZA's work. In three cases, FAWEZA has become more transparent than they were before. The meetings held early this year facilitated by CHANGES2 enabled the Ministry of Education to understand and appreciate the work of FAWEZA, as they are informed on timely basis, and appreciate their involvement on selection commitments. *The MOE provincial and district officials acknowledged this year, FAWEZA scholarships were dispatched on time compared to previous years when a number of students were promised the support which either came very late in the year or never came at all.*
- Collaboration between the MOE and FAWEZA at lower levels is still relatively weak and tends to be based on information sharing. More collaboration is needed. Moreover, there is a need to build the capacity of FAWEZA's lower level structures for effective implementation of the scholarship program.
- The introduction of the stipend book at school level by FAWEZA is to be commended because it helps to verify whether students have received funds. The stipend book is user-friendly as it clearly shows in columns the breakdown of the items students have received.

Additional findings on successes and challenges relating to School Selection Committees, FAWEZA's organizational structure, the effectiveness of SAFE clubs, financial management issues, and more were documented in a Final Report.

Follow-up to the Scholarship Monitoring Exercise

A one day meeting was held with four FAWEZA senior staff at the CHANGES2 headquarters to discuss the findings of the scholarship monitoring exercise (above) and to agree on the next steps. The CHANGES2 OVC/Scholarships Advisor was mandated to organize a meeting to discuss some of the salient issues raised in the report and to map out the way forward in addressing them.

SAFE Assessment Exercise

As planned in the previous quarter, the exercise is currently being undertaken. Details on the findings will be reported on in the next quarter.

Design of a Comprehensive Program Monitoring System

The CHANGES2 program is large and complex. Not surprisingly, the task of regularly monitoring and collecting relevant data to update indicators is labor-intensive and time-consuming. Program staff realized that the current system where CHANGES2 field teams monitor schools and collect data is resulting in under-reporting of achievements, especially in program components like SHN. To rectify this situation, the M&E Specialist and TA team have been developing a plan for the CHANGES2 line ministry partners in each district (MOE, MOH, and MCDSS) to monitor schools each academic term and collect data required for programmatic and reporting purposes. Although this new approach to monitoring will involve considerable added costs, CHANGES2 is confident the new system will yield more complete data, and will enable government colleagues to be more invested in implementing and monitoring the program.

3.0 MANDATED PROJECT RESULTS BY FUNDING SOURCE

Table 3.1 USAID Indicators

Objective (a)	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Healthier students, better prepared and able to learn	Percent of students participating in School Health and Nutrition programs (USAID)	5%	21%	14.1	14.8	14.4%	8.8%	9.3%	9%
	Number of students participating in school health and nutrition. (USAID)	120,000	480,000	160,002	157,734	317,736*	99,797	99,477	199,274

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 yields 480,000 students over 4 years participating in CHANGES2 School Health and Nutrition programs. Percentages are calculated from 2,265,145 which is the estimated national total of students in 2005. Thus 120,000 = 5% and 480,000 = 21%.

[*Note: Numbers achieved to date reflect a larger than anticipated student body in some urban schools.]

Notes on data collection and data Analysis:

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

Table 3.2 AEI Indicators

Objective (B)	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Improved quality of teaching in schools	Number of teachers trained (pre-service) (AEI)	2,300	16,900	1,767	2,022	3,789	0	0	0
	Number of teachers trained (in-service) (AEI)	800	3,200	932	617	1,549	258	131	389

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

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

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

Reporting: Quarterly

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

Table 3.3 AEI Indicator

Objective (C)	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Improved student learning	Number of children benefiting from improved teaching as a result of interventions (AEI)	200,000	800,000	392,318	408,331	800,649*	291,218	335,431	626,649

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

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

[*Note: Numbers achieved to date reflect a larger than anticipated student body in some urban schools.]

Source: Enrollment data, interpolated data

Reporting: Quarterly

Method/ Procedure: note above.

Table 3.4 AEI Indicator

Objective (E)	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)	Achieved (This quarter)
Upgraded teacher skills	Money obligated for teacher training (AEI)	\$800,000	\$4,000,000	756,442	226,690

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

Table 3.5 PEPFAR Indicator

Objective (D)	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Enhanced support for OVCs	Number of OVC served by OVC programs. (PEPFAR)	3,500	10,500	1,279	2,574	3,853	9	68	77

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

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

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

Table 3.6 PEPFAR Indicators

Objective (F)	Indicator definitions		Target (Annual)	Target (Cumulative)	Level	Achieved (To date)			Achieved (This quarter)		
						M	F	Total	M	F	Total
Students receive effective skills training to avoid infection	Number of individuals trained to promote HIV/AIDS prevention programs through abstinence and/or being faithful (PEPFAR)	Teachers	3,100	12,400	Pre-service teachers	2,866	3,017	5,8883	13	13	26
					In-Service Teachers	1021	540	1,561	462	284	746
		Peer Educators	1750	2,750	scholarship recipient	149	249	398	149	249	398
		Total	4,850	15,150	Grand totals	4002	3771	7773	590	511	1101

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

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

Source: Training data

Reporting: Quarterly

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

Table 3.7 PEPFAR Indicators

Objective (G)	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Improved knowledge and skills for HIV/AIDS prevention.	Number of community members reached with HIV/AIDS prevention programs that promote abstinence and/or being faithful (PEPFAR)	260,000	1,040,000	1,326,622	1,848,290	3,174,912*	1,312,615	1,833,456	3,140,071

Number of community members reached with HIV/AIDS prevention programs refers to community beneficiaries of outreach programs. [*Note: Numbers achieved to date additionally include those individuals reached through HIV/AIDS radio programs related to education.]

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

Source: Community Sensitization and Mobilization reports

Reporting: Quarterly

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

4.0 NON-MANDATED PROGRAM RESULTS BY COMPONENT

Table 4.1. Teacher Education and Professional Development

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Effective classroom incorporation of CHANGES2 supported in-service training by teachers in target schools.	Percent of teachers effectively incorporating CHANGES2 in-service training (HIV/AIDS) 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: Prior to training, 0% of teachers will incorporate the content of the training in their work but after training at least 50% of them will do so.

Source: Observational checklist.

Reporting: Quarter 1 and Quarter 3. [Note: Reporting to commence in next program quarter.]

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

Table 4.2 School Health and Nutrition

Objective	Indicator definitions		Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
					Male	Female	Total	Male	Female	Total
Improved delivery of services of SHN interventions	Number of teachers trained in SHN (a)		800	3,200	492	308	800	0	0	0
Improved access to health and nutrition services resulting in lessened parasite burden	Percent of children self reporting worms and bilharziasis in CHANGES2 schools (b)		<10%	<10%	12.5	11.9	12.2	12.5	11.9	12.2
	Percent of teachers and health staff from 400 schools correctly using SHN cards. (c)	Teachers	50%	50%	0	0	0	0	0	0
		Health staff	50%	50%	0	0	0	0	0	0

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

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

Reporting: (a) Quarterly (b) Bi-annually (c) B-annually. [Note: For (c), reporting to commence in next program quarter.]

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.

Table 4.3 Scholarships to OVCs

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				Male	Female	Total	Male	Female	Total
Greater OVC support	Number of yearly scholarships awarded	3,500	10,500	1,279	2,574	3,853	9	68	77
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	504	1,354	1858	129	421	550
	Percent of scholarship recipients participating in SAFE (or other anti-AIDS) clubs (e)	85%	85%	100%	100%	100%	100%	100%	100%
	Number of scholarship recipients trained as HIV/AIDS peer educators (f)	1750	2,750	149	249	398	149	249	398

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.

Table 4.5 Small Grants

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				Males	Females	Total	Males	Females	Total
Support HIV/AIDS prevention and mitigation	Number of Children benefiting from grant aided services.	24,000	96,000	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. Total grants over 4 years is 320. Given that the school and its catchment area will be the focus of CHANGES2 programmes and that the estimated average number of children per school is approximately 300 children, a minimum of $20 \times 300 = 24,000$ children will benefit from grant aided activities each year, and 96,000 children will benefit over 4 years.

Table 4.6 School Community Partnerships and Outreach

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				Male	Female	Total	Male	Female	Total
Improved community support to schools	Number of community leaders participating in HIV/AIDS, prevention activities	400	1,600	781	808	1,589	541	690	1,231
	Number of community leaders participating in SHN activities	400	1,600	781	808	1,589	541	690	1,231
	Number of community leaders participating in school improvement support activities	800	3,200	781	808	1,589	541	690	1,231

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

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

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

Table 4.7 School Community Partnerships and Outreach

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)	Achieved (This quarter)
Improved community support to schools	Number of communities mobilized to take action concerning HIV/AIDS. (a)	400	1,600	424	424
	Number of community action plans developed (b)	300	1,200	190	190
	Percent of developed community action plans that are being implemented.(c)	80%	80%	46%	46%

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

Note on calculation of targets:

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

(b) It is estimated that not all communities sensitized will develop action plans. During phase I of the CHANGES program only 46% of communities developed action plans and only 77% of schools developed action plans. Since CHANGES2 is more school focused than community focused, and since it is treating the entire school catchment area as one community, 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.

Table 4.8 Sustainability and Institutionalization

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				M	F	T	M	F	T
Improved community mobilization capacity	Number of community members trained to mobilize communities on HIV/AIDS, SHN, and Education support	400	800	240	118	358	0	0	0
Improved coordination of and capacity for HIV prevention	Number of provincial level, district level, COE staff and other officials trained (PEPFAR)	150	500	145	127	272	94	77	171
Improved coordination of and capacity for education delivery	Number of provincial level, district level, COE staff and other officials trained (AEI)	150	500	73	64	137	34	5	39

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

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

Source: Training attendance registers.

Reporting: Quarterly.

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

Table 4.9 AEI/OVC “Wrap Around”

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (To date)			Achieved (This quarter)		
				Males	Females	Total	Males	Females	Total
Improved skills for provision of care and support for OVCs	(a) Number of teachers trained in psychosocial counseling for OVC (AEI)	80	80	99	70	169	99	70	169
<p>The indicator tracks the number of teachers who are trained on guidance and counseling for three months.</p> <p><i>Note on calculation of targets:</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)	4000	4000	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	0	0	0	0	0	0
<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>									

5.0 SPECIAL EVENTS

- From 26th through 28th June, Southern Province received visitors from Washington and USAID/Zambia who came to make an AEI documentary on the CHANGES 2 interventions.
- Southern province was visited by Dr. Cornelius Chipoma of USAID who came to see scholarship services, teacher group meetings, and sub-grant activities implemented by CHANGES2 in the province.
- Dr Brad Strickland from AIR/Washington visited the CHANGES2 headquarters office in Lusaka to confer on program progress, deal with financial and administrative matters, and participate in pre-planning for developing the 2007 CHANGES2 work plan later in the year.



*Kazungula Sub-grant
Management Committee
meeting*

6.0 MANAGEMENT AND ADMINISTRATION

Enhancing Integration with the MOE

MOE/HQ issued a document entitled “Operating Principles for Project Support to the MOE Sector Plan” to representatives of the main projects and programs that support the MOE. The Chief of Party of CHANGES2 subsequently attended several meetings with other program representatives to discuss ways to put the principles into action to better support the work of the MOE. A meeting was called in July in which the program representatives, the PS, and several Directors at the MOE/HQ would meet to jointly discuss the operating principles—what the principles intend and how they can best be adopted.

7.0 PLANS FOR NEXT QUARTER

Teacher Education

- The COE assessment Final Report will be completed and disseminated.
- A study tour to Namibia for TED, UNZA, and COE staff will be conducted to learn best practices in preparation for the college curriculum revision.
- A curriculum framework development workshop for the proposed new diploma course will be held in Siavonga for MOE, TED, UNZA, and COE staff.
- Monitoring and support of SPRINT implementation will continue.
- SEN SPRINT materials will be finalized and sent to CHANGES2 schools for piloting.
- An external review of SPRINT will be conducted.
- District and national level SPRINT review meetings will be held.
- “Deep Teaching” DVDs, posters and comic books and feature film ideas will be developed.

HIV/AIDS

- Teacher Group Meetings at target schools will utilize the SPRINT Teacher's Guide, discussing HIV/AIDS prevention and mitigation.
- The impact of HIV/AIDS content and utilization in the SPRINT Teacher's Guide will be evaluated.
- The impact of PSS training and small grants to selected schools will be monitored.
- Monitoring and support to SCP activities at the school and community level will continue to ensure that action plans which are developed are innovative and aimed at meaningful HIV/AIDS related behavior change.
- The review of proposals and provision of small grants to CBOs, District and Zonal Resource Centers, and COEs for HIV/AIDS Prevention (AB) and Support to OVC will continue.
- Work with COEs and UNZA on the new curriculum for COEs (including Life Skills for HIV/AIDS prevention and mitigation) will continue.

School Health and Nutrition

- The monitoring and support of schools in implementing SHN interventions to become Health Promoting Schools will continue, and the school grading system will be started.
- SHN staff will participate in the review of the COE curriculum to ensure the integration of SHN topics and sustainability of the program.
- Ways to incorporate SHN principles into sport activity will be designed and piloted.
- Collaboration with partners to implement activities on malaria will be carried out.
- Strategies on how to address the other interventions in SHN and how IEC materials on malaria, TB can be distributed in schools will be mapped out.
- Senior MOE, MOH, and MCDSS managers in Central, Copperbelt and Southern Provinces will be oriented to the SHN program and how they can best support it.
- The SHN Advisor will work with the MOE/HQ on the procurement of drugs for the 2006 and 2007 years.

Scholarships and OVCs

- Additional NGO partners to implement the scholarship program next year will be recruited.
- Capacity building of new partners in developing budgets, improving financial management, and report writing will be conducted.
- Scholarship guidelines will be developed and produced.
- High School Education Boards will be re-oriented on the scholarship program and the importance of well-functioning school selection committees.
- The SAFE club assessment will be completed and a Final Report produced.
- A booklet on puberty will be completed.

School-Community Partnerships

- HIV/AIDS posters for communities will be produced.
- Operational guidelines for School-Community Partnerships will be developed and disseminated.
- District and provincial SCP committees will be established/strengthened.

Small Grants

- Small grants will be awarded to local NGOs, CBOs, and resource centers in all CHANGES2 focus provinces.
- The organizational capacity and needs of the four lead NGOs will be assessed; upon completion of the assessment, the needs will be addressed.

Monitoring

- A system for joint monitoring of all schools each term between CHANGES2 and the MOE, MOH, and MCDSS will be developed and operationalized.

Planning

- Advance planning for developing the 2007 CHANGES2 annual work plan and budget will begin at the district and provincial levels in anticipation of planning starting at the national level during September/October.

8.0 APPENDICES

FORUM FOR AFRICAN WOMEN EDUCATIONALISTS OF ZAMBIA (FAWEZA)

CHANGES2 SCHOLARSHIP PROGRAM

SECOND QUARTER TECHNICAL REPORT

Prepared by FAWEZA National secretariat –LUSAKA- ZAMBIA
July 2006

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 April to June 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

During the period under review, several activities were undertaken. These include

- Distribution of bursaries
- SAFE Convention
- Capturing data of pupils' performance and demographic information and SAFE Reports and Action Plans from participating schools
- collection of receipts from schools

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 fees; where applicable; exam fees; uniform cost; and a minimal stipend for personal effects. The comfort kits are still in the process of being made /procured for bursary recipients-both boys and girls.

- 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 four of the targeted provinces—Central, Southern Copperbelt and Lusaka provinces. The scholarships distributed were for new grade 10 OVCs that had not been submitted in the first and second schedules. For Southern province the geographic spread of the schools needed a third trip to Siavonga Namwala and Itzhitezhi. Namwala was inaccessible during the rain season.

6.1 PROCESS OF BURSARY DISTRIBUTIONS

The following process was followed during cheque distributions for the scholarships:

- Meeting the School Selection Committee members and orienting them on their functions
- Collection of demographic information of the participating OVCs.
- 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

DATA ENTRY UP DATE

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

PEPFAR

Objective (D)	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				M	F	Total	M	F	Total
Enhanced support for OVCs	Number of OVC served by OVC programmes (PEPFAR)	3,500	10,500	1,279	2,574	3,853	505	954	1,459

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

Scholarships to OVCs

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				Male	Female	Total	Male	Female	Total
Greater OVC support	3500	3500	10500	1,279	2,574	3,853	505	954	1,459
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 average performance of OVC scholarship recipients could 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	504	1,354	1,858	129	421	550
	Percent of scholarship recipients participating in SAFE (or other anti-AIDS) clubs	85%	85%	100%	100%	100%	100%	100%	100%
	Number of scholarship recipients trained as HIV/AIDS peer educators	1750	2,750	149	249	398	149	249	398

NOTE:

- Percent of grade 12 OVC receiving scholarships who graduate could not be obtained because this is the first year of the CHANGES2 scholarship programme and it has not come to an end yet.
- The number of scholarship recipients benefiting from mentoring support has only been captured from schools with already existing SAFE Clubs.
- The number of scholarship recipients trained as Peer Educators includes those who were trained at the National SAFE Convention and those who were trained in-house in schools with SAFE Clubs.

SAFE CLUB ACTIVITIES

To strengthen youth to youth outreach, each year FAWEZA holds the National SAFE Club Convention which trains a cadre of young people in peer education and counseling skills to enhance their capacity to implement HIV/AIDS prevention and mitigation and other reproductive health and gender programmes.



Munali Girls' and Boys' SAFE Club

In this quarter, during the National SAFE Convention, 209 SAFE Club members from the already existing and those to be launched clubs were trained as peer educators following which they would go back to their institutions where they are expected to transfer the knowledge and skills acquired to other SAFE Club members through in-house training and other interaction with the rest of the school and surrounding communities and in this way reach a wide audience with HIV/AIDS prevention messages.

To further enhance the capacity of SAFE clubs, 68 SAFE Overseers were trained from the pool funding on how to facilitate adolescent reproductive health, life skills, and HIV/AIDS and gender relations. In addition, they were also taken through the basic counseling skills, to enhance the mentoring component of the OVC on the bursary programme. They were also taken through management of SAFE Clubs, which included how the stipend should be distributed to the bursary recipients and their role in the school selection committee (SSC). With this training, the Overseers are expected to manage SAFE club and bursary activities effectively.

Twenty SAFE club members from Olympia High school took part in the Day of an African Child summit that took place at the Commonwealth Youth Centre

were they came up with resolutions that they later presented to the Vice President Mr Lupando Mwape. This years theme being “Right to protection: Stop Violence against children”, the children bemoaned the high cases of child abuse and the perpetrators being left scout free. The children resolved that society should start taking the law in their own hands if the judicial system does not improve on the way it handles cases involving violence against children.

The existing SAFE clubs have been carrying out different HIV/AIDS prevention outreach programmes in the form of drama, songs and poetry sensitizing their fellow pupils at the school and local community members. Apart from that, some peer educators who were trained at the convention have already done in-house training of other peer educators using the knowledge they acquired.

CHALLENGES

- The major challenge for the quarter has been the issue of schools' failure to send reports timely.
- Launch and support to SAFE clubs in targeted schools could not be done because the bulk of the money was taken to scholarships due to the appreciation of the Kwacha and the high demands for scholarships.

PLANNED ACTIVITIES FOR THE NEXT QUARTER

The following activities have been planned for the next quarter (JULY-SEPTEMBER):

- Data updates on pupil performance and SAFE club activities.
- Distribution of Comfort Kits.
- Monitoring a selected number of scholarship schools
- Compiling reports from the schools on SAFE Clubs and academic performance of bursary recipients.
- Follow up of cases mentioned in the CHANGES 11 Monitoring Report.



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