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List of Acronyms

AATAZ	Anti-AIDS Teachers Association of Zambia
AB	Abstinence and Be Faithful (PEPFAR)
ADRA-KHAFI	Adventist Development and Relief Agency - Kabwe
AEI	African Education Initiative
AIR	American Institutes for Research
ART	Anti-retroviral Therapy
CAG	Community Action Group
CBO	Community-Based Organization
CHANGES2	Community Health and Nutrition, Gender and Education Support 2
CHEP	Copperbelt Health Education Programme
COE	College of Education
CPD	Continuous Professional Development
DAD	Drug Administration Day
DEBS	District Education Board Secretary
DEST	District Education Support Teams
DHMT	District Health Management Team
DRCC	District Resource Center Coordinator
DRCC	District Resource Center Coordinator
EQUIP2	Education Quality Improvement Program 2
FAWEZA	Forum of African Women Educators in Zambia
FGDs	Focus Group Discussions
FHT	Family Health Trust
FTI	Fast Track Initiative
GC	Guidance and Counseling
GRZ	Government of the Republic of Zambia
HEPS	High-energy Protein Supplement
HPS	Health Promoting Schools
ICT	Information Communication Technology
IEC	Information Education Communication
MCDSS	Ministry of Community Development and Social Services
MOE	Ministry of Education
MOH	Ministry of Health
OVC	Orphans and Vulnerable Children
PAM	Programme Against Malnutrition
PEST	Provincial Education Support Teams
PLA	Participatory Learning and Action
PRCC	Provincial Resource Center Coordinator
PSS	psychosocial support
REPSSI	Regional Psychosocial Support Initiative
SCP	School-Community Partnerships
SFH	Society for Family Health
SHN	School, Health and Nutrition
SIC	School In-service Coordinator
SPRINT	School Program of In-service for the Term
TCA	Theater for Community Action
TESS	Teacher Education and Specialized Services
TG	Teacher’s Guide

TGM	Teacher Group Meeting
UNICEF	United Nations Children's Fund
UNZA	University of Zambia
USAID	United States Agency for International Development
VIP	Ventilated Improved Pit (latrine)
WFP	World Food Program
ZEST	Zonal Education Support Teams
ZRCC	Zonal Resource Center Coordinator

A. Introduction

The CHANGES2 program, officially launched in early September 2005, begins its second full calendar year of operations in January 2007. This narrative accompanies and explains the CHANGES2 2007 work plan, which appears in the form of a Gantt chart ("Part E. Detailed Activity Table with Timeline") immediately following the narrative. The narrative briefly describes each of the program's major components in terms of:

- achievements in 2006;
- major challenges experienced in 2006;
- steps taken to foster sustainability;
- summary of activities planned for 2007.

The accompanying Gantt chart includes two "types" of activities: the "core" activities that are required according to the CHANGES2 program description and which are funded under the "original" CHANGES2 cooperative agreement—that is, the budget that was developed and approved at the start of the program; the Gantt chart also includes Fast Track Initiative activities (in a separate section at the end), which are activities that focus exclusively on community schools and that will be implemented through a modification with funds available from the U. S. Congress for the Fast Track Initiative (FTI). FTI funds are additive to the core CHANGES2 budget and are expected to be expended within one year, the calendar year 2007. Because a separate proposal was developed for the FTI funded modification, rather than integrating description of FTI activities in the narrative, the reader is directed to "Part D. Fast Track Initiative Program Description" in which a description of FTI activities and their anticipated results appears.

Importantly, the activities for both the core CHANGES2 program as well as for the additional FTI funds for 2007 were agreed upon with the MOE through collaborative processes. During 11-13 September 2006 the CHANGES2 TA team met in Siavonga with representatives of the MOE, as well as the MOH and MCDSS, to brainstorm and agree upon core program activities. Later, on 3 November 2006, the CHANGES2 TA team met with six key MOE officials to plan FTI activities. As such, the activities described in this 2007 work plan represent the needs and recommendations of the MOE, the recommendations of the technical staff of CHANGES2, and the strategic goals of USAID/Zambia.

Monitoring and Evaluation activities wherever possible are incorporated into program activities for technical and administrative efficiency. In the narrative section of this work plan there is no main program component called 'monitoring and evaluation'; these activities are incorporated within the other program components. A detailed *CHANGES2 Monitoring and Evaluation Plan* parallels the Annual Work Plan and fulfills the purposes of narrative explanation and timeline for monitoring and evaluation of activities, as well as reporting requirements for the program.

In the Gantt Chart, (Part E. Detailed Activity Table with Timeline), Monitoring and Evaluation activities are identified within the main program components that they monitor, and key Monitoring and Evaluation activities are also identified in a cross cutting section. The monitoring aspects of program activities in the Gantt Chart are identified by the column *Indicators*, and the column *Targets*, which link directly to the *CHANGES2 Monitoring and Evaluation Plan.*

Materials Development (IEC) activities in the narrative also are incorporated into the main program components for the purposes of technical management. As with the case of Monitoring and Evaluation, in the Gantt Chart, Materials Development (IEC) activities are incorporated both, within each of the other components and in a separate section of the Gantt Chart, for technical and administrative efficiency.

The summaries of activities for 2007 in the narrative that follows are intended to give a technical overview and explanation of program component activities. For detailed description of activity steps and timelines in 2007 the reader is directed to "Part E. Detailed Activity Table with Timeline."

- Revision – August 2007
  Introduction: Augmentation of Activities in Approved Work Plan
  The 2007 Annual Work Plan was amended in August 2007 by revised (addendum) items inserted and clearly labeled in each section of the work plan narrative. The revised items appear in the text below, in text boxes that contain explanation of how the activities augment the 2007 Work Plan previously approved. Because the revised items augment the existing activities and do not initiate new activities, the indicators to monitor impact remain the same as those that were proposed and approved for the 2007 Work Plan.

B. Main Program Component Narrative Descriptions

Scholarships and OVC Support

The provision of scholarships to keep high school students who are OVCs, especially girls, in school, is one the main components of the CHANGES2 program; it is the only component whose focus is at the high school level, catering for students in grades 10-12. In addition to CHANGES2's four focus provinces, the scholarships component is being implemented in Eastern and Northwestern Provinces, meaning that high school OVC students in six of Zambia's nine provinces are receiving scholarships through CHANGES2. The target for 2006 was 3,500 students provided with scholarship support, and FAWEZA was the only implementing partner sub-contracted to implement the scholarships. This, as described below, will change in 2007.

Achievements in 2006

Scholarships. In terms of awarding scholarships, the program enjoyed considerable success in 2006. Although the target was 3,500 scholarships, in fact 3,853 OVCs in a total of 162 schools were provided scholarships throughout the six provinces—and this, despite the considerable appreciation of the Zambian kwacha against the US dollar. Unlike previous years, in 2006 scholarships were disbursed on time thereby contributing to students' retention and progression in school.

Database development. A database was developed at FAWEZA offices to capture information on the scholarship recipients. The database that was developed is intended to be a prototype that will be expanded for use as the comprehensive scholarship and OVC

"platform" database in the MOE for tracking scholarships at all levels: basic, secondary, and tertiary. EQUIP2 identified and recommended a consultant to develop the CHANGES2/FAWEZA database, and EQUIP2 further provided technical support in ensuring that the database created was user-friendly. Once the database was established and functional, relevant data from all participating schools and scholarship recipients were entered and were then regularly updated.

Scholarship support activities. Through SAFE clubs as the vehicle for addressing HIV/AIDS mitigation and behavioral change among scholarship recipients, many students received mentoring support from the SAFE Overseers while a number were trained as peer educators.

SAFE Club evaluation. One of the special studies undertaken by CHANGES2 in 2006 was an assessment of FAWEZA's SAFE clubs. The particular focus was on the extent to which SAFE Clubs are effective in addressing HIV/AIDS prevention. One of the research findings was that SAFE clubs' main emphasis is on relatively broad gender-related issues, and, as such, appear to be less effective in dealing with more specific HIV/AIDS-related issues.

Comfort kits. CHANGES2 sub-contracted local NGOs, AATAZ (Anti-AIDS Teachers Association of Zambia) in Lusaka Province and Kilelabalanda in Northwestern Province, to pilot-test the comfort kit, which contains reusable sanitary pads, underpants, and soap, among other items, to enable high school girls to remain in school when they are experiencing their menstrual periods. Results from the pilot showed that students' confidence was enhanced, their attendance also improved as they did not need to stay away from school when they were having their periods. A new form of opening up dialogue on related issues was also developed. During the focus group discussions, students indicated that the kits helped them to attend school regularly. In order to ensure sustainability of the comfort kits, FAWEZA's provincial and school SAFE overseers were going to train the girls how to make the sanitary towels so once they acquired the skill they would make them for themselves.

Production of high school scholarships policy guidelines. As a result of discrepancies that existed in the scholarship implementation among NGOs in previous years, including the awarding of scholarships to students who were less deserving than others, scholarship policy guidelines were developed, which state the procedures for identifying and selecting scholarship recipients in line with the Ministry of Education guidelines. The policy guidelines articulate the management and reporting procedures for implementing partners. The scholarship guidelines are also based on USAID and AIR requirements, both of which link very well with the MOE requirements. These guidelines will be adhered to in the awarding of all future scholarships by FAWEZA or other NGOs.

Psychosocial support to OVC training of Guidance and Counseling Teachers and community members. In 2006, the CHANGES2 program received an additional $420,000 in AEI funds, which were designated "Wrap Around" funds, meaning that the funds were to be used to integrate teacher training with other, especially HIV/AIDS-related, activities. CHANGES2, working with the MOE, decided that the funds would be used to pilot a program in 80 schools, involving the training of each school's Guidance and Counseling teacher and one community member to provide psychosocial and educational support to OVCs, and providing modest grants to support activities along the same lines.

In all, 169 teachers and community members (99 male and 70 female) from the 80 CHANGES2 schools were trained in the provision of psychosocial support (PSS) to OVCs as part of the AEI/OVC Wrap Around activity. A follow-up training was conducted with the aim of sharing achievements, strategies, and challenges. It is evident from the data collected from schools that the initial training had a positive impact on the provision of PSS to OVC. Through this program, pupils particularly those in grades 8 and 9 were encouraged to delay early sexuality and marriage, receive bereavement counseling, and help in accessing ART. Those who have dropped out of school were counseled to return, and those in school received support to remain and attend school regularly.

Of the 80 target schools, 53 received small grants to start up sustainable OVC support activities such as expansion of school gardens and orchards, and rearing chickens and goats. These activities were aimed at providing food for the OVCs or to generate income to help cover non-food expenses. The entire activity was evaluated in October/November, and the preliminary findings suggest that many of the activities implemented are worthwhile and should be scaled-up in other schools.

Major Challenges in 2006

Despite gains made in 2006, the CHANGES2 scholarship component faced a number of challenges. One of the major challenges was the disadvantage of working with only one NGO in implementing the scholarship program. The work seemed to have been overwhelming for one implementing partner. It was also noted that School Selection Committees were sometimes loosely defined, reducing accountability for selection of pupils.

Steps Taken to Foster Sustainability

Insofar as the scholarship program, as it is currently being implemented, is dependent on external donor funding, in an important sense, scholarships and their related activities are inherently unsustainable. At the same time, however, the MOE has, as part of its access theme, endorsed myriad scholarship programs in order to keep OVC, especially girls in school. In 2006 CHANGES2 endeavored to enhance the prospect of its scholarship program being sustained should the MOE elect to provide funding for scholarships when CHANGES2 ends. For example, the database that CHANGES2 developed in collaboration with the MOE and EQUIP2 will continue to be operational within the MOE for as long as scholarships are being awarded at all levels in the education system. Likewise, MOE involvement in the scholarship program at the provincial and district levels is being strengthened each year so that MOE ownership of the program is increasing concomitantly. Finally, in the private sector, the capacity of CHANGES2's three local implementing partners will be strengthened to improve their viability as partners with the MOE in implementing scholarship and sub-grant programs in the future.

New implementing partners. Due to the expansion of the scholarship program (from 3,500 to 4,000), new implementing partners were identified for the 2007 school year. These local partners include Copperbelt Health Education Project (CHEP), which will implement scholarships in Copperbelt and Central Provinces, and Family Health Trust (FHT) whose geographical concentration will be Lusaka and Southern Provinces. FAWEZA will remain with Eastern and Northwestern Provinces.

In 2007, there will be greater involvement of MOE provincial and district officials in order to ensure integration and ownership of the program once CHANGES2 support comes to an end. The MOE will be engaged in the orientation of school selection committees, as well as in the monitoring of the scholarships and support activities. It is also envisioned that MOE officials at all levels will be encouraged to attend the review meetings which will mainly focus on taking stock of the progress made and the challenges encountered.

Summary of Activities Planned for 2007

A detailed list of specific OVC Scholarship and Scholarship Support Activities to be implemented in 2007 is included in "Part E. Detailed Activity Table with Timeline (Gantt Chart)."

- Scholarships: The target number of scholarships in 2007 is 4,000 in the six provinces in which scholarships are being awarded. As noted previously, three local partners will implement the scholarship program.

- Orientation and strengthening of School Selection Committees: CHANGES2 and its local implementing partners, working with the MOE, will orient and strengthen the capacity of the selection committee in schools. Experience has shown that it is important that schools are oriented about the importance of the School Selection Committees in order to ensure that the most deserving OVC students (according to the policy guidelines) are selected for the support.

- Provision of comfort kits: CHANGES2 will sub-contract other smaller local NGOs such as ATAZ to work with the Home Economics sections in schools to produce the comfort kits for girls. It is planned that students will learn how to do this during their club days.

- Support to Anti-AIDS and SAFE Clubs: CHANGES2 will support activities that address behavioral change issues which the partners have proposed. Each implementing partner will be encouraged to adopt their own model for these activities in the interest of variety and eventually deciding which model, or features from different models, is optimum. CHANGES2 will encourage innovation and heretofore untried approaches in the implementation of scholarships support activities

- Conduct an assessment of the safety issues of scholarship recipients and provide recommendations for action by the MOE: CHANGES2 intends to use the tool developed by YouthNet to carry out an assessment of the personal security risks scholarship recipients might unwittingly be incurring by staying in school. This assessment will be carried out by local partners, and, as funding allows, recommendations will be included in sub-contract agreements in 2008 for action.

- Special study: A study on scholarships and school quality improvement, including the utilization and value of the comfort kit, will be conducted. CHANGES2 believes that while it is important to address access issues through the provision of scholarships, attention also needs to be paid to the quality side and to mitigating some of the factors that prevent students, especially girls, from attending school.

- Planning meetings: Participatory planning meetings will be held with the implementing partners twice in the year to plan together for 2007 scholarships and HIV/AIDS support activities, to learn lessons, and to identify gaps in program implementation.

- Partner capacity building: A key to the long-term success of any program is the extent to which it builds capacity in its local partners. CHANGES2 plans to build the capacities of the its three scholarship implementing partners in financial management, proposal writing, preparing monitoring tools, and reporting requirements for AIR.

- OVC forums: Throughout the year the OVC and Scholarships TA will participate in the monthly USG OVC forums. The TA will also help to facilitate the MOE bursary multi-sectoral meetings.

- IEC materials: A 13-part radio program on scholarship and OVC issues will be produced and aired on local radio stations, and scholarship recipients will feature on some of the programs. The programs will enhance transparency in scholarship procedures. In addition, to further increase awareness and transparency of the scholarships, a scholarship/OVC calendar will be produced.

- Revision - August 2007
  Distribution of 2008 School Year Scholarships to OVC
  The CHANGES2 start up schedule in summer/fall 2005 and the selection and addition of new scholarship partners last year, resulted in a scholarship disbursement schedule which provided funds to implementing partners in January of the relevant school year. Funds were then distributed to schools at the start of the school year from January through March. While this schedule worked, ideally we would like to have the scholarship funds distributed to schools *before* the start of the school year, so that students' fees are paid when they report to school in January. CHANGES2 and our scholarship partners are prepared this year to make this happen. Funds will be distributed to implementing partners in September so that checks can be delivered to schools before the start of new school year.

Pre-service Teacher Education

Achievements in 2006

Support to Colleges of Education. In pre-service teacher education, in 2006 CHANGES2 supported the development of Colleges of Education (COEs) in a number of important areas. Following the donation of computers and other equipment to five COEs by USAID, CHANGES2 supported the computer lab set-up and the training of tutors in basic Information Communication Technology (ICT) skills. This training has had positive impacts on student teachers' skill development and has expanded the knowledge base of the COEs, which is important in view of the limited library resources at most colleges. Library books and teacher reference materials provided by CHANGES2 to all 10 basic COEs have also had a significant impact on the quality of teacher education according to a recent assessment[1]

HIV/AIDS in the pre-service curriculum. Additionally CHANGES2 has worked closely with the MOE's Directorate of Teacher Education and Specialized Services (TESS) to strategize

[1] MOE/CHANGES2 (2006) *Zambia Colleges of Education: Assessment Report of CHANGES2 Activities.*

improvements in teacher education in a number of important areas. With regard to HIV/AIDS, CHANGES2 assisted the MOE in designing and drafting an HIV/AIDS course that will be compulsory for all student teachers. Evidence from the college assessment study (referred to above) revealed that student teachers did not feel prepared to teach HIV/AIDS in basic schools. The course, therefore, was a response to an urgent need to have HIV/AIDS taught effectively in the COEs in order to prepare student teachers to deal effectively with curricular and extracurricular HIV/AIDS issues at school level.

HIV/AIDS college induction. Another important area of support by CHANGES2 to TESS in 2006 was in the induction program for student teachers. This college-based training activity focuses on prevention of HIV/AIDS infection of college students. CHANGES2 also assisted TESS to develop a strategy for training peer educators in COEs and to develop an HIV/AIDS units in each of the colleges.

Major Challenges in 2006

High cost of training in Zambia. Due to government allowances, training costs in Zambia are relatively high. The cost to train one teacher at the district or provincial level for one day (where participants spend two nights at a venue) is approximately $90. 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. The high training costs, combined with the appreciation of the Zambia *kwacha*, impacted the duration and amount of training CHANGES2 was able to provide to teachers in 2006.

Understaffing of schools. In many schools, particularly those in rural areas, there are not enough teachers to cover all the classes in many schools. In some cases two or three teachers handle seven or more classes. They do this by double-shifting, multi-grade teaching, and moving back and forth from one class to another. With the burden of extra duties in a school, large classes, perceived low salaries and poor conditions of service, many teachers feel demoralized as professionals. Therefore, teachers often are more interested in the monetary emoluments rather than the content of training activities.

Encouraging an epistemological paradigm shift. One of the major challenges CHANGES2 faces in getting teachers to teach HIV/AIDS, SHN, and all other subjects more effectively is the way teachers currently view knowledge, teaching, and learning. In general, teachers see themselves as transmitters of knowledge and do not understand generative teaching methods where learners construct their own understandings. This teacher- or knowledge-centered perspective on teaching and learning compels teachers to provide direct instruction, chalk-and-talk, and lecture at the expense of student activities that involve meaning making. CHANGES2's approach to training teachers has always been oriented around a constructivist approach. The shifts in teaching and learning expected as a result of CHANGES2 interventions go well beyond mere skill building. CHANGES2 endeavors to change teachers' perceptions of what it means to learn something which is very difficult in a context where the main experience of teaching and learning of the nation's teachers is knowledge-centered.

Steps Taken to Foster Sustainability

CHANGES2's strategy of working within the MOE and strengthening the teacher education structures of the Ministry's will continue in 2007. CHANGES2's planning, implementing, reviewing, and re-designing of all our activities takes place with in close collaboration with

MOE. CHANGES2's perspectives on reflective practice, learner-centered education, gender and equity are shared by MOE colleagues. The program has helped the MOE articulate more fully some of these approaches and have assisted the MOE in translating some of these approaches into practical, on the ground experiences with teachers.

Two examples of this collaborative, capacity building approach come to mind. First, CHANGES2, working with MOE colleagues, designed a non-threatening participatory assessment of impacts of CHANGES2 activities in seven colleges. The model brought to the activity involved teams comprised of staff from the MOE, COEs, UNZA, CHANGES2, and the Zambia Library Services. These team visits to colleges were very effective in understanding college programs and activities. The MOE has made plans for 2007 to incorporate this assessment model in next years work plan for TESS. A second example of steps to ensure sustainability, which will be continued in 2007, is the cost-sharing on activities in teacher education. In pre-service, costs for activities supported by CHANGES2 are routinely shared with COEs and TESS.

Summary of Activities Planned for 2007

A detailed list of specific Pre-Service Teacher Training Activities to be implemented in 2007 is included in "Part E. Detailed Activity Table with Timeline (Gantt Chart)."

- HIV/AIDS Education in the COE curriculum: CHANGES2 will continue to work with TESS and the COEs on ensuring that student teachers receive adequate training in teaching HIV/AIDS prevention with an emphasis on AB to be effective in their classrooms and communities. Tutors from four COEs will be trained in implementing the HIV/AIDS Education modules which were developed in the previous year and were incorporated into the existing learning areas. CHANGES2 will work closely with the MOE to monitor and ensure that the program is being implemented fully and effectively. Several visits and review meetings are planned to ensure that an effective Zambian course for student teachers is developed. Building on lessons learned at the four COEs, CHANGES2 will support the expansion of the modules to the remaining COEs.

- HIV/AIDS induction: Based on the positive assessment of this activity in 2006, CHANGES2 will continue to support the HIV/AIDS Induction for COE student teachers. These college-based trainings will be at least three days long and will focus on helping student teachers realize the importance of their role in helping their future students avoid HIV infection through AB as well as keeping themselves healthy and acting as role models to young people and others in the communities where they will work and live.

- Strengthening the MOE HIV/AIDS unit: After assisting the MOE to revitalize the MOE HIV/AIDS Unit at HQ in the previous year, CHANGES2 will continue to provide technical assistance to the Unit to build capacity for long-term cohesion and planning.

- Pre-service college curriculum: CHANGES2 will continue to support the MOE's HIV/AIDS unit through providing technical assistance for the revision of the college

curriculum in the direction determined by the MOE. Activities to train college tutors in the main CHANGES2 interventions (HIV/AIDS, SHN, and SCP) will also be carried out in 2007.

In-service Teacher Education

Achievements in 2006

SPRINT and in-service training. With regard to in-service teacher education, CHANGE2 was able to successfully train more than 800 teachers and more than 100 provincial, district, and zonal level education officers in HIV/AIDS, effective teaching methods, and SHN. This was done through workshops at provincial, district and zonal levels on the draft SPRINT Teachers Guide. More importantly, the 800 teachers represented more than 7,000 teachers in the basic schools, nearly all of whom received training in SPRINT and have received a copy of the *SPRINT Teacher's Guide.*

The *SPRINT Teacher's Guide* is a resource for teachers in carrying out the School Program of In-service for the Term (SPRINT) by providing model Teacher Group Meetings (TGMs) and reference and resource materials for teachers; the MOE's companion SPRINT Manual is used by resource center coordinators in administering CPD (Continuous Professional Development). The *SPRINT Teacher's Guide,* on the other hand, is a manual for teachers to use to guide them in dialogue and collaboration at the school level to solve local issues and problems. It is interesting to note that, because of the updated and relevant content as well as the lively layout of the *SPRINT Teacher's Guide,* the MOE asked another partner to assist them in updating the SPRINT Manual itself. The new SPRINT Manual now uses the same format as the CHANGES2 supported *SPRINT Teacher's Guide*.

CHANGES2 assisted TESS's National In-service Unit to develop, pilot, and finalize the *SPRINT Teachers Guide.* Working together with the MOE at all levels to gain teacher input to the guide the manual was piloted in over 425 schools. Review meetings and school visits as well as questionnaires were used to gather feedback. A national review meeting was held in October where all provincial inputs were summarized, and the final version is expected to be used in schools beginning in January 2007.

School and teacher support. One of the major contributions that CHANGES2 has made to school quality in 2006 was making regular support visits to school, working with district and provincial MOE colleagues. The school visits were aimed at supporting teachers in carrying out effective Teacher Group Meetings, improving their classroom practice, utilizing SHN cards more effectively, and a host of other aspects of school improvement. The visits strengthened the relationship between the CHANGES2 staff and District Education Board Secretary's (DEBS) officers, and schools benefited by getting a deeper understanding of some of the activities and strategies that should be carried out at school level.

Head teacher training. Numerous planning activities with MOE counterparts at headquarters and provincial levels were carried out to develop cost effective strategies to train Year 2 head teachers and teachers in December 2006. One of the innovative ways being explored is to train all teachers at one time at a college of education by PEST/DEST/ZEST members working together in teams rather than using the cascade model which has the PEST/DEST train the ZEST and the ZEST trains the head teacher and SIC. Then the head teacher and SIC train the teachers at their school. In this model the head teachers and SICs (School In-service

Coordinators) are trained by PEST/DEST/ZEST teams and head teachers and SICs go back to their schools and introduce the SPRINT Teachers guide to the teachers at their school.

Major Challenges in 2006

The major challenges encountered in implementing in-service teacher education activities in 2006 were basically the same as those in pre-service:

High cost of training in Zambia. Due to government allowances, training costs in Zambia are relatively high. The cost to train one teacher at the district or provincial level for one day (where participants spend two nights at a venue because of distance) is approximately $90. 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. The high training costs, combined with the appreciation of the Zambia *kwacha*, impacted the duration and amount of training CHANGES2 was able to provide to teachers in 2006.

Understaffing of schools. In many schools, particularly those in rural areas, there are not enough teachers to cover all the classes in many schools. In some cases two or three teachers handle seven or more classes. They do this by double-shifting, multi-grade teaching, and moving back and forth from one class to another. With the burden of extra duties in a school, large classes, perceived low salaries and poor conditions of service, many teachers feel demoralized as professionals. Therefore, teachers often are more interested in the monetary emoluments rather than the content of training activities.

Encouraging an epistemological paradigm shift. One of the major challenges CHANGES2 faces in getting teachers to teach HIV/AIDS, SHN, and all other subjects more effectively is the way teachers currently view knowledge, teaching, and learning. In general, teachers see themselves as transmitters of knowledge and do not understand generative teaching methods where learners construct their own understandings. This teacher- or knowledge-centered perspective on teaching and learning compels teachers to provide direct instruction, chalk-and-talk, and lecture at the expense of student activities that involve meaning making. CHANGES2's approach to training teachers has always been oriented around a constructivist approach. The shifts in teaching and learning expected as a result of CHANGES2 interventions go well beyond mere skill building. CHANGES2 endeavors to change teachers' perceptions of what it means to learn something which is very difficult in a context where the main experience of teaching and learning of the nation's teachers is knowledge-centered.

Steps Taken to Foster Sustainability

Many of the sustainability issues for in-service teacher education were the same as those for pre-service teacher education. CHANGES2's strategy of working within the MOE and strengthening the teacher education structures of the Ministry's will continue in 2007. CHANGES2's planning, implementing, reviewing, and re-designing of all our activities will continue to take place in close collaboration with MOE. CHANGES2's perspectives on reflective practice, learner-centered education, HIV/AIDS Education, gender and equity are shared by MOE colleagues. The program has helped the MOE articulate more fully some of these approaches and have assisted the MOE to translate these approaches into practical experiences with teachers.

In 2007 CHANGES2 will place greater emphasis on strengthening the zonal levels in the MOE's system of providing continuing professional development. The MOE has plans to develop more than 800 Zonal Resource Centers that will be centers for information and knowledge sharing for up to 15 schools each. CHANGES2 will assist the MOE in developing these centers by the providing library books and training the ZEST (Zonal Education Support Teams) in approximately 130 zones. Moreover, CHANGES2 will assist its 31 districts in providing support to these zones through more effective and more frequent monitoring and support visits.

The MOE/HQ has already budgeted for *SPRINT Teachers Guide* for 2007, and some districts have also planned and budgeted for *SPRINT Teachers Guide* in provinces within the CHANGES2 program as well as in some provinces not captured under CHANGES2. In 2007 a greater emphasis will be place on district-level planning and budgeting for HIV/AIDS, SHN, School-Community Partnerships (SCP), and improved teaching practices—in the interest of future sustainability of CHANGES2 activities.

Summary of Activities Planned for 2007

A detailed list of specific In-Service Teacher Training Activities to be implemented in 2007 is included in "Part E. Detailed Activity Table with Timeline (Gantt Chart)."

- SPRINT and in-service training. In-service training of approximately 3,200 teachers (2 cohorts in more than 800 schools) this year will focus on HIV/AIDS education, SHN, and shifting teaching and learning from knowledge (ie, teacher)-centered approaches to constructivist approaches (learner-centered). As has been the case in Zambia for some time, the teaching of HIV/AIDS has been largely de-personalized, de-contextualized, and limited to the dissemination of facts. CHANGES2, through the integration of effective constructivist approaches to education, intends to train the ZESTs (Zonal Education Support Teams) in more than 130 zones during the year. These ZESTs, numbering around 260, will be skilled to call meetings of teachers from their zones to develop their skills in teaching HIV/AIDS, SHN and learner-centered approaches.

- Provision of SPRINT Teacher Guides. One of the main resources that ZESTs will have for in-service training of teachers (above) is the SPRINT Teacher's Guide, which models reflective dialogue for teachers in school-based meetings to contextualize their problems, raise questions, and find answers that are effective and relevant for them. The guide also offers teachers information and resources which, particularly in rural areas, is often sorely lacking.

- On-going support and monitoring of trained teachers. CHANGES2 and MOE staff at provincial and district level will monitor the trained teachers to ensure that when they return to their schools, they involve their fellow teachers in continued professional development through regular Teacher Group Meetings. Support will also be provided in the teaching of HIV/AIDS prevention through AB, to build on the initial training they receive.

- Classroom practice DVDs. In order to model effective teaching methodologies, CHANGES2 will film outstanding teachers as they give lessons in HIV/AIDS

prevention and other subjects. These DVDs will be used in COEs and, as technology is made available, in Provincial and District Resource Centers.

- Revision - August 2007

Reverting to a More Robust Training Model for Cohort 3 Teacher Training

In CHANGES2's original plan for training cohort 3 teachers (2008 schools) in the core program areas, we developed a zone and school-based model for training teachers on SHN, SCP and HIV/AIDS-SPRINT. This approach has merit on its own, as it strengthens the role of the Zonal In-service Coordinators (ZICs) to carry out their functions in continuing professional development. What we proposed in the original 2007 annual work plan for cohort 3 was to train ZICs to carry out SHN, SCP and SPRINT-HIV/AIDS training at the zone-level through GRACE meetings and with follow-up school meetings and TGMS at the school level. Because of the limited funding for cohort 3 (our funding under the original 2007 plan for cohort 3 was approximately 25% of the funding we used in the more robust model used to train teachers in the first and second cohorts) the training activities for each of the three components (SHN, SPRINT-HIV/AIDS, SCP) would have been reduced to 1 day for each component as opposed to 3 days in the more robust model.

In June, CHANGES2 decided to revert to the more robust model of training teachers in CHANGES2 core schools in cohort 3 (2008 schools) using savings achieved through cost efficient implementation of cohort 2 training. With this adjustment, CHANGES2 will provide a more in-depth training for the teachers, resulting in deeper and more sustainable impacts at school and community level. The training for teachers in 2008 schools under the core program (cohort 3) will use the same, robust model as was used to train cohort 1 and cohort 2 schools. This model involves training teachers for the different components as follows:

- School Community Partnerships – 1 teacher (HIV Focal point person or creative arts teacher), 1 community member for 3 days.
- SPRINT-HIV/AIDS – 1 Head teacher and 1School In-service Coordinator or 1 Zonal In-service Coordinator if the school is the Zonal School for 3 days.
- SHN – 1 teacher (SHN focal point person) and1 community health worker for 3 days and 1 head teacher for 1 day.

By using the more robust model we expect that more teachers will benefit from a longer training activity where practical experiences are emphasized, teachers are given opportunities to practice what they have learned, and there is ample time for teachers to synthesize what they have learned and to prepare to share their knowledge and experiences with others when they get back to their schools and communities.

- Revision - August 2007

Training in Sustainable Organic School Gardens

In Zambia many community schools are established to cater for children who do not have access to government schools due to long distances, opportunity costs of attending those schools or hidden costs of attending schools. Many of the 3,000 registered basic community schools have large numbers of Orphans and Vulnerable Children enrolled. Providing life and vocational skills through sustainable, organic school gardens is an exciting and promising activity intended to improve the long term livelihoods of teachers, learners and communities

Through a subcontract to AfriCare, support will be provided to 200 community schools to develop sustainable school gardens which will be used to produce food for children especially the vulnerable and to teach them about life skills in HIV/AIDS prevention, food production and entrepreneurship, healthy eating, and caring for the environment. School gardens can provide fresh produce to feed the most vulnerable children or the produce can be sold and the money raised used for the educational needs of vulnerable children.

Organic gardening techniques will be employed to manage school gardens. Organic gardens work to build nutrient rich soil by continually adding organic matter such as compost to the soil rather than feeding plants directly.

Clean and safe drinking water may seem to be a basic requisite for a school, yet many schools do not have a nearby water supply or draw water from contaminated streams or shallow wells which carry disease organisms. Where possible schools with play pumps that provide clean and safe water to the school community will be chosen to participate in the program. Children will have a lot of fun playing around the play pump and yet this will be a way of pumping water into the tank. Schools with play pumps installed will be able to have a reliable source of year-round water for sustainable school gardens.

A Play Pump will play a pivot role in providing clean and safe water for drinking. Additionally, a reliable source of clean water enables students and teachers to maintain a healthy school environment. With a sufficient supply of water, children are able to practice personal hygiene positively such as proper hand washing after using the toilet, after doing a dirty job or before eating food. Practicing such hygiene rules may reduce the incidences of communicable diseases.

School Health and Nutrition (SHN)

Drawing upon lessons learned from implementing the SHN program in its 424 Year 1 schools, the SHN component of CHANGES2 will continue to implement SHN in approximately 420 new schools in 2007 but with slight modifications; for example, SHN will be implemented in a more decentralized manner with regard to the training of teachers, in order to make the training more cost-effective and sustainable. This will be possible because of having already trained district teams who can effectively handle the in-service training of teachers within their respective districts.

In 2007, the CHANGES2 program will continue to support schools with cost-effective interventions at three levels: (i) health interventions addressing each individual child; (ii) classroom instruction through training teachers in health and nutrition interventions; and (iii)

addressing environmental issues related to the performance of a child in school. In order to address the sustainability of the program CHANGES2 will continue working and supporting MOE staff and strengthening the already existing structures at national, provincial, district, and zonal levels. Monitoring of the interventions through collaboration with MOE staff, especially Standard Officers and other stakeholders at the district level, will be part of the support system that will be strengthened.

Achievements in 2006

Looking back on 2006, the SHN component of CHANGES2 performed well in Year 1 of its operations. The following are some of the high lights of what was achieved:

Training. Effective implementation of the SHN program started with the training of teachers MOE), health workers (MOH), and community health workers from MCDSS, which exemplified the multi-sectoral nature of not only the SHN component but of the entire CHANGES2 program. A total of 800 SHN implementers at the school and community levels were trained. As a result of this training, teachers, health workers, and community development assistants were able in most areas to work together to accomplish their tasks of community sensitization, deworming during Drug Administration Days (DADs) and implementing their action plans. The training also benefited the school children in that they started conceptualizing health and nutrition issues and are now able to appreciate the importance of the health and nutrition interventions.

A second type of capacity building in the form of training in 2006 was the training of physical education teachers, to empower them with knowledge and skills on how important health matters such HIV/AIDS, malaria, TB, bilharzia, and alcohol and substance abuse can be disseminated through play, exercise activities, sports, and traditional Zambian games. This activity was undertaken through a sub-contract with a local NGO, Sport In Action, based in Lusaka. A total of 43 (29 males and 14 females) teachers were trained from Ndola and Mpongwe Districts (12 and 10 basic schools respectively, and the trained teachers made plans to conduct school-based training for the other teachers in their schools. It is anticipated that this activity will be scaled-up in 2007.

Pupils benefiting from the SHN program. Based on evidence of the efficacy of helminthes control in CHANGES in Eastern Province, deworming of school children continues to be one of the core activities of the SHN model. The purpose of this activity is to reduce the disease burden of worms among school children to improve their cognitive capabilities and to improve their participation in all school activities. Reports from communities and teachers continue to indicate a reduction of worm loads among pupils receiving the intervention, as well as evidence of improved learning, reduced absenteeism and improved retention and performance of the pupils. In Year 1 a total of 276,873 pupils were dewormed and benefited from education aspects of the SHN program.

Health education. In addition to deworming, as part of the broader SHN program, intensive health education was provided to pupils on the transmission, signs, symptoms and impacts of diseases, which has resulted in improved treatment seeking behavior among pupils in schools. Pupils participating in SHN activities show signs of realizing the benefits of being healthy, are able to self-report signs and symptoms of diseases, and can identify when they should go to clinics for care and treatment. In turn, schools have begun to appreciate having healthier

pupils since the pupils treated for worms and bilharzias, and who were given micro-nutrient supplements also are more alert, concentrate better and participate more in class.

Information, Education, and Communication (IEC) materials. Throughout the year, various materials for SHN—for example, SHN cards, tablet poles, bilharzia flip charts, SHN posters, booklets on deworming, and comic books—were distributed in order to facilitate the implementation of the SHN program and for use during sensitization meetings with pupils, teachers, and parents. This resulted in fostering good rapport with the communities, and many parents attended SHN sensitization meetings and assisted during the drug administration days.

Technical support to the MOE. Throughout the year, technical support was provided to MOE staff, and several collaborative meetings were held which have now started bearing fruit. The earlier meetings culminated in the holding of a SHN management meeting for senior government officials during which the CHANGES2 SHN program was reviewed and the GRZ committed to continue supporting SHN. In addition the CHANGES2 SHN advisor worked with MOE officials to finalize the national SHN Policy, which was submitted to the Permanent Secretary MOE for final approval.

Health Promoting Schools initiative. The criteria for Health Promoting Schools, which had been drafted during the original CHANGES program, were finalized this year, and schools were oriented on what is expected of them in terms of their contributions towards implementing SHN interventions. This necessitated many schools working out school-based health policies and mechanisms for implementing SHN activities in their schools and communities. As a result, many schools have started appreciating school-based health policies and are adhering to them, which has contributed to behavior change on the part of many teachers who now promote a cleaner school environment.

Other activities. Additional activities in the year included collaborating with other stakeholders and NGOs in myriad areas related to the SHN program. For example, in the area of water and sanitation, the CHANGES2 provincial SHN Coordinators linked up with D-WASHE, MLGH, SFH and communities to address water issues, while WFP and PCI provided HEPS as part of their contributions to school feeding programs, which CHANGES2 supported. Collaborative efforts such as these have paid dividends in that many schools have enabled their pupils to benefit from safe and clean drinking water, school feeding, and the availability of new or rehabilitated latrines.

Major Challenges in 2006

Although 2006 was a successful year in terms of implementing the SHN program, some challenges were encountered, including the following:

First, the absence of full-time SHN staff in the MOE, especially at headquarters, resulted in delays in implementing key SHN activities. Second, delays in moving the Draft National SHN Policy to the next level of approval has negatively affected SHN implementation. The LOU which is being used is outdated and fails to provide the required direction and focus. Third, delays in the delivery of drugs from Medical Stores, Ltd. to the DHMTs and then on to the health centers resulted in delaying drug administration days in many schools. Some of the delays resulted from long government procedures for drug procurement and the slow drug delivery process. Fourth, although the MOE is providing funding to schools for school

gardens and fruit trees, most of the schools are failing to actually address the short-term hunger of most children in schools. Fifth, SHN cards are often not utilized effectively by the stakeholders although teachers are slowly appreciating the importance of completing the cards. And, finally, currently there is inadequate integration of other school quality indicators to provide enough data on learning achievements.

Steps Taken to Foster Sustainability

The year 2007 will be quite challenging because implementation of the SHN program will undergo some modification. CHANGES2 will continue to support and work with the MOE to strengthen the already existing health delivery systems and linkages with other government wings, NGOs, and cooperating partners. CHANGES2 has already trained District Resource Center Coordinators (DRCCs), health workers from health centers, community health workers, and teachers from zonal schools, who, combined, comprise the district SHN trainer "cadre." The training of in SHN will be decentralized so that the training is conducted at the school level and is more cost-effective and sustainable, utilizing the previously mentioned "cadre" of trainers. The teachers in schools will be supported on how they, working with their DEBS office, can develop and implement initiatives to conduct deworming activities at their school in collaboration with health centers.

For the planned SHN interventions to have an impact, teachers and pupils, as well as members from the surrounding communities, will need to be motivated to play their required part. To this end, an award system will be put in place in collaboration with the MOE as a way of motivating schools, teachers, pupils, and community members. This will be another dimension of the support system that will be strengthened next year in both government and community schools and at the district level. CHANGES2 will provide support to DEBS offices and encourage them to acknowledge the realities of both government and community schools, and the importance of their (especially Standards Officers) playing a more substantive role in monitoring SHN interventions. CHANGES2 will collaborate with district-level Standards Officers to ensure that their mandate of monitoring of schools is regularly conducted.

Finally, CHANGES2 will continue to build capacity in MOE staff who work on SHN at all levels, and will continue to support the process of taking the SHN policy to the next level of approval.

Summary of Activities Planned for 2007

A detailed list of specific School Health and Nutrition (SHN) Activities to be implemented in 2007 is included in "Part E. Detailed Activity Table with Timeline (Gantt Chart)."

- Provision of water and sanitation: Drawing from the lessons learned in 2006, interventions addressing water and sanitation will be a priority and CHANGES2 will coordinate with other organizations that deal in water and sanitation such as D-WASHE, UNICEF, MLGH and other NGOs. This is a priority because these are matters of public health and environmental management that pose significant threats to child health, participation in education and learning. Outbreaks of preventable water borne diseases such as dysentery and cholera also have resulted in frequent closures of schools.

- CHANGES2 will capitalize on the provision of health and hygiene education on the use and maintenance of latrines in schools. The provision of information will be done through IEC materials that are user-friendly, and which the teachers will use to improve pupils' knowledge and attitude. In addition to health and hygiene education, improvements in school infrastructure will be addressed through the construction and rehabilitation of Ventilated Improved Pit (VIP) latrines and boreholes by school communities accessing small grants awarded by the program's sub-grant mechanism. Small grants focused on SHN community action activities will be encouraged to stimulate community innovation to improve "treatment seeking behavior" in schools.

- School-based health and nutrition services: As in the original CHANGES program, deworming continues to be an important part of the SHN program under CHANGES2. The focus of this intervention is to address simple health and nutrition problems of each pupil that can be easily treated (according to WHO guidelines) and have maximum impact on learning. In a decentralized manner teachers will be supported to strengthen their strategies on the implementation of SHN interventions and the process of accessing drugs from health centers for deworming. Teachers will be introduced to the tools that are used for deworming and, as a process of handing over the deworming aspect of the SHN program to the GRZ, will be supported to conduct their own school in-service training programs in SHN. This will be done through the provision of the SHN manual which contains all the deworming tools: the bilharzia questionnaire, treatment forms, drug request and retirement forms, tablet pole and the SHN cards. CHANGES2 will implement these activities in close collaboration with Education Boards and resource centers to institutionalize the health and nutrition interventions. Importantly, as noted previously, 2007 will mark the beginning of formally transferring implementation of SHN, especially the training and carrying out of deworming, to the government.

- Health Promoting Schools: The concept of Health Promoting Schools (HPS) will continue to be promoted and encouraged in schools and communities. Drawing on lessons from 2006, Health Promoting Schools will be promoted to be centers of care and support for children. The program will also aim at supporting and encouraging schools to become treatment seeking centers for minor ailments and to provide referrals to clinics. CHANGES2 in collaboration with teachers and health workers will capitalize on addressing preventable communicable diseases such as TB, malaria, diarrhea diseases, and HIV/AIDS. CHANGES2 will work with the MOH and MOE to provide information to children, teachers and the community on prevention and care. Teachers will be supported with IEC materials which will help them to diagnose danger signs of common illnesses for early referral to health facilities. CHANGES2 will capitalize on already existing Red Cross Clubs that provide some simple school based health services. Environmental management will be a priority in the prevention of malaria and working with other stakeholders such as National Malaria Control and Society for Family Health to encourage to children sleep under treated bed nets so that malaria is prevented.

- School-based health policies: A national SHN Policy is a key to implementing coordinated SHN interventions and for the commitment of the government to have the SHN program well established in the system. The MOE has a National SHN Policy in draft form which is now at the stage of requiring a Cabinet Memorandum to be submitted to the Cabinet Office. CHANGES2 will continue to advocate for the

National SHN policy, work with the MOE, and provide technical assistance to ensure that the Cabinet Memorandum is developed and the draft policy is submitted to the Cabinet Office.

- National SHN Policy: In additional to the draft national SHN Policy, the MOE also has a policy on school agricultural production units which addresses the improvement of agricultural knowledge, and supplementation of the nutrition of pupils through school-based snacks and lunches. CHANGES2 will assist in implementing a comprehensive school information campaign to promote general knowledge about the importance of a nutrition supplement eaten during school hours to reduce calorie deficit malnutrition and to promote learning. Small grants will also support community practices that improve child nutrition and learning, for example, taking snacks or lunches to school from home. Finally, to strengthen current MOE practices, CHANGES2 will support an evaluation of current school feeding models in Zambia and will develop recommendations for MOE consideration based on best practices.

- School-based health policies: Schools will be encouraged to develop and implement school based health policies that encourage improved school environment, hygiene education, and positive health behaviors and lifestyles among the pupils, teachers and surrounding community members. Some of the health policies that will be encouraged to be developed at school level will relate to school safety, sexual harassment, bullying, and discrimination.

- School-based life skills: CHANGES2 will work with teachers at the school level to strengthen the school-based training programs. This will be done by using the already developed SPRINT Teachers' Guide and the SHN Manual. Teachers will be trained in methodologies on how to address health and nutrition topics, with a focus on psychosocial life skills, to provide knowledge and skills in dealing with positive behavior, attitude, and healthy lifestyles, especially on the part of OVCs. The sample lessons from the SPRINT Teachers' Guide will be used in teacher group meetings. Moreover, SHN interventions will be integrated in the college curriculum as a way of institutionalizing it in pre-service teacher training. HIV/AIDS messages will be integrated into the materials used for life skills and methodologies, in which abstinence and be faithful messages will be disseminated to promote positive behavior change.

- Sport and exercise: Sport and exercise is another important area in which teachers will be trained to promote HIV/AIDS messages on abstinence and being faithful, building upon the pilot that was conducted in 2006. As mentioned previously, this activity will be carried out through the existing sub-granting mechanism: Sport in Action, the same local NGO CHANGES2 partnered with in 2006, and which has expertise in this area, will be contracted to undertake this activity.

- IEC materials development: As was the case in 2006, SHN will have a robust IEC dimension. Most of the SHN materials and tools have already been developed and will require reprinting—for example, the SHN training manual, SHN cards, poster on "A Healthy Child in a Healthy School Environment is a Higher Achiever," the bilharzia flip chart, and tablet poles.

- Revision - August 2007
  Production of Additional Materials
  Additional materials for both community schools and core schools will be printed to allow for more teachers to benefit from the materials. 2,000 additional SHN manuals will be printed; as well as 1,400 SCP Manuals; 3,000 SPRINT Manuals; 1,000 tablet poles; 300 CSTT Training Manuals Part 2; 1,000 Re-entry Guidelines.

Sub-Grants and Institutional Support

Achievements in 2006

Provision of sub-grants. In 2006, CHANGES2 provided sub-grants to more than 110 groups and organizations (schools, CBOs, Anti-AIDS clubs, Resource Centers, and COEs). At the school level, the sub-grants were used to support community generated action plans that emerged from the SCP participatory planning process, which is described below. At zonal, district, provincial, and college levels, the sub-grants allowed for promoting interventions beyond CHANGES2 schools and communities.

Funding for the sub-grants component came mostly from PEPFAR and, therefore HIV/AIDS was prominent in all projects. As a result of the sub-grants, many schools and communities now have functioning programs which promote abstinence among youth and faithfulness among adults, support OVCs, carry out peer education, and attempt to decrease stigma and discrimination. Other types of activities funded include nutritional support for OVCs and the training of religious and traditional leaders in opening up dialogue around HIV, marriage, faithfulness, sexuality and advocating for changing harmful cultural practices.

Establishing sub-granting structures. At provincial and district levels, CHANGES2 supported the MOE in establishing sub-granting structures. Multi-sectoral Sub-grant Management Committees (SMCs) were established and trained to review applications and to award grants. The committees were also trained to monitor and support grant recipients. In this way, grants were awarded in a transparent manner and grant recipients benefited from the expertise of SMC members.

Capacity building of local partners. CHANGES2 partnered with four local NGOs[2] to mentor smaller CBOs and administer its Rapid Response Category 1 grant (up to $6,000 per grant). These lead NGOs were trained in basic grant management and accounting skills. Additionally, in order to develop a tailor-made capacity building support program for partner NGOs, a needs assessment of each partner NGO was conducted. Based on the findings, a capacity enhancement strategy, including training, to address gaps and strengthen opportunities specific to each partner, was developed and will be implemented in 2007.

Major Challenges in 2006

The first part of 2006 was spent establishing sub-granting structures including developing the sub-granting manual, recruiting and training SMC members at district and provincial level

[2] Adventist Development and Relief Agency-Kabwe (Adra Kafhi), Copperbelt Health Education Programme (CHEP), Family Health Trust (FHT) and Programme Against Malnutrition (PAM)

and recruiting partner NGOs to participate in the sub-granting mechanism. This was a lengthy process and most grants were only approved starting in July and August. This meant that many recipients received their funds and began implementing activities only towards the end of the year.

The lead NGO sub-contracted to administer sub-grants in Central Province, ADRA-KHAFI, was slow in responding to grant applications. Therefore, their organizational capacity was reviewed and their inadequacies were identified. CHANGES2 will address these capacity issues early in 2007 and it is hoped that ADRA-KHAFI will then be able to administer the grants in a timely fashion.

Steps Taken to Foster Sustainability

CHANGES2 will leave behind strengthened local NGOs, capable of sourcing funds from other than USAID to effectively support CBOs and school groups with innovative ideas to promote quality education, HIV/AIDS prevention, support to OVCs, and improved health and nutrition.

A sub-grants manual was developed to assist the MOE, partner NGOs, and multi-sectoral SMCs in implementing the CHANGES2 supported sub-granting model. The model can be replicated in other non-CHANGES2 provinces and can continue to be implemented in CHANGES2 provinces once the program ends.

Through the initiative provided by CHANGES2 sub-grants, it is hoped that COEs, Resource Centers, and schools will be more proactive in sourcing funds elsewhere to address local issues, particularly those related to education and HIV/AIDS.

Summary of Activities Planned for 2007

A detailed list of specific Sub-Grants Activities to be implemented in 2007 is included in "Part E. Detailed Activity Table with Timeline (Gantt Chart)."

- Provision of sub-grants: CHANGES2 will utilize the sub-granting structures developed in 2006 to administer its sub-grant component in 2007. Organizations are expected to begin submitting grant proposals early in the year, so that activities will be underway during the first quarter of 2007, which will give ample time for CHANGES2 and the MOE to monitor and support the grant-supported activities. Since the SMCs often lack transport, joint monitoring with CHANGES2 and SMCs will be conducted in order to build the capacity of the committees in overseeing activities.

  In 2007, CHANGES2 will continue supporting innovative activities, particularly those that will deal with HIV/AIDS prevention and promotion of abstinence. In order to keep potential recipients on track and to ensure speed of grant approval, CHANGES2 may develop a "menu" of possible sub-grant activities. These may include: community support to OVCs and programs that address sexual violence, intergenerational sexual relationships, and early sexual debut. Approximately 40 organizations will receive grants under this scheme in 2007. It expected that 30,000 children and young people will benefit from grant-supported activities.

- Capacity building of local partners: CHANGES2 will continue to administer its Rapid Response Category 1 grants through the four lead NGOs: ADRA-KHAFI, CHEP, FHT and PAM. Based on the capacity assessment carried out in 2006, a capacity enhancement program will be conducted in which the specific needs of each NGO will be addressed.

Outreach Programs (School-Community Partnerships)

Achievements in 2006

Development and implementation of SCP model. In 2006, the CHANGES2 program developed and implemented a viable model for forging genuine partnerships between schools and their respective communities. School-Community Partnership (SCP) and Outreach activities address the difficulties faced by OVC and community level risk factors for HIV infection, especially among young people. The activities are also expected to positively impact school attendance, retention, progression, and achievement.

Communities around each of the 424 CHANGES2 schools established multi-sectoral SCP committees, which included teachers, parents, pupils, local community and religious leaders, and other interested local stakeholders . They provided leadership in identifying and prioritizing community issues which affect education, participatory planning, and developing locally relevant action plans.

Each community selected a small group of people to form a Community Action Group (CAG) to spearhead the implementation of the action plan. The CAGs were trained in participatory methodologies such as Participatory Learning and Action (PLA) and Theater for Community Action (TCA) to stimulate open dialogue around a variety of issues, with a focus on those which adversely affect OVCs and/or put young people at risk of HIV infection, including intergenerational sexual relationships, sexual violence, early sexual debut and lack of community support to OVCs to attend school. CAGs led their communities in implementing activities such as promoting abstinence among youth through school anti-AIDS groups and organizing nutritional support and remedial classes for OVC.

The SCP approach motivates communities because it helps them to realize that they can resolve many problems themselves utilizing local resources. In the process of interaction, community members learn new skills in planning, problem solving and resource mobilization, and, as a result, communities appreciate schools as a learning and action resource not only for their children, but for the entire community.

Major Challenges in 2006

The start-up of SCP activities was delayed due to the time needed to establish structures to facilitate the community mobilization process. Consequently, teachers and community members only received their initial training in April, which left them less than the optimal amount of time to go back to their communities, plan for and carry out the expected activities. CHANGES2 provided a follow-on training of CAGs during the next school holiday, in August, but schools then entered the busy third term, with much energy devoted to examinations.

In the 2006 CHANGES2 schools many school managers (head teachers) were not trained in SCP due to budget shortfalls. As a result, the school managers provided limited support to the SCP implementation process.

CHANGES2 will capitalize on these lessons learnt in 2006 to reinforce its implementation of SCP in 2007 schools.

Steps Taken to Foster Sustainability

At the school and community levels, it is expected that trained leaders will continue to engage their communities in participatory planning and finding relevant local solutions to their problems. Trained teachers and community members and CAGS will continue using the participatory techniques even after support from CHANGES2 have been withdrawn, which means many activities will be sustained over time.

CHANGES2 supported the MOE to establish multi-sectoral SCP training teams in each of the 31 districts in the CHANGES2 provinces. They represent a ready group of skilled trainers to work in CHANGES2 2007 schools and thereafter.

SCP has been integrated into the revised SPRINT Teacher's Guide (TG) and, as such, is being institutionalized into the MOE's formal in-service training system. Emphasizing the role of teachers in mobilizing communities to address HIV/AIDS and support education, the TG chapter ensures that schools outside of the four CHANGES2 provinces will also benefit and that SCP process will not end with CHANGES2.

Summary of Activities Planned for 2007

A detailed list of specific Outreach and School-Community Partnership Activities to be implemented in 2007 is included in "Part E. Detailed Activity Table with Timeline (Gantt Chart)."

- Expansion of SCP to Year 2 schools: CHANGES2 will utilize the lessons learned in the first year of implementation to improve the SCP model in Year 2. The SCP training will take place in December 2006 for the 2007 CHANGES2 schools in order to ensure adequate time for implementation and follow-up. In addition, school managers in all 400 Year 2 target schools will be oriented to SCP so that they are able to support and supervise the program.

  Using the successful model of SCP developed in the first year of the program, the SCP training teams built in the first year will train one teacher and one community member in each of the approximately 400 CHANGES2 2007 schools. They will be trained in SCP and participatory methodologies including Participatory Learning for Action (PLA), Theatre for Community Action (TCA) and Focus Group Discussions (FGDs). They will then use these methodologies to train CAGs, who will engage their school community in identifying local problems and finding local solutions. Again, they will be trained to focus on opening dialogue around the local traditional and cultural factors which leave young people vulnerable to HIV infection, negatively impact OVCs and hinder the provision of quality education. Communities will identify their strengths and make use of these to improve the situation of the school and young people.

- Capacity building of the MOE: In order to improve MOE support to SCP at the school level, Provincial, District and Zonal Resource Center Coordinators (PRCCs, DRCCs and ZRCCs) will be trained in the SCP approach so that they can monitor and guide the SCP process in the CHANGES2 schools. Additionally, CHANGES2 will provide capacity building and technical support to district-level Multi-sectoral Coordinating Committees (also referred to as Special Issues Committees). These are committees that are chaired by the MOE and provide support and guidance to government schools, as well as other local government entities such as clinics and hospitals. CHANGES2 will provide them with training and resources to monitor and support activities in the approximately 400 Year 2 target schools. This activity will be embedded in the CHANGES2 general monitoring and support activity plan.

- Year 3 expansion of SCP: As described above under In-Service Teacher Education, CHANGES2 will begin working with a third group of schools in August of 2007. This will include training teachers and community members in the SCP process. As with the broader Teacher Education training, the modality for the SCP training in August is still under development with MOE. CHANGES2 will attempt to develop a more sustainable model of training that places more responsibility on the MOE.

AEI/OVC Support

Achievements in 2006

As mentioned under the Scholarships and OVC Support section (above), in June 2006 CHANGES2 received funds from the African Education Initiative to address the educational needs faced by OVCs. The loss of a parent after a long illness or other HIV/AIDS-related issues many children face can lead to psychological difficulties which make attending school and learning challenging. In response to the many children affected by HIV/AIDS in Zambian schools, CHANGES2 worked with MOE to develop a model of delivering psychosocial support (PSS) to OVCs.

Twenty (20) schools from each of the four CHANGES2 provinces participated in the pilot program. The Guidance and Counseling (GC) teacher and a community member from each school received five days of intensive initial training in PSS. The training was conducted by facilitators from the Regional Psychosocial Support Initiative (REPSSI), assisted by CHANGES2 and MOE provincial staff. These participants then returned to their communities to mobilize others in providing support to needy children. After two months, they were called to a follow-up meeting in which they shared successes and challenges and received additional training.

The second main dimension of the OVC "Wrap Around" pilot involved providing small grants (up to $700) to the same schools and communities from which the teachers and community members had been trained. The grants were intended to support activities designed to meet the psychosocial and educational needs of OVCs—for example, counseling, nutritional supplementation, tutoring, and so on.

An independent evaluation was conducted only four months after initiation of the program. At this stage, it was too early to assess the impact on the individual children participating, but the model appears to be very promising. Based on the findings of this evaluation and the

experiences of implementation in 2006, CHANGES2 will assist MOE to scale-up the PSS activity to more schools, as deemed appropriate by MOE. This may include development of a standardized training package for teachers and community members and training of district level GC officers to train, monitor and support PSS activities.

Summary of Activities Planned for 2007

A detailed list of specific AEI/OVC Activities to be implemented in 2007 is included in "Part E. Detailed Activity Table with Timeline (Gantt Chart)."

- Monitoring and tracking tools: CHANGES2 will develop monitoring and tracking tools for OVCs who have been counseled by specially trained teachers and guidance counselors. There will be new databases created for partners to monitor PSS support to OVCs, small grant activities, and scholarships.

- Evaluate model: CHANGES2 will evaluate the model used for training of teachers and community members in provision of psycho-social support to OVC, identifying lessons learnt, and gaps identified for future programming.

- Build capacity: Based on the findings of the AEI/OVC evaluation, CHANGES2 will help to build the capacity of lead partner NGOs and the MOE to scale up PSS for OVCs.

C. Conclusion of Main Program Component Narrative Descriptions

As the previous section makes clear, although some challenges were encountered in 2006, the first full year of implementation of the CHANGES2 program was a very successful year for the program. In all components of the program, considerable design work was done, models were developed and implementation was started. Additionally, a robust M&E system was put in place allowing the project to monitor indicators mandated by funding streams and other indicators relevant for gauging quality. To further document CHANGES2 impacts, an extensive baseline was conducted to determine student and teacher knowledge, attitudes and practices (KAP) as they relate to core CHANGES2 interventions. This baseline will not only serve as an essential benchmark to establish program driven affects in a variety of contexts such as community and government schools, but baseline results have already served to further refine program design and implementation. All of these activities serve as a solid foundation for implementing the program in Year 2 and onward.

Importantly, although the program was focused on addressing and meeting its contractual requirements, targets, and outcomes as spelled out in the Cooperative Agreement between AIR and USAID, it was also responsive to new demands that emerged in the ever changing development environment in Zambia and within USAID. Moreover, CHANGES2, at the request of USAID, programmed additional AEI "Wrap Around" funds to address the educational and psychosocial needs of the burgeoning OVC population in schools. In addition, considerable efforts were expended throughout the year to conceptualize and design activities to improve community schools in 2007 utilizing additional FTI funds.

As noted, CHANGES2 will build upon its past successes in 2007. Many of the activities implemented in the "core" program in 2006 will be rolled out to an additional 400 schools (100 per province), and some new activities, as described in the previous section, will be designed and implemented based on lessons learned. The program will also go beyond its original mandate to include additional programming in community schools with the anticipated influx of new FTI funding. FTI activities will focus on strengthening the teaching-learning process in community schools, improving the physical learning environment in community schools, and enhancing the MOE's capacity—especially at the provincial, district, and zonal levels—to effectively address the myriad challenges community schools face. These FTI activities as well as activities in the "core" CHANGES2 program are detailed in the work plan matrix which follows in Part E.

D. Fast Track Initiative Program Description

The FY06 Congressional Statement of Managers (SOM) report directed USAID to program an increase in funding "to achieve the maximum and most dramatic results" accelerating enrolment of out of school youth, so as to help targeted countries make progress reaching Education For All goals by 2015. Toward this end, USAID/Zambia is following USAID/Washington guidance to integrate FTI funds into existing USAID programs (where possible) to achieve maximum and immediate results increasing equitable access to quality basic education through systemic inputs that have sustainable impact, with maximum classroom level impacts. Respecting this USAID guidance on FTI funds, and the Zambia MOE's ongoing commitment and investment in community schools to make them a sustainable part of EFA planning, USAID/Zambia is utilizing FTI funds to assist the MOE to strengthen policies, pedagogical processes, and community-supported infrastructure in community schools. USAID/Zambia is modifying all activities in its FY06 SO6 education portfolio with addition of FY06 FTI funds to strengthen community schools, and all projects supporting SO6 will coordinate their activities together and with the MOE to maximize the impact and results of FTI funding on Zambia's community schools.

D.1 CHANGES2 and Community Schools in Zambia

Community schools have become increasingly common in Zambia, arising where GRZ schools are inaccessible due to distance, overcrowding, or cost. Most community schools serve extremely needy families and individuals, including OVCs. According to MOE data, 2005, approximately 31% of community school students have lost one or both parents, compared to 20% of basic school students. In the four CHANGES2 provinces there are 944 community schools registered with the MOE. Each school has an average of 199 students and 3.6 teachers. While some community schools receive assistance from NGOs or religious organizations, most depend on the meager resources of the surrounding community. This means rudimentary or no infrastructure and few teaching and learning materials.

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

D.2 CHANGES2's Commitment to Strengthening all Community Schools in Zambia

CHANGES2 will build upon the strengths of community schools in order to address identified needs that will assist the MOE and communities to contribute to meeting Zambia's

universal primary education and EFA goals. Teacher education and sub grants to support community schools will be primary components by which CHANGES2 will deliver new additional support to the MOE for community schools. Through development and delivery of new in-service teacher training, CHANGES2 will provide direct support to every community school registered in the MOE's EMIS system in the 4 focus provinces (944 EMIS registered community schools). At least 132 of these community schools and their Parent Community School Committees will also receive grants from CHANGES2 to strengthen infrastructure. The combination of CHANGES2 interventions in support of community schools will provide valuable training products and tools, and lessons from projects administered through grants that will inform national level processes benefiting all community schools in Zambia. For example, CHANGES2 will support national level MOE teacher training, adapted to benefit all community schools, such as development of the training package of basic skills for all community school teachers. The MOE has expressed interest in standardization of this package so that all community school teachers in the country can take this course as a bridge to joining ZATEC. CHANGES2 FTI activities will also include community school technical assistance that will be available at the MOE HQ to work not only on the CHANGES2 FTI program, but also to provide advice, as appropriate, on national level community school issues.

CHANGES2 thus will make a systemic impact improving all community schools in Zambia through support to the central MOE for products geared for community school teacher education through: the field based lessons from its grants program; community school technical assistance available to the MOE; and its capacity building support to all levels of the MOE that contribute to strengthened implementation of community school education, such as zonal, district, provincial level monitoring and evaluation.

D.3 Coordination with other USAID-funded Projects and Other Organizations Working on Community Schools in Zambia

CHANGES2 will coordinate with other USAID projects to maximize the impact of USAID support to the MOE on the role of community schools in meeting EFA goals. CHANGES2's experience in classrooms and communities will inform policy dialogue with the benefit of concrete models and strategies to improve the quality of community schools and increase their ability to absorb out of school youth in Zambia. AIR also will coordinate with UNICEF, World Vision, VVOB, CARE, Save the Children Norway, and PCI and any other organizations working on community schools in Zambia in order to maximize effectiveness of the FTI activities in the work of the MOE. Much of this dialogue and coordination will occur in the recently formed MOE Project Coordinating Committee (PCC), sessions of which (it is anticipated) the CHANGES2 Chief of Party will participate as well as at the Provincial level where CHANGES2 teams have already developed close collaborative relationships with the partners in the Province.

D.4 CHANGES2 Specific Activities Supporting FTI

D.4.1. Teacher Education (Pre- and In-Service)

CHANGES2 will address the realities and challenges that are unique to community schools and their teachers, particularly as they relate to improving the teaching-learning process, as described in the following text box:

Community School Teachers in Zambia

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

D.4.1.a. Improving the Teaching Learning Process

CHANGES2 proposes to strengthen the teaching-learning process in community schools through a number of inter-related activities that address the common deficits in terms of teacher skills and teaching and learning materials, while, at the same time, building on community schools' strengths in terms of motivation, volunteerism, and community participation.

Training community school teachers. A major component of CHANGES2's support to the professional development of community school teachers will be the training of one community school teacher from each GRZ-registered community school in the four provinces in which CHANGES2 operates. The training of these 944 teachers will focus on basic teaching skills, classroom management, lesson planning, teaching materials production and use, building school-community partnerships and psychosocial support to OVCs. The 944 trained teachers will then return to their schools and mentor their fellow teachers (total: approximately 2,452 community school teachers, according to current EMIS data).

The training will take place during school holidays and will be conducted by the District Resource Center Coordinators (DRCCs) and other locally-based trainers taken from GRZ schools (Zonal In-service Coordinators, college tutors and others). It is expected that the community school teachers will come to their District Resource Center (DRC) for two 14-day workshops in the 2007 school year.

Community school teachers who possess stronger skills in teaching and basic skills in providing psychosocial support to learners (most of whom are OVCs) will be more effective teachers, which will lead to increased learning achievement at those schools. The expected impact of the community school teacher education program will be increased skill levels of community school teachers, which will engender a greater sense of efficacy of teachers, ultimately leading to longer retention of community school teachers at their school and within their profession.

Community school teacher training course development. The training of teachers will be based on a course developed with the MOE, NGOs working in community schools, and other stakeholders, and will be formulated from existing materials used to train teachers in Zambia (AEIMS modules, PTDDL modules, ZATEC modules, Multigrade Teaching Manual, etc.). This course in basic teaching skills for Zambia Community School Teachers will synthesize best practices in training community school teachers, use existing materials in Zambia, and collaborate with other programs (e.g. ZATEC).

The intention is the course will be developed and offered to all community school teachers by the MOE and NGOs in order to standardize the training of community school teachers throughout the country. Community school teachers who complete the course will not only be more effective in teaching at their school but will improve their chances of gaining entrance to the ZATEC program. CHANGES2 will facilitate a series of workshops with the MOE to develop the course for community school teachers.

Teachers' Tool Box. Community schools in Zambia are local initiatives usually established in impoverished areas to provide education for children who would otherwise have no opportunity to attend school. As a result, they are often poorly resourced with teaching and learning materials. Although the MOE has made commitments to provide community schools with small grants for education materials such as textbooks and exercise books for pupils, schools often lack the basic necessities of teaching, which compromises their teachers' ability to teach effectively.

To address this situation, CHANGES2 will introduce a Teachers' Tool Box to the 944 community schools in its four focus provinces. Modeled on UNICEF's School-in-a-Box, the Tool Box will be a metal trunk with a lock that contains teachers' tools such as alphabet and number charts, maps, clock model, chalkboard paint, dictionary, chalkboard ruler, wire and string for hanging teaching aids, marking pens, card paper, scissors, counters, and balls and games. The exact contents of the toolbox will be determined by the stakeholders (including community school teachers), and teachers will be trained on the use of the contents of the toolbox during the two holiday training activities.

It is expected that teachers trained in the use of the materials in the kit will enrich the teaching and learning through the use of appropriate teaching and learning materials and increased skills in making, using and managing teaching and learning materials. Learners will benefit from more and better use of teaching and learning materials and the results will be increased learning gains by the pupils. It is also possible that increases in enrollment at community schools may result from parent's perceptions about improvements in school quality as the result of improved teacher performance, increases in teaching and learning materials as well as the other CHANGES2 inputs under FTI.

Engaging community school teachers in SPRINT. The MOE's School Program of In-service for the Term (SPRINT) is a major component of Continuing Professional Development (CPD) for basic school teachers. This in-service program revolves around the fortnightly Teacher Group Meetings (TGMs) where teachers get together in groups to discuss pedagogical, administrative and other issues at the school. Through sharing ideas and placing the responsibility on teachers for local problem-solving and professional development, teachers become skilled in improving their own practice. A rich resource that is being used to guide mostly GRZ teachers in SPRINT is the *SPRINT Teachers Guide* developed in 2006 with the MOE under CHANGES2's core program. CHANGES2 proposes to provide all community school teachers in 944 schools with the *SPRINT Teachers Guide* in order to facilitate their engagement in SPRINT at their own school or with teachers at a nearby school. The material contains useful information to guide teachers in reflective and productive discussions during Teacher Group Meetings. It also helps teachers understand how to develop teacher groups and conduct meetings. The SPRINT Teachers Guide also contains useful references and resources for improved teaching including *In My Classroom A Guide to Reflective Practice.*

Pre-service teacher training. With regard to pre-service teacher education, CHANGES2 will support 300 student teachers to carry out their school-based year (practice teaching) in

community schools. After discussions with College of Education principals and MOE Teacher Education officials at headquarters, it is planned that CHANGES2 provide monthly stipends to 30 disadvantaged student teachers in each of the 10 basic colleges of education to do their practice teaching in community schools. Two student teachers will be placed at a community school where qualified teachers seconded by MOE to the community school serve as mentor teachers.

Through this activity, community schools, which are often seriously understaffed, will benefit by having smaller class sizes because of the increase in staffing afforded by the trainee teachers. While the student teachers are themselves inexperienced and somewhat unskilled many of them will have more skills than the volunteer colleagues found at the school. Additionally, the community schools will benefit from monitoring and support visits to the schools by college tutors. As student teachers gain skills they will pass them on to fellow teachers. Visits by college tutors will raise awareness among all teachers on good practices and improve morale at the school since teachers will feel recognized and supported by educational authorities. It is anticipated that this activity will also benefit the Colleges inasmuch as tutors will gain an informed perspective on the realities of community schools, which will inform their future training of student teachers.

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Training of Community School Head teachers

With the intensive training (20 days) carried out in April and August of community school teachers on basic teaching skills it was felt that an important way to sustain that effort at the school level is to train the community school head teachers on school management that includes educational leadership, personnel management, mobilizing and managing resources and record keeping.

Building on the experiences of NGOs working in community schools, the National In-service Teachers College (NISTCOL) which is offering a diploma in education management, and MOE's Director of Human Resources experiences with head teacher training, CHANGES2 will develop a 5-day basic school management course for community school teachers. This course will be delivered in December to the 944 head teachers at the community schools which CHANGES2 is supporting.

The table below summarizes the activities and expected results of the activities in the area of improving the teaching and learning process in community schools:

Activity	Anticipated Results
Develop and produce a training package for community school teachers encompassing 28 days, including general pedagogical skills, classroom and school management, building school-community partnerships, OVC support, and health and nutrition issues, to be delivered in two training sessions during holiday periods.	A comprehensive in-service training manual, tailored to the needs of community school teachers, will be produced to train one CS teacher from each of the 944 community schools in CHANGES2's four provinces. The manual will be available for the MOE and others to use to train all remaining community school teachers in Zambia.

Activity	Anticipated Results
Training of community school teachers in basic skills of teaching and school management.	One community school teacher from each of the 944 community schools in CHANGES2's four provinces with upgraded pedagogical and classroom management skills (e.g., lesson planning, use of teaching-learning materials, activity-based approaches), enhanced capacity to deal with OVCs (including providing psycho-social support), and improved capacity to deal with health and nutrition challenges in community schools. The 944 trained teachers will then return to their schools and mentor their fellow teachers (total: approximately 2,452 community school teachers, according to current EMIS data). Approximately 188,800 CS pupils will benefit from improved teaching and classroom management. (As noted, the MOE can use the same training course to train all remaining community school teachers in the country, thereby pursuing a uniform training "platform" for upgrading the skills of all community school teachers in Zambia.)
Provision of a "Teachers' Tool Box" with teaching and learning materials and supplies to 944 teachers trained (above) for use in their schools.	Every community school (944) in CHANGES2's four provinces provided with essential teaching-learning materials and supplies to support and enable effective teaching. Improved teaching will result in enhanced learning on the part of approximately 188,800 community school pupils. These "prototype" Teachers Tool Boxes can then be provided to all remaining CS schools in Zambia if the MOE wishes to do so.
Provision of the SPRINT in-service Teacher's Guide to all community school teachers in CHANGES2's four provinces.	3,396 CS teachers in Central, Copperbelt, Lusaka, and Southern Provinces (100% of total) provided with a resource for use in their zonal in-service and regular teacher group meetings (TGMs). Up to 188,800 community school pupils will benefit from the improved teaching that will result from this input. (The same resource is available to the MOE to provide to all community school teachers in the remaining five provinces of Zambia.)
Support ZATEC student teachers (30 per basic College of Education = total 300) to do their school-based year in community schools.	Having student teachers work in community schools as part of their formal training will build knowledge in the Colleges of Education about the realities of community schools and will help to reduce the stigma of graduating teachers working in community schools. Community schools will benefit by having partially trained teachers in classrooms (as opposed to untrained teachers). Mentor teachers from the community schools will be trained by colleges to provide support to those student teachers. Visits by college tutors will help all teachers learn new methods and raise morale at the schools through being recognized by these institutions.

Indicators for Teacher Education	Annual Target
Development of new 28 day community school teacher training package.	package developed by 1 April 07
Number of community school teachers participating in teacher education programs using new community school teacher training package.	944
Number of community school teachers provided the SPRINT In-Service Teacher's Guide.	3,396
Number of community school teachers with improved teaching methods (evidenced by the development and use of appropriate lesson plans, effective use of teaching-learning materials, use of activity-based approaches, and effective classroom management) as a result of CHANGES2 activities.	500
Number of "Teachers' Tool Boxes" distributed to community schools.	944
Number of community schools benefiting from ZATEC student teachers and receiving COE support	125
Number of community schools with increased pass rates among grade 7 pupils.	Data not currently available from MOE sources

D.4.1.b. Support to Strengthen MOE Systems and Structures

The MOE has a well-structured system of professional development support to basic school teachers, which includes Provincial, District and Zonal Education Support teams (PEST, DEST and ZEST) and Resource Centers. The goal of the system is to enable teachers to participate in continuing professional development (CPD) within these structures. Community schools are an acknowledged part of the system, yet are often given low priority by provincial and district officials due to the pressing needs of GRZ schools. CHANGES2 will strengthen the ability of provincial and district-level staff and structures to provide monitoring and support to community schools. This will be carried out through a number of training and workshop activities at the zonal, district, and provincial levels. These activities are described in the following narrative below and are summarized in the table which follows.

Developing a cadre of community school teacher trainers. Under FTI, CHANGES2 will support the training of the educators who will train and follow-up the community school teachers who will be trained in the holiday course. This group of trainers will be supported by CHANGES2 to adapt instruction for teachers in the community school context, promote reflective and innovative practice, and support the teachers at schools on regular visits. The trainers will come from the Provincial Education Support Team (PEST), District Education Support Team (DEST), and Zonal Education Support Team (ZEST) as well as other district officials including, but not limited to, College tutors. This cadre of district trainers will be able to provide training of not only community school but other GRZ teachers in the district.

Strengthening DEST and ZEST for community school support. CHANGES2 has been working with the MOE to strengthen this system of CPD and provide the MOE with models for effective implementation. Community schools are by policy included in the system of CPD and, situated in zones, their teachers sometimes participate in zonal level meetings. However, they rarely participate in SPRINT at the school level, make use of resource centers, participate in district level training activities, or receive monitoring and support from district officials. Comprising mostly community volunteers who are untrained, the MOE has had some difficulty integrating the community school teachers into training activities with GRZ teachers who are mostly trained at least to the certificate level.

CHANGES2, under FTI, will develop strategies to strengthen the role of the DEST and ZEST in providing resources and professional support to community school teachers. (The DEST is comprised of District Standards Officers and Resource Center Coordinators) Strengthening the DEST and ZEST will take place through a number of training activities to develop strategies and procedures for 'twinning' (pairing) community schools with GRZ schools, providing ongoing support to teachers and monitoring CS activities and performance. Increased monitoring and support by zonal and district officials will have the effect of improving standards and performance of community schools as well as raising awareness in the District Education Board (DEBS) Office of the issues, needs, and strengths of the community schools in its jurisdiction, which will strengthen the linkages between DEBS offices and community schools.

Zonal level meetings to support community school teachers and community schools hosting zonal meetings. Two other activities that will strengthen community schools' participation in CPD are the support CHANGES2 will give to community schools and Zones to host zonal level meetings of teachers.

These meetings which are a regular feature of the SPRINT CPD will now have at least one meeting per year at a community school. In this way, community schools will host their GRZ counterparts to discuss issues of teaching and learning, curriculum, administration, etc. at their own school. Teachers will work together in the meeting to develop strategies and materials to support the community school.

Additionally, the ZEST will be supported to host one meeting per term which will emphasize support to community school teachers. In these meetings it is expected that GRZ teachers will be called upon to assist community school teachers on various topics such as lesson planning, assessment, classroom management, material development and use as well as developing and carrying out extra-curricular activities like sports and clubs.

The increased support to the CPD of community school teachers on the part of the Zonal and District teams will have the effect of keeping community school teachers abreast of new ideas, allowing them opportunities to share their ideas and learn skills from others. This aspect of system strengthening goes beyond inclusion of community school teachers in district and zonal CPD—it puts them at the center of some of the activities.

Activity	Anticipated Results
Training of Trainers (TOT) to deliver the aforementioned 28-day training of community school teachers.	Ninety-three (93) district and provincial level officials will be trained to deliver specialized training and support for community school teachers in 944 schools and 31 districts. This group will represent a "cadre" of qualified trainers for use in future MOE training of community school teachers.
Support for DEST and ZEST to meet to develop strategies for supporting and following-up community school teachers and schools, e.g., 'twinning' community school and GRZ schools, mentoring of community school teachers by GRZ teachers.	More regular and effective support of 3,396 community school teachers by DEST and ZEST for overall improvement of the teaching-learning process in community school schools. DEBS office involvement and linkages with community schools will thereby be strengthened.

Activity	Anticipated Results
Support for termly meetings at the zonal level between ZEST and community school teachers for the latter's professional development.	ZEST involved more actively and regularly in the continuous professional development (CPD) of community school teachers; improved teaching and learning as a result.
Assisting community schools to host annual zonal-level teachers' meetings.	Empowering community schools to host teacher meetings, instead of community school teachers always going to GRZ schools for meetings, will improve morale and strengthen linkages between community school teachers and GRZ teachers. (This activity is linked to school twinning and GRZ teacher mentoring referred to in the Teacher Education section.)

Indicators for Support to Strength Systems for Community School Teacher Education	Annual Target
Training of trainers to deliver 28 day community school teacher training package	93 by 1 April 07
Number of DEST and ZEST personnel trained in new monitoring and evaluation strategies supporting community schools	93
Number of community schools visited by ZEST and DEST personnel in M&E and support activities	944
Indicators for Support to Strength Systems for Community School Teacher Education	**Annual Target**
Number of termly teachers' meetings conducted at zonal level between ZEST and community school teachers to support professional development of community school teachers	250

D.4.2. Small Grants

D.4.2.a. Activities in Schools and Communities

Small grants to improve the physical infrastructure of community schools. At the school level, CHANGES2 will provide small grants to at least 30 community schools in each of the four CHANGES2 provinces (total 120) to make a dramatic impact, especially on the rehabilitation of infrastructure of these schools. Compared to basic schools, community schools often have desperate needs for basic structures such as toilets and simple classrooms. Depending on the needs of the schools, grants may be used for putting a roof on a nearly complete classroom structure, building VIP latrines for pupils and staff, building a kitchen area for the preparation of food for OVC at the school, or the drilling of a borehole to provide clean water and to water a school garden. Communities will be encouraged to contribute towards the cost of the small grants, generally in the form of in-kind labor.

In order to build the capacity of community schools' staff and to ensure proper implementation, each school management committee—the existing Parent Community School Committee (PCSC) in each school—which receives a grant will receive direct training and capacity building in grants management, and environmental impact assessment. Considering that these schools are starting at such a low level of development, a relatively small grant for infrastructure development will make a significant difference to the school and its surrounding community.

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Increased Number of Community School Rehabilitation Grants

The infrastructure of community schools in Zambia ranges from well-designed and furnished structures to chalkboard and chairs under a tree. The majority of schools established by communities are makeshift, temporary structures designed to provide some sort of shelter in which learning can take place. The demand for infrastructure improvement of community schools is vast and even with the increased funding for infrastructure rehabilitation there will remain an enormous task in providing adequate structures for learning for children.

Under CHANGES2's approved 2007 workplan, we planned for 132 community schools to receive FTI-funded infrastructure rehabilitation sub-grants. With FTI savings from the period January – June 2007, CHANGES2 provincial teams will be able to manage 3 more infrastructure sub-grants per province. This will result in an increase of 12 infrastructure rehabilitation grants overall, bringing the total number of grants for rehabilitation to 144.

Improved support to communities to rehabilitate school infrastructure, including school furniture has deep and long lasting impacts on teaching and learning. Communities value quality education, and improvements in infrastructure are seen by most as offering more quality. As the perceived quality of a school increases parents who may not have been sending their children to school may decide to do so. It is expected that enrollment in basic education will increase as a result of improved infrastructure. It is expected that rehabilitated classrooms will improve teacher teaching and student learning.

Activity	Anticipated Results
Provision of small grants focused on improving the physical infrastructure in a minimum of 132 community schools.	Improved physical infrastructure in a minimum of 132 community schools in CHANGES2's four provinces, which will result in increased enrolment and retention, and an improved learning environment for approximately 26,400 community schools pupils.
Strengthening of PCSCs.	The approximately 132 PCSCs in recipient schools and communities will be better able to write proposals, manage funds, and implement and report on small-scale projects as a result of the training and capacity building they receive.

Indicators for Small Grants Program	Annual Target
Number of community schools with improved infrastructure.	132
Number of PCSCs strengthened through small grants administration and project management	132
Number of community school pupils benefiting from improved infrastructure.	26,400
Number of OVC benefiting from small grants to improve community schools.	7,920
Number of support visits to community schools by district SMCs in CHANGES2 four focus provinces.	1,888

D.4.2.b. Support to Strengthen MOE Systems and Structures

***Strengthening District Small Grant Management Committees*.** As part of its overall support to community schools, CHANGES2 will assist the GRZ in supporting and strengthening the provincial and district Small Grants Management Committees (SMCs) that were established in Year 1 of the CHANGES2 program. These committees, comprised of representatives of the MOE (DEBS offices), MOH, MCDSS, and the MOA (Ministry of Agriculture) assess small grant proposals, conduct field appraisals, recommend funding or outline required changes in proposals in order to be accepted for funding, and monitor the implementation of grants in schools and communities.

This GRZ oversight structure is especially important when dealing with community schools insofar as community school staff generally lack experience in the management of small grants, and given the importance of grants administration and monitoring as part of the government's support for non-governmental schools in the Zambian education system. It is likely that grant-aided schools will play an increasingly important role in the MOE meeting its EFA targets. Thus it will be a critical contribution of CHANGES2 that the district SMC officers will be trained to provide assistance in the areas of financial management and record keeping to the community schools to ensure compliance with small grant guidelines and the timely implementation and completion of activities under each small grant.

Activity	Anticipated Results
Capacity building of District Small Grant Management Committees (which include representatives of the MOE, MOH, and MCDSS) to appraise, monitor, and support community school grants.	Thirty-one (31) district small grant teams with enhanced capacity to conduct field appraisals, monitor and oversee the grant-making process—skills which are transferable to the MOE's own grant-awarding process to community schools. This capacity building of SMCs will enhance DEBS office involvement in, and linkages with, community schools.

Indicator for Small Grant Administration Capacity Building	Annual Target
Number of district small grant teams trained to conduct appraisals, monitoring and evaluation activities in support of community schools small grants or other grant funded activities.	31 teams

D.4.3. Support for Strengthening MOE Community School Support Structures

While CHANGES2 will implement myriad activities in community schools, especially in teacher education and the provision of small grants, in the four CHANGES2 provinces in 2007, the program acknowledges that, without simultaneously informing and contributing to the MOE's capacity at every level in the system to understand and address issues that are particular to community schools, the individual activities that are implemented in schools and communities as described above will be less sustainable. Therefore capacity building and systems strengthening at all levels of the MOE—especially from the provincial level on down—will also be an important focus for the CHANGES2 program in 2007. This technical assistance for capacity building will be planned and delivered in a synergistic manner with USAID's other two education programs, EQUIP2 and QUESTT.

National-level capacity building. From a national level perspective, as the MOE strives to reach EFA and the Millennium Development Goals, the inclusion of community school teachers and pupils in this effort becomes key to reaching those goals. With this in mind, the MOE has recently developed the *Draft Blueprint for a Ministry of Education Policy on Community Schools.* This draft blueprint will be discussed in the MOE with a broad range of stakeholders over the next year to come up with a framework to support community schools. As EQUIP2 has extensive experience and expertise at the level of national policy, CHANGES2 will work closely with EQUIP2, as well as with the appropriate directorates within the MOE, to develop strategies required to support the professional development of community schools teachers (initial training and deployment and continuing professional development), monitoring, and support of educational quality at community schools, and management of community schools. This technical assistance will be based on the extensive experience of CHANGES2 in community schools, and will take the form of research studies, surveys, consultancies, and ongoing contributions to policy dialogue.

Provincial and district-level M&E. Despite the MOE's good intentions, in many ways community schools have "slipped through the cracks" in terms of the MOE's focus, delivery of services, and provision of ongoing support. As such, underpinning all of CHANGES2's support to community schools in 2007, will be an attempt to establish, or, if existing, to strengthen, MOE support structures for community schools, especially at the district and zonal levels. For example, CHANGES2 will coordinate with MOE to strengthen linkages between community schools and DEBS offices through including district-level officers in the collection of baseline information in a sample of community schools in the four CHANGES2 provinces in January 2007, and again in the follow-up survey near the end of the 2007 school year, to measure program impact. In addition to enabling CHANGES2 to measure and document the impact of its interventions in 2007, involving district-level MOE officers in the surveys will enable them to develop a deeper understanding of the particular problems and challenges community schools face. (For more on M&E, see the following section.)

Community school teacher support system. Another way in which CHANGES2 will strengthen linkages and support structures between DEBS offices and community schools will be through enabling district-level officers to provide support and monitoring visits to the community schools within their catchment areas, which is presently done very rarely. This will be preceded by a training of provincial and district Standards Officers and District Resource Centre Coordinators (DRCCs) in provision of positive, supportive teacher professional development to community school teachers. In line with MOE guidance, they will be encouraged to move further from the traditional, punitive oversight of teachers into a mentoring and encouraging role. After the training, each community school in the four provinces should be visited by a Standards Officer and/or DRCC at least twice in the 2007 school year. It is anticipated that by conducting monitoring visits each term, not only will CHANGES2 and the MOE have current data to report on progress towards meeting their indicator targets, the DEBS offices will also become accustomed to regarding the regular monitoring of community schools and their teachers to be part of their general mandate, and will thereby continue to monitor community schools after the 2007 school year.

To further enable district level support of community schools, two meetings will be held in which Standards Officers and DRCCs (District Resource Center Coordinators) can share experiences from their community school visits. It is expected that districts will work together to develop localized strategies of dealing with the particular challenges with community schools face—all of which will build DEBS office capacity and strengthen their linkages with community schools.

Material support to Zonal and District Resource Centers. In order to assist Zonal and District Resource Centers to become true resources to community school teachers (as well as GRZ teachers), CHANGES2 will provide library books to resource center managers. The library books for the resource centers will include primary school readers and teaching materials, reference materials and textbooks on mathematics, science, history, social studies, English, arts, music, drama, agriculture, as well as novels, non-fiction readers, magazines and posters.

- Revision – August 2007
  Training of DRCCs and ZRCCs to facilitate teachers' use of resource center library materials to improve classroom teaching.

  With the distribution of over 25,000 library books currently taking place in all Provinces and all 72 District Resource Centers, the MoE has asked CHANGES2 to work with TESS to develop a training package for managing and utilizing the library books at resource centers. A series of training activities are envisioned involving TESS, Zambia Library Services, UNZA Libraries department and Peace Corps.

  This activity will take place in September and will be expected to lead to more creative use of the materials for lesson preparation, classroom use by learners, references for local people on study courses, pleasure reading and book security at the district.

***Psychosocial support for OVCs in community schools*.** Another dimension of the systemic district- and zonal-level support for community schools that CHANGES2 will help to establish is in the area of psychosocial support (PSS) to orphaned and vulnerable children (OVC). As mentioned briefly under Teacher Education, community school teachers will be trained to provide PSS to OVCs in their schools. While this may be a large burden to place on the mostly volunteer teachers whose schools have very high numbers of OVCs, CHANGES2 and the MOE recognize that many of the teachers and their communities are very motivated and invested in their community schools, and see them as their own, in a way that GRZ teachers and the communities surrounding GRZ schools rarely do. In light of this, CS teachers may be expected to identify and provide PSS to the most vulnerable children in their schools. In order for these activities to be focused and sustained, community school teachers will need ongoing support from district-level Guidance and Counseling (G&C) Officers and Standards Officers—both of which are based in DEBS offices—as well as DRCCs. As part of their training in providing support to community schools, G&C Officers, Standards Officers, and DRCCs will be oriented to the PSS activity and will be trained in how to support the teachers who are implementing PSS activities.

In all of the previously described dimensions of strengthening community schools structures and the provincial and district levels, the aim will not be to simply implement activities in community schools in the 2007 school year but to put in place and strengthen an integrated and systemic provincial, district, and zonal-level MOE capacity to support community schools in each of CHANGES2's 31 districts in four provinces—capacity that can be sustained because it is embedded in MOE offices at each level. It is anticipated that the work done by CHANGES2 will serve as a model for replication by the MOE in the districts of the remaining provinces in Zambia.

The following table summarizes the planned general capacity building activities with their corresponding anticipated results:

Activity	Anticipated Results
Provision of technical support to the MOE/HQ to develop guidelines and strategies to implement the draft CS policy for all community schools. For example, helping to launch the Zambia Gold Schools Awards, developing criteria for community schools to receive MOE grants, etc.	Providing TA to the MOE in a general sense will strengthen the MOE's capacity to understand and address the particular issues community schools face, which will lead to overall enhancement of MOE support to all community schools.
Training provincial- and district-level, Guidance & Counseling Officers, Standards Officers (SOs) and District Resource Centre Coordinators (DRCCs) in effective support and supervision of CSs and community school teachers, including psycho-social support for OVCs.	Eight (8) provincial SOs and 93 district SOs (and in some cases, G&C Officers) with improved teacher supervision and support skills, meaning that they will move away from traditional, punitive "inspection" approaches to more positive, supportive professional development approaches specifically aimed at community schools. These officers will also oversee the effective delivery of PSS to OVCs by community school teachers. Through these activities, support for community schools on behalf of DEBS offices will be enhanced.
Creating an "enabling environment" for G&C Officers and SOs to make two CS support visits to all 944 community schools in CHANGES2 provinces in 2007. (This refers to providing funds for fuel and allowances for the support visits.)	Regular, effective supervision of 944 community schools (involving 3,396 teachers according to EMIS) will result in improved morale and enhanced performance of community teachers, resulting further in improved learning of approximately 188,800 community school pupils in CHANGES2's four provinces. Strengthening the DEBS offices in this manner will increase their involvement in and support for community schools.
Support for two meetings of G&C Officers and SOs (above) and District Resource Center Coordinators (DRCCs).	Providing the opportunity for SOs and DRCCs to meet to share experiences from the above support visits, including their support for community school teachers' provision of psycho-social support to OVCs, will further strengthen SO's and DRCC's skills and the overall support network for community schools and teachers. Strengthened systems of supporting community schools by districts through localized strategy development by stakeholders.
Provision of reference materials to 31 District Resource Centers (DRCs).	Insofar as DRCs will become the "hub" for community school support activities, providing all 31 DRCs in CHANGES2's four provinces with books and other teaching reference materials will enhance their viability and appeal to teachers, resulting in increase access and use of the DRCs by community school teachers (as well as GRZ teachers).

Indicators for Strengthening MOE Community School Systems and Structures	Annual Target
Number of Standards Officers and G&C Officers trained to provide effective support to community schools and their teachers.	101
Number of community schools visited each term by G&C and Standards Officers.	944
Number of District Resource Centers provided with improved teaching-learning materials.	31

D.5. MONITORING FTI ACTIVITIES

D.5.1. Monitoring FTI Activities: Modification of CHANGES2 M&E Plan

As part of its capacity building agenda (see above), and to measure the impact of CHANGES2's FTI-funded interventions in community schools, CHANGES2 will conduct a pre-intervention baseline in a sub-sample of FTI community schools at the beginning of the intervention year, and will also conduct a post-intervention survey at the end of the year to assess the impact of its key interventions, especially those in teacher education as described in the preceding section on Teacher Education. Multi-sectoral teams of GRZ officers (MOE, MOH, and MCDSS), working with provincial CHANGES2 staff, will conduct the baseline and follow-up surveys.

Activity	Anticipated Results
Conduct a pre-intervention survey and a follow-up post-intervention survey to assess impact of key activities, collaborating with GRZ provincial and district-level officers on data collection.	Although one year is a very short intervention period, every effort will be made to document the impact of CHANGES2's FTI activities, especially those focused on teacher education and capacity building. Collaborating with GRZ officers in conducting the baseline and follow-up surveys will further build the capacities of those officers, and will motivate them to be more attentive to the needs of community schools.

The CHANGES2 Monitoring and Evaluation Plan (M&E Plan) reflects ongoing priorities of USAID and the MOE for systems level education sector support, school and community level impact of education programs, with special emphasis on HIV/AIDS prevention through abstinence and being faithful, as well as support for OVCs. The CHANGES2 M&E Plan will remain largely intact to continue monitoring CHANGES2 progress on priority activities and indicators of USAID and the MOE. The M&E Plan, however, will also be revised at the time of finalizing the 2007 Annual Work Plan to adapt to the need for monitoring progress on FTI activities and to measure CHANGES2 impact on FTI priorities. FTI activities will be monitored and reported on as a separate chapter in the M&E Plan, reported on separately in the Quarterly Reports, and in the Annual Follow-on to Baseline and M&E Report. The following indicators are already listed immediately below the activity tables in the preceding pages, but are also provided again here to summarize how CHANGES2 will measure the progress of FTI activities in the CHANGES2 Program, as well as the impact of CHANGES2 FTI activities over the lifetime of the CHANGES2 Program. Final determination of FTI indicators will be made in collaboration with USAID and the MOE as well as other USAID education projects.

D.5.2. Proposed FTI Indicators for CHANGES2

The following indicators, specifically for FTI, will be considered for inclusion in CHANGES2's revised M&E plan:

Teacher Education

Indicators for Teacher Education	Annual Target
Development of new 28 day community school teacher training package.	Target April 1, '07
Number of community school teachers participating in formal teacher education programs using new community school teacher training package.	944
Number of community school teachers provided the SPRINT In-Service Teacher's Guide.	3,396
Indicators for Teacher Education	**Annual Target**
Number of community school teachers with improved teaching methods (evidenced by the development and use of appropriate lesson plans, effective use of teaching-learning materials, use of activity-based approaches, and effective classroom management) as a result of CHANGES2 activities.	500
Number of "Teachers' Tool Boxes" distributed to community schools.	944
Number of community schools benefiting from ZATEC student teachers and receiving COE support	125
Number of community schools with increased pass rates among grade 7 pupils.	Data not currently available from MOE sources
Indicators for Support to Strengthen Systems for Community School Teacher Education	**Annual Target**
Training of trainers for 28 day community school teacher training package	93 April 1, '07
Number of DEST and ZEST personnel trained in new monitoring and evaluation strategies supporting community schools	93
Number of community schools visited by ZEST and DEST personnel in M&E and support activities	944
Number of termly teachers' meetings conducted at zonal level between ZEST and community school teachers to support professional development of community school teachers	250

Small Grants

Indicators for Small Grants	Annual Target
Number of community schools with improved infrastructure.	132
Number of PCSCs strengthened through small grants administration and project management	132
Number of community school pupils benefiting from improved infrastructure.	26,400
Number of OVC benefiting from small grants to improve community schools.	7,920
Number of support visits to community schools by district SMCs in CHANGES2 four focus provinces.	1,888
Indicator for Small Grant Administration Capacity Building	**Annual Target**
Number of district small grant teams trained to conduct appraisals, monitoring and evaluation activities in support of community schools small grants or other grant funded activities.	31 teams

Support for Strengthening MOE Community School Support Structures

Indicators for Strengthening MOE Community School Systems and Structures	Annual Target
Number of Standards Officers and G&C Officers trained to provide effective support to community schools and their teachers.	101
Number of community schools visited each term by G&C and Standards Officers.	944
Number of District Resource Centers provided with improved teaching-learning materials.	31

D.5.3. FTI Common Indicators for All USAID Education Projects

Recently, USAID proposed new "F" indicators that, when finalized, will replace many of the indicators that are currently in USAID/Zambia's SO6 Performance Monitoring Plan (PMP). Although they are still being refined and finalized, the following "F" indicators are likely to be tracked next year as part of CHANGES2's work, including its FTI activities. CHANGES2 will coordinate with USAID and other USAID-funded education activities in Zambia to report on the appropriate "F" indicators as required.

Possible "F" Indicators	Annual Target
Percentage of a cohort of pupils expected to reach grade 5.	TBD
Primary completion ratio: ratio of the total number of students graduating from the last year of primary school in a given year to the total number of children of official graduation age in the population.	TBD
Number of administrators and officials (Standards Officers, DRCCs, head teachers, etc.) trained (e.g. in school finance management or governance) with USG support.	TBD
Number of learners enrolled in USAID-supported schools or equivalent non-school-based settings.	TBD
Number of teachers/educators trained.	TBD
Number of Parent-Teacher Association (PTA) or similar 'school' governance structures supported by USG.	TBD
Number of classrooms repaired with USG assistance.	TBD
Number of textbooks and other teaching and learning materials produced and/or delivered with USG assistance.	TBD

E. Detailed Activity Table with Timeline (Gantt Chart)

CHANGES2: Community Health and Nutrition, Gender and Education Support--2
Annual Work Plan

	2006				2007															
	September	**October**	**November**	**December**	**January**	**February**	**March**	**April**	**May**	**June**	**July**	**August**	**September**	**October**	**November**	**December**	**Source of funds**	**Target**	**Indicator**	**Comments**
1. M&E and Cross-Cutting																				
1.1. Baseline (Year 2 and 3 schools) and impact data collection (Year 1 schools) for core program		X				X											PEPTT, PEPSC, AEI (33%)			
1.2. Support district level multi-sectoral GRZ termly monitoring and support system for core program schools							X			X			X				PEPTT, PEPSC, AEI (33%)			
1.3. Technical support to MOE to revitalize its HIV/AIDS Unit	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X					
1.4. Provide technical assistance for the proposed MOE and partner assessment of Anti-AIDS clubs in schools						X	X													Under the leadership of MOE.
1.5. International and regional conferences to present MOE/ CHANGES2 program and impacts						X						X			X		PEPTT, PEPSC, AEI (33%)			
1.5.1. Support to the MOE in spreading C2 activities to non-C2 provinces (Add 1 day to MOE meetings involving provincial officers, etc.)											X	X	X	X	X	X	DA			
1.6. Support World AIDS Day activities				X												X	PEPTT, PEPSC (50%)			
1.7. Provincial Teams Activity Flex Funds for additional participants, etc.											X	X	X	X	X	X	DA			Funds to provide the provincial offices with flexibility in their customized activity designs.

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
2. OVC Scholarships																				
2.1. Orient School Based Selection Committees, disburse scholarships, and monitor activities			X	X	X	X	X	X	X	X	X	X	X				PEPSC	4,000 scholarships	# of OVC served	Funds will be shared among three partners depending on the number of students and distances
2.2. Provide comfort kits to female scholarship recipients					X	X	X	X									PEPSC	2,800 girls receive kit; 60% decrease in missed days of school	# of girls receiving comfort kit; % decrease in missed days of school	
2.3. Orient School Based Selection Committees, disburse scholarships,													X	X	X	X	PEPSC	5000 scholarships		

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
3. Scholarship Support Activities (OVC)																				
3.1. Scholarship support activities: Anti-AIDS Clubs, peer education training for scholarship recipients, etc.				X				X	X	X							PEPSC	2,000 scholarship recipients	# of individuals trained to promote HIV/AIDS prention through AB	The training will be done by the implementing partners in collaboration with our Provincial HIV/AIDS and OVC Coordinators. Each partner will train approximately 667 students
3.1.1 Scholarship support activities: Anti-AIDS Clubs, peer education training for scholarship recipients, etc. (Expanded)											X	X	X	X	X		PEPSC	2,000 scholarship recipients	# of individuals trained to promote HIV/AIDS prention through AB	Expansion includes implementation of support activities, such as training additional peer educators and/or providing support and monitoring to those already trained.
3.2. Conduct assessment of safety of scholarship recipients and provide recommendations for action to MOE												X	X	X			PEPSC			Using YouthNet developed safety instrument. This will be rolled into sub-contract agreements.
3.3. Special study: Scholarships / School Quality Improvement / Comfort Kit						X											PEPSC			
3.4. Planning meeting with scholarship partners	X																PEPSC			Meeting held to plan together for 2007 scholarship and HIV/AIDS support activities
3.5. Review meetings with scholarship partners (ongoing capacity building)									X				X				PEPSC, PEPTT (50/50)			Review meetings are important for lesson sharing and gap identification in program implementation, for sub-grants, SCP and scholarships. Lead NGOs

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
3.6. Capacity building of partner NGOs in financial management and record keeping (See activity 7.5)			X				X				X				X					Partners to be able to implement scholarship activities, monitoring and reporting and understand the financial procedures requirements of AIR
3.7. Participate in USG OVC forum		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				Useful for interaction and networking with other USG members
3.8. Participate in MOE Bursary Partners meetings		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				These meetings are useful for interacting with other scholarship providers as a requirement by the Ministry of Education
3.9. Include information on OVC and scholarships in CHANGES2 community radio program (See activity 8.22)				X	X	X	X	X	X					X	X	X				
3.10. Produce policy guidelines for scholarships (See activity 8.2)	X	X	X														PEPSC	200 copies		Policy guidelines will provide information on C2 expectations and requirements in administering the program
3.11. Produce 'A2' posters on scholarships (See activity 8.3)		X	X											X	X	X	PEPSC	1,000 posters		The posters will carry messages on Scholarship Recipients and how these have impacted on the change in their status in society

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
4. Pre-Service Teacher Training																				
4.1. Induction of student teachers to pre-service on HIV/AIDS						X			X									2,000 student teachers	# of individuals trained to promote HIV/AIDS prevention through AB	
4.2. Drafting of HIV/AIDS course for Basic Colleges of Education	X	X															PEPTT			
4.3. Materials development and production for HIV/AIDS course pilot in four COEs (See activity 8.4)		X	X														PEPTT	1,200 copies		Consultant likely needed for editing and layout
4.4. Training of Trainers for HIV/AIDS course				X													PEPTT			
4.5. Training of College Tutors on HIV/AIDS course in four colleges					X												PEPTT	16 tutors	# of individuals trained to promote HIV/AIDS prevention through AB	
4.6. Training of student teachers in HIV/AIDS course by tutors					X	X	X	X	X	X	X	X	X	X	X	X		1,200 student teachers	# of individuals trained to promote HIV/AIDS prevention through AB	
4.7. Support visits to colleges						X	X		X	X	X		X	X			PEPTT, AEI (50%)			
4.8. Revision of COE HIV/AIDS course												X					PEPTT			

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
4.9. Materials development and production for College Tutor training on HIV/AIDS, SHN, SCP, and SPRINT (See activities 6.14 and 8.5)						X					X						PEPTT, AEI (50%)	2,100 student teachers		
4.10. Training of College Tutors on HIV/AIDS, SHN, SCP, SPRINT (See activity 6.15)								X									PEPTT, AEI (50%)	30 Tutors		
4.11. Training of student teachers in HIV/AIDS, SHN, SCP and SPRINT by tutors										X	X	X		X	X		MOE	1,500 student teachers	# of pre-service teachers trained	
4.12. Curriculum Framework Workshop for new teacher education course			X	X													PEPTT (34%), AEI (66%)			27 MOE, College, UNZA particpants

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
5. In-Service Teacher Training																				
5.1. Provincial review of SPRINT Teacher's Guide (TG)	X	X															PEPTT, AEI (50%)			
5.2. National review of SPRINT TG		X															PEPTT, AEI (50%)			
5.3. Revision of SHN Manual and SPRINT TG		X	X	X													PEPTT (34%), AEI (66%)			
5.4. Printing of SHN Manual and SPRINT TG (Year 2 schools) (See activities 6.1 and 8.6)			X	X													PEPTT (66%), AEI (34%)			
5.5. Preparation of training materials for training of Year 2 Head Teachers (HTs) and SICs in SPRINT (See activity 8.7)		X	X	X													PEPTT, AEI (50%)			
5.6. Training of Year 2 Head Teachers and SICs in SPRINT / HIV/AIDS				X	X												PEPTT (66%), AEI (34%)	800	# of individuals trained to promote HIV/AIDS prevention through AB (PEPFAR); # of teachers trained, in-service (AEI)	
5.7. Preparation of training materials for training of Year 3 HTs and SICs in SPRINT / HIV/AIDS (See activity 8.8)										X							PEPTT, AEI (50%)			
5.8. Training of ZEST by DEST (for Year 3 schools)										X	X						PEPTT (66%), AEI (34%)		# of individuals trained to promote HIV/AIDS prevention through AB (PEPFAR); # of teachers trained, in-service (AEI)	

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
5.8.1.Training of Cohort 3 teachers and community members in SPRINT-HIV/AIDS, SHN and SCP												X					PEPTT (80%), AEI (20%)			
5.9. 3 one-day trainings of SIC at zonal level in HIV/AIDS, SHN, SCP, teacher methods (for Year 3 schools)												X					PEPTT (66%), AEI (34%)	800	# of individuals trained to promote HIV/AIDS prevention through AB (PEPFAR); # of teachers trained, in-service (AEI)	
5.10. Development of Classroom Practice DVDs on community school teaching issues and good practices (See activity 8.9)			X	X	X												PEPTT			
5.11. Training of Cohort 3 teachers in sustainable school gardens													X	X			AEI 80% DA 20%			

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
6. School Health and Nutrition (SHN)																				
6.1. Print and distribute SHN Manual (See activities 5.4 and 8.6)			X														AEI	2,000 copies		
6.2. Print and distribute SHN Cards for Year 2 schools (See activity 8.13)	X	X	X	X	X												DA	120,000 copies		
6.2.2. Print SHN Cards												X					AEI	50000 copies		
6.3. Print and distribute Bilharzia Flip Charts for Year 2 and 3 schools (See activity 8.14)		X	X	X	X									X	X	X	DA	1,600 charts		
6.4. Procure and distribute tablet poles for Year 2 and 3 (See activity 8.15)		X	X	X	X									X	X	X	DA	1,600 poles		
6.5. Develop and print SHN posters (See activity 8.16)						X	X										DA	2,000 posters		
6.6. TOT for SHN trainers			X														AEI	40 Provincial trainers		
6.7. Training of HTs, teachers, health and community workers in SHN for Year 2 schools for 3 days				x													AEI	800 teachers, 50 health center staff, 30 community workers	Number of teachers, health and community trained	HT attends training for 1 day Training costs $200 per person. Cut T by 2/3. $67 x 400 HTs
6.8. Ensure distribution of SHN drugs in health centres by Medical Stores and DHMTs					X	X	X											CHANGES2 Schools		
6.9. Deworming in schools							X											104,000 pupils	Number of students in target schools treated	
6.10. Monitor Drug Administration Days (DADs) in schools							X										DA			

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
6.11. Data collection on infestation rates							X	X									DA	Target?	% of those treated who are re-infected	
6.12. Printing of revised SHN manual for Year 3 trainees (See activity 8.17)			X														AEI	500 teachers and health workers		
6.13. SHN training Year 3 included in overall ZEST training												X					AEI	500 teachers and health workers		SHN FPP and community health worker; HT are oriented to SHN at SPRINT training
6.14. Develop training materials for training COE Tutors in SHN interventions and methodology (See activities 4.9 and 8.5)							X											6 Lecturer TOTs		
6.15. Train College Tutors in SHN (See activity 4.10)								X										10 lecturers		
6.16. Monitor Sports in Action activities at school level					X		X		X		X		X		X			20 schools		
6.17. TA support to MOE to strengthen collaboration with MOE, MOH, MACO, MCDSS, and other organisation to effectively implement SHN program		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X		Officers from various organizations at all levels		

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
7. Sub-Grants and Institutional Support																				
7.1. Orient possible recipient's on the grants application process					X	X	X	X	X									400	% of institutions submitting grant applications	Done during SPRINT or SHN training. 1 1/2 hours of training, give out brochure.
7.2. Call for applications/proposals through posters (See activity 8.18)						X	X	X	X	X	X						PEPTT	400	# of schools informed about C2 grant application process	
7.3. Review grant applications (field and desk appraisal)						X	X	X	X	X	X	X	X	X	X		PEPTT	80 (4 lead NGOs, 20 RCs and CoE, 56 School and CBOs)	# of grants awarded	
7.4. Disburse grants to schools							X	X	X	X	X	X	X	X	X		PEPTT	40 organizations 30,000 pupils	# of organizations receiving grants; # of pupils benefiting from grant aided services	This money must be used for AB prevention activities.
7.5. Strengthen capacity of four partner NGOs mentoring smaller CBOs and OVC support activities (See activity 3.6)					V	X											PEPTT	4	# of partner NGOs with improved organizational management skills	Consultants likely needed

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
8. Materials Development / Production																				
8.1. Provision of reference materials to 31 District Resource Centers (DRCs) (See activity 14.5)									X	X							FTI			
8.2. Produce policy guidelines for scholarships (See activity 3.10)	X	X	X															200 copies		
8.3. Produce 'A2' posters on scholarships (See activity 3.11)		X	X											X	X	X		1,000 posters		
8.4. Materials development and production for HIV/AIDS course pilot in four COEs (See activity 4.3)		X	X															1,200 copies		
8.5. Materials development and production for College Tutor training on HIV/AIDS, SHN, SCP, and SPRINT (See activities 4.9 and 6.14)						X					X							2,100 copies		
8.6. Printing of SHN Manual and SPRINT TG (Year 2 schools) (See activities 5.4 and 6.1)			X	X														????		
8.7. Preparation of training materials for training of Year 2 Head Teachers and SICs in SPRINT (See activity 5.5)		X	X	X														900 copies		
8.8. Preparation of training materials for training of Year 3 Head Teachers and SICs in Sprint / HIV/AIDS (See activity 5.7)										X										

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
8.9. Development of Classroom Practice DVDs on community school teaching issues and good practices (See activity 5.10)			X	X	X															
8.10. Develop and produce a training package for CS teachers (See activity 12.1)					X	X	X											1,000 copies		
8.11. Provision of Community School Teacher Tool Box (See activity 12.4)				X	X	X	X											944 Tool Boxes		
8.12. Printing of SPRINT Teacher's Guide for all CS teachers in CHANGES2's four provinces (See activity 12.5)						X	X											3,500 copies		
8.13. Print and distribute SHN Cards for Year 2 schools (See activity 6.2)	X	X	X	X	X													120,000 copies		
8.14. Print and distribute Bilharzia Flip Charts for Year 2 and 3 schools (See activity 6.3)		X	X	X	X									X	X	X		1,600 charts		
8.15. Procure and distribute tablet poles for Year 2 and 3 (See activity 6.4)		X	X	X	X									X	X	X		1,600 poles		
8.16. Develop and print SHN posters (See activity 6.5)						X	X											2,000 posters		
8.17. Printing of revised SHN manual for Year 3 trainees (See activity 6.12)			X															500 copies		
8.18. Develop and print sub-grants posters (See activity 7.2)					X	X												400 posters		

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
8.19. Develop, print, and distribute operational guidelines for infrastructure improvement (See activity 13.3)					X	X												2,000 brochures 500 posters		
8.20. Produce 200,000 HIV/AIDS brochures to supplement HIV/AIDS integration in basic school curriculum					X	X											PEPTT			
8.21. Develop and print 70,000 HIV/AIDS books--comic books						X	X										PEPTT			Outside consultant needed for comic book development
8.22. Produce and air 13-part community radio programme for HIV/AIDS prevention and support of OVC					X	X	X	X	X	X	X	X	X	X	X	X	PEPTT			

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
9. Outreach Programs (SCP)																				
9.1. Support the integration of School-Community Partnership (SCP) structures into draft Education Act	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
9.2. Provide TA to MOE to articulate SCP in education policy, with emphasis on community schools	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X				
9.3. Revise SCP and Outreach training guidelines		X																		
9.4. Inform all school managers about CHANGES2/MOE SCP concept			X			X														Letter from MOE Director
9.5. TOT and planning for Year 2 training			X														PEPTT (80%), AEI (20%)			
9.6. Train teachers, PTA rep, and other community members from Year 2 schools				X													PEPTT (80%), AEI (20%)	800 (400 teachers, 400 community members)		Teachers get DSA of 120,000, community members get 60,000
9.7. Train teachers, PTA rep and other community members in Year 3 schools (according to new modality)												X					PEPTT (80%), PEPSC (20%)	800 (400 teachers, 400 community members)		
9.8. Facilitate establishment of SCP comittees and Commmunity Action Groups (CAGs)					X	X											DA, AEI (50%)	400 SCPCs, 400 CAGs		Pay for large community meeting at school level.

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
9.9. Train CAGs in HIV/AIDS, SHN, education support initiatives and participatory methodologies (PLA, TCA, FGD)						X	X										PEPTT	400 schools		$50 per school
9.10. Mobilize wider community to actively participate in education support, school health activities and HIV/AIDS prevention					X	X	X	X	X	X	X	X	X	X	X	X		320 action plans	% of action plans implemeted.	
9.11. Monitor and support SCP activies					X	X	X	X	X	X	X	X	X	X	X	X				Combined with M&E
9.12. Trained community member and teacher train students in SCP													X	X			PEPTT 70% DA 30%			

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
10. AEI Wrap-Around OVC Support																				
10.1. Develop monitoring and tracking tools for OVCs who have been counseled			X	X	X	X	X	X	X	X	X	X					AEI OVC	2 databases and 1 main one at HQ		Create database for 2 sub-partners to monitor PSS support to OVC, small grant activities and scholarships
10.2. Evaluate model used for training of teachers and community members in provision of psychosocial support (PSS) to OVC		X	X														AEI OVC	20 G & C teachers and Community members		Lessons learnt, recommendations made, gaps identified utilised for future programming
10.3. Capacity building of lead partner NGOs					X	X	X		X	X	X		X	X	X		AEI OVC			Outside consultant needed.
10.4. Assist MOE to scale-up PSS for OVCs activity					X	X	X	X	X	X	X	X	X	X	X	X	AEI OVC			dependent on findings of evaluation

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
11. FTI - M&E																				
11.1. Baseline and impact measurement of CS (community school) school interventions		X												X			FTI			
11.2. External Evaluation of FTI activities																X	FTI			
12. FTI - Teacher Education																				
12.1. Develop and produce a training package for CS teachers encompassing 28 days, including general pedagogical skills, classroom and school managment, OVC support and health and nutition issues, to be delivered in two training session during holiday periods (See activity 8.10)					X	X	X										FTI			Consultant likely needed for developing community school teacher education programme
12.1.1. Printing materials for Community Schools: SHN, SCP and SPRINT manuals, Part 2 training materials, etc.										X	X						FTI			
12.2. TOT for CS teacher training							X										FTI	62 trainers		
12.3. Training of CS teachers								X				X					FTI	944 CS teachers	# of CS teachers trained	

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
12.4. Provision of Community School Teacher Tool Box (See activity 8.11)				X	X	X	X										FTI	944 schools	# of CS benefiting	
12.5. Printing of SPRINT in-service Teacher's Guide for all CS teachers in CHANGES2's four provinces (See activity 8.12)						X	X										FTI	3,396 copies		
12.6. Support ZATEC student teachers (30 per basic College of Education = 300 total) to do their school-based year in CSs						X	X	X	X	X	X	X	X	X	X	X	FTI	300 student teachers at 125 schools	# of student teachers practicing in CS, # of CS benefiting from ZATEC students	
12.7. Support for DEST and ZEST to meet to develop strategies for supporting and following up CS teachers and schools, e.g. twinning CS and GRZ schools, mentoring of CS teachers by GRZ teachers						X	X	X	X	X	X	X	X	X	X	X	FTI			
12.8. Support for termly meetings at the zonal level between ZEST and CS teachers for the latter's professional develoment					X	X	X		X	X	X		X	X	X		FTI			
12.9. Zonal Meetings hosted by community schools					X	X	X		X	X	X		X	X	X		FTI			

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
12.10 Training of CS Managers in school management																X	FTI			
12.11. Train teachers in sustainable school gardening													X	X			FTI			
12.12. Manuals for sustainable school gardens												X					FTI			
12.13. Sustainable garden inputs (seeds, low-tech drip water system)												X	X							

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
13. FTI - Community School Small Grants																				
13.1. Improve CS infrastructure through grants						X	X	X	X	X	X	X	X	X	X	X	FTI	132 schools, 26,400 pupils	# of CS with improved infrastructure; # of pupils benefiting from improved structure	Likely to include building VIP toilets, borehole, roofing for an existing room, building a kitchen area for preparing food for OVC.
13.1.1. Improve CS infrastructure through grants (Additional 12 schools)										X	X	X	X	X	X	X	FTI	3 schools per province; 12 schools with improved infrastructure		
13.2. Orient DSMCs and provincial level SMCs in grant awarding process					X												FTI	31 DSMCs; 4 PSMCs		
13.3. Develop, print, and distribute operational guidelines for infrastructure improvement (See activity 8.19)					X	X											FTI	2,000 brochures, 500 posters		
13.4. Train MOE Building Officers and Standards Officers in FTI infrastructure improvement strategy						X											FTI	70 officers trained		
13.5. Train community school grant recipients							X	X	X	X	X						FTI	132 CS teachers trained		

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
13.6. Monitor grant-aided projects in community schools						X	X	X	X	X	X	X	X	X	X	X	FTI			

	September	October	November	December	January	February	March	April	May	June	July	August	September	October	November	December	Source of funds	Target	Indicator	Comments
14. FTI - Building MOE Capacity to Support and Strengthen Community Schools																				
14.1. Provision of technical support to MOE / HQ to develop guidelines and strategies to implement the draft community school framework for all CS				X	X	X	X	X	X	X	X	X	X	X	X	X	FTI			Community school experts likely needed as consultants for this activity
14.2. Training provincial and district level Standards Officers (SOs), Guidance and Counseling Officers (GCOs) and District Resource Center Coordinators (DRCCs) in effective support and supervision of CSs						X											FTI	101 MOE Officers trained		
14.3. Create an enabling environment (allowances and fuel) for SOs and GCOs to make two CS support visits							X	X	X	X	X	X	X	X	X	X	FTI			
14.4. Meetings of GCOs, SOs and DRCCs to strategize CS support									X					X			FTI			
14.5. Provision of reference materials to 31 District Resource Centers (DRCs) (See activity 8.1)									X	X							FTI			
14.6. Training of DRCCs and ZRCCs to facilitate teachers' use of resource center library materials to improve classroom teaching.													X				FTI			