

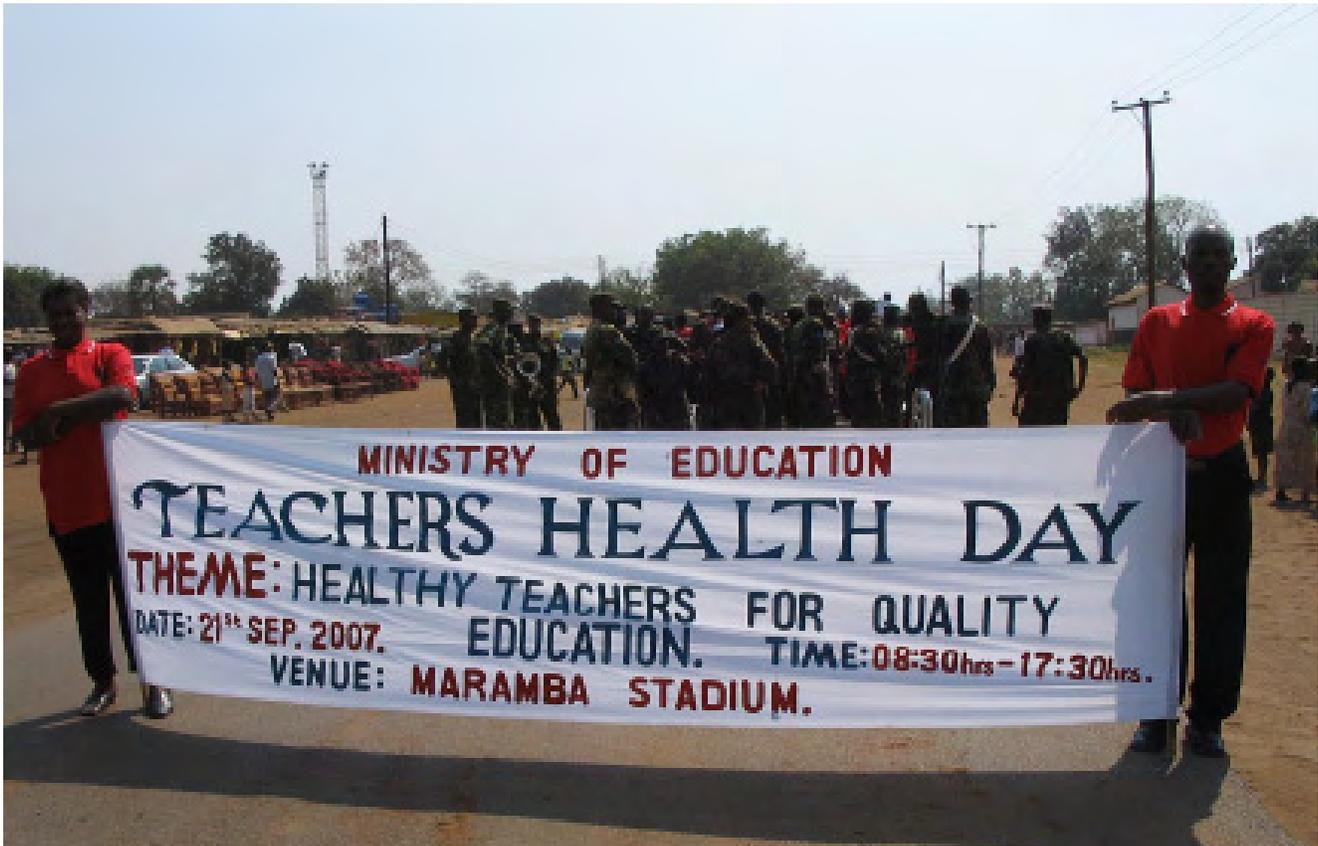


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## USAID/ZAMBIA CHANGES2 PROGRAM QUARTERLY REPORT #9 *JULY– SEPTEMBER 2007*



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## ABBREVIATIONS AND ACRONYMS

AATAZ	Anti-AIDS Teachers Association of Zambia
ADRA	Adventist Development Relief Agency
AB	Abstinence and/or Being Faithful
AEI	African Education Initiative
AIR	American Institutes for Research
CAG	Community Action Group
CAH	Children Affected by HIV/AIDS
CBO	Community Based Organization
CDC	Curriculum Development Center (MOE)
CHANGES2	Community Health and Nutrition, Gender and Education Support-2
CHEP	Copperbelt Health Education Project
COE	College of Education
COSETCO	Copperbelt Secondary Education Teachers College
CPD	Continuing Professional Development
DA	Development Assistance
DAD	Drug Administration Day
DATF	District AIDS Task Force
DEBS	District Education Board Secretary
DESO	District Education Standards Officer
DEST	District Education Support Team
DRC	District Resource Center
DRCC	District Resource Center Coordinator
DWAC	District Welfare Assistance Committee
EMIS	Education Management Information System
EO	Education Officer
EQUIP2	Education Quality Improvement Program-2
FAWEZA	Forum of African Women Educationalists of Zambia
FGD	Focus Group Discussion
FHT	Family Health Trust
FPP	Focal Point Person
FRESH	Focusing Resources on School Health
FTI	Fast Track Initiative
GRACE	Grade Level Meetings at the Resource Centers
HATEC	HIV/AIDS Teacher Education Course
HIV+	HIV-positive
HPSI	Health Promoting School Initiative
IEC	Information, Communication, and Education
IMC	“In My Classroom: A Guide to Reflective Practice”
IR	Intermediate Result (USAID)
IT	Information Technology
MACO	Ministry of Agriculture and Cooperatives
MCDSS	Ministry of Community Development and Social Services.
MOE	Ministry of Education
MOH	Ministry of Health

NFNC	National Food and Nutrition Council
NGO	Non-Governmental Organization
NISTECO	National In-Service Teachers College
NIU	National In-Service Unit
OVC	Orphans and Vulnerable Children
PAM	Programme Against Malnutrition
PATF	Provincial AIDS Task Force
PE	Physical Education
PEO	Provincial Education Officer
PEPFAR	President's Emergency Plan for AIDS Relief
PESO	Provincial Education Standards Officer
PEST	Provincial Education Support Team
PLA	Participatory Learning for Action
PMP	Performance Management Plan (USAID)
PRC	Provincial Resource Center
PRCC	Provincial Resource Center Coordinator
PS	Permanent Secretary
PSS	Psycho-Social Support
RC	Resource Center
SAFE	Student Alliance for Female Education
SCP	School-Community Partnership
SEN	Special Education Needs
SESO	Senior Education Standards Officer
SEST	School Education Support Team
SHN	School Health and Nutrition
SIC	School In-Service Coordinator
SIP	School In-Service Provider
SMC	Sub-Grant Management Committee
SO	Strategic Objective (USAID)
SPRINT	School Program of In-service for a Term
SPW	Student Partnership Worldwide
SSC	School Selection Committee
TA	Technical Advisor
TCA	Theatre for Community Action
TED	Teacher Education Department
TESS	Teacher Education and Specialized Services
TGM	Teacher Group Meeting
TOR	Terms of Reference
TOT	Training of Trainers
UNZA	University of Zambia
USAID	United States Agency for International Development
WVI	World Vision International
ZAMISE	Zambia Institute of Special Education
ZBCP	Zambia Bilharzia Control Program
ZEST	Zonal Education Support Team
ZLS	Zambia Library Services

## EXECUTIVE SUMMARY

The CHANGES2 program in this quarter continued implementation of activities under its component areas in support of the Ministry of Education's goals of delivering efficient, cost effective, equitable, quality, and relevant universal basic education. This executive summary highlights the main activities and achievements of the program during the July – September 2007 quarter, working in close collaboration with the Ministry of Education (MOE), as well as the with the Ministry of Health (MOH) and the Ministry of Community Development and Social Services (MCDSS).

Under the **Teacher Education** component, as part of CHANGES2's core schools interventions, the third cohort of 400 schools for the MOE year 2008 was initiated into the CHANGES2/MOE activities during the August 2007 school holiday. Head Teachers, the School In-service coordinator (SIC) and the Zonal In-service Coordinators (ZICs) for these 400 schools were trained in HIV/AIDS prevention activities that are to be integrated into the basic school curriculum, as well as in the SPRINT system through the use of the School Program of In-service for a Term (SPRINT) Teacher's Guide. Emphasis in this training was on how to teach HIV/AIDS prevention at different levels and in an integrated way. The participants were given opportunities to practice among their peers various prevention education strategies, critique each other and suggest further activities. This effort at improved HIV/AIDS prevention activities is supported by the improved Continuing Professional Development (CPD) activity in schools, which encourages more effective implementation of SPRINT and, in particular, more reflective Teacher Group Meetings (TGMs).

Also during the August school holiday, part two of the Fast-Track Initiative (FTI) funded community school teacher trainings took place in all four provinces. This was the second 10-day training for 944 untrained community school teachers in basic teaching skills. The training was carried out by District Resource Center Coordinators (DRCC) and other district and zonal staff. This training completed the basic teaching skills course of 20 days for community school teachers under FTI. The training built on skills introduced in the first training in April, such as lesson planning, developing schemes of work, use of teaching and learning materials and providing psycho-social support to orphans and vulnerable children (OVC). On the recommendation of the trainers, this second training also introduced new topics, such as handwriting, chalkboard use, school garden development, and use of the materials in the teacher tool kit that had been provided to schools in April. Community school teachers were also given materials to support this training, including additional copies of the SPRINT Teacher's Guide for their colleagues at school, the MOE Re-entry Policy, the School-Community Partnership (SCP) Manual, and the School Health and Nutrition (SHN) Manual.

Also with FTI funding, a workshop was held in July to develop materials for the community school head teacher training, which will be held in December. With the assistance of the MOE's Directorate of Human Resources and Administration (which holds the responsibility for head teacher training), National In-service Teacher's College (NISTCOL), NGOs working in community schools, and the MOE's Teacher Education Department (TED) in-service staff, CHANGES2 was able to bring together a variety of stakeholders working in the area of head teacher training, community school support, and in-service teacher training, to develop a five-day course on basic school management skills. This course will be delivered, as other in-service

activities, through the MOE system, which will further the effort of strengthening CPD at provincial, district, zonal, and school levels.

As was reported in the last quarterly report, approximately 25,000 library books were delivered to the MOE in June. During this quarter, the books were sorted and provinces arranged to collect their allocation of books using their own transport. Related to this, in late September a training of provincial TED officials (Education Officers [EO], TED and Provincial Resource Center Coordinators [PRCCs]) on setting up and managing library resources at Provincial, District and Zonal resource centers was carried out in Eastern Province at the Chipata Provincial Resource Center. All provinces in the country were represented as library books will be delivered to resource center sites in all 72 districts in the country as well as the 110 Zonal Resource Centers that have secure structures.

During the reporting period visits were made to Colleges of Education to monitor interventions targeting pre-service teachers. CHANGES2 staff and MOE TED headquarters officials made monitoring visits to COEs and to community schools where ZATEC student teachers have been placed to carry out their school-based year. All COEs except one (Kasama) were visited. In general, the colleges have posted the allotted number of student teachers (30 students per college) to community schools and have provided them with the CHANGES2 stipend (ZMK 450,000 per term) appropriately. Student teachers who were visited also reported receiving their stipend from CHANGES2 through the college.

Under the **HIV/AIDS** component, approximately twenty schools in each of the four CHANGES2 focus provinces have been participating in the Psychosocial Support (PSS) to OVC activity (which began with AEI-funded training in 2006). Each CHANGES2 provincial team assessed the specific needs of their participating schools in terms of sustainability and developed a response. The assessments showed a few gaps which needed to be addressed, including lack of support by head teachers, over-burdened Guidance Teachers, and Guidance Teachers still needing more skills in counseling. To address these needs, this quarter each provincial CHANGES2 team worked with their MOE counterparts, the provincial and district Guidance & Counseling Officers, to develop a training activity. In most cases, this included the head teachers, as they are seen as key in supporting all activities in schools. Trainers strengthened the skills of the participants in handling issues related to PSS through counseling and support to the children in their schools and communities. Central Province included the Assistant Guidance Teacher from each school in order to assist the over-burdened Guidance Teacher in providing PSS.

Also this quarter the HIV/AIDS component sponsored HIV prevention programs on local radio stations in CHANGES2 provinces. The CHANGES2 provincial teams continued working with community radio stations to reach out to the general public in their provinces with key messages and information on HIV. Many voices are heard on these programs, including OVC, HIV-positive teachers, local leaders and a variety of young people. Recent topics of interest to young people included peer pressure, early marriage, and managing boy-girl relationships. The teams recorded radio segments in schools that have successfully implemented CHANGES2 HIV prevention grants and SCP activities, talking to the young people involved. An estimated 2,350,000 people were reached through the radio programs across four provinces.

CHANGES2 also continued activities under the **School Health and Nutrition (SHN)** component of the program during the quarter. The SHN training of teachers from CHANGES2's 2008 schools was conducted in the month of August. The primary objective of the training was to provide the trainees with knowledge and practical skills to implement the SHN program in their schools. A total of 1,125 GRZ officers were trained (711 males and 414 females) from the MOE, MOH, MCDSS and Ministry of Agriculture and Cooperatives (MACO). During these SHN trainings, the trainees participated in practical de-worming sessions to apply what they learned. School children were involved in this exercise, and the practical training took place at schools which had not done any de-worming for the past six months.

Also during the trainings, numerous CHANGES2 teaching and learning materials were distributed, including: 18,225 SHN cards, 513 tablet poles, 1,280 SHN teachers' guides, 100 SHN posters, 358 HPS brochures, 433 bilharzia flip charts, and 200 malaria brochures. The materials provided will help participants implement SHN and also provide reference materials for future use. SHN Information, Communication, and Education (IEC) materials were also distributed in community schools.

This quarter marked the completion of the development of the SHN Health Promoting School (HPS) award system, and the HPS awards were procured and given to schools. This award system motivated a number of schools to implement interventions according to the HPS guidelines. Teachers have started working together with pupils and communities in improving the physical environment of schools and ensuring that school-based health policies are being implemented by all participating schools.

Considerable progress was also achieved under the **OVC Scholarship** component, including an increase in the number of scholarships awarded. Although the distribution of scholarships was done in the first and second terms of the 2007 school year, partners FAWEZA and CHEP did not complete data analysis on all the scholarships awarded because the demographic forms containing details of pupils were not fully completed by the end of the second term. Therefore, compilation of the data on the total number of scholarships awarded was completed in the quarter under review. Overall, 3,032 girls and 2,148 boys were awarded scholarships this year bringing the total to 5,180 students, which represents an increase in 164 scholarships from the 5,016 scholarships that were reported at the end of the April-June quarter.

Also during the reporting period, CHANGES2 conducted a number of capacity building activities with its local implementing partners for the scholarship program. Targeted trainings and workshops were conducted both by CHANGES2 headquarters and provincial offices, as well as by the implementing partners in collaboration with CHANGES2 staff. CHANGES2 also worked with its scholarship implementing partners to develop a Peer Educators Training manual for use in peer educator training. The manual is based on topics that are meant to move from the traditional awareness-raising and abstract concepts found in peer education training to more concrete ways of addressing behavioral change. Once training manuals are finalized, CHANGES2 will produce copies for each peer educator trained, for their use in training and mentoring other students in their schools.

A major activity undertaken during this quarter was the training of peer educators. As noted in the previous quarterly report, CHANGES2 had been concerned that the number of students (one per school) trained by the scholarship partners to date, was not sufficient for providing effective peer education at the school level. The CHANGES2 supported peer educator training this quarter served to supplement the partners' previous peer education training efforts and increase the number of peer educators at each school. The training content included psychosocial support, HIV/AIDS, life skills, reproductive health, traditions, and gender issues. The other purpose of this training was to improve the participant's decision making and communication skills, facilitation skills, and understanding of gender issues in the prevention and control of HIV and AIDS. In all, 2,032 peer educators were trained by partner NGOs during the reporting period.

CHEP, one of the partner NGOs in the OVC scholarship program, conducted two trainings for Action Club Patrons/Matrons overseers in both Copperbelt and Central Provinces. A total of 50 teachers were trained in Central and Copperbelt Provinces. These trainings equipped teachers with skills in psychosocial support, adolescent reproductive health, and life skills that will enable them to respond to the OVC issues in their schools.

Under the **School-Community Partnership (SCP)** component, CHANGES2 conducted SCP trainings for teachers and community members in the 400 MOE year 2008 schools that will be supported during 2008. The training focused on community mobilization techniques such as Participatory Learning for Action (PLA), Theatre for Community Action (TCA), and Focus Group Discussions (FGD), particularly as they relate to community mobilization on HIV/AIDS and traditional issues that affect quality of education. In total, 361 teachers (225 males and 136 female) and 366 (251 male and 115 female) community representative were trained. In turn, the trained teachers and community leaders will ensure that their respective schools and communities are mobilized on HIV/AIDS prevention and OVC support.

CHANGES2 continued to use the SCP training resource teams that were trained for each district in 2006. Since, over time, many lessons were learned from the SCP implementation process that necessitated modification of some aspects of the SCP model, the CHANGES2 program supported a one-day orientation training for each district SCP training team. In all, 79 (50 male and 29 female) trainers were oriented and re-trained.

**Sub-Grant and Capacity Building** activities continued to move ahead during the quarter. The CHANGES2 partner NGOs continued to implement the Rapid Response grants of up to \$6000 on behalf of the CHANGES2 program. Disbursement of FTI grants for improving the infrastructure of community schools also this quarter. A total of 136 community schools successfully liquidated their first allocation and received their final installments. In the same period, 18 new grants were approved.

**Monitoring and Evaluation:** CHANGES2 continued to track progress of activities in all components. As part of its baseline and follow-on plan to measure program impact, data collection was conducted in July in all four provinces for the 2008 intervention core schools and the 2009 control core schools. This exercise was carried out by MOE officers, selected youth, and CHANGES2 provincial staff. Follow-on data collection from FTI community schools was

completed to determine the impact of CHANGES2's community school interventions throughout the year.

The termly monitoring of core schools also took place during the quarter. This exercise was carried out by members of the district teams. All 412 core schools were visited by a monitoring and support team of 2-3 district MOE officers who asked questions based on a questionnaire on teaching and learning standards, school health and nutrition, and school community partnerships. A similar activity was implemented in FTI community schools as part of building the capacity of the MOE to support and monitor community schools.

**2008 Planning:** The CHANGES2 program held its annual joint planning workshop with the MOE in mid-September at Lilayi Lodge. As in previous years, achievements and challenges of the current year were presented and discussed, and activities for next year, in this case 2008, were brainstormed and fleshed out in terms of their design and implementation modalities. Importantly, because the MOE's NIF (National Implementation Framework) for the Fifth National Development Plan (FNDP) was being finalized at the same time, during the planning workshop every effort was made to align proposed CHANGES2 activities for 2008 with the parameters set out in the NIF. It is anticipated that this alignment will result in enhanced effectiveness in implementing CHANGES2 activities next year and greater ownership on the part of the MOE.

## 2.0 OVERVIEW OF ACTIVITIES

### 2.1 Teacher Education

This quarter was a busy one for CHANGES2 and MOE colleagues as together we were able to train more than 2,799 teachers (1,882 core school teachers and 917 community school teachers in the core CHANGES2 teacher training and the FTI-funded community school teacher training, respectively). This effort involved more than 100 MOE trainers, the production and distribution of thousands of manuals, posters, table poles and other materials and the support and monitoring by Provincial, District and National level MOE staff as well as CHANGES2 provincial and headquarters staff. CHANGES2 was also pleased to note the presence of USAID representatives at some of the training activities.

The quarter also involved the development of materials for community school head teacher training, numerous monitoring activities and planning sessions among CHANGES2 and with MOE staff.

#### *In-Service Teacher Education*

##### *Training of Cohort 3 (year 2008) schools on HIV/AIDS SPRINT*

As part of CHANGES2's core activities the third group of 400 schools were initiated into the program of CHANGES2/MOE activities during the August 2007 school holiday. The Head Teacher, the School In-service coordinator (SIC) and the Zonal In-service Coordinators (ZICs) were trained in HIV/AIDS prevention activities to be integrated into the basic school curriculum, as well as in the SPRINT system through the use of the SPRINT Teacher's Guide. Emphasis in this training was on how to teach HIV/AIDS prevention at different levels and in an integrated way. The participants were given opportunities to practice among their peers various prevention education strategies, critique each other and suggest further activities. This effort at improved HIV/AIDS prevention activities is supported by the improved Continuing Professional Development activity in schools which encourages more effective implementation of SPRINT and, in particular, more reflective Teacher Group Meetings (TGMs).

The three-day training activity on HIV/AIDS and SPRINT was carried out by the District Resource Center Coordinators and other district level trainers. The 839 teachers (585 male and 254 female) were trained to return to their schools and train the rest of their peers at the school level in more effective TGMs and improved HIV/AIDS education. Each school received 10 copies of the SPRINT Teacher's Guide for use by teachers at the school.

##### *Community School Teacher Training in Basic Teaching Skills*

During the August holiday, part two of the community school teacher training program took place in all four provinces. This is the second 10-day training for 944 untrained community school teachers in basic teaching skills, and marks the completion of the 20-day basic teaching skills course for community school teachers. The training was carried out by District Resource Center Coordinators and other District and Zonal staff. This training built on skills of lesson

planning, developing schemes of work, use of teaching and learning materials and providing psycho social support to OVCs that were introduced in the first training. The second training also introduced new topics, on the recommendation of the trainers, such as handwriting, chalkboard use, school garden development and use of the materials in the teacher tool kit. Community School teachers were also given materials to support this training including additional copies of the SPRINT Teacher's Guide for their colleagues at school, the Re-entry Policy, School Community Partnership Manual and the SHN Manual.



*Community School Teachers at CSTT at Mufulira College of Education*



*The PEO, Copperbelt congratulates one of the Community School Teachers upon completion of the CSTT at Mufulira College of Education*

In some provinces the training was held at the district level, with 25-40 teachers at a venue. In other cases districts were combined so that the training venue, usually a school or the District Resource Center, catered for 70- 100 teachers. In the Copperbelt the training was held at Mufulira College of Education for all districts, with a total of 280 teachers participating. This arrangement proved to be very effective as many of the teachers were young, enthusiastic people who had never had a chance to interact with their peers in such a way. For all it was an opportunity to be engaged in learning and the exchange of ideas.

It should be noted that the trainers of the community school teachers were building on their experience from their first training during the April 10-day workshop, as well as their monitoring visits to the schools in June and July. Many of the trainers expressed a greater understanding of the professional needs of the teachers and were therefore able to tailor their sessions specifically for those needs.

Another important aspect of the community school teacher training to note is the support this activity received from PEO and DEBS offices. Many officials attended the training, made official opening remarks, closed the workshops, and in the case of the Copperbelt the PEO closed the workshop and handed out certificates to the community school teachers. This interest in the activity by the MOE bodes well for the sustainability of the activity, increasing the effective partnership between MOE and CHANGES2 and the engagement of MOE in issues of community school support.

## IN FIRST PERSON

### *Believers Community School, Luanshya*

I am a teacher at a community school. I started teaching vulnerable children in 2003 because of the interest in teaching though I did not go to any college.

During this teaching period [before] I started attending the CHANGES2 trainings, I was really misleading the learners in all the lessons. I was not doing lesson plans, not planning the schemes of work, not planning the weekly forecast, not planning the classroom management, not using the teaching aids, not using the pupils book and above all, I was using the teacher centered kind of teaching. I was not giving the remedial work and I was not evaluating and concluding all the lessons because I lacked knowledge on how to teach effectively.

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

All in all, there is a rapid change upon my school because of the knowledge I have received from attending the CHANGES2 Program [Community School Teacher Training].

Finally, I would thank the CHANGES2 Program, for bringing about change not only in my life, but also in the lives of vulnerable children I teach.

*MUSAKA GIVEN*

*Teacher, Believers Community School*

### *GRACE Meetings*

As was reported in the last quarterly report, the community schools have been supported by CHANGES2 to participate in GRACE meetings (Grade Level Meetings at the Resource Center) at the zonal level. This activity continued throughout July with the meetings focusing on topics emanating from the training. By participating in the GRACE meetings, community schools become full partners in the MOE's Continuing Professional Development Program and the SPRINT system. The meetings, usually facilitated by the Zonal In-Service Coordinator, focus on topics of need as identified by the DRCC and the ZICs, as well as suggestions by the community school teachers themselves. As a result of these meetings, teachers are taking a greater role in their own professional development and the MOE structures for CPD are being strengthened to include support to community schools. Most community schools are now holding Teacher Group Meetings at their schools.



*Group discussion in a GRACE meeting at Mpelembe zone in Serenje District*

### *Development of Community School Head Teacher Training Materials*

A workshop was held in July to develop materials for the Community School Head Teacher Training to be held in December. With the assistance of the MOE's Directorate of Human Resources and Administration (which holds the responsibility for Head Teacher Training), National In-service Teacher's College (NISTCOL), NGOs working in community schools and MOE's TED in-service staff, CHANGES2 was able to bring together a variety of stakeholders working in the area of head teacher training, community school support, and in-service teacher training, to develop a five-day course on basic school management skills. This course will be delivered, as other in-service activities, through the MOE system—thus furthering the program of strengthening CPD at the provincial, district, zonal and school levels.

### *Library Books for Teachers' Resource Centers*

As was reported in the last quarter, approximately 25,000 library books were delivered to the MOE in June. The books were sorted and provinces arranged to collect their allocation of books using their own transport. A training of Provincial TED officials (Eos, TED, and PRCCs) on setting up and managing library resources at provincial, district and zonal resource centers was carried out in Eastern Province at the Chipata Provincial Resource Center in late September. All provinces in the country were represented, as it is intended that the library books will reach all 72 Districts in the country and the 110 zonal resource centers that have secure structures.

This activity also included Peace Corps Volunteers from 6 provinces as many of them are engaged in setting up zonal resource centers and will form part of the provincial training team which will train zonal and district resource center staff in their provinces. Plans were made at the workshop to hold all of the provincial-level training activities during the month of October, so that books can be disbursed to provinces and zones and up on shelves by the end of the year.

### *Promoting Sustainability of CHANGES2 Interventions*

The training in Eastern Province for managing library resources also included one day of exchange among provinces on the activities being carried out in each province. Each province was asked to make short presentation on promising and innovative activities taking place within their province and to provide suggestions to other provinces as to how they might implement some of these same activities. In addition to presentations by provinces on topics such as the SMASTE (JICA supported science and mathematics program in Central province) and a curriculum analysis activity carried out in Northern Province, the CHANGES2 provinces made presentations on School-Community Partnerships and grants for HIV prevention, SHN activities, comfort kits, orienting colleges to SHN, the SPRINT Teacher's Guide, and psycho-social support to OVCs.

CHANGES2 provided a CD Rom with PDF versions of all the CHANGES2/MOE materials to all the participants. A discussion on how to include some of these activities in the non-CHANGES2 provinces took place, and one suggestion was that non-CHANGES2 provinces could budget for and print the materials at the provincial and district level. Another suggestion made by the provincial teams was that provincial and district officers from non-CHANGES2 provinces be invited to the CHANGES2 provinces to participate in the CHANGES2 supported activities.

### *Monitoring ZATEC Student Teachers in Community Schools for Practice Teaching*

During the quarter, CHANGES2 staff and MOE TED headquarters officials paid monitoring visits to colleges of education and to the community schools where ZATEC student teachers have been placed to carry out their school based year. All colleges of education except Kasama were visited during this period.

In general, the colleges have posted the allotted number of student teachers (30 students per college) to community schools and have provided them with the CHANGES2 stipend (ZMK 450,000 per term) appropriately. The student teachers also reported receiving their stipend from CHANGES2 through the college, although often the funds were received late by the student teachers.

In some cases, colleges did not place student teachers at community schools because they expected to receive additional funds from CHANGES2 to monitor those student teachers and for CHANGES2 to provide fuel and other incentives for the college tutors. Because CHANGES2 was working closely with MOE TED headquarters on this initiative, we called upon the headquarters staff to remind the colleges of their roles in supporting student teachers (colleges have their own budgets for monitoring student teachers no matter where they are placed). This issue seems to be clarified among the college administration and we expect that all placements and monitoring by college staff will proceed smoothly in the student teacher's second and third terms in the field.

CHANGES2 is also preparing to address a College Principals meeting in October to clarify any remaining issues regarding the student placement in community schools. We intend to promote the use of action research by colleges to find out more about the community school context, their role in preparing student teachers for community schools, the effectiveness of the college curriculum in preparing student teachers for community schools and the ability of student teachers to adapt to teaching in community schools as well as the tutors' ability to monitor these student teachers. We feel that a lot can be learned by student teachers and college tutors over the next two terms of practice teaching, particularly in relation to the context and role of community schools in Zambia's education system.

## 2.2 HIV/AIDS

### *Pre-Service Teacher Education*

#### *HIV/AIDS Course*

Teams made up of MOE HQ and CHANGES2 staff made support visits to the four Colleges of Education (COE) that are pilot testing the HIV/AIDS Teacher Education Course (HATEC). The purpose of the support visits so soon after the initiation of HATEC in the four colleges was to provide support and identify early on any issues which might pose a challenge to successful implementation.

The support teams held discussions with tutors, COE administration and student-teachers. Where possible, they observed a classroom session, either a HATEC session led by a tutor or HIV/AIDS lessons taught by student-teachers doing mock teaching of local young people. The report is attached (Appendix B).

In addition to the support visits, a meeting was held during which two tutors from each COE reported on challenges and successes for implementing HATEC. In addition, a plan for implementation in the final term of the academic year, as well as summative exam questions, were agreed and finalized during this meeting.



*Student Teachers conduct an HIV/AIDS prevention lesson with students during practice teaching at Mansa College of Education.*

#### ***Comments of Student-Teachers Discussing HATEC***

“I am much more confident, because now I see that dealing with HIV/AIDS, I don’t need to know all the answers myself. It is a matter of discussing with people.”

“Everything [in HATEC] is learner centered, more than in our other classes.”

“We have the key. It is possible that we can have a positive impact on the pandemic.”

### *In Service Teacher Education*

#### *SPRINT – HIV/AIDS Training*

As described in Section 2.1, Head Teachers and SICs from over 400 schools in the four CHANGES2 focus provinces were trained this quarter. The training builds pedagogical skills with a focus on HIV/AIDS content in the classroom. Teachers are encouraged to go beyond surface level activities, such as the singing of anti-AIDS songs or reciting poems, to create an

environment in the school where pupils and teachers can openly discuss the factors which put young people at risk of HIV infection as well as other STIs and unplanned pregnancy.

### *Community School Teacher Training (FTI)*

The second session of community school teacher training was conducted, as described in Section 2.1. This included a follow-up on the first session activities around age-appropriate Life Skills for HIV/AIDS prevention and provision of psychosocial support (PSS) to OVC.



*Wall painting at Kabwata Basic School, Lusaka District*

The purpose of the Life Skills units was to give community school teachers skills in developing appropriate HIV/AIDS lessons, even for young children. This is important, as many teachers feel that HIV/AIDS prevention cannot be done in the early grades. They worked on developing participatory activities which can be done with young children to build self-esteem and confidence and address gender issues as building blocks for future prevention work. For older children, the focus was on moving beyond slogans and factual information to try to open up honest dialogue about risk factors which young people face. During the PSS units, each teacher developed a draft school-community plan for supporting child-headed households and other very vulnerable children.

### *School Community Partnerships*

In addition to the SPRINT – HIV/AIDS training, one teacher and one community member from each of the CHANGES2 year 3 (2008) schools was trained in School-Community Partnerships (SCP). Again, the focus was on HIV prevention among young people. During the training and subsequent activities, communities have focused on transactional sex, intergenerational sex, and the sexual abuse of young people and women. These topics have long been taboo, but with the SCP training, community members are learning how to address them publicly and work together to develop solutions.

An intern from John's Hopkins University in the U.S. was with CHANGES2 for two months to assess the implementation and impact of the SCP component of the program. Ms. Taylor visited 20 schools which had active school-community partnerships and spoke to students, teachers and community members. In these discussions, her informants reported better communication within the community and increased openness in talking about HIV/AIDS. In addition, people were more consciously aware of the HIV/AIDS risks faced by young people in their community than they had been before the SCP activities.

### *Sub Grants*

Grant-supported HIV/AIDS prevention and mitigation activities continued this quarter as demonstrated by two strong examples.

A school in Monze District, Southern Province participated in the PSS trainings. One teacher and a community member were trained in recognizing vulnerable children and in mobilizing the community to care for them. When they returned to their school after the initial training, they immediately noticed four children who had each lost at least one parent to AIDS, and who were themselves often unwell. The trained individuals counseled the children and their guardians, helping them to overcome their initial hesitation about VCT. Each of the four children went for testing and were found to be HIV positive, with CD4 counts low enough to require immediate ART. The teacher and community member supported the children throughout the entire VCT process and the children are now on ART and all are healthy, gaining weight and participating actively in school.

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

Five schools in Lusaka Province have started skills empowerment projects for over 600 youth and OVC. The expectation is that when the youth finish school, they will have a means of earning a living and will not turn to commercial sex work or other high risk behaviors. The income generated from the activities is used to support HIV/AIDS related activities at the school and in the community.

### *Psychosocial Support to OVC*

Approximately twenty schools in each of the four CHANGES2 focus provinces are participating in the Psychosocial Support (PSS) to OVC activity, which began in 2006 with the AEI/OVC-funded training for Guidance Teachers and community members. Each CHANGES2 provincial team assessed the specific needs of their participating schools in terms of sustainability and developed a response. The assessments showed a few gaps which needed to be addressed, including lack of support by Head Teachers, over-burdened Guidance Teachers, and Guidance Teachers still wanting more skills in counseling. Each provincial team worked with their MOE counterparts, the Provincial and District Guidance and Counseling Officers, to develop a training activity. In most cases, this included the Head Teachers, as they are seen as key for supporting any activity in the school.



*A Head Teacher and Guidance Teacher role play the provision of counseling to an OVC at a PSS training in Central Province*

Trainers strengthened the skills of the participants in handling issues related to PSS through counseling and support to the children in their schools and communities. Central Province included the Assistant Guidance Teacher from each school in order to assist the over-burdened Guidance Teacher in providing PSS.

### *Radio Programs*

The CHANGES2 provincial teams continued developing programming for their community radio stations. Many voices are heard on these programs, including OVC, HIV+ teachers, local leaders and a variety of young people. Recent topics of interest to young people include peer pressure, early marriage and managing boy-girl relationships. The teams recorded at schools which have successfully implemented CHANGES2 HIV prevention grants and SCP activities, talking to the young people involved.

## **2.3 School Health and Nutrition (SHN)**

The major SHN component activities undertaken this quarter included training of teachers for cohort three schools, support and monitoring of SHN activities, and compiling of SHN data. Preparations for a new SHN activity on school gardens also began this quarter. All the CHANGES2 provincial teams were busy identifying schools to participate in this new activity, which will be implemented by partner NGO Africare. Preparations included the development of training schedules for the teachers, pupils and community members who will participate. Also this quarter, Southern Province CHANGES2 staff participated in a successful teachers' health day.

### *Training of Teachers from CHANGES2 Cohort 3 (2008) Schools*

The training of cohort 3 (2008) teachers on CHANGES2 SHN activities was conducted in the month of August. This training included a practical session on de-worming of pupils. The objectives of the training were:

- To provide participants with background information on the SHN Program;
- To equip participants with knowledge and skills on procedures of de-worming;
- To provide participants with practical lessons on what happens at a school on a de-worming day;
- To enable participants to understand the concept of HPS and how to implement the guidelines; and
- To ensure that the participants have an understanding of the SHN program and are able to produce action plans for implementing SHN activities in their school.

A total of 1,125 officers were trained (711 males and 414 females) from MOE, MOH, MCDSS and MACO. Below is a table showing participant data desegregated by gender and by province.

**Table 1: participants in SHN training**

Province	# of Schools	Head teachers		Teachers		MCDSS		Health workers		Community Health Workers		MACO		Total		Grand Total
		M	F	M	F	M	F	M	F	M	F	M	F			
Lusaka	105	65	29	58	48	1	4	3	10	6	4	-	-	133	95	228
Southern	100	77	23	47	54	4	3	14	22	17	5	-	-	159	107	266
Central	108	73	19	69	64	8	2	7	2	-	-	-	-	157	87	244
Copperbelt	100	81	25	62	40	4	11	12	29	17	20	5	-	262	125	387
<b>Total</b>	<b>113</b>	<b>296</b>	<b>96</b>	<b>236</b>	<b>206</b>	<b>17</b>	<b>20</b>	<b>36</b>	<b>63</b>	<b>40</b>	<b>29</b>	<b>5</b>	<b>0</b>	<b>711</b>	<b>414</b>	<b>1,125</b>

**Drug administration**

As noted above, the SHN training for cohort 3 teachers included a practical session on de-worming, using school children. The practical sessions were held at schools which had not done any de-worming for the past six months. In Southern province some of the schools did not de-worm the children although the questionnaire was administered. Data was collected on the number of children who received albendazole for intestinal worms and praziquantel for bilharzia during the training. The table below shows this data by province.

**Table 2: Number of children treated during SHN training practicals**

Province	# of pupils on Albendazole		# of pupils on Praziquantel	
	Male	Female	Male	Female
Lusaka	114	175	6	6
Southern	46	81	14	21
Central	627	401	30	18
Copperbelt	1332	1713	34	11
	<b>2,119</b>	<b>2,370</b>	<b>84</b>	<b>56</b>

In addition to data which was collected during training, CHANGES2 also collected data from schools that conducted de-worming this quarter. Southern province reported an increase in the number of schools conducting drug administration days (DADs), from 59 schools in the last quarter to 85 schools this quarter. Lusaka Province had an additional 20 schools which conducted de-worming this quarter.

During DADs parents from the communities reported that the health status of children has improved due to the school health and nutrition activities being implemented in the schools. Parents have also reported that children are now able to educate the rest of the family members on the importance of washing hands after using the toilet and before touching food. The table below shows the break down of pupils who were de-wormed according to provinces.

**Table 3: Total number of children de-wormed by province**

Province	# on Albendazole		Total
	Girls	Boys	
Copperbelt	1332	1713	3045
Central	527	401	928
Lusaka	4,403	4,445	8848
Southern	4,911	4,920	9831
<b>Total</b>	<b>11,173</b>	<b>11,479</b>	<b>22,652</b>

### ***Treatment Seeking Behaviors***

The number of pupils self-reporting on bilharzia and worms decreased from 9,375 last quarter to 8,030 this quarter. Also this quarter, the percentage of sampled teachers who are now able to fill in the SHN cards correctly remained above the target of 50%. There has also been a tremendous increase in the number of pupils who are able to identify signs and symptoms of worms and bilharzia, thereby allowing for early treatment and referrals.

### ***Health Promoting School Initiative***

The development of the HPS award system was completed this quarter and the awards were procured and given to schools. This motivated a number of schools to work to implement interventions according to the HPS guidelines. Teachers have started working together with pupils and communities in cleaning the school environment and ensuring that school-based health policies are implemented.

### ***Make Zambia Clean***

In response to the governments “Make Zambia Clean” campaign, Kamulanga Basic School in Lusaka District has taken big strides in addressing environmental matters and maintaining clean school grounds. A monitoring trip was taken to the school and the results were impressive. Kamulanga Basic School has put in place a cleaning schedule for the classrooms, toilets and the surroundings. The school has no support staff and the work is done by pupils at the end of their class work session. All the teachers have a role to supervise their class pupils to work on their assigned portions. The school grounds look beautiful and the children and teachers have come to appreciate having a clean and green environment.



*Pupils cleaning toilets at Kamulanga Basic School in Lusaka District under the supervision of a teacher.*



*A clean and green school environment at Kamulanga Basic School*



*School garden and orchard at Kamulanga Basic School in Lusaka District*



*HIV/AIDS Policy at Kabwata Basic School*

### ***SHN IEC Material Distribution***

Most of the SHN materials were distributed during the training. It was anticipated that the materials provided were to help the participants to implement SHN and also provide them with reference materials for future use. Some of the IEC materials were also distributed in community schools. The materials distributed are listed below:

**Table 4: SHN materials distributed to schools**

Province	SHN Cards	Tablet poles	SHN Teachers' Guide	SHN Posters	HPS Brochures	Bilharzia Flip Chart	Malaria Brochure
Lusaka	211	100	225	100	0	0	0
Southern	5,014	303	603	0	358	100	200
Central	13,000	110	220	0	0	220	0
Copperbelt	0	0	232	0	0	113	0
<b>TOTAL</b>	<b>18,225</b>	<b>513</b>	<b>1280</b>	<b>100</b>	<b>358</b>	<b>433</b>	<b>200</b>

### *Sustainable School Gardens*

CHANGES2 collaborated this quarter with Africare to design a sustainable school gardens program to instruct school communities on the creation, use, and maintenance of school gardens. Participating schools were identified this quarter. The training schedules have been drawn in the four provinces and training will commence in the next quarter.

### *Consultative Stakeholder Meetings*

CHANGES2 staff continues to take an active role in important stakeholder meetings on SHN policy and activities. As a result of such meetings, a national SHN policy has been approved and will be part of the new national education policy titled “Educating Our Future.” Another important outcome supported by CHANGES2’s active participation and input into SHN stakeholder meetings is that a full time MOE SHN Coordinator has been put in place at the Ministry of Education headquarters.

### *Teachers Health Day*

A teachers’ health day was conducted September 21 in Southern Province—a strong demonstration that teachers’ health has been recognized to be very vital if quality education is to be provided. The Ministry of Education has realized how important it is that teachers and their families remain healthy. The Ministry of Education came up with the Teachers Health Day initiative to encourage teachers to stay healthy and also to mitigate the spread of HIV/AIDS. The event proved to be a big occasion, where teachers, families, pupils and the community members celebrated teachers’ health at Maramba stadium.



*Teachers display banner on Teachers Health Day*



*The CHANGES2 stand.*



*Teacher/pupils passing through the CHANGES 2 stand*



*Teachers accessing health services.*

Other stakeholders present at the event included the Society for Family Health, the Ministry of Health, the CHANGES 2 Program, and other organizations that are providing health related services in the district. The teachers accessed dental services, received toothbrushes and toothpaste, and had a chance to access VCT services that were offered by the Society for Family Health. Teachers also had their blood pressure measured and referrals were done where possible. The CHANGES2 Program distributed health information on malaria prevention, and how malaria affects performance, and on the transmission of worms and bilharzia and how these can be prevented.

During the occasion even the Mayor of Livingstone city, Mrs. Shaffick and her entourage visited the CHANGES2 stand and were briefed about the Program that CHANGES2 is offering to schools and communities. This occasion gave CHANGES2 a chance to publicize its activities to the general public. During the course of the day over 1,400 people visited the CHANGES2 stand.

### SUCCESS STORY

#### *Keep Zambia Clean Campaign Strengthens School Health and Nutrition*

Zambezi Basic School in Livingstone has become a model school with almost all SHN interventions being implemented. The school is situated about 1km away from the Livingstone District Education Board Secretary's Office and is one of the oldest schools in the city.

The SHN Program at Zambezi Basic School commenced this year. The school now boasts of having a SHN policy that was formulated by the school together with community members. The school has come up with health related school policies that help remind pupils and the community about healthy life styles. Pupils are now aware of what is expected of them to maintain their health. The surroundings of the school are litter free, thanks to the many reminders around the school grounds to keep the school clean.

“Of course on the way there are some challenges but for schools to improve on the quality of education and become smart they should try the SHN interventions,” boasted Mr. Sikwa Shaft, the School Health and Nutrition Focal Point Person.



## IN FIRST PERSON

### *The Transformation of My School*

First and foremost, I would like to confess that it's not easy to be where we are today, having in mind the problems and difficulties that we have gone through.

Our school was established in 1998. During this period, the school faced numerous challenges, including poor performance by the learners, high rate of absenteeism. Cases of pupils dropping out of school were high. The high rate of bilharzias infection and worm infestation was something seen as normal.

The major challenge was that, teaching on the part of teachers was pathetic, because we had no idea on how to prepare lessons plans and schemes of work. Classroom management was very bad from all the teachers in the sense that the lessons were teacher centered. Furthermore the school had been using unsafe water which led to a number of water borne disease.

In 2006, the school was selected to attend a school community program training focusing on school health and nutrition program. The training was held in Ndola for three days.

After this training the teacher (Mr. Ngonga) who attended this workshop/seminar came up with alot of ideas which we shared with the community. With the above, the community rejoiced and a school and health committee was put in place. Members were drawn from all sorts and walks of life. The health workers, local none governmental organization" influential leaders were part of this committee. From that time a lot of achievements started coming up. The school had a garden, the school had access to safe drinking water, and sanitation was improved by constructing 3 pit latrines. In the same manner polices on health were introduced by the school and administration.

As I am writing now, the school has recorded low rate of absenteeism among learners, wiping out bilharzias completely, high performance from the learners, and quality teaching system by the teachers.

Also the good relationship between the school administration and the community is at its best as opposed to the previous days were the school administration was the only organ responsible for the school operation. I am writing this in the sense that, CHANGES2 also trained 2 personnel one from the community members and the other from the school administration, in order to strengthen and promote the good relationship between the community members and the school administration.

The school now shares, plans and sensitizes all in the school and the community on challenges together in a mutual manner.

I, therefore on behalf of my school and the Community would like to thank the CHANGES2 program.

*Ngonga Arnold*  
*Fisenge Kapepa Community School, Luanshya*  
*SHN Coordinator*

## 2.4 Scholarships and OVC

### *Disbursement of Scholarships to Schools*

Although the distribution of scholarships was done in the first and second terms of the 2007 school year, partners FAWEZA and CHEP did not report on all the scholarships awarded because the demographic forms containing details of pupils were not fully completed by the end of the second term. Therefore, compilation of the data on the total number of scholarships awarded was completed in the quarter under review. Overall, 3,032 girls and 2,148 boys were awarded scholarships this year bringing the total to 5,180 students, which represents an increase in 164 scholarships from the 5,016 scholarships that were reported at the end of the April-June quarter.

**Table 6: Number of Scholarships Awarded in 2007**

Province	Number of schools	Number of girls	Number of boys	Total
Central	17	182	338	520
Copperbelt	43	744	602	1,346
Eastern	35	635	389	1,024
Lusaka	25	454	206	660
Northwestern	26	516	313	829
Southern	32	501	300	801
<b>Total</b>	<b>178</b>	<b>3,032</b>	<b>2,148</b>	<b>5,180</b>

### *Capacity Building Activities*

During the quarter under review, a number of capacity building trainings and workshops described hereunder were conducted by CHANGES2 headquarters and provincial offices, as well as the implementing partners.

#### *Peer Educators Training Manuals*

CHANGES2, in collaboration with the scholarship implementing partners, developed peer educators training manuals for use during peer educator trainings. The manuals are based on topics which are meant to move away from the traditional awareness raising and abstract concepts used in peer education to more concrete ways of addressing behavioral change. Once the training manuals are finalized, CHANGES2 plans to produce copies for each peer educator supported by the program, for their use in training and mentoring peers at school.

#### *Training of Peer Educators in High Schools*

A major activity undertaken during this quarter was the training of peer educators. As noted in the previous quarterly report, CHANGES2 had been concerned that the number of students (one per school) trained by the scholarship partners to date, was not sufficient for providing effective peer education at the school level. The CHANGES2 supported peer educator training this quarter served to supplement the partners' previous peer education training efforts and increase the number of peer educators at each school.

The training content included instruction on PSS, HIV and AIDS, life skills, reproductive health, traditions and gender issues. Other goals of this training were to improve the participants’ decision-making, communication, and facilitation skills as well as their understanding of gender issues in the prevention and control of HIV and AIDS.

It is expected that the trained peer educators will serve as facilitators to help ensure that peer education services are expanded to all schools. The peer educators trained will also form a critical mass of pupils to carry on with pupil-to-pupil mentoring and other support activities at the school level.



*Peer education training for Kabwe district high schools being facilitated by an SPW volunteer.*

By the end of the quarter, FAWEZA trained 800 peer educators in Eastern and North Western Provinces, CHEP trained 533 students in Central and Copperbelt, and FHT trained 699 students in Lusaka and Southern Provinces. The total number of peer educators trained as of September 30 is reflected in the table below. Since trainings were still going at the time of reporting, details of the number of students trained disaggregated by gender, school and province will be reflected in the next quarterly report.

**Table 7: Number of peer educators trained by partner NGOs in peer education**

Organization	Total
CHEP	533
FAWEZA	800
FHT	699
<b>Total</b>	<b>2,032</b>

While generally successful, the trainings did encounter some challenges:

- Due to pressure of work and tight programs in the third term of the school year, training workshops were held concurrently in all provinces. This hampered CHANGES2’ headquarters staff’s ability to monitor the trainings.
- Partners reported having been over ambitious in setting the targets for the funds available. This led to a few schools being left untrained.
- The clustering of schools in districts was very expensive, given the need to move participants from their schools to the venue school. This was especially true for urban districts like Lusaka.
- Some schools never sent any pupils for the training due to communication problems.

### *Training of Basic School Students in PSS, Life Skills, and Peer Counseling Skills*

During the months of July and September, Lusaka Provincial team conducted trainings in Chongwe, Luangwa and Kafue districts aimed at improving students' life skills and counseling skills, and reinforcing PSS among students in basic schools. The students trained participate in the AIDS-oriented clubs in their schools (such as the Anti-AIDS Clubs, Youth Alive Clubs, SAFE Clubs, and AIDS Action Clubs). The purpose of the trainings was to enable the pupils to acquire skills that will help them deal with the many challenges they face in their daily lives, and the ability to assist their friends facing similar challenges. The trainings allowed participants to share their various experiences with different AIDS club activities, and to discuss and share best practices in working and supporting peers with PSS issues. The trainings further served to enhance effective coordination and networking between clubs and with other organizations.

**Table 8: Participant data on the PSS, life skills, and peer counseling trainings**

Name of District	Name of School	No. of Pupils Trained		Total
		Female	Male	
Chongwe	Mukamabo Girls High	27	0	27
Chongwe	Chongwe High	20	15	35
Kafue	Chitende High	25	16	41
Luangwa	Luangwa High	18	19	37
Luangwa	Mwavi High	11	9	20
Lusaka	Kamwala High	6	6	12
Lusaka	Olympia High	3	4	7
Lusaka	Lusaka High	4	6	10
Lusaka	Libala High	8	4	12
Lusaka	Kabulonga Boys High	0	15	15
<b>Total</b>		<b>122</b>	<b>94</b>	<b>216</b>



*Students engaged in dialogue during PSS, Life skills, Basic and Peer Counseling Skills trainings.*

### *PSS Training for Guidance Teachers and School Managers*

CHANGES2 provincial teams, in collaboration with the MOE, conducted training for Guidance and Counseling Teachers, Head Teachers and community members for 2006 CHANGES2 School in the four provinces, which have been participating in the PSS to OVC activity. Head teachers were included in order to strengthen their appreciation and support of the program at the school level. For details on this activity refer to Section 2.2 above.

### *Teacher training in psychosocial support, adolescent reproductive health and life skills*

Scholarship implementing partner CHEP conducted two trainings for Action Club patrons and matrons in both Copperbelt and Central Provinces. A total of fifty teachers were trained. The purpose of training these teachers was to equip them with skills in providing PSS and in adolescent reproductive health and life skills that will allow them to adequately respond to the OVC PSS and reproductive health issues in their schools. This will help schools and staff that directly deal with these children to build resilience and come up with effective strategies and positive-oriented PSS activities for OVC and for persons that are living with HIV and AIDS virus in their schools and surrounding communities.

### *School-Level Club Activities*

During the quarter under review, twelve FAWEZA- supported schools (nine in Eastern Province and three in North Western Province) reported on SAFE Club activities. The textbox below highlights some of these activities.

#### *Activities of Safe Clubs*

**Chama Day High School:** The club was involved in a number of activities which included group discussions and outreach performances. In their meetings and discussion forums, members focused on the key areas of gender and adolescent reproductive health, child abuse, and life skills. The club also made visits to people affected by HIV and AIDS, providing information on care and support. So far 18 people have benefited from these visits. By visiting and interacting with people affected by AIDS, the club is trying to address the issue of stigma in the community.

**Sonja Girls High School in Petauke:** The SAFE club engaged in awareness activities by performing poems and sketches during the morning assembly.

**Chadiza High School:** Club members conducted outreach activities focused on educating the community on the re-entry policy.

**Chisale Day High School:** Club members raised money for the SAFE club by starting a tuck shop at the school. The shop sells items like soft drinks, biscuits, and batteries to students and teachers. The club also helped a female grade 10 student purchase uniforms and books last term.

**Lundazi Boarding Secondary School:** Using its SAFE Grant of K800, 000, the club organized school-based peer education training and trained 27 pupils in the SAFE methodology. Eighteen girls and nine boys were trained.

In order to help sustain HIV/AIDS outreach activities in sixty scholarship recipient high schools in Central and Copperbelt Provinces, CHEP granted an amount of K760,833 to each of the schools' Action Clubs. In addition to the grants, schools with poor-performing Action Clubs were provided with technical support by CHEP staff. CHEP will continue to provide technical and moral support to these clubs and will ensure that they are revitalized, self-sustaining and will continue to function properly after CHANGES2 funded support.

### ***Networking and Capacity Building Meetings for Implementing Partners***

A number of meetings were organized for the scholarship implementing partners this quarter. The aim of the annual review of activities meeting was to review the performance of the scholarships program and its support activities and to plan for the following year. The meeting focused on the review of successes, challenges and on the way forward in the program implementation.

The major task for 2008 for the implementing partners will be capacity building of school level activities and strengthening school-based selection committees. Partners will also be tasked with responsibilities of ensuring that school-based student clubs are effective and having an impact on improving students' knowledge and healthy behaviors. CHANGES2 provincial and headquarters staff will be responsible for training peer educators in all the scholarship schools. This will allow the partners to spend more time on monitoring scholarships and support activities and building capacities at school level, such as training guidance teachers, club matrons and matrons in PSS and in providing support to clubs.

Meetings were also held this quarter to draft and finalize the partners' agreements for the 2008 school year scholarships. Three different meetings were held to plan and prepare the agreements before the end of September. The agreements were completed and signed by the end of the quarter and partners have since started receiving the first tranche of funds for continuing students.

### ***Monitoring of the Scholarships and School-based OVC Support Activities***

In the period under review, the CHANGES2 provincial teams, the OVC and Scholarships Advisor, and the implementing partners all participated in monitoring of the scholarships program. Such visits also served to provide support to the schools in the implementation of the scholarship support activities.

#### **Annual Review of Activities Meeting**

##### ***Identified Successes from 2007***

- Increased number of scholarship recipients from 3,800 the previous year to 5,180 in 2007.
- Improvement in communication between implementing partners and the CHANGES2 provincial offices.
- Strengthened and effective school selection committees.
- Improved attendance of girls in school as a result of the comfort kits.

##### ***Identified Challenges***

- Increasing number of OVC requiring scholarship support.
- Issues of the safety and security of the supported OVCs remain a major challenge.
- Annual increases of school fees make it difficult for partners to plan.
- Poor accounting procedures in most schools.

The monitoring teams focused on the following areas: performance of the school-based selection committees; performance of scholarships recipients; recipients' attendance in school; progression; use and impact of comfort kits, timing of funds transfer from implementing partners to schools; provision of stipends to recipients; and schools' record keeping and management.

In general, attendance of scholarship recipients has tremendously improved in all the schools monitored. A check in the registers revealed that the majority of pupils are very consistent with class attendance. However, a few schools have pupils who are on ART. As a result, these students from time to time miss school as a result of opportunistic illnesses.

With the provision of scholarships, academic performance in many cases has also improved. This is encouraging as it shows that most of scholarship recipients are working hard in school. When talked to, students acknowledged that they wouldn't want to lose the scholarship due to poor performance. However, there are still a good number of scholarship recipients whose performance is average or below. The situation is worse with girls. School Managers have been urged to convene urgent meetings with all grade teachers to see how this can be addressed.

Related to improved performance, the provision of scholarships has led to improvement in retention of pupils in schools. Nearly all the schools visited have indicated that pupils have been assisted to progress to the next level of their education due to the financial and material support they get from CHANGES2 through the implementing partners.

In all the schools monitored girls had received the comfort kits. Pupils reported that the kits have enabled them to stay in school throughout the term. In addition, grade teachers also reported that the provision of comfort kits has improved the attendance of girls. Monitoring trips also revealed the need to continue providing support to schools' selection committees and to school-based support activities such as peer education.

### ***Orientation Meetings on the Scholarship Program***

In the period under review, CHANGES2 Provincial teams, in collaboration with the implementing partners, conducted orientation meetings on the CHANGES2 Scholarship Program for key stakeholders in the province. Participants in the meetings included the Provincial Education Officer (PEO), the Provincial Education Standards Officer (PESO), the Senior Education Officer –Guidance, the Education Officer (TED), and the accountant from the Provincial Education Office. From the District Education Board Secretaries' Offices, participants included the District Education Board Secretary (DEBS), the Planning Officer, the District Guidance and Counseling Officers, and the accountants. The Head Teachers, Guidance Teachers, and School Accounting Officers from schools also attended the meetings.

The objectives of the meetings were to orient the Ministry of Education Provincial, District and School Officers on the management and administrative procedures of the scholarship program, and to discuss possible linkages and strategies for improving the management of the scholarship program and allowing for the program to be sustained by the MOE. The meeting also provided an opportunity for schools to share their experiences in the scholarship program and to discuss their support activities for scholarship recipients.

Among the suggestions raised for ways CHANGES2 and the implementing partners can better support schools, participants recommended capacity building in PSS skills for guidance teachers and club overseers, helping schools and the district offices create a simple OVC database, placing a DEBS representative on the school selection committees, stronger support to school-based activities by implementing partners, and provision of IEC materials to schools.

### ***USG/OVC Forum Planning Retreat***

CHANGES2 continued to be represented at the USG/OVC Forums by the Scholarships and OVC Advisor. At the last meeting, held in September, CHANGES2 gave a presentation on the scholarships program. The presentation focused on how other USG OVCs basic school students can begin accessing scholarships once they reach higher grades.

### ***Representation at the UNESCO Workshop “Analyzing the Responses of Teacher Training Institutions to HIV and AIDS”***

The OVC and Scholarships Advisor attended a regional workshop in Nairobi July 11-13, which was organized by UNESCO’s International Institute for Educational Planning (IIEP) in conjunction with the Africa Regional Office for Education (BREDA) to discuss the findings of a series of studies on “Analyzing the Responses of Teacher Training Institutions to HIV and AIDS in Ethiopia, Kenya, Uganda, and Zambia.” The purpose of the workshop was to bring together senior educational planners, policy-makers and other stakeholders to share the findings of the studies; to identify cross country strategies for strengthening the responses of Teacher Training Institutions (TTIs) to HIV and AIDS; and to explore possibilities of establishing regional networks and channels for sharing information on best practices in dealing with HIV and AIDS in teacher training institutions.

UNESCO has on many occasions expressed an interest in strengthening linkages with bilateral organizations such as USAID and USAID funded organizations and this event offered a concrete opportunity for UNESCO to begin doing so.

During her presentation at the workshop, the Director from the Teacher Education and Specialized Services (TESS) of the Ministry of Education Zambia commended the good relationship that exists between CHANGES2 and her directorate. She stated that among the many partners she worked with, she favored working with CHANGES2 because of its commitment and the comparative advantages CHANGES2 brought to her directorate, and as such CHANGES2 has been included as a potential partner in almost all the HIV and AIDS activities the country is going to undertake in the teacher training colleges.

### ***Support to Ministry of Education***

In August, the CHANGES2 OVC and Scholarships Advisor traveled to Eastern Province to provide support to the MOE’s orientation meetings on making schools Centres of Care and Support. During the quarter, she also provided support to the MOE in preparation for the ministry’s upcoming Special Issues meeting, and she hosted two meetings in support of reviving an Equity and Gender component within the ministry.

## Success Story

### *Victor Tembo, a Grade 11 pupil from Mwavi High School, in Luangwa District*

Victor Tembo has survived through thick and thin. He started his schooling in 1994 at Kakaro Basic School in Luangwa District. When he reached grade 2, he lost both parents in a river tragedy when the boat they were using to catch fish capsized on the Luangwa River. Victor and his six young brothers and sisters were left in the care of their grand father. Sadly, the grandfather was swept away by floods in 2002. Since that time Victor, as the eldest sibling, has served as the head of his household, caring and providing for his six brothers and sisters. Despite his family's vulnerability, Victor struggled to continue his schooling.

In 2005, Victor was selected to attend grade 10 at Mwavi High School which, meant he needed to look for school fees and uniforms. Being an ambitious youth, Victor went into fishing in order to raise the money he needed to pay for school and for food for his siblings while he was away at boarding school.

Victor struggled his way through grade 10. This year, upon receiving a CHANGES2 scholarship (a friend encouraged him to apply), Victor is filled with joy and appreciates that CHANGES2 has come to alleviate his load.

Victor thanked the CHANGES2 OVC program for easing his burden, saying: "May the almighty God bless the staff of Family Health Trust and CHANGES2 because I am able to see light at the end of the tunnel."

## 2.5 School-Community Partnerships (SCP) and Outreach

### *Training of Teachers and Communities in SCP*

During the period July to September, CHANGES2 conducted SCP trainings for teachers and community members in the 400 cohort 3 (2008) schools. In total, 361 teachers and 366 community members were trained. The training focused on community mobilization techniques such as Participatory Learning for Action (PLA), Theatre for Community Action (TCA), and Focus Group Discussions (FGD), particularly as they relate to community mobilization on HIV/AIDS and traditional issues that affect quality of education. The trained teachers and community leaders are now responsible for ensuring that their respective schools and communities are mobilized on matters related to HIV/AIDS, particularly AB, SHN and support to OVC.

**Table 9: Number of Teachers and community members trained in SCP**

Province	Teachers			Community Members			Totals		
	M	F	Total	M	F	Total	M	F	Total
Southern	58	41	99	74	26	100	132	87	219
Central Province	43	20	63	70	13	83	113	33	146
Lusaka	56	41	97	46	37	83	102	78	180
Copperbelt	68	34	102	61	39	100	129	73	202
<b>Total</b>	<b>225</b>	<b>136</b>	<b>361</b>	<b>251</b>	<b>115</b>	<b>366</b>	<b>476</b>	<b>271</b>	<b>747</b>

### ***Orientation Training for SCP Facilitators***

CHANGES2 continues to use the SCP training resource teams originally created in 2006, to conduct district-level SCP trainings. Since their original preparatory training, however, many lessons have been learned from the SCP implementation process, necessitating the modification of some aspects of the SCP model. For example, community drama performances are now required to spend more time on dialoging with their audiences on sensitive issues, particularly those associated with HIV/AIDS prevention. Such a focus requires strong facilitation skills. To prepare these training resource teams for the next round of district trainings (for 2008 schools), CHANGES2 supported a one-day orientation training for each district SCP training team. The objectives of the orientation were to share observable best practices and challenges encountered since the last SCP trainings, to review SCP revised training materials, and to prepare for SCP school and community-level trainings. Seventy-nine facilitators (50 male and 29 female) participated in the training.

### ***Training Pupils in SCP as Part of an HIV/AIDS Prevention and Outreach Strategy***

Traditionally, SCP training has targeted communities and teachers. However, CHANGES2 recognizes the advantageous position school children have in influencing behavior change both among peers and other community members. As a result, all the 2008 target schools received \$50 each for training pupils in using the SCP model as a tool for HIV/AIDS prevention within schools and surrounding communities. It is hoped that this will improve the quality of HIV/AIDS prevention and outreach activities conducted by pupils in these schools.

### ***Community Mobilization and Outreach***

This quarter, all CHANGES2 target provinces continued mobilizing communities to participate in activities that can improve the quality of education for school children. Although the mobilization focused on HIV/AIDS prevention activities, other CHANGES2 core intervention areas such as SHN, OVC support, and promotion of girls' education were also covered.

During the training of teachers and community members described above, it was a requirement for each cluster of participants to conduct drama performances for their wider community. Featured prominently in these performances were issues around inter-generational relationships and sex. Most communities acknowledge that child defilement is a major contributor to the rise of HIV/AIDS cases. Community drama performances help to bring attention to such important issues and to generate critical community dialogue.

A strong example of the power of CHANGES2's SCP strategies is Kamwala Basic School in Serenje district, which impressed both district and provincial level government officials with its Theatre for Community Action (TCA) strategy as an HIV/AIDS prevention tool. What particularly impressed the government officials was the involvement of pupils and the synergy that existed between the school and its surrounding community in the fight against the spread of HIV/AIDS. The school emerged a winner at both district and provincial level "drama for education" festivals.



*Theatre for community action public performance near Kamwala Basic School*

## **2.6 Small Grants**

### ***Rapid Response Grants***

The CHANGES2 partner NGOs continued to implement the Rapid Response Grants, of up to \$6000, on behalf of the CHANGES2 program. During the period under review, FHT disbursed grants to two schools in Lusaka for HIV/AIDS prevention activities. About 2,584 people are expected to benefit.

Meanwhile, the schools and communities which previously received grants under the program earlier, continued to manage the grants prudently. For example, Lwiimba Basic School in Lusaka used their CHANGES2 grant to establish a tie die project. The project not only generates income to support OVCs at the school, but also provides occupational skills to pupils. Importantly, pupils are actively involved in the implementation of the project activities, which provides them a healthy alternative to participating in activities that may put them at risk of contracting HIV/AIDS.



*Pupils participate in the Tie & Dye Skills Empowerment Project at Lwiimba Basic, Chongwe*



*Teacher displays products of the project*

See Appendix A for details on CHANGES2 grants disbursed to date.

### ***FTI Grants***

CHANGES2 continued providing grants for infrastructure improvement in community schools. Between July and September 2007, 74 community schools received Infrastructure Improvement Grants (IIGs). In addition, 136 community schools successfully liquidated their first allocation and received their final installments.



*Ipila Community School before CHANGES2 funding.*



*Ipila Community School today after CHANGES2 intervention.*



*Ngala community school before CHANGES2*



*Ngala Community school under construction with CHANGES2 support*

### ***Training of Grantees***

CHANGES2 worked with partner lead NGOs in training the Rapid Response grant recipients. The objective of these trainings was to build capacity of recipient organizations to effectively implement and manage their respective grant aided projects. Inline with the CHANGES2 Sub-granting guidelines, all members of the Parents Community School Committees (PCSCs) who qualify for grants need to be trained in basic financial management and preventive maintenance techniques. The training specifically focused on; accounting skills, procurement procedures, hints on recruitment of skilled labor, roles and responsibilities of Preventive Maintenance Committee (PMCs) and the Project Management Team (PMTs). Conducted during the month of August, the trainings included participants from 74 PCSCs

**Table 10: Number of PCSCs and members trained by province**

Province	Number of PCSCs	Number of PCSCs members trained		Total
		Male	Female	
Central	5	70	28	98
Copperbelt	20	116	73	189
Lusaka	21	92	85	177
Southern	28	203	102	305
<b>Total</b>	<b>74</b>	<b>481</b>	<b>288</b>	<b>769</b>

### ***Capacity Building of MOE***

As a way of strengthening the grants activity and building capacity within the MOE, CHANGES2 conducted a grants review and planning meeting with the provincial Grants/Monitoring committee in Copperbelt Province. The main objective of this meeting was to plan for monitoring of CHANGES2 grant-funded projects on the Copper belt.

### ***Capacity Building of Partner NGOs***

As part of the technical support package to partner NGOs, particularly those involved in sub-granting on behalf of CHANGES2 program the CHANGES2 technical team conducted a one-day technical support workshop at Copperbelt Health Education Project (CHEP). The capacity enhancement workshop was a follow-up to the CHANGES2-supported organizational assessment that was conducted at CHEP in August 2006. The workshop focused on monitoring and evaluation, strategic planning, community participation techniques, and mentoring and supporting CBOs—particularly those managing grant aided projects. A total 14 CHEP staff attended the meeting including the Executive Director Mr. Nyirenda.

## **2.7 Monitoring and Evaluation (M&E)**

During the period under review, CHANGES2 continued to track progress of activities in all components.

### ***Baseline July 2007 Data Collection***

Data collection was conducted in July 2007 in all four provinces for 2008 intervention core schools and 2009 control core schools. This exercise was carried out by officers from the MOE, selected youths, and CHANGES2 provincial staff. Data was collected from six schools per cohort, per province. In each of the schools selected, there were three classroom observations, four teacher interviews, ten pupil interviews, and one school checklist completed. In addition, FGDs were held with parents in two selected schools per cohort.

### ***Baseline Follow-on Survey of Community Schools***

Also this quarter, follow-on data collection for FTI community schools was done. This effort used the same data collection teams that were used for the core schools' baseline data collection. This FTI follow-on data will be compared with the FTI baseline data to measure program impact.

### ***Monitoring of Core Schools***

Termly monitoring of core schools also took place during the quarter. This exercise was carried out by members of the district teams. All 412 core schools were visited by a monitoring and support team of 2 to 3 district officers who asked questions based on a questionnaire on teaching and learning standards, school health and nutrition, and school community partnership.

### ***Monitoring of FTI Schools***

Under the Fast Track Initiative, CHANGES2 is building the capacity of the MOE to support and monitor community schools. Following the first session of training of community school teachers, the trained MOE support and monitoring teams visited community schools in their districts. The activity afforded an opportunity for MOE officers to visit schools that for a long time had never been visited nor provided any supervision. These support and monitoring visits

looked at school management, teachers' classroom practices, and environmental health and hygiene. The monitors found the team monitoring method to be of great benefit, as it allowed the officers to consult with each other while in the field allowing solutions to some issues in schools to be provided on the spot. A total of 660 community schools were monitored according to the statistics that came from Central, Lusaka and Southern Provinces.

**Table 11: Number of FTI schools monitored**

Province	Community Schools	#Number monitored
Lusaka	199	184
Southern	207	197
Central	314	279
Copperbelt	0	0
	<b>720</b>	<b>660</b>

The monitoring teams found that some teachers had started preparing schemes of work and lesson plans which they used during their teaching, and that teachers were motivated and felt supported to see MOE officers visiting their schools. Some teachers were able to use their knowledge and skills from the training using just the few materials available in their school.

Following the monitoring exercise, it was deemed important that the monitoring teams meet to discuss their support and monitoring experiences. Provincial review meetings were therefore organized, with each district being represented by the members of the support and monitoring team. Officers from PEO's office also attended.

A main objective of the meetings was to discuss the instruments that were used to see how CHANGES2 instruments can be integrated into MOE instruments, thus strengthening the MOE instruments. District standards officers pointed out that any revision of the MOE monitoring instruments can only be done by MOE HQ standards officers. The meetings also provided an opportunity for participants to make recommendations for future support and monitoring visits to community schools

### ***CHANGES2 Monitoring and Support to Grant-Aided Activities***

In addition to the MOE monitoring of community schools, CHANGES2 staff also monitored both the FTI-funded grants activities at community schools, as well as activities supported by CHANGES2's Rapid Response Grant program—part of the core activities. The result of this monitoring showed that most of the schools that accessed grants achieved high level of compliance in implementing their activities and achieved dramatic impact in terms of improving the learning environment. Appendix A provides status information and detailed grant information for all CHANGES2 grants.

### ***Monitoring of the Scholarships and School-based OVC Support Activities***

As described earlier in Section 2.4, in the period under review, the CHANGES2 provincial teams, the OVC and Scholarships Advisor, and the implementing partners all participated in monitoring of the scholarships program. Such visits also served to provide support to the schools in the implementation of the scholarship support activities.

### 3.0 MANDATED PROJECT RESULTS BY FUNDING SOURCE

**Table 3.1 USAID Indicators**

Objective (a)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to date)		
				M	F	Total	M	F	Total
Healthier students, better prepared and able to learn	Percent of students participating in School Health and Nutrition programs (USAID)	13%	52%	9.8%	11.3%	10.6%	23.9%	26.1%	25%
	Number of students participating in school health and nutrition. (USAID)	300,000	1,200,000	111,607	113,875	232,281	271,609	278,408	550,017

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

*Note on calculation of target: CHANGES2 activities will target 400 schools per year. The average number of students per school is estimated at 750, multiplied by 400 schools equals 300,000 students per year, which gives 1,200,000 students over 4 years participating in CHANGES2 School Health and Nutrition programs. Percentages are calculated from 2,265,145 which is the estimated national total of students in 2005. Thus 300,000 = ~13% and 1,200,000 = ~52%.*

**Table 3.2 AEI Indicators**

Objective (B)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				M	F	Total	M	F	Total
Improved quality of teaching in schools	Number of teachers trained (pre-service) (AEI)	2,300	16,900	1,767	2,022	3,789	3,534	4,044	7,578
	Number of teachers trained (in-service) (AEI)	1,592	6,368	1,457	911	2,368	2,560	1,630	4,190

CHANGES2 pre-service training will target student teachers in the ten teacher training colleges. In-service teacher training will target teachers in government and community schools. CHANGES will only count teachers as trained if a teacher receives at least 24 hours of training.

*Note on calculation of target: 10,000 pre-service students will be trained in the first year, there after in year 2,3, and 4 only 2,300 pre-service teachers will be trained each year giving a cumulative total of 16,900 over 4 years.*

*1,600 in-service teachers (4 teachers per school by 400 schools) will be trained each year giving a cumulative total of 6,400 trained over 4 years. Because in-service teachers trained by CHANGES2 will conduct Teacher Group Meetings to share training lessons with the teachers at their school, these teachers will also be trained. After meeting with AEI representatives, in order to avoid undercounting, CHANGES2 will recognize these teachers in the monitoring plan in years 2, 3 and 4. Teachers, accordingly, will be counted as trained if they attend 4 TGMs and 1 additional IST activity in the course of the semester for both semesters. In year one, 1,600 teachers were directly trained. Because AEI financed 33% of these trainings this is counted as 528 teachers. In year2, 3 and 4 teachers will be directly trained and each of these teachers will train 4 teachers through TGMs. Thus  $(528+1064)*4=6,368$*

**Table 3.3 AEI Indicator**

Objective (E)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)	Achieved (Project to Date)
Upgraded teacher skills	Money obligated for teacher training (AEI)	\$800,000	\$4,000,000	\$987,860	\$1,847,978

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

*Note on calculation of targets: It is projected that for each of the first 3 years of the program USD800, 000 will be obligated. But in the 4<sup>th</sup> year USD1, 600,000 will be obligated. Total amount over 4 years will be USD4, 000,000.*

**Table 3.4 AEI Indicator**

Objective (C)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				M	F	Total	M	F	Total
Improved student learning	Number of children benefiting from improved teaching as a result of interventions (AEI)	380,00	1,520,000	325,515	338,801	664,316	737,916	768,035	1,505,951

“Improved classroom teaching” for pupils can be achieved in three ways according to AEI: The way CHANGES2 will principally bring about improved learning environments is through a classroom served by a teacher with improved skills, either through in-service training, or having been the recipient of improved instruction at teacher training college.

*Note on calculation of target: CHANGES2 in-service activities will target 400 schools per year. The average number of students per school is estimated at 750, multiplied by 400 schools equals 300,000 students per year benefiting from in-service teachers. It is also estimated that in each of the 5 COE (in 4 provinces) 320 pre-service teachers will be teaching as part of their college field work. Given an estimate of 50 children per pre-service teacher, the number of children benefiting from pre-service teachers will be 50 pupils for each of the 320 teachers in each of the 5 colleges = 80,000 children per year. The combined totals for children benefiting from in-service and pre-service teachers will be 300,000 plus 80,000 = 380,000 per year or 1,520,000 over 4 years.*

**Table 3.5 PEPFAR Indicator**

Objective (D)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				M	F	Total	M	F	Total
Enhanced support for OVCs	Number of OVC served by OVC programs. (PEPFAR)	4,000	7,000	1,380	1,435	2,815	3,043	4,808	7,851

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

*Note on calculation of target: 4,000 new individuals will be provided with scholarships in the first year. Given that there will be a carry over of scholarship recipients over the next 2 years, it is expected that only 1500 new students will receive scholarships in year 2 and another 1500 in year 3. Hence a total of 7,000 over three years.*

**Table 3.6 PEPFAR Indicator**

Objective (F)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				M	F	Total	M	F	Total
Students receive effective skills training to avoid infection	Number of individuals trained to promote HIV/AIDS prevention programs through abstinence and/or being faithful (PEPFAR)	4,740	18,960	11,571	8,680	20,251	19,966	15,737	35,703
<p>Number of individuals trained to promote HIV/AIDS prevention programs includes teachers receiving in-service and pre-service training on prevention programs through abstinence and/or being faithful, community members trained in HIV AB prevention as well as scholarship recipients trained as peer-educators in HIV/AIDS AB prevention programs.</p> <p><i>Note on calculation of targets: Number of individuals trained is constituted from four major groups: number of teachers trained (in-service), number of teacher trained (pre-service) and number of scholarship recipients and number of community members. Because PEPFAR funds account of 2/3 of the funds used to train teachers (in-service) only 2/3 of these teachers are counted as being trained under this indicator. Thus, for year 2 the indicator is calculated as follows: 66%*4000 teachers trained in-service (2,640) +2,300 trained pre-service+500 scholarship recipients.</i></p>									

**Table 3.7 PEPFAR Indicator**

Objective (G)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				M	F	Total	M	F	Total
Improved knowledge and skills for HIV/AIDS prevention.	Number of community members reached with HIV/AIDS prevention programs that promote abstinence and/or being faithful (PEPFAR)	440,000	1,760,000	155,437	180,092	335,392	372,960	404,534	777,494
<p>“Number of community members reached” refers to community beneficiaries of out-reach programs.</p> <p><i>Note on calculation of target: CHANGES2 will target 400 schools per year. The total number of community members reached through HIV/AIDS prevention programs per school community is estimated at 1,100. This gives an annual target of 400 x 1,100 = 440,000 and a cumulative total of 1,760,000 over 4 years.</i></p>									

## 4.0 NON-MANDATED PROGRAM RESULTS BY COMPONENT

**Table 4.1 School Health and Nutrition**

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				Male	Female	Total	Male	Female	Total
Improved access to health and nutrition services resulting in lessened parasite burden	Percent of children self-reporting worms and bilharzia in CHANGES2 schools	10% reduction	10% reduction	2.7%	2.4%	2.5%	2.7%	2.4%	2.5%*
<p><i>*Note on calculation of targets: The targets are based on the pre-test and post test measurements done by the Partnership for Child Development and Successful intelligence over a 3 year period in Eastern province under CHANGES which showed a drop in bilharzias infestation rates from &gt;45% to &lt;10%. At baseline for year 2 CHANGES2 showed that 20.2% of children were self-reporting worms and bilharzias. Thus, the achieved rate of 2.5% self-reporting worms and bilharzias represents nearly a 10-fold reduction.</i></p>									
	Percent of teachers from 400 schools correctly using SHN cards	50% of teachers sampled in intervention schools	50% of teachers sampled in intervention schools	53%	60%	57%	53%	60%	57%
<p><i>Note on calculation of targets: Since the indicator is training based it is estimated that prior to training 0% of the teachers will incorporate the content of the training in their work but that after training at least 50% of them will do so. Five SHN cards will be sampled from one class in each CHANGES2 school and all must be correctly filled in according to set criteria. Since each class has one teacher the proportion of teachers correctly filling in SHN cards will be calculated from number of schools with correctly filled in SHN cards. Criteria for being deemed filled in correctly include:</i></p> <ol style="list-style-type: none"> <li><i>1. General information must be provided on the cover.</i></li> <li><i>2. Section on physical screening should be completed at the beginning of term 1</i></li> <li><i>2. Section on academic performance should be completed at the end of each term</i></li> <li><i>3. Section on treatment and immunizations given to pupils should be completed by teachers if in that school DAD had taken place. Health workers should complete part on immunizations whenever workers have visited a school and provided immunizations the children</i></li> <li><i>4. The teacher should record a child who has been absent for 1 week or more from school due to illness or other reasons. This should be cross referenced from the attendance register</i></li> <li><i>5. Referral cases should be recorded at the back of the card each time a child is given referral to the clinic or hospital.</i></li> </ol>									

**Table 4.2 Scholarships to OVCs**

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				Male	Female	Total	Male	Female	Total
Greater OVC support	Number of yearly scholarships awarded	4,000	11,500	2,148	3,032	5,180	3,427	5,606	9,033*
Greater OVC support	Number of scholarship recipients benefiting from mentoring support.	4,000	7,000	2,148	3,032	5,180	3,427	5,606	9,033
<p><i>Note on calculation of targets: Mentors are teachers and grade 12 graduate former scholarship recipients who are specially trained to provide mentoring to scholarship recipients. The beneficiaries of mentoring are all scholarship recipients. Given that some pupils will receive scholarships over 2 or 3 years while others will graduate the net number of scholarship recipients and hence the number of recipients benefiting from mentoring is estimated at 6,500 as follows: year1=4000 recipients, year2=1500 new recipients, and year 3=1500 new recipients.</i></p>									

\*This indicator has been exceeded because of a programmatic shift of supporting less OVCs in high cost schools and more OVCs in low cost schools. This has made it possible to support more OVCs within the same budget.

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				Male	Female	Total	Male	Female	Total
	Percent of scholarship recipients participating in SAFE (or other anti-AIDS) clubs.	85%	85%	100%	100%	100%	100%	100%	100%
Note on calculation of targets: A target of 85% of the scholarship recipients are expected to be members of SAFE clubs every year.									
	Number of scholarship recipients trained as HIV/AIDS peer educators (c)	2000	3,250	1,012	1,141	2153	1,669	2,334	4,003
<i>Note on calculation of targets: It is estimated that half of the 6,500 scholarship recipients will be trained as peer educators. Hence 3,250 are expected to be trained as peer educators.</i>									

\* This figure is lower than that for last quarter by 176. This is a verified figure where as the last quarter figure was an estimate. This figure does not include the grade 10 student who will receive scholarships in the coming quarter.

**Table 4.3 Small Grants**

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				Males	Females	Total	Males	Females	Total
Support HIV/AIDS prevention and mitigation	Number of Children benefiting from grant aided services.	60,000	240,000	101,223	104,934	206,157	158,827	163,454	322,281
	Number of grants awarded	80	320	-	-	171	-	-	284
<i>Note on calculation of targets: It is estimated that about 20 grants will be given per province per year, or 80 for 4 provinces each year. The total number of grants over 4 years is 320. Given that the school and its catchment area will be the focus of CHANGES2 programmes and that the estimated average number of children per school is approximately 750 children, it is estimated that a minimum of <math>80 \times 750 = 60,000</math> children will benefit from grant aided activities each year, and 240,000 children will benefit over 4 years.</i>									

**Table 4.4 School Community Partnerships and Outreach**

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				Male	Female	Total	Male	Female	Total
Improved community support to schools	Number of community leaders participating in HIV/AIDS, SHN, and school improvement support activities	4,800	19,200	5,868	5,702	11,570	8,502	7,441	15,943
<p>“Community leaders” refers to male and female chiefs, headmen, traditional councilors, and religious leaders and other influential persons. “Support activities” refers to such actions as school feeding for students, dissemination of HIV/AIDS prevention messages, community support for OVC educational requirements etc.</p> <p><i>Note on calculation of targets: Two community leaders will be sensitized in each of the 400 communities each year over 4 years. Each group of two will be responsible for forming a community action group that consists of 8-12 members. Hence 800 community leaders will be sensitized each year, giving a total of 3,200 community leaders over 4 years. As noted, it is expected that each of these leaders will train 5 other community leaders in turn. Thus, the annual target is 800+ (800*5) or 4,800.</i></p>									

**Table 4.5 School Community Partnerships and Outreach**

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)	Achieved (Project to Date)
Improved community support to schools	Number of communities mobilized to take action concerning HIV/AIDS	400	1,600	412	836
	<p>“Mobilization” refers to participation in community focus groups, community action groups, and participation of community leaders in sensitization activities all of which lead to community planning and action.</p> <p><i>Note on calculation of targets: CHANGES2 will target 400 schools per year. Each school catchment area will be considered a single community. Hence 400 communities will be mobilized per year, giving a total of 1,600 over 4 years.</i></p>				
	Number of community action plans developed	300	1,200	748	1,168
	<p><i>Note on calculation of targets: It is estimated that not all communities sensitized will develop action plans. During phase I of the CHANGES program only 46% of communities developed action plans and only 77% of schools developed action plans. Since CHANGES2 is more school focused than community focused, and since it is treating the entire school catchment area as one community, unlike CHANGES which focused on individual villages, it has been decided to project the number of community action plans developed at 75% which given 400 communities works out at 300 action plans per year. Over 4 years that gives 1,200 action plans.</i></p>				
	Percent of developed community action plans that are being implemented	80%	80%	76%	76%
<p><i>Note on calculation of targets: Under CHANGES program phase I the percentage of community action plans implemented was 85% and under CHANGES Program phase II it was 77%. Given this experience, Number of developed action plans implemented under CHANGES2 has been projected at 80%. Definition of “implemented”:</i> As in CHANGES, action plans are expected to have a minimum of one planned activity. Therefore, even if an action plan has several planned activities; it is considered implemented if at least one planned activity has been implemented.</p>					

**Table 4.6 School Community Partnerships and Outreach**

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Year to Date)			Achieved (Project to Date)		
				M	F	T	M	F	T
Improved coordination of and capacity for HIV prevention	Number of provincial level, district level, COE staff and other officials trained (PEPFAR)	300	600	1,684	991	2,680	1,790	1,081	2,871*
<p>On a regular basis, CHANGES2 will provide training to provincial, and district level officials from the Ministry of Education, Ministry of Health, and Ministry of Community Development and Social Services, as well as to senior staff from Colleges of Education, to enable them better coordinate improved education delivery and to mitigate the impact of HIV/AIDS on the education system. These achieved training figures generally will not “fit” neatly under other CHANGES2 mandated or non-mandated indicators. Likewise, the program will also be regularly conducting training of trainers’ workshops and specialized training in SHN, HIV/AIDS support, pedagogy, information technology, library management, and guidance and counseling; CHANGES2 will also be building the capacity of MOE and other staff through involving them in curriculum revision, training manual development, and materials development activities. These figures too will generally not fit neatly under other indicators. Hence, this indicator is a “catch all” table for these important activities and outputs that do not easily fall under other indicators.</p> <p><i>Note on calculation of target: The annual targets for this indicator are estimated, but it is anticipated that after year 2 the number of trainings for this group will decrease as all individuals will have received sufficient training.</i></p>									

\* Due to retraining of the same officers in different topics, the target has been exceeded. In addition, the data reflects two additional trainings that were not originally anticipated under the indicator; training of officers in FTI topics and sensitization of senior GRZ officers.

## 5.0 FAST TRACK INITIATIVE (FTI) INDICATORS

### Table 5.1 Teacher Education

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)
Reduced student-teacher ratio.	Number of community schools benefiting from ZATEC student teachers doing school based year and receiving COE support	125	135
<p><i>Description: Indicator tracks number of COE students placed in community schools to improve teacher/ student ratio.</i></p> <p><i>Note on calculation of target: It is anticipated that 250 students from the 10 COE in Zambia will be deployed in community schools in the ratio of two students per school. In this way 125 community schools are expected to benefit.</i></p>			

### Table 5.2 Teacher Education

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)		
			Males	Females	Total
Training of community school teachers	Number of community school teachers participating in teacher education programs	944	582	357	939
<p><i>Description: Indicator tracks training of community school teachers by CHANGES2.</i></p> <p><i>Note on calculation of target: One teacher from each of the 944 community schools in the 4 CHANGES2 provinces will be trained.</i></p>					

### Table 5.3 Teacher Education

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)		
			Males	Females	Total
Improved teaching practice by community school teachers	Percent of sampled community school teachers with improved teaching methods as a result of CHANGES2 activities	60% of teachers should show improvement in score	TBD	TBD	TBD
<p><i>Description: The indicator tracks translation of teacher training into teacher practices.</i></p> <p><i>Note on calculation of target: Pre-intervention data will be compared with post intervention data. The data will be collected from 6 community schools in each of the 4 provinces using classroom observations.</i></p>					

**Table 5.4 Teacher Education**

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)
Improved performance among pupils in community schools	Percent of schools with increased pass rates among grade 7 pupils.	25%	TBD
<p><i>Description: Indicator tracks translation of improved teaching practices into improved student performance. Note on calculation of target: Pass rate data will be collected from schools by the MOE during monitoring. Pre-intervention data will be compared with post intervention data. It is expected that over the one year of FTI implementation 25% of the schools will show improvement. It is difficult to predict improved student performance in this context. The majority of learners in community schools are in the lower grades where there is no national assessment on an annual basis.</i></p>			

**5.5 Sub-Grants**

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)
Improved community schools infrastructure	Number of community schools with improved infrastructure	132	143
<p><i>Description: Indicator tracks number of schools receiving infrastructure improvement grants. Note on calculation of target: It is expected that in each of the 4 provinces 33 community schools will benefit from infrastructure improvement grants. Hence <math>33 \times 4 = 132</math></i></p>			

**5.6 Sub-Grants**

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)		
			Males	Females	Total
Community school pupils learning in improved school environment.	Number of community school pupils benefiting from improved infrastructure	26,400	21,719	23,474	45,193
<p><i>Description: Indicator tracks number of pupils benefiting from grants. Note on calculation of target: The average enrolment in community schools is estimated at 200. Hence <math>200 \text{ pupils} \times 132 \text{ schools}</math> gives 26,400 pupils benefiting from infrastructure support grants.</i></p>					

**5.7 Sub-Grants**

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)		
			Males	Females	Total
Improved educational support for OVCs	Number of OVC benefiting from grants to improve community schools	7,920	21,719	23,474	45,193
<p><i>Description: Indicator tracks number of orphans benefiting from grants. Note on calculation of target: Average enrolment in community schools is estimated at 200. Expected number of Schools benefiting from grants is 132. Orphans in these schools are estimated at 30 %. Hence number of orphans benefiting is estimated at <math>200 \times 132 \times 0.3 = 7,920</math></i></p>					

### 5.8 Capacity Building

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)
Improved support for infrastructure preventive maintenance	Number of support visits to community schools by district Sub-grant Management Committees in CHANGES2's four focus provinces	132	248
<p><i>Description: Indicator tracks MOE support for sustainability of grant aided facilities in community schools. Note on calculation of target: Sub-grant committees are expected to visit each of the 132 schools expected to receive sub-grants at least twice a year. Hence <math>132 \times 2 = 264</math></i></p>			

### 5.9 Capacity Building

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)		
			Males	Females	Total
Strengthened MOE community schools support structure.	Number of standards officers and guidance and counseling officers trained to provide effective support to community schools and their teachers.	101	367	175	542*
<p><i>Description: Indicator tracks capacity building in MOE supervision and support to community schools. Note on calculation of target: It is estimated that 2 standards officer and 1 guidance and counseling officer will be trained in each of 31 districts = 93. Together with the district personnel, 2 provincial SOs will be trained in each of the 4 provinces = 8. Total <math>93+8=101</math>.</i></p>					

\* This indicator target assumed only one type of training for standards officers, namely training for officers who provide pedagogy support activities to community schools. In practice, however, the program sponsored 5 different trainings: TOT trainings, training of community school teachers, and a review TOT training (all pedagogy training and monitoring focused); as well as training of officers in FTI infrastructure rehabilitation related to inspection and guidance.

### 5.10 Capacity Building

Objective	Indicator Definitions	Target (Cumulative)	Achieved (To date)		
			Males	Females	Total
Improved MOE delivery of support to community schools.	Number of standards officers and guidance and counseling officers providing effective mentoring and support to community schools and their teachers.	101	336	148	484
<p><i>Description: Number tracks capacity building in MOE supervision and support to community schools. Note on calculation of target: It is estimated that 2 standards officers and 1 guidance and counseling officer will be trained in each of 31 districts = 93. Together with the district personnel, 2 provincial SOs will be trained in each of the 4 provinces = 8.</i></p>					

## 6.0 SPECIAL EVENTS

### *Program visitors*

Mr. Chanda, an auditor from USAID, visited the CHANGES2's headquarters office in Lusaka and the Southern Province office. During his visit he went through accounts and grants systems and discussed these issues with the sub-grant coordinator, accountant, program manager, and the sub-grant advisor. In Southern Province the auditor visited two Fast Track Initiative grant recipients, namely Nakatindi and Mwandu Community Schools. This visit was part of a USAID project audit of CHANGES2.

## 7.0 MANAGEMENT AND ADMINISTRATION

CHANGES2 received the green light to start the process of procuring four new vehicle, one for each province. This will ease the transport problems the field teams have been experiencing in implementing an ever expanding portfolio of program components.

## 8.0 PLANS FOR NEXT QUARTER

### *Teacher Education*

- Many of the monitoring and support activities in last quarter will continue in this quarter. CHANGES2 TAs and Coordinators with MOE colleagues will monitor the community schools to support improved teaching methods, the colleges to support the placement and lesson learned from community schools and the CHANGES2 core schools implementation of effective HIV/AIDS prevention activities within the curriculum at basic schools.
- Planning for next year will also continue with MOE colleagues as well as the preparation for TOT and training of community school head teachers in the four provinces. All nine provinces will carry out their library training and setting up of Provincial, District and Zonal Resource Center libraries.

### *HIV/AIDS*

- Make support visits to 4 COEs implementing HATEC
- Finalize and print HATEC documents for scale-up
- Do TOT for scale-up of HATEC
- Finalize Peer Educator's Activity Manual for scholarship recipient training

### *School Health and Nutrition*

- Compile, finalize and present awards to HPS
- Training of teachers, pupils and community members in sustainable school gardens
- Support and monitoring of SHN activities implemented in schools
- Distribution of the remaining SHN IEC materials

### ***Scholarships and OVCs***

- In-depth monitoring of scholarships and support activities in remaining schools
- Monitor the verification and disbursement of scholarships to continuing students
- Facilitate initial meetings with the Ministry of Education standards officers

#### **CHEP**

- Distributing 2008 scholarships funds to schools.
- Provide technical support to Action AIDS clubs.

#### **FAWEZA**

- Distributing 2008 scholarships funds to schools.
- Monitoring of scholarships and use of Comfort kits.

#### **FHT**

- Distributing 2008 scholarships funds to schools.
- Monitoring of scholarships and support activities
- Collecting data on the number of recipients participating in AIDS Action activities
- Training more peer facilitators in peer education and psychosocial support

### ***School-Community Partnerships***

- Monitor and support trainings of school community teams that were left out last quarter.
- Monitor and support training of pupils in SCP
- Monitor and support SCP activities at school/community level

### ***Small Grants***

- Monitor Grant aided projects
- Closing out some grants agreements
- Provide technical support to MOE and CHANGES2 field staff

### ***Monitoring and Evaluation***

- Year 2 intervention follow on and year 2 control follow on data collection
- Completion of Year 1 baseline and follow on data analysis and report writing
- Start of year 2 baseline and follow on data analysis
- Monitoring of core schools and ESF schools

## **9.0 APPENDICES**

### **Appendix A**

#### **CHANGES2 Grants Tables by Province and Type of Grant**

# CHANGES2 Fast Track Initiative (FTI)

## Infrastructure Improvement Grants

Province	Grant Number	Recipient Organization <i>Activity/Purpose</i>	Grant Value	Amount Dispersed	Status
<i>Central</i>					
	KBE/IIG/001	Salamano Community School <i>Construct 2 VIP latrines, provision of 15 Desks</i>	\$3,901.00	\$1,950.00	On-going
	KBE/IIG/002	Powerline Community School <i>Construction 3 VIP</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/003	Okada Community School <i>Complete 1x 2 Class-room Block, 1 double VIP</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/004	Ngala Community School <i>Complete 1 x 2 Class-room Block</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/005	Misenga community School <i>Complete 1x3 Class-room Block</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/006	Mulaushi Community School <i>Complete 1 x 2 Class-room Block</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/007	Mukomasala Community School <i>Complete 1 x 2 Class-room Block</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/008	Lusenga Community School <i>Complete 1x2 Class- room Block</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/009	Lunyofwa Community School <i>Complete 1x 2 Class-room Block</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/010	Kalebuka Community School <i>Construct 2 VIP</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/011	Ipila Community School <i>Complete 1 x 2 Class-room Block</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/012	Chililalila West Community School <i>Complete 1 x 2 Class-room Block</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/013	Charity Community School <i>Complete 1 x 2 Class-room Block</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/014	Chandemena Community School <i>Complete 1 x 2 Class-room Block</i>	\$6,047.00	\$3,023.00	On-going
	KBE/IIG/015	Chimbofwe Community School <i>Complete 1 x 2 Class-room Block</i>	\$6,047.00	\$3,023.00	On-going
	KBE/IIG/016	Mulangila Community School <i>Complete 1 x 2 Class-room Block</i>	\$6,047.00	\$3,023.00	On-going
	KBE/IIG/017	Masense Community School <i>Complete 1 x 2 Class-room Block</i>	\$6,047.00	\$3,023.00	On-going

<b>Province</b>	<b>Grant Number</b>	<b>Recipient Organization</b> <i>Activity/Purpose</i>	<b>Grant Value</b>	<b>Amount Dispersed</b>	<b>Status</b>
	KBE/IIG/018	Mulundu Community School <i>Complete 1 x 2 Class-room Block</i>	\$6,047.00	\$3,023.00	On-going
	KBE/IIG/019	Ndeke Community School <i>Complete 1 x 2 Class-room Block</i>	\$6,047.00	\$3,023.00	On-going
	KBE/IIG/020	Mount Camel Community School <i>Construct 3 VIP</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/021	Kalundu Community School <i>Complete 1 x 2 Class-room Block</i>	\$6,056.00	\$3,015.00	On-going
	KBE/IIG/022	Big Concenssion Commumunity School <i>Complete 1 x 2 Class-room Block</i>	\$6,056.00	\$3,015.00	On-going
	KBE/IIG/023	Kangomba Community School <i>Complete 1 x 2 Class-room Block</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/024	Kamulobwe Community School <i>Construct 2 VIP</i>	\$6,207.00	\$3,103.00	On-going
	KBE/IIG/025	Kansangwa Community School <i>Complete 1 x 2 Class-room Block</i>	\$6,056.00	\$3,015.00	On-going
	KBE/IIG/026	Mpande Comunity School <i>Complete 1 x 2 Class-room Block</i>	\$6,056.00	\$3,015.00	On-going
	KBE/IIG/027	Mumbula Community School <i>Construct 2 VIP latrines</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/028	Muleke Community School <i>Complete 1 x 2 Class-room Block</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/029	Mulungushi West Community School <i>Construct 1 VIP/3 Toilets</i>	\$4,971.00	\$2,485.00	On-going
	KBE/IIG/030	Mabula Community School <i>Complete 2 Class-room Blocks</i>	\$6,056.00	\$3,103.00	On-going
	KBE/IIG/031	Kaluzyu Community School <i>Complete 1X2 classroom block</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/032	Chisenga Community School <i>Completing 1X2 classroom block</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/033	Chilunga Community School <i>Construction of 3 double VIPs</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/034	Chilonga Community School <i>Complete 1X2 class room block</i>	\$5,000.00	\$5,000.00	On-going
	KBE/IIG/035	Family Future <i>Completion of 1X2 Classroom block</i>	\$5,000.00	\$5,000.00	On-going
	KBE/IIG/036	St Edmund Community School <i>Completion of 1 X 2 Classroom block</i>	\$5,000.00	\$2,500.00	On-going

Province	Grant Number	Recipient Organization <i>Activity/Purpose</i>	Grant Value	Amount Dispersed	Status
	KBE/IIG/037	Maipalile Community School <i>Completion of 1 X 2 classrrom block</i>	\$5,000.00	\$2,500.00	On-going
	KBE/IIG/038	Handbar Kapotwe Community School <i>Completion and painting of 1 X 2 Classroom block</i>	\$0.00	\$0.00	On-going
<b>Copperbelt</b>					
	NDO/IIG/001	Ipusukilo Community School <i>Procurement of 50 Desks</i>	\$3,375.00	\$3,375.00	On-going
	NDO/IIG/002	Musangashi Community School <i>1x 2 Classroom Block and Purchase of 30 Desks</i>	\$3,298.00	\$3,298.00	On-going
	NDO/IIG/003	Gasto Community School <i>Ren.of 1x2C/room Block &amp; Contr.Of 1Double VIP latr</i>	\$5,480.00	\$5,480.00	On-going
	NDO/IIG/004	St. Anthony's Community School <i>Ren.of 1x1 C/room Block &amp; Purchase of 150desks</i>	\$5,013.90	\$5,013.00	On-going
	NDO/IIG/005	Talent Community School <i>Completion of 1x2 classroom Block</i>	\$4,218.73	\$4,218.73	On-going
	NDO/IIG/006	Mulenga Community School <i>Renovation of 1x5classroom Block and 2 toilets</i>	\$4,878.00	\$2,438.95	On-going
	NDO/IIG/007	Lubengele Community School <i>Renovation of 1x3 Classroom Block&amp; Purc.of 20 desk</i>	\$2,796.64	\$2,796.64	On-going
	NDO/IIG/008	Kamakonde Community School <i>Construction of 2 Double VIP Latrines</i>	\$5,000.00	\$0.00	On-going
	NDO/IIG/009	Golden Eagles Community School <i>Reno.of 1x2 C/room Block Purchase of Office Furnit</i>	\$4,845.25	\$2,422.63	On-going
	NDO/IIG/010	Kamuchanga Community School <i>Completion of 1x2 Classroom Block</i>	\$6,000.00	\$3,000.00	On-going
	NDO/IIG/011	Kamatipa Community School <i>Renovation of 1x2 Classroom Block</i>	\$5,500.00	\$2,625.00	On-going
	NDO/IIG/012	Matete Community School <i>Setting up walls to portal Frame</i>	\$5,250.00	\$2,625.00	On-going
	NDO/IIG/013	Isubilo Community School <i>Constr. 1Double &amp; OneSingle VIP Latrine</i>	\$5,574.00	\$2,787.00	On-going
	NDO/IIG/014	Kamishishi Community School <i>Rehabilitation of 1x 2 Classroom Block</i>	\$5,250.00	\$2,625.00	On-going
	NDO/IIG/015	Sungabukanda Community School <i>Completion of 1 x 2 Clasroom Block</i>	\$5,250.00	\$2,625.00	On-going
	NDO/IIG/016	Kabambula Community School <i>Rehabilitating of 1x 2 Classroom Block</i>	\$5,000.00	\$2,500.00	On-going
	NDO/IIG/017	Fipashi Community School <i>Setting up Curtain walls to portal frame</i>	\$5,000.00	\$2,500.00	On-going

Province	Grant Number	Recipient Organization <i>Activity/Purpose</i>	Grant Value	Amount Dispersed	Status
	NDO/IIG/018	Luunga Community School <i>Setting up curtain walls to 1 x 2 Portal Frame</i>	\$5,000.00	\$2,500.00	On-going
	NDO/IIG/019	Chituba Community School <i>Renovation of 1x2 Classroom Block</i>	\$6,250.00	\$6,250.00	On-going
	NDO/IIG/020	Kanyafimbolo Community School <i>Renovation of 1 x 2 classroom Block</i>	\$6,250.00	\$6,250.00	On-going
	NDO/IIG/021	Fwaka Community <i>Renovation of 1x2 Classroom Block</i>	\$6,250.00	\$6,250.00	On-going
	NDO/IIG/022	Kasombo Community School <i>Renovation of 1x2 Classroom Block</i>	\$5,152.96	\$2,576.48	On-going
	NDO/IIG/023	Mubende Community <i>Renovation of 1x2 Classroom Block</i>	\$6,250.00	\$6,250.00	On-going
	NDO/IIG/024	Well Of Living Waters Community <i>Renovation of 1x2 Classroom Block</i>	\$5,000.00	\$2,500.00	On-going
	NDO/IIG/025	ABC Kamfinsa Community School <i>Renovation of 1x2 Classroom Block</i>	\$5,000.00	\$2,500.00	On-going
	NDO/IIG/026	Chipese Community School <i>Completion of 1x3 Classroom Block</i>	\$5,000.00	\$2,500.00	On-going
	NDO/IIG/027	Chintifu Community School <i>Completion of 1 double VIP Toilet/Purchase 28 desk</i>	\$5,000.00	\$2,500.00	On-going
	NDO/IIG/028	Luongo Community School <i>Improve 1x2 Classroom Block</i>	\$0.00	\$0.00	On-going
	NDO/IIG/029	Twikatane Community School <i>Construction of 2 Double VIP Toilets</i>	\$5,000.00	\$2,500.00	On-going
	NDO/IIG/030	Muchindushi Community School <i>Completion of 1x2 Classroom Block</i>	\$0.00	\$0.00	On-going
	NDO/IIG/031	Mutimpa Community School <i>Construction of 2 Double VIP Toilets</i>	\$5,000.00	\$2,500.00	On-going
	NDO/IIG/032	Roma Community School <i>Improve 1x2 Classroom Block</i>	\$5,000.00	\$2,500.00	On-going
	NDO/IIG/033	Hope for Africa Community School <i>Completion of 1x2 Classroom Block</i>	\$5,000.00	\$2,500.00	On-going
	NDO/IIG/034	Bwafwano Community School <i>Completion of 1x2 Classroom Block</i>	\$0.00	\$0.00	On-going
	NDO/IIG/035	Kakumbi Community School <i>Completion of 1x2 Classroom Block</i>	\$5,000.00	\$2,500.00	On-going
	NDO/IIG/036	Mpata Hills Community School <i>Completion of 1x2 Classroom Block</i>	\$5,000.00	\$2,500.00	On-going

Province	Grant Number	Recipient Organization <i>Activity/Purpose</i>	Grant Value	Amount Dispersed	Status
	NDO/IIG/037	Chisokwe Community School <i>Completion of 1x2 Class-room Block</i>	\$5,000.00	\$2,500.00	On-going
	NDO/IIG/041	Muya Community School <i>Construction of 2 double VIP latrines</i>	\$0.00	\$0.00	
	NDO/IIG/042	Murundu <i>Construction of 2 double VIP</i>	\$5,000.00	\$5,000.00	On-going
<b>Lusaka</b>					
	LSK/IIG/001	Chibolya CS <i>Rehabilitation of 1 x 2 C/room Block Proc. 20 Desk</i>	\$4,895.00	\$4,895.00	On-going
	LSK/IIG/002	Garden CS <i>Rehabilitation 1x3 C/room block Proc. of 30 Desk</i>	\$5,017.50	\$5,017.50	On-going
	LSK/IIG/003	Chipata Open <i>Construction of a Kitchen</i>	\$5,122.50	\$5,122.50	On-going
	LSK/IIG/004	COBET CS <i>Construction of 6 VIP Toilets</i>	\$4,725.50	\$4,725.50	On-going
	LSK/IIG/005	Chawama HF <i>Rehabilitation of 1 x 4 Classroom Block</i>	\$4,312.50	\$4,312.50	On-going
	LSK/IIG/006	Njolwe CS <i>Reb. of 1x2 C/m Block Cons. 3 D/VIP t/lets Proc 25De</i>	\$5,250.00	\$5,250.00	On-going
	LSK/IIG/007	Mashila CS <i>Reh. Of 1x2 C/room Block Cons. Of 3double Toilets</i>	\$5,250.00	\$5,250.00	On-going
	LSK/IIG/008	Chartnonel CS <i>Rehab. Of 1x2 C/room Block Const. 2t/lets Proc. 6Des</i>	\$5,247.50	\$5,247.50	On-going
	LSK/IIG/009	Nyashinshi CS <i>Rehab. of 3 C/rooms, 1 Kitchen &amp; 9 VIP Toilets</i>	\$5,250.00	\$5,250.00	On-going
	LSK/IIG/010	Fight Poverty <i>Compl. Of 1x2 C/room Block Proc. 30 Desks</i>	\$5,150.00	\$5,150.00	On-going
	LSK/IIG/011	Chifundo <i>Completion of 1 x 4 Classroom Block</i>	\$5,375.00	\$5,375.00	On-going
	LSK/IIG/012	Chazanga Reach Out <i>Construction of Kitchen Constr. of 4VIP toilets</i>	\$5,201.25	\$5,201.25	On-going
	LSK/IIG/013	Kanyama Salvation <i>Proc. Of 50desks Reb. Of 6c/rooms Painting 6toilets</i>	\$5,000.00	\$5,000.00	On-going
	LSK/IIG/014	Ndapula <i>Rehabilitation of 1x2 Classroom Block</i>	\$5,400.00	\$5,400.00	On-going
	LSK/IIG/015	Mary Mother of God CS <i>Construction of a Kitchen</i>	\$5,000.00	\$5,000.00	On-going
	LSK/IIG/016	Makangwe CS <i>Rehabilitation Of 1x2 Classroom Block</i>	\$5,000.00	\$5,000.00	On-going

<b>Province</b>	<b>Grant Number</b>	<b>Recipient Organization</b> <i>Activity/Purpose</i>	<b>Grant Value</b>	<b>Amount Dispersed</b>	<b>Status</b>
	LSK/IIG/017	Messiah Ministries CS <i>Construction of a Kitchen</i>	\$5,250.00	\$5,250.00	On-going
	LSK/IIG/018	Joseph Centre <i>Construction of a Kitchen</i>	\$5,250.00	\$5,250.00	On-going
	LSK/IIG/019	Linda Open CS <i>Construction of 2 Double VIP Toilets</i>	\$5,000.00	\$5,000.00	On-going
	LSK/IIG/020	John Laing Salvn CS <i>Rehab. of 1x2 1x3 C/room Blocks Proc. 30desks</i>	\$5,248.75	\$5,248.75	On-going
	LSK/IIG/021	Hope Foundation <i>Rehab.of 2c/rooms,Proc.of40desk,5c/rs,4t/bles 2cab</i>	\$3,875.13	\$3,875.13	On-going
	LSK/IIG/022	City of Hope CS <i>Rehab. of 16 C/rooms Proc. Of 20 Desks</i>	\$5,312.50	\$5,312.50	On-going
	LSK/IIG/023	Kaluluzi CS <i>Completion of 1 x 2 Classroom Block</i>	\$5,250.00	\$5,250.00	On-going
	LSK/IIG/024	Chankasi CS <i>Completion of 1x1 C/room Block Proc.4chairs &amp; 2tbs</i>	\$4,875.00	\$4,875.00	On-going
	LSK/IIG/025	Malambo CS <i>Rehabilitation of 1x2 Classroom Block</i>	\$4,600.00	\$4,600.00	On-going
	LSK/IIG/026	Kamilulu CS <i>Rehabilitation of 1x2 Classroom Block</i>	\$5,225.00	\$5,225.00	On-going
	LSK/IIG/027	Calp CS <i>Const. of 3 Double VIP Toilets</i>	\$5,029.75	\$5,029.75	On-going
	LSK/IIG/028	Chitukuko CS <i>Rehab.1x2C/room Block Proc.20desks Const.7VIP Toil</i>	\$5,265.00	\$5,265.00	On-going
	LSK/IIG/029	St. Julius CS <i>Rehab.1x2 C/room Block Proc. Of 30 Desks</i>	\$5,310.00	\$5,310.00	On-going
	LSK/IIG/030	Chilimba CS <i>Rehabilitation of 1x2 C/room Block Proc.Of 30Desks</i>	\$5,367.50	\$5,367.50	On-going
	LSK/IIG/031	Kabuyu CS <i>Rehab. Of 1x2 C/room Block Proc.of 20 Desks</i>	\$5,250.00	\$5,250.00	On-going
	LSK/IIG/032	Kalungulu Community school <i>Rehabilitation IX3 classroom</i>	\$5,353.50	\$5,353.50	On-going
	LSK/IIG/033	Mukuyu community school <i>Completion of 1x2 Class-room Block</i>	\$4,508.50	\$4,508.50	On-going
<b>Southern</b>					
	LVN/IIG/001	Mwandi <i>Rehabilitation &amp; Purchase Of Desks</i>	\$5,004.00	\$2,502.00	On-going
	LVN/IIG/002	Nakatindi <i>Construction of Kitchen &amp; Purchase of Desks</i>	\$5,004.00	\$2,502.00	On-going

<b>Province</b>	<b>Grant Number</b>	<b>Recipient Organization</b> <i>Activity/Purpose</i>	<b>Grant Value</b>	<b>Amount Dispersed</b>	<b>Status</b>
	LVN/IIG/003	Chipepo <i>Purchase of Desks</i>	\$5,000.00	\$5,000.00	On-going
	LVN/IIG/004	Hamapula <i>Purchase of Desks</i>	\$2,700.00	\$2,700.00	On-going
	LVN/IIG/005	Chisangano <i>Purchase of Desks</i>	\$5,175.00	\$0.00	On-going
	LVN/IIG/006	Manyana <i>Rehab of 1x2 Classroom Block &amp; Comp of 1x1 class</i>	\$4,955.00	\$0.00	On-going
	LVN/IIG/007	James Siachitema <i>Completion Of 1 x 2 Classroom Block</i>	\$4,250.00	\$2,125.00	On-going
	LVN/IIG/008	Chitumbi <i>Completion Of 1 x 3 Classroom Block</i>	\$6,750.00	\$0.00	On-going
	LVN/IIG/009	Nazibula <i>Completion Of 1 x 2 Classroom Block</i>	\$4,832.00	\$0.00	On-going
	LVN/IIG/010	Nziba <i>Completion Of 1 x 1 Classroom Block</i>	\$4,550.00	\$2,275.00	On-going
	LVN/IIG/011	Ngoma <i>Construction of Kitchen &amp; Painting 1 x 2</i>	\$5,000.00	\$0.00	On-going
	LVN/IIG/012	Siluyasila <i>Purchase of Desks</i>	\$4,300.00	\$2,150.00	On-going
	LVN/IIG/013	Bungashiya <i>Completion Of 1 x 2 Classroom Block</i>	\$5,554.00	\$0.00	On-going
	LVN/IIG/014	Kalomo Central <i>Purchase of Desks</i>	\$4,075.00	\$0.00	On-going
	LVN/IIG/015	Nakavundu <i>Construction of Toilets</i>	\$3,935.00	\$0.00	On-going
	LVN/IIG/016	Nachumba <i>Purchase of Desks</i>	\$5,000.00	\$0.00	On-going
	LVN/IIG/017	Kabanga <i>Purchase of Desks</i>	\$5,000.00	\$0.00	On-going
	LVN/IIG/018	Batunga <i>Construction Of 2 Double VIP Toilets</i>	\$4,305.00	\$0.00	On-going
	LVN/IIG/019	Iyanda <i>Completion Of 1 x 2 Classroom Block</i>	\$4,929.00	\$0.00	On-going
	LVN/IIG/020	Munyanja <i>Purchase of Desks</i>	\$3,838.00	\$0.00	On-going
	LVN/IIG/021	Itumbi <i>Purchase of Desks</i>	\$3,838.00	\$0.00	On-going

Province	Grant Number	Recipient Organization <i>Activity/Purpose</i>	Grant Value	Amount Dispersed	Status
	LVN/IIG/022	Hanakeembe <i>Completion Of 1 x 2 Classroom</i>	\$3,980.00	\$0.00	On-going
	LVN/IIG/023	Namununga <i>Completion Of 1 x 2 Classroom Block</i>	\$5,000.00	\$0.00	On-going
	LVN/IIG/024	Nakalwida <i>Completion of 1 x 2 Classroom Block</i>	\$5,038.00	\$0.00	On-going
	LVN/IIG/025	Munzuma <i>Completion of 1 x 2 Classroom Block</i>	\$5,000.00	\$0.00	On-going
	LVN/IIG/026	Chivuna <i>Completion of 1 x 2 Classroom Block</i>	\$4,875.00	\$0.00	On-going
	LVN/IIG/027	Ben Mulalu <i>Completion of 1 x 2 Classroom Block</i>	\$5,000.00	\$0.00	On-going
	LVN/IIG/028	Chilube <i>Completion of 1 x 3 Classroom Block</i>	\$5,330.00	\$0.00	On-going
	LVN/IIG/029	St. Margrate <i>Completion of 1 x 1 Classroom Block</i>	\$4,984.00	\$0.00	On-going
	LVN/IIG/030	Mubiana <i>Completion of 1 x 2 Classroom Block</i>	\$5,000.00	\$0.00	On-going
	LVN/IIG/031	Namumu <i>Purchase Of Furniture &amp; Construction of Toilets</i>	\$4,880.00	\$0.00	On-going
	LVN/IIG/032	Maunga <i>Completion of 1 x 1 Classroom Block</i>	\$4,347.00	\$0.00	On-going
	LVN/IIG/033	Dambilo Community School <i>Construction of 4 single VIP toilets</i>	\$5,000.00	\$5,000.00	On-going
	LVN/IIG/035	Mulala Community School <i>Construction of 2 Double VIP Toilets</i>	\$4,310.00	\$4,310.00	On-going
	LVN/IIG/037	Inongwe Central Community School <i>Purchase of 60 desks and 2 chira and two 2 table</i>	\$5,000.00	\$5,000.00	On-going
	LVN/IIG/038	Namankubaula Community School <i>Purchase of 56 desks/2 tables/2 chairs</i>	\$0.00	\$0.00	On-going
	LVN/IIG/039	Kachembele Communtiy School <i>Completion of 1x1 classroom block</i>	\$5,000.00	\$5,000.00	On-going
	LVN/IIG/040	Chabota <i>Reh of 1x2 Classroom block, cons of 1 double VIP</i>	\$5,000.00	\$5,000.00	On-going
	LVN/IIG/041	Ndeke Community School <i>Purchase 63 desks</i>	\$5,000.00	\$5,000.00	On-going

# PEPFAR Rapid Response Grants Report

<i>Province</i>	<b>Grant Number</b>	<b>Recipient Organization</b>	<b>Total Grant Value</b>	<b>Grant Purpose</b>							<b>Male Beneficiaries</b>	<b>Female Beneficiaries</b>	<b>Status</b>	
				Nutrition Support for OVC/CAH	Economic Generating Activities for OVC/CAH Support	HIV Education Plans for Prevention	Education Supplies for OVC/CAH	SHN Action Plans	HIV/AB Community Outreach	Supplementary Education/Vocational Training for OVC/CAH				Recreation for OVC/CAH
<b>Central</b>														
	KBW/001/RR/007	Angelina Tembo School	\$1,414.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	0	179	On-going
	KBW/001/RR/009	Shamabase Basic School	\$4,057.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	120	180	On-going
	KBW/001/RR/021	Chumwe	\$1,200.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	177	170	On-going
	KBW/001/RR/022	Tikondane Women Club	\$2,125.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	17	On-going
	KBW/001/RR/024	Mufunda	\$2,925.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	60	On-going
	KBW/001/RR/025	Lifwambula Basic School	\$4,418.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	150	On-going
	KBW/001/RR/026	Moomba Basic School	\$2,524.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	177	170	On-going
	KBW/001/RR/027	Fibanga Basic School	\$841.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	9	Finished
	KBW/001/RR/028	Chitina	\$4,963.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	17	On-going
	KBW/001/RR/029	Naambe Basic School	\$720.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	47	61	On-going
	KBW/001/RR/029	Mikunku Basic School	\$3,679.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	96	118	On-going
	KBW/001/RR/030	Gombe Community Based Organization	\$2,600.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	16	17	On-going
	KBW/001/RR/031	Kamwala Basic School	\$3,354.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	52	94	On-going
	KBW/001/RR/032	Mpande Basic School	\$1,936.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	645	755	On-going
	KBW/001/RR/033	Kafulamase Basic School	\$1,414.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	244	257	On-going
	KBW/001/RR/034	Mwachisompola Community Basic School	\$4,837.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	690	498	On-going
	KBW/001/RR/035	Bulungu Basic School	\$2,834.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	170	71	On-going

**Grant Purpose**

Recreation for OVC/CAH  
 Supplementary  
 Education/Vocational  
 Training for OVC/CAH  
 HIV/AB Community  
 Outreach  
 SHN Action Plans  
 Education Supplies for  
 OVC/CAH  
 HIV Education Plans for  
 Prevention  
 Economic Generating  
 Activities for OVC/CAH  
 Support  
 Nutrition Support for  
 OVC/CAH

**Province**

Grant Number	Recipient Organization	Total Grant Value									Male Beneficiaries	Female Beneficiaries	Status
KBW/001/RR/036	Kafululu Basic School	\$5,425.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	150	On-going
KBW/001/RR/038	Kalilwe Baisc School	\$4,775.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	96	118	On-going
KBW/001/RR/039	Chibuluma	\$4,075.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	309	255	On-going
KBW/001/RR/040	Nkomba Basic School	\$5,250.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	206	200	On-going
KBW/001/RR/041	Tulipamo AIDS Support	\$2,582.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	102	112	On-going
KBW/001/RR/042	Malali Basic School	\$2,000.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	203	147	On-going
KBW/001/RR/043	George Ndashe Basic School	\$2,000.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	235	189	On-going
KBW/001/RR/044	Meembe Basic School	\$1,891.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	120	125	On-going
KBW/001/RR/045	Mutaka Basic School	\$1,400.00	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	191	163	On-going
KBW/001/RR/046	Mwishala Basic School	\$3,063.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	135	165	On-going

**Copperbelt**

NDO/0001/RR/001	Twafwane Basic School	\$4,512.08	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1203	1232	Finished
NDO/0001/RR/002	Mikata Basic School	\$1,151.25	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	34	64	Finished
NDO/0001/RR/003	Chibuli Basic School	\$1,567.50	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	63	49	Finished
NDO/0001/RR/004	Malembeka Middle Basic	\$1,310.00	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	59	54	Finished
NDO/0001/RR/005	Mama Rosa Basic School	\$1,287.38	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	85	92	Finished
NDO/0001/RR/006	Talent Community School	\$4,513.60	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	170	100	Finished
NDO/0001/RR/007	Buyantashi Basic School	\$1,807.50	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	754	755	Finished
NDO/0001/RR/007	Gandhi Basic School	\$5,750.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	423	470	On-going
NDO/0001/RR/008	Kamuchanga Basic School	\$1,442.25	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	618	583	Finished
NDO/0001/RR/009	Easlea Basic School	\$417.75	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	727	836	Finished

**Grant Purpose**

Recreation for OVC/CAH  
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 OVC/CAH  
 HIV Education Plans for  
 Prevention  
 Economic Generating  
 Activities for OVC/CAH  
 Support  
 Nutrition Support for  
 OVC/CAH

***Province***

Grant Number	Recipient Organization	Total Grant Value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Male Beneficiaries	Female Beneficiaries	Status
NDO/0001/RR/010	Bwananyina Basic School	\$1,875.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	413	497	Finished
NDO/0001/RR/011	Lubendo Basic School	\$1,402.13	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	332	302	Finished
NDO/0001/RR/012	Mukulungwe Basic School	\$1,022.50	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	227	229	Finished
NDO/0001/RR/013	Chibuluma Basic School	\$2,461.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	654	724	Finished
NDO/0001/RR/014	Kankoshe Basic School	\$1,343.75	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	522	527	Finished
NDO/0001/RR/015	Ipusukilo Community School	\$1,878.50	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	932	929	Finished
NDO/0001/RR/016	Kamitondo Basic School	\$2,500.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1045	1136	Finished
NDO/0001/RR/017	Musenga Basic School	\$2,250.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	464	458	Finished
NDO/0001/RR/018	Chiwala Basic School	\$1,200.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	552	386	Finished
NDO/0001/RR/019	Kasompe Basic School	\$2,326.39	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1022	1036	Finished
NDO/0001/RR/020	Lumanto Basic	\$2,177.50	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	436	212	Finished
NDO/0001/RR/021	Kabwata Basic School	\$4,005.38	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	382	428	On-going
NDO/0001/RR/022	Mabungo Basic School	\$5,750.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	825	848	On-going
NDO/0001/RR/023	Chambishi Basic School	\$5,750.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	786	746	On-going
NDO/0001/RR/024	Namubwera Basic School	\$5,814.78	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	187	202	On-going
NDO/0001/RR/025	Matelo Basic	\$4,740.88	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3570	2793	On-going
NDO/0001/RR/026	Kasumba Basic School	\$5,000.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	397	370	On-going
NDO/0001/RR/028	Bwembelo Basic School	\$4,526.78	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	234	245	On-going
NDO/0001/RR/029	Shibuchinga	\$5,000.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	167	426	On-going

***Lusaka***

LSK/RR/0001/001	Lusakasa Basic	\$5,025.56	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	133	165	On-going				
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<i>Province</i>	Grant Number	Recipient Organization	Total Grant Value	Grant Purpose							Male Beneficiaries	Female Beneficiaries	Status
				Nutrition Support for OVC/CAH	Economic Generating Activities for OVC/CAH Support	HIV Education Plans for Prevention	Education Supplies for OVC/CAH	SHN Action Plans	HIV/AB Community Outreach	Supplementary Education/Vocational Training for OVC/CAH			
	LSK/RR/0001/001	Mwalila Basic School	\$416.67	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	59	43	Finished
	LSK/RR/0001/002	Kabwata Basic	\$4,772.73	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1150	501	On-going
	LSK/RR/0001/002	Chankasi Community School	\$708.33	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	15	Finished
	LSK/RR/0001/003	Chilombwe Basic School	\$2,395.83	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	28	28	Finished
	LSK/RR/0001/003	Lwimba Basic	\$4,306.22	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	135	165	On-going
	LSK/RR/0001/004	Mwavi Basic School	\$1,875.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	150	130	Finished
	LSK/RR/0001/004	Chawama Basic	\$4,784.69	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	215	215	On-going
	LSK/RR/0001/005	Kaluluzhi Community School	\$416.67	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	33	29	Finished
	LSK/RR/0001/005	Regiment Basic	\$4,090.91	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	541	835	On-going
	LSK/RR/0001/006	Kapoche Basic School	\$3,005.95	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	225	275	Finished
	LSK/RR/0001/007	Janeiro Basic School	\$595.24	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70	65	Finished
	LSK/RR/0002/001	Shikoswe Basic School	\$1,358.99	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	500	500	Finished
	LSK/RR/0002/002	Nakatete basic School	\$654.76	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	115	124	Finished
	LSK/RR/0002/003	Kasaka basic School	\$809.52	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	104	123	Finished
	LSK/RR/0002/004	Mt. Makulu basic School	\$1,356.99	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	49	44	Finished
	LSK/RR/0002/005	Muchuto Basic School	\$1,069.94	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	53	32	Finished
	LSK/RR/0002/006	Chipongwe Basic	\$580.36	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	90	100	Finished
	LSK/RR/0002/007	Kasenje Basic School	\$2,070.83	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	199	236	Finished
	LSK/RR/0002/008	Chiparamba C. School	\$1,356.99	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	250	300	Finished
	LSK/RR/0002/009	Nangongwe Basic School	\$1,743.45	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	126	162	Finished
	LSK/RR/0002/010	Shantumbu Basic School	\$1,220.24	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	127	183	Finished

<i>Province</i>	Grant Number	Recipient Organization	Total Grant Value	Grant Purpose							Male Beneficiaries	Female Beneficiaries	Status	
				Nutrition Support for OVC/CAH	Economic Generating Activities for OVC/CAH Support	HIV Education Plans for Prevention	Education Supplies for OVC/CAH	SHN Action Plans	HIV/AB Community Outreach	Supplementary Education/Vocational Training for OVC/CAH				Recreation for OVC/CAH
	LSK/RR/0003/001	Nyangwena SCP Committee	\$660.71	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	413	396	Finished
	LSK/RR/0003/002	Mpemba SCP Committee	\$678.57	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	49	35	Finished
	LSK/RR/0003/003	Silver Rest Basic School	\$1,200.68	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	35	45	Finished
	LSK/RR/0003/004	Chainda SCP Committee	\$1,547.62	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	68	57	Finished
	LSK/RR/0003/006	Chongwe Community Action Group	\$1,356.63	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1100	3100	Finished
	LSK/RR/0003/007	Bimbe SCP Committee	\$2,259.52	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50	73	Finished
	LSK/RR/0004/001	Chazanga Research Out Community Sch	\$651.43	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1000	1000	Finished
	LSK/RR/0004/002	Justin Kabwe SCP Committee	\$4,255.95	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	10300	9200	Finished
	LSK/RR/0004/003	Twatasha Community Partnership Group	\$1,392.86	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	60	80	Finished
	LSK/RR/0004/004	Ngwelele Basic School	\$1,643.53	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4150	8300	Finished
	LSK/RR/0004/005	Hope Foundation Community School	\$2,380.95	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	235	210	Finished
	LSK/RR/0004/005	Bauleni Special School	\$1,864.58	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	304	400	Finished
	LSK/RR/0005/001	Shikoswe Out of School Youths	\$2,874.69	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	200	200	Finished
	LSK/RR/0005/002	Garden Open Community School	\$1,886.79	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	120	Finished
	LSK/RR/0005/003	Plabana Basic School	\$2,899.37	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	700	913	Finished
	LSK/RR/0005/005	Chongwe Basic	\$2,903.27	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	120	130	Finished
<i>Southern</i>														
	LVN/0001/RR/001	Batunga Community School	\$871.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	120	100	On-going
	LVN/0001/RR/002	Uphill Upper Basic School	\$3,089.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	146	150	On-going
	LVN/0001/RR/003	Nanduba Basic School	\$668.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	186	205	On-going
	LVN/0001/RR/004	Mugoto Basic School	\$3,935.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	126	230	On-going

<i>Province</i>	<b>Grant Number</b>	<b>Recipient Organization</b>	<b>Total Grant Value</b>	<b>Grant Purpose</b>							<b>Male Beneficiaries</b>	<b>Female Beneficiaries</b>	<b>Status</b>	
				Nutrition Support for OVC/CAH	Economic Generating Activities for OVC/CAH Support	HIV Education Plans for Prevention	Education Supplies for OVC/CAH	SHN Action Plans	HIV/AB Community Outreach	Supplementary Education/Vocational Training for OVC/CAH				Recreation for OVC/CAH
	LVN/0001/RR/005	Maramba Home Based Care	\$1,851.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	16	On-going
	LVN/0001/RR/006	Maunga Community Anti-Aids Club	\$4,385.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	148	154	On-going
	LVN/0001/RR/007	Good Hope Basic School	\$2,703.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	63	40	On-going
	LVN/0001/RR/008	Tara Basic School	\$3,698.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	92	97	On-going
	LVN/0001/RR/009	Malima Basic School	\$1,424.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	624	423	On-going
	LVN/0001/RR/010	Munyati Basic School	\$2,949.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	130	On-going
	LVN/0001/RR/011	Bweengwa Basic School	\$4,879.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	137	137	On-going
	LVN/0001/RR/012	Chibuwe Basic School	\$2,473.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24	30	On-going
	LVN/0001/RR/013	Lukombe Basic School	\$2,815.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	46	62	On-going
	LVN/0001/RR/014	Kabbila Community School	\$4,975.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11	21	On-going
	LVN/0001/RR/015	Matuwa basic School	\$1,062.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	78	90	On-going
	LVN/0001/RR/016	Dibbwi Community School	\$550.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	91	115	On-going
	LVN/0001/RR/017	Chitongo Basic School	\$5,000.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	972	393	On-going
	LVN/0001/RR/018	Nkonkola Basic School	\$2,875.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	700	750	On-going
	LVN/0001/RR/019	Sihumbwa Basic School	\$5,537.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	158	145	On-going
	LVN/0001/RR/020	Makunka Basic School	\$6,037.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	295	207	On-going
	LVN/0001/RR/021	Mweemba Basic School	\$2,275.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	276	499	On-going
	LVN/0001/RR/022	Zambezi Basic School	\$3,459.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	574	639	On-going
	LVN/0001/RR/023	Muzoka Basic School	\$3,488.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	375	200	On-going
	LVN/0001/RR/024	Masasabi Middle Basic School	\$4,976.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	185	195	On-going
	LVN/0001/RR/025	Sichikali Basic School	\$5,572.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	397	410	On-going

**Grant Purpose**

Recreation for OVC/CAH  
 Supplementary  
 Education/Vocational  
 Training for OVC/CAH  
 HIV/AB Community  
 Outreach  
 SHN Action Plans  
 Education Supplies for  
 OVC/CAH  
 HIV Education Plans for  
 Prevention  
 Economic Generating  
 Activities for OVC/CAH  
 Support  
 Nutrition Support for  
 OVC/CAH

***Province***

<b>Grant Number</b>	<b>Recipient Organization</b>	<b>Total Grant Value</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<b>Male Beneficiaries</b>	<b>Female Beneficiaries</b>	<b>Status</b>
LVN/0001/RR/026	Bbombo Basic School	\$265.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	265	235	On-going				
LVN/0001/RR/027	Batoka Basic School	\$572.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	572	561	On-going				

# PEPFAR Mid-Level Grants Report

Province	Grant Number	Recipient Organization	Total Grant Value	Grant Purpose							Male Beneficiaries	Female Beneficiaries	Status	
				Nutrition Support for OVC/CAH	Economic Generating Activities for OVC/CAH Support	HIV Education Plans for Prevention	Education Supplies for OVC/CAH	SHN Action Plans	HIV/AB Community Outreach	Supplementary Education/Vocational Training for OVC/CAH				Recreation for OVC/CAH
<b>Central</b>														
	KBW/0002	Kapiri-Mposhi District Resource Centre	\$6,500.00	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	NA	On-going
	KBW/0003	Angelina Tembo School	\$7,125.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	NA	On-going
	KBW/0004	Kara Counselling Trust	\$8,433.20	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	NA	NA	On-going
<b>Copperbelt</b>														
	NDO/002	Kitwe College of Education	\$6,938.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	240	360	On-going
	NDO/003	Kitwe Provincial Resource Centre	\$6,500.00	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	240	370	On-going
	NDO/005	Chililabombwe District Teachers' Resource Centr	\$5,808.00	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4713	4723	Finished
	NDO/006	Masaiti District Resource Centre	\$6,000.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3622	3172	On-going
	NDO/007	Ndola District Teachers' Resource Centre	\$5,626.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	7103	6015	On-going
<b>Lusaka</b>														
	LSK/0002	Lusaka Province Teachers Resource Center	\$4,064.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44225	44250	Expired
	LSK/0003	Lusaka District Tresource Center	\$3,958.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2800	2200	Finished
	LSK/0004	Kasenje ZRC	\$4,827.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1425	1425	On-going
	LSK/0005	Muleya Zonal Resource Centre	\$2,021.00	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2500	2500	Finished
	LSK/0006	Chilenje Zonal Resource Centre	\$2,308.00	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	11500	1000	On-going
	LSK/0007	Katondwe Zonal Resource Centre	\$2,946.00	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1300	1245	On-going

# AEI/OVC Wrap-Around Grants Report

<i>Province</i>	<b>Grant Number</b>	<b>Recipient Organization</b>	<b>Total Grant Value</b>	<b>Grant Purpose</b>							<b>Male Beneficiaries</b>	<b>Female Beneficiaries</b>	<b>Status</b>	
				Nutrition Support for OVC/CAH	Economic Generating Activities for OVC/CAH Support	HIV Education Plans for Prevention	Education Supplies for OVC/CAH	SHN Action Plans	HIV/AB Community Outreach	Supplementary Education/Vocational Training for OVC/CAH				Recreation for OVC/CAH
<b>Central</b>														
	KBW/001/WAG/001	Kato Basic School	\$500.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	110	120	On-going
	KBW/001/WAG/003	New Mpima Dairy Basic School	\$500.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	48	48	Finished
	KBW/001/WAG/004	Chunga Middle Basic	\$320.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	23	46	Finished
	KBW/001/WAG/005	Matubila Community School	\$526.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50	43	On-going
	KBW/001/WAG/006	Nansenga Basic School	\$500.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13	14	On-going
	KBW/001/WAG/008	Mufunda Community School	\$500.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	60	On-going
	KBW/001/WAG/010	Chilumba Basic	\$530.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	45	On-going
	KBW/001/WAG/011	Kabakombo Basic School	\$500.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	21	14	On-going
	KBW/001/WAG/012	Chikonkomene Basic School	\$500.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	10	12	Finished
	KBW/001/WAG/013	Lukoshi basic School	\$500.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39	51	On-going
	KBW/001/WAG/014	Lifwambula Basic School	\$500.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	100	150	On-going
	KBW/001/WAG/015	Kapandwe Basic School	\$500.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	76	56	On-going
	KBW/001/WAG/016	Muchinga West Basic School	\$500.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	241	352	On-going
	KBW/001/WAG/017	Kantupu Basic School	\$500.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	93	97	On-going
	KBW/001/WAG/019	Katondo Basic School	\$500.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	60	On-going

## **Copperbelt**

<i>Province</i>	<b>Grant Number</b>	<b>Recipient Organization</b>	<b>Total Grant Value</b>	<b>Grant Purpose</b>							<b>Male Beneficiaries</b>	<b>Female Beneficiaries</b>	<b>Status</b>	
				Nutrition Support for OVC/CAH	Economic Generating Activities for OVC/CAH Support	HIV Education Plans for Prevention	Education Supplies for OVC/CAH	SHN Action Plans	HIV/AB Community Outreach	Supplementary Education/Vocational Training for OVC/CAH				Recreation for OVC/CAH
	NDO/0001/WAG/001	Tug Argun Basic School	\$588.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	85	85	Finished
	NDO/0001/WAG/002	Yengwe Basic School	\$588.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	36	36	Finished
	NDO/0001/WAG/003	Nissi Community School	\$588.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	120	120	Finished
	NDO/0001/WAG/004	Katondo Basic	\$588.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	8	4	Finished
	NDO/0001/WAG/005	Dzikomo Basic School	\$588.00	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	1051	911	Finished
	NDO/0001/WAG/006	Bear Foot Community School	\$588.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	77	43	Finished
	NDO/0001/WAG/007	Ndola Main Basic	\$588.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	85	85	Finished
	NDO/0001/WAG/008	Talent Community School	\$588.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	240	320	Finished
	NDO/0001/WAG/009	Twalubuka Basic School	\$588.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	50	40	Finished
	NDO/0001/WAG/010	Mwenge basic School	\$588.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	30	Finished
	NDO/0001/WAG/011	Kemimi Community School	\$588.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	684	708	Finished
	NDO/0001/WAG/012	Manyando Basic School	\$588.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	54	44	Finished
	NDO/0001/WAG/013	Lulamba Basic School	\$588.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	100	140	Finished
	NDO/0001/WAG/014	Bulangililo Basic School	\$588.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	250	300	Finished
	NDO/0001/WAG/015	Ipusukilo Basic School	\$588.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	437	445	Finished
	NDO/0001/WAG/016	Kwacha Basic School	\$588.00	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	24	36	Finished
	NDO/0001/WAG/017	Mutende Basic	\$588.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	45	Finished
	NDO/0001/WAG/018	Kamitondo Basic School	\$588.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	35	Finished
	NDO/0001/WAG/019	Ipusukilo Community School	\$588.00	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	50	46	Finished
	NDO/0001/WAG/020	Kawama Basic School	\$588.00	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	25	Finished

**Grant Purpose**

Recreation for OVC/CAH  
 Supplementary  
 Education/Vocational  
 Training for OVC/CAH  
 HIV/AB Community  
 Outreach  
 SHN Action Plans  
 Education Supplies for  
 OVC/CAH  
 HIV Education Plans for  
 Prevention  
 Economic Generating  
 Activities for OVC/CAH  
 Support  
 Nutrition Support for  
 OVC/CAH

**Province**

Grant Number	Recipient Organization	Total Grant Value	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Male Beneficiaries	Female Beneficiaries	Status
<b>Lusaka</b>													
LSK/OVC/0001/001	Kasenje Basic School	\$642.86	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	98	185	Finished
LSK/OVC/0001/002	Nyangwena Basic School	\$660.71	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	95	176	Finished
LSK/OVC/0001/003	Muchoto Basic	\$617.86	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	55	Finished
LSK/OVC/0001/004	Mpemba Basic School	\$678.57	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	53	96	Finished
LSK/OVC/0001/005	Chalimbana Basic School	\$678.57	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	133	247	Finished
LSK/OVC/0001/006	Chinkuli Basic School	\$660.71	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	66	122	Finished
LSK/OVC/0001/007	Chongwe Basic School	\$678.57	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	82	151	Finished
LSK/OVC/0001/008	Kapete Basic School	\$678.57	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	716	1329	Finished
LSK/OVC/0001/009	Kasaka Basic	\$558.93	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	280	520	Finished
LSK/OVC/0001/010	Mutendere Basic School	\$664.29	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	77	143	Finished
LSK/OVC/0001/011	Silverest Basic	\$839.29	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	98	73	Finished
LSK/OVC/0001/012	Bimbe Basic	\$839.29	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	70	80	Finished
LSK/OVC/0001/013	Chainda Basic	\$857.14	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	188	193	Finished
LSK/OVC/0001/014	Mulola Basic	\$857.14	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	61	42	Finished
LSK/OVC/0001/015	Nakatete Basic	\$839.29	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40	40	Finished
LSK/OVC/0001/016	Shikoswe Basic	\$847.02	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	30	30	Finished
LSK/OVC/0001/017	Nangongwe Basic	\$857.14	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	62	83	Finished
LSK/OVC/0001/018	Soloboni Basic	\$835.71	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	114	117	Finished
LSK/OVC/0001/019	St. John CS	\$792.86	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	114	136	Finished

**Grant Purpose**

Recreation for OVC/CAH  
 Supplementary  
 Education/Vocational  
 Training for OVC/CAH  
 HIV/AB Community  
 Outreach  
 SHN Action Plans  
 Education Supplies for  
 OVC/CAH  
 HIV Education Plans for  
 Prevention  
 Economic Generating  
 Activities for OVC/CAH  
 Support  
 Nutrition Support for  
 OVC/CAH

**Province**

Grant Number	Recipient Organization	Total Grant Value									Male Beneficiaries	Female Beneficiaries	Status
<b>Southern</b>													
LVN/0001/WAG/002	Maramba Basic School	\$588.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	12	On-going
LVN/0001/WAG/003	Syanalumba Basic School	\$588.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	13	10	On-going
LVN/0001/WAG/004	Libuyu Basic School	\$588.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	9	6	On-going
LVN/0001/WAG/005	Nakasangwe Basic School	\$588.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	8	On-going
LVN/0001/WAG/006	Mooya Middle Basic	\$588.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	5	On-going
LVN/0001/WAG/007	Mahiba Middle Basic School	\$588.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	7	8	Finished
LVN/0001/WAG/008	Bweengwa Basic School	\$588.00	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	6	On-going
LVN/0001/WAG/009	Nyamba Community School	\$588.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	6	On-going
LVN/0001/WAG/010	Makomba Basic School	\$588.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	3	1	On-going
LVN/0001/WAG/011	Kasiya Basic School	\$588.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	4	6	On-going
LVN/0001/WAG/012	Nazilongo Basic School	\$588.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	52	74	On-going
LVN/0001/WAG/013	Zyangale Basic School	\$588.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	20	22	On-going
LVN/0001/WAG/014	Simakakata Community School	\$588.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	26	22	On-going
LVN/0001/WAG/015	Tara Basic School	\$588.00	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	2	3	On-going
LVN/0001/WAG/016	Simbulo Basic School	\$588.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	12	On-going
LVN/0001/WAG/017	Ngwenya Basic School	\$588.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	6	15	On-going
LVN/0001/WAG/018	St. Mulumba School for the Blin	\$588.00	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	15	12	On-going

## Appendix B

### Findings from HATEC Support Visits July / August 2007

#### Development of HATEC

For several years, MOE has been conducting HIV/AIDS Induction at the COEs as student-teachers arrive. This provided information on HIV/AIDS prevention as well as care and treatment. Some colleges also had extra-curricular activities, such as clubs, which addressed HIV/AIDS. In a joint MOE / CHANGES2 assessment carried out in June 2006, student-teachers reported that they felt that this induction helped them to protect themselves from infection as well as unwanted pregnancy and STIs. However, each student-teacher interviewed said that it did not prepare them to teach HIV/AIDS prevention in the basic school classroom. COE Tutors, student teachers and classroom teachers reported that they know the basic facts about HIV/AIDS, but lack the methodologies and skills to effectively work with their students on developing life skills for prevention. In addition, although they know how HIV is spread, many student teachers continue to engage in risky behaviors and to underestimate their personal risk of HIV infection. Further, each student-teacher and Tutor interviewed said that HIV/AIDS Education should be a separate and required course in COE.

Based on this feedback, MOE developed the HIV/AIDS Teacher Education Course (HATEC), with support from CHANGES2. The development of HATEC involved MOE HQ staff as well as several Tutors from COEs and was guided by regional and international research into reproductive health education. Student teachers are encouraged to examine their own behaviour and values regarding disease and sexuality and learn to access the latest HIV/AIDS data and lead classroom analysis of the impact of the epidemic locally and with relevance with gender. The course attempts to build competencies in life skills for HIV/AIDS education, care and support of OVC and those infected with HIV and the management of HIV/AIDS related activities at the school and community level.

Based on the theory of Social Change, HATEC ultimately attempts to motivate teachers, pupils and communities to examine the cultural and traditional factors within a community which put people (especially young people) at risk of HIV infection and to develop community responses to lessen the risk of all.

After development of the course and materials, MOE and CHANGES2 trained 61 Tutors and administrators and PRCCs in the administration of the course in four COEs: David Livingstone, Mansa, Mongu and Mufulira. These COEs were chosen because each has at least two Tutors who are very knowledgeable and active in HIV/AIDS who helped to develop the course modules. Education Studies Tutors developed schemes of work in order to integrate HATEC into ES over the next two terms. Training took place during the April / May 2007 holiday so that they could begin to implement in Term 2.

The two day training at each COE emphasized not only content and integrating HATEC into the study area, but also effective methodologies so that student teachers are actively involved in learning and practicing classroom skills around open dialogue and discussion of sensitive issues.

At each training student-teachers who were at the COE over the holiday were involved in discussions and practice teaching sessions by the tutors. These young people expressed enthusiasm and commitment to addressing HIV/AIDS and surprised their tutors with their openness.

### Support Visits

Support visits were conducted between July 12 and August 3 2007. Teams of two people from MOE and CHANGES2 visited the four colleges. The purpose of the support visits so soon after the initiation of HATEC in the four colleges was to provide support and identify early on any issues which might pose a challenge to successful implementation.

The support teams held discussions with Tutors, COE administration and student-teachers. Where possible, they observed a classroom session, either a HATEC session led by a Tutor or HIV/AIDS lessons taught by student-teachers doing mock teaching of local young people. A guide for the discussion and observations is attached (Appendix A).

### HATEC Support Visits guide instrument July / August 2007

#### Questions to ask / things to watch for:

##### Classroom Observation:

- How is the Tutor handling knowledge? Is the Tutor “giving out” knowledge or eliciting knowledge from the student teachers through encouraging them to share ideas, opinions and experiences?
- Are the student teachers critically examining issues around HIV/AIDS?
- Does the Tutor ask the student teachers to explore, think about how they would teach this topic to basic school learners?

##### Discussion with Tutors, looking at materials:

- If possible, look at the lesson file. Is it complete? What have they done? Have they been using a variety of activities and methodologies?
- Ask the Tutors, from the lesson file and the HATEC materials, what has worked well? What has not worked?
- Have they found activities which are not in the HATEC materials to do? How have these worked?
- If they are not doing a variety of activities, why is this?

##### Assignments:

- Have students done assignments for HATEC? Do these show they are interested and thinking critically or just repeating back factual knowledge?

### Teaching aids, lesson plans

- Have student teachers developed lesson plans and teaching aids for teaching HIV/AIDS in the classroom? How are these? Do the student teachers seem prepared to teach HIV/AIDS in the classroom?
- Are they doing micro- or peer-teaching?

### Discussion with Student Teachers:

- What methodologies does your Tutor use in HATEC?
- If s/he is using interactive methodologies which encourage open dialogue and critical thinking, is this new? Are these methodologies being used in other topics outside of HATEC?
- Have you learned anything new in HATEC? What have you learned?
- Are student teachers learning to teach HIV/AIDS?

### Discussion with Administration:

- What issues have arisen from HATEC and how can we help them solve them?

### Way Forward:

- What issues have come up from the student teachers or Tutors which need to be addressed? How will these be addressed?
- What further support does the COE need from MOE and/or CHANGES2?

## Findings

### **David Livingstone College of Education**

#### *Discussion with administration and Tutors*

The lesson files were complete. Lessons utilized activities from the HATEC materials. At the time of the visit, the Introduction to HIV/AIDS modules had been implemented.

The Tutors reported that they found the activities in the HATEC materials useful and that they are working well for the student-teachers.

The Tutors had given assignments around the movie Yellow Card and the Tutors had worked on a summative assignment for HATEC. However, the team felt that these were not as challenging or deep as they might have been.

#### *Discussion with student-teachers*

The student-teachers reported that their Tutors are using interactive methodologies in HATEC. One said, “They are giving us time to discuss, express our opinions and reflect on our experiences”. They wish all Tutors taught in the same way and that ES Tutors would use the same methodologies in topics outside HATEC.

The student-teachers indicated that they have learned new information in HATEC. They also said that they are learning to teach HIV/AIDS, but are not sure about teaching young children.

The student-teachers would like to have the HATEC materials with them for longer periods. The Tutors carry the materials to class and carry them with them after class.

The student-teachers also raised the issue of their colleagues living with HIV. These need care and support, but there are inadequate systems in place to help them and this is the reason why many are not open about their status.

### *Classroom observation*

The team found a marked improvement in the way Tutors are handling knowledge. They found a lot of freedom for student-teachers to share ideas, opinions and experiences. However, it was felt that Tutors need more skills to reinforce ideas coming from the students and in helping students critically examine issues around HIV/AIDS.

The Tutors are drawing the student-teachers attention to teaching HIV/AIDS to basic school learners. However, there is need to focus on the development / grade level of the children.

### *Conclusions*

- Although early on in implementation, DALICE is moving forward well with HATEC. There is hope among student-teachers that the participatory and activity based methodologies being used will “spill over” to other topics.

## **Mansa College of Education**

### *Discussion with administration and Tutors*

The team met with three Education Studies Tutors involved in the implementation of HATEC. They stated that while it is worthwhile, it is “adding to time demand”. The only assignment given so far was not very inspired. Rather than requiring the student-teachers to think of creative ways to teach HIV/AIDS prevention among young people at different ages the assignment was to write a 2,000 word essay on “How HIV/AIDS Affects the Supply and Demand of Education in Schools”.

They found the HATEC training that they received to be too crowded. Watching the videos took so much time that there wasn’t enough time to review the materials, do their practice teaching presentations and discuss them.

When asked for HATEC lessons, the team was told that each Tutor “probably” keeps their own records of the class.

### *Discussion with student-teachers*

The student-teachers were very enthusiastic about how HATEC is being facilitated. They agreed with one who said, “Everything is learner-centred, more than in our other classes.” However, much class time had been spent watching the HATEC-related videos. Since only 50 minutes are allotted to HATEC each week, 2 weeks of class were taken up with watching one movie. They have been given assignments to develop lesson plans for basic school students. They report that this is a challenge since “HIV/AIDS isn’t even in the curriculum”.

The student-teachers like the HATEC materials and would like to be able to carry the HATEC Hand Book with them when they go to teach, since it has many classroom based activities.

Several of the student-teachers said that during the Introduction to HIV/AIDS modules they came to realize their role in working with parents and the community as well as students. A female student-teacher remarked, “For some it is a secret topic, but a teacher can raise this topic. Now I can go and meet the people and start them talking.”

They would like certificates at the end of the year showing that they have completed HATEC.

### *Classroom observation*

The student-teachers were conducting micro-teaching with students from local schools on the days of the support visit. The team was able to observe eight lessons on HIV/AIDS. In each of the lessons, the student-teachers used activities from the HATEC Hand Book. All of the student-teachers seemed very comfortable with the subject of HIV/AIDS and all tried to engage with the pupils and encourage them.

### *Conclusions*

- At the time of the visit, the Tutors had used up much of their class time in showing movies. However, they had utilized some class time facilitating interactive activities which the student-teachers enjoyed and felt enabled them to interact with parents and community members as well as students around HIV/AIDS.

## **Mongu College of Education**

### *Discussion with administration and Tutors*

The Education Studies Tutors had gone out to a sporting event in Mufulira on the day of the visit. The only remaining ES Tutor was the vice principal. With heavy administrative duties, the vice principal has a reduced teaching load and so has only limited involvement in implementation of HATEC.

### *Discussion with student-teachers*

At the time of the visit, student-teachers reported that they had viewed the video “Yesterday” three weeks previous. They were not given any assignments related to the film nor was any discussion held about the issues raised by the film. The student-teachers reported that they have not done any other activities on HIV/AIDS topics, including how to teach prevention in basic schools.

### *Classroom observation*

It was not possible to observe a classroom session of HATEC during this visit.

### *Conclusions*

- Due in part to low staffing in the Education Studies area, the integration of HATEC got off to a very slow start.

## **Mfulira College of Education**

Mfulira College had only begun HATEC two weeks prior to the support visit.

### *Discussion with administration and Tutors*

The team met with two Education Studies Tutors who regrettably could not avail their lesson files. They reported that they are using a variety of activities and methodologies to implement HATEC. They further stated that the use of videos has livened up the lessons.

### *Discussion with student-teachers*

Students felt that they had already learned a lot about HIV/AIDS and cited various statistics describing the spread of the pandemic and giving reasons for the uneven distribution of infections. Since they had only begun the course 2 weeks earlier, they were not yet quite ready to prepare and teach effective lessons to pupils. They confirmed that Tutors are using a variety of methodologies including discussion, role plays and songs. However, the student-teachers did not seem to have a clear understanding of participatory methodologies, citing question and answer led by the Tutor, as an example, instead of activities that might draw on their experience and knowledge and help them to analyze information and situations.

### *Classroom observation*

On the day of the visit, some of the Education Studies Tutors were away from the college. There was no HATEC session to observe.

### *Conclusions*

- Student-teachers appeared ready and eager to learn and actively participate in the HATEC sessions. However, the team felt that Tutors are under-delivering due to perceived overload of work. (It was noted that many Tutors in the college are studying under various universities by distance learning, which takes up much of their time.)
- The support team was able to elicit critical thinking and healthy dialogue as they engaged the student-teachers. Evidently, open dialogue is possible if Tutors create the necessary opportunities and atmosphere.

## Recommendations for Improvement of HATEC

The support visit teams made the following recommendations:

1. The student-teachers will face a challenge when they enter the classroom if HIV/AIDS Education isn't in the curriculum in an explicit way and timetabled for each week. TED may wish to provide a policy guide in liaison with other developments of the MOE
2. Emphasize again that Education Studies Departments should have a HATEC file which contains the lesson plans they have developed. This will assist in monitoring and the best of these lesson plans can be pulled together and shared with the remaining COEs as

HATEC is scaled up. Sharing lesson plans is part of team teaching which is one of the key principles of ZATEC.

3. ES Tutors from the four COEs should meet to harmonize the summative assignment before submitting it to Examination Council of Zambia.
4. It is important to bring the Tutors, or some of them, together to share experiences and document what has been achieved so far in one term of implementation. This will be useful for finalizing the course and successfully expanding it to all basic COEs.
5. Work is still needed to deepen the knowledge and skills of Tutors around HIV/AIDS. This should be aimed at getting them to move beyond information dissemination so that they actively involve student-teachers in reflection and knowledge generation around HIV/AIDS, sexuality and gender. Further training of Education Studies Tutors in this area is needed.
6. Modify the HATEC training of Tutors so that the videos are sent to the COE ahead of time. The Tutors and student-teachers can view them before the training, then during the training they can discuss how to use them in the class.
7. HATEC materials need to be made more readily available to student-teachers. COEs may consider putting soft copies on the computers in the Library and Computer Rooms.
8. Tutors should ensure that limited class time is not used up in viewing the HATEC-related videos. Instead, arrangement should be made for student-teachers to view these in the evening or on the weekend, then related discussion and activities can take place in the classroom, facilitated by the Tutor.
9. Not all of the COEs did the pre-course questionnaire. With the post-course questionnaire, this is an important tool for assessing the effectiveness of the course. The absence of the pre-course questionnaire will make it difficult to assess the effectiveness of the pilot implementation. In the future, this aspect needs to be emphasized and COEs need to be provided with enough copies of the questionnaire to ensure that it is administered.



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