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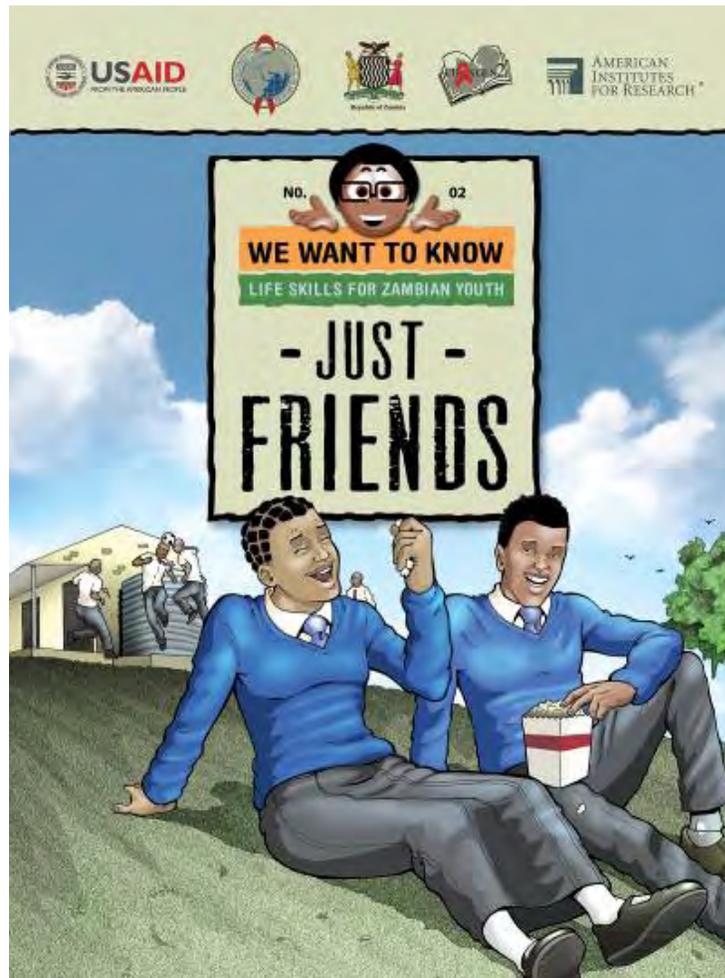


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USAID/ZAMBIA CHANGES2 PROGRAM QUARTERLY REPORT #12 *APRIL – JUNE 2008*



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TABLE OF CONTENTS

1.0 Executive Summary	1
2.0 Overview of Activities by Component	6
2.1 Teacher Education	6
2.2 HIV/AIDS	9
2.3 School Health and Nutrition (SHN).....	12
2.4 Scholarships and OVC Support	17
2.5 School-Community Partnerships	24
2.6 Small Grants.....	27
2.7 Monitoring and Evaluation (M&E)	27
3.0 Mandated Project Results by Funding Source	30
4.0 Non-Mandated Program Results by Component	34
5.0 Economic Support Funds (ESF) Indicators	36
6.0 Special Events.....	37
7.0 Management and Administration.....	39
8.0 Plans for Next Quarter	39
9.0 Finance and Budget.....	41
10.0 Appendices.....	42
A. Grant Recipients Tables by Province.....	42
B. Scholarships.....	48

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
CAMFED	Campaign for Female Education
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
ESF	Economic Support Funds
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
HATEC	HIV/AIDS Teacher Education Course
HIV+	HIV-positive
HOS	Head of Section
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
LOU	Letter of Understanding
MCDSS	Ministry of Community Development and Social Services

MCP	Multiple Concurrent Partners
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	Peer Education/Educator
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
SEO	Senior Education Officer
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
SRH	Sexual Reproductive Health
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
TWH	<i>Teaching in the Window of Hope: HIV/AIDS Education for Zambian Teachers</i>

UNZA	University of Zambia
USAID	United States Agency for International Development
VCT	Voluntary Counseling and Testing
WHO	World Health Organization
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

CHANGES2 continued its support to the MOE, focusing mainly on the core 430 basic schools of Cohort 3 and 479 community schools in the five provinces of Central, Copperbelt, Luapula, Lusaka and Southern.

A major activity undertaken in **Teacher Education** this quarter was Part 2 of the training of community school teachers with ESF funding. This was conducted in all five provinces for 472 teachers (222 males and 250 females). Prior to the start of the training, 53 provincial and district MOE officials (31 males and 22 females) participated in a TOT and planning meeting to prepare for the delivery of the Basic Teaching Skills Course for untrained community school teachers. Part 2 of the Course is a 10 day experiential and practical approach to developing basic teaching skills. (Part 1 was carried out in December 2007-January 2008.) Topics in Part 2 include follow-up activities on lesson planning, materials development, psycho-social support for OVC, Health Promoting Schools in SHN, and life skills for HIV education. New topics in Part 2 include continuous assessment, child labor, using the chalkboard, handwriting, the Re-Entry Policy, and the Code of Conduct for the teaching profession. As was done in Part 1 of the training, community school teachers were required to prepare lesson plans and to practice teaching them with local students. This part of the course provides valuable insights to both trainers and teachers regarding how well they have been able to synthesize and apply the lessons learned in the training to the classroom context.

In support of the MOE's *Operational Guidelines for Community Schools*, CHANGES2 has held several meetings with counterparts in the MOE to discuss making the Basic Teaching Skills Course the standard training course for all untrained community school teachers prior to 2015, when all community school teachers will be expected to hold appropriate qualifications. A summary report of the community school teacher training activities carried out by the MOE and CHANGES2 will be presented to the Director TESS next quarter with the intention of discussing how to make the course available more widely in Zambia.

During the quarter, CHANGES2 also continued its support to pre-service teachers. As part of the CHANGES2 strategy to promote the sustainability of CHANGES2/MOE interventions, the provision of CHANGES2/MOE materials to all student teachers enrolled in the revised ZATEC was begun in the previous quarter. Tutors were oriented on the materials in 2007 by CHANGES2 and the MOE, and they were used in college courses as class sets. This year it was determined that all student teachers should have these valuable resources for use in the college course and as they go into the field to do practice teaching in 2009. Therefore, all 10 basic Colleges of Education incorporate these materials. In all, 2,517 student teachers and 364 tutors at DALICE, Charles Lwanga, Mongu, Chipata, Malcolm Moffat, Mansa, Kasama, Kitwe, Mufulira, and Solwezi were trained using the SPRINT Teacher's Guide, School Health and Nutrition Manual, and the School Community Partnership Manual, making this a significant and sustainable contribution to long term teacher training in the MOE.

CHANGES2 also supported the MOE's HIV prevention and mitigation efforts through activities under the **HIV/AIDS** component of the program. Following the training of the Heads of Section



(HOS) in the basic Colleges of Education (COEs) in January, teams made up of CHANGES2 and MOE staff visited the colleges to offer support and monitor progress on implementation of *Teaching in the Window of Hope: HIV/AIDS Education for Zambian Teachers* (TWH). Nearly all of the HOS had trained their department members on TWH upon returning from the January training. These varied from one- to three-day trainings. Tutors at each college had been making an effort to utilize the training they received, integrating HIV education into the various study areas. Based on presentations made by the departments at each college, the support teams were able to offer guidance on how to more effectively implement TWH.

Also under the HIV/AIDS component, CHANGES2 continued to treat HIV prevention among scholarship recipients and the general school going population as a priority. During the first quarter of the year, CHANGES2 staff and partners trained 627 high school scholarship recipients as HIV/AIDS Peer Educators in Central, Copperbelt, Lusaka and Southern Provinces. During this quarter, the teams completed this training in the four core provinces and trained an additional 476 Peer Educators in Eastern and Northwestern Provinces, bringing the total number of young people trained this year to 1,784. Baseline data were collected from students in a sub-sample of schools. Since the trained Peer Educators are expected to return to their schools and facilitate activities in the Clubs aimed at strengthening Life Skills for HIV prevention, follow-on data will be collected again at a later date to determine the impact of the Peer Education activity.

Also this quarter, CHANGES2 developed a second “We Want to Know—Life Skills for Zambian Youth” comic book for upper basic and high school students. *Just Friends* addresses the pressures that young people face to be sexually active, and the importance of boys and girls being “just friends” and respecting each other. This is a follow-on to the first CHANGES2 comic, *Caught in a Trap*, which deals with the issue of teachers coercing vulnerable pupils into sexual relations. The two comics feature the same main characters, Muwena and Bangi, Zambian adolescents who face typical pressures and try to do what is right. 32,300 copies of the first comic have been distributed to young people in basic schools, along with 3,600 given to tutors and student teachers at the Colleges of Education. *Just Friends* will be distributed during Term 3.

Under the **School Health and Nutrition** component, CHANGES2 continued to support activities that focus on the physical well-being of pupils and support for schools as a conducive and safe environment for learning. CHANGES2 conducted monitoring of the Cohort 3 schools and found that participation in implementing the Health Promoting Schools Initiative (HPSI) has increased since the SHN training in August 2007, when School SHN Focal Point Person and the Headteacher from each school were trained. Developing school-based health and nutrition policies and guidelines has been on the increase in schools. The teachers and pupils have come to appreciate the importance of having guidelines in the implementation of the HPS criteria. The rules and policies are written and posted on walls in classrooms, outside or sometimes in the administrator’s office as a reminder of things they are supposed to do each day. Monitoring data from 377 schools indicate that from a checklist of 16 HPS criteria, 36 schools were achieving between 1-4 criteria, 70 between 5-7 criteria, 73 between 8-10 criteria, 140 between 11-13 criteria, and 58 between 14-16 criteria.



Deworming of pupils has been one of the key activities of the SHN component and in the implementation of the HPSI. As a result of effective IEC materials and active community participation, it has been noticed in Cohort 3 schools that more pupils have been reporting themselves as having bilharzia and/or other worms. It has been documented too from the monitoring reports that fewer parents or guardians are preventing their children from receiving drugs. In spite of procurement challenges, the data available from Lusaka and Southern provinces indicate that 99 schools conducted drug administration at which 31,130 pupils (16,078 males and 15,052 females) received vitamin A tablets, 22,379 pupils (11,267 males and 11,112 females) received iron tablets, 56,994 pupils (27,379 males and 29,615 females) received worm treatment and 21,684 pupils (11,269 males and 10,415 females) received bilharzia treatment.

Another activity under the SHN component has been the promotion of school gardens. The work to set up organic school gardens intensified as CHANGES2 continued working with Africare to monitor implementation, conduct an evaluation, and train additional teachers, pupils and community members. An external evaluation of this activity was also conducted during this quarter, and the evaluation report indicated that most of the schools had begun harvesting produce.

CHANGES2's **Scholarships and OVC Support** activities also continued during this quarter. The three sub-contracted scholarship implementing partners—CHEP, FAWEZA and FHT—continued the verification and disbursement of scholarships to Grade 10 students and to continuing students in schools which could not be accessed during the first quarter due to impassable roads. Overall, 5,247 scholarships were disbursed, which exceeded the program's target by 247 scholarships. Although the target was met, implementing partners experienced challenges in ensuring that all the continuing and new scholarship students were reached.

Implementing partners continued distributing comfort kits to all 3,500 female scholarship recipients. Feedback from the recipients demonstrates the girls are improving their attendance because they go to school even when they are having their menstrual periods. The use of comfort kits by girls who receive scholarships has also been associated with the improvement of personal hygiene, self esteem, and regular class attendance. However, the lack of water in some schools continues to keep some girls away from school, especially in boarding schools in Eastern and Northwestern Provinces. Details of the comfort kits distributed are attached in the Appendix to this report.

Support to pupils groups focused on HIV prevention and life skills continued during this quarter. FAWEZA disbursed SAFE grants to schools that have SAFE Clubs to support their activities. A total number of 27 grants were disbursed in Northwestern Province high schools. With 35 similar grants given to schools in Eastern Province, the total number of grants disbursed in both provinces during the reporting period was 62. Each school received a grant amounting to ZMK 820,000 to facilitate SAFE club outreach activities. Support was also provided to teachers who guide the SAFE clubs in order to improve their effectiveness and motivation. The implementing partners conducted the training of club matrons/patrons and overseers. FAWEZA trained 27 teachers (16 females and 11 males), CHEP trained 63 (44 females and 19 males), and FHT trained 132 (62 females and 70 males). The topics covered included strengthening selection



committees and scholarships, mentoring, HIV and AIDS club management, and supporting peer education in high schools.

CHANGES2 has been interested not only in OVC attending school but also in their achievement in school. During the reporting period, CHANGES2 conducted an analysis of the 2007 results for scholarship recipients, the findings of which suggest that scholarship recipients are doing well. In 2007, 1,953 (1,135 girls and 818 boys) scholarship recipients wrote their school leaving (Grade 12) examinations. Nearly 70% (69.9%) of the recipients got school certificates and 30% got the general certificates. This compares favorably to the national pass rate of 60.9%. It is worth mentioning, however, that although 70% of the scholarship recipients got full school certificates, the quality of results compared to the previous year was slightly lower in all subjects in all the six provinces. Almost half of those earning full certificates (48%) had barely passing marks, which will only enable them find places in colleges, not in universities. No scholarship recipients failed the examinations, compared to the national figure of 897 who failed.

CHANGES2 also continued implementing its **School Community Partnerships (SCP) and Outreach** activities this quarter. During the reporting period, 328 SCP committees and 199 CAGs (Community Action Groups) were established in Central, Copperbelt, Lusaka, and Southern Provinces, and 4,043 SCP members (2,332 males and 1,711 females) and 2,475 (1,517 males and 958 females) CAGs members received training in community mobilization techniques, problem identification, and action plan development. Subsequently, 305 action plans were developed, though at the time of compiling the report, Southern Province had not reported on the number of CAGs trained. Communities were engaged in identifying and finding local solutions to challenges that negatively affect the provision of quality education, particularly those associated with HIV/AIDS such as intergenerational sex, early sexual debut, and cultural practices that put people at risk of contracting HIV. CAGs are responsible for the implementation of the action plans on behalf of the entire community, and, during the quarter, the new CAGs reached a total of 367,658 people with HIV/AIDS prevention, OVC support, and school health promotion messages. In addition, a sizable number of people were engaged in issues associated with quality education.

Activities also continued in the **Small Grants** component of the CHANGES2 program, with continued support for District Management Committees (DMCs) in reviewing and awarding HIV/AIDS and OVC support grants to selected basic and community schools in the program's four focus provinces. Thirty-one (31) schools received these HIV-related grants during the quarter. In addition, 57 community schools received grants to improve their infrastructure, with funded activities including completion of construction of new classroom blocks, construction of VIP latrines and kitchens, rehabilitation of classroom blocks, and provision of classroom furniture.

The CHANGES2 program has been successfully implementing its small grant activities since 2006. During this time, more than 200 HIV/AIDS prevention and OVC support grants have been awarded to various local groups and establishments, including schools, teacher's resource centers, colleges of education, non-governmental organizations, and community-based groups. During the period under review (April - June 2008) CHANGES2 contracted two independent local consultants to review the performance of the sub-grants, particularly those that were



awarded in 2006 and 2007. The findings of the study revealed that activities focused on income generating projects to support HIV/AIDS prevention and OVC support activities were more likely to be sustained over time than other activities.



2.0 OVERVIEW OF ACTIVITIES

2.1 Teacher Education

In-Service Teacher Education

Community School Teacher Training

Community School Teacher Training Part 2 under ESF funding was held in five provinces for 472 teachers (222 males and 250 females) from 472 schools. Prior to the start of the training 53 provincial and district MOE officials (31 males and 22 females) participated in a TOT and planning meeting to prepare for the delivery of the Basic Teaching Skills Course for untrained community school teachers. See the tables below for the number of community school teachers and the number of trainers who participated in this activity.

Table 1: Number of MOE officials participating in the TOT.

Province	Males	Females	Total
Central	5	4	9
Copperbelt	7	6	13
Luapula	10	6	16
Lusaka	4	3	7
Southern	5	3	8
Totals	31	22	53

Table 2: Number of teachers participating.

Province	Males	Females	Total
Central	75	44	119
Copperbelt	39	32	71
Luapula	47	138	185
Lusaka	37	23	60
Southern	24	13	37
Totals	222	250	472

Part 2 of the Basic Teaching Skills Course for community school teachers is a 10 day experiential and practical approach to developing basic teaching skills for the untrained community school teachers. Topics in Part 2 of the course (Part 1 was carried out in December 2007- January 2008) include follow-up activities on lesson planning, materials development, psycho-social support for OVCs, the Health Promoting Schools Initiative, and Life Skills. New topics in Part 2 included continuous assessment, child labor, using the chalkboard, handwriting, the Re-Entry Policy, and the Code of Conduct for the teaching profession. As was done in Part 1 of the training, community school teachers were required to prepare lesson plans and practice teach them with local school students, which, as before, provided valuable insights to both trainers and teachers regarding how well they have been able to synthesize and apply the lessons learned in the training to the classroom context.

The cost to implement Part 2 of the training was approximately 13% higher than Part 1 due to the increasing costs of food and fuel in Zambia. Community School Teacher Training, however, still remains a relatively low cost investment in quality education for community schools. The average cost to train and provide materials for one teacher for the 20-day Basic Teaching Skills Course is approximately \$1,000. This cost includes accommodation, meals, trainers' allowances, transportation, venue costs, stationary, and manuals and materials for trainers and teachers.

The Basic Teaching Skills Course for community school teachers has now been offered to a total of 1,420 untrained community school teachers (948 in 2007 under FTI funding and 472 in 2008 under ESF funding) from 39 districts in Copperbelt, Luapula, Central, Lusaka and Southern Provinces. According to 2006 EMIS data, Zambia had 2,456 registered community schools in the country. Working in five provinces, CHANGES2 and MOE have effectively improved the quality of teaching and learning at more than half of the community schools in the country (58%). This is a significant achievement for the MOE insofar as in the November 2007 *Operational Guidelines for Community Schools*. All four of the strategies for training community school teachers (p.12) have been employed in 58% of community schools. In other words, through the collaboration of the MOE and CHANGES2 in the training of community school teachers and head teachers in 58% of the community schools in the country, the MOE:

- Has introduced community schools to the MOE's system of Continuing Professional Development (CPD) at district, zone and school levels and, according to monitoring reports, community schools are participating in the system, many for the first time;
- Has assisted community schools to set up and hold Teacher Group Meetings (TGMs) for school-based CPD;
- Has developed, reviewed and implemented a basic teaching skills course (the 20-day Basic Teaching Skills Course) for untrained community school teachers as an interim measure until 2015 when it will be required that all community schools teachers in the country have a basic school teacher's qualification; and
- Has developed a short term training program for community school managers and implemented it in 1,418 community schools (5-Day Basic Management Course for Community School Head Teachers).

Institutionalizing the Basic Teaching Skills Course

In support of MOE's *Operational Guidelines for Community Schools*, CHANGES2 has held several meetings with counterparts in the MOE to discuss the way forward for making the Basic Teaching Skills Course required for all untrained community school teachers before 2015 when all community school teachers will hold appropriate qualifications. In addition, CHANGES2 made a short presentation to the MOE and partners' meeting on the Basic Teaching Skills Course, and NGOs working in community schools have expressed a keen interest in using the course in their work in supporting community schools. CHANGES2 also invited teacher education officers from Eastern and Western Provinces to attend the Part 2 training in Kafue as participant observers in the training. Reports from the officers indicated that the course was a sound one, covering all the major components of teaching, and that there was a high quality of delivery by the facilitators. They subsequently requested support to carry out the Basic Teaching Skills Course in their provinces.



A summary report of the community school teacher activities carried out by the MOE and CHANGES2 will be presented to the Director TESS next quarter with the intention of discussing how to make the course available more widely in Zambia.

Monitoring of the Community School Teachers After Their Initial Training.

MOE officers in several districts were able to monitor the community schools who participated in the Basic Teaching Skills Course. Preliminary results of the monitoring are consistent with monitoring of community schools under FTI: the monitoring indicates improved planning by teachers, more and better use of teaching and learning materials in classrooms and a wider range of teaching methods being used. Monitoring of community schools will continue in Term 2 (May-July) and a full report on the results of the monitoring will be provided in the next quarterly report.

Support to the FTI Evaluation

CHANGES2 supported the FTI evaluation by making a presentation on our activities to the evaluation team, providing the team with all materials, reports, monitoring instruments and other documents related to the FTI activities, by guiding the evaluation team to field sites, holding discussions with the team and supporting the team logistically.

GRACE Meetings

Grade level meetings at the resource center (GRACE) are expected to take place at least once per term. Topics for the professional development meetings are derived locally and facilitation is also sourced locally depending on who in the zone has relevant expertise. CHANGES2 continues to work with the MOE on implementing more consistent and meaningful GRACE meetings for basic school teachers.

Pre-Service Teacher Education

Monitoring and Support to “Teaching in the Window of Hope”

See the HIV/AIDS section (below) for a description of the roll-out of the integrated HIV/AIDS curriculum for colleges, *Teaching in the Window of Hope*.

Provision of Resource Materials to Student Teachers

As part of the CHANGES2 strategy to promote the sustainability of its interventions, the provision of CHANGES2/MOE materials to all student teachers enrolled in the Revised ZATEC this year was begun in Term 1. The materials distributed were: SPRINT Teacher’s Guide, School Health and Nutrition Manual, and the School Community Partnership Manual. Tutors were oriented on the materials in 2007 by CHANGES2 and the MOE, and the materials were used in college courses as class sets. This year it was felt that all student teachers should



have these valuable resources for use in the college course and as they go into the field to do practice teaching in 2009. In college visits in May and June (second term), a few college administrators had not informed student teachers that the materials were their copies to keep. CHANGES2 and MOE clarified with those administrators that the materials were meant as personal copies of the student teachers and were to be used as references in their course work at the college. All colleges have now received their materials.

Table 3: Number of student teachers at each college who received educational materials.

Delivery Term 1	Tutors	Students	Total
DALICE	40	80	120
Charles Lwanga	36	190	226
Mongu	30	255	285
Delivery Term 2			
Chipata	37	206	243
Malcom Moffat	30	270	300
Mansa	28	240	268
Kasama	28	198	226
Kitwe	61	340	401
Mufulira	36	84	120
Solwezi	38	240	278
	364	2103	2,467

Colleges also received copies of the first comic book in the Life Skills for Basic Education series *We Want to Know – “Caught in a Trap.”* This material was developed by CHANGES2 and is referred to in *Teaching in the Window of Hope*. 4,200 Teachers Guides and 3,600 comic books were provided with orientation on how to use the materials.

Placement of ZATEC Student Teachers in Community Schools

Thirty (30) student teachers were placed in community schools in Luapula Province by Mansa College of Education. The college received funding from CHANGES2 to provide student teachers with a “top up” stipend of ZMK 450,000/term. The placement of student teachers in community schools at Mansa is a continuation of the program started with FTI funds in 2007. After holding discussions with MOE, a decision was made to continue the program in only Mansa College this year because of the lack of appropriate participation by the other colleges. Student teachers will be monitored in their placement schools in the second and third terms of the school year.

2.2 HIV/AIDS

Pre-Service Teacher Education

HIV Prevention in the Primary Colleges of Education



Following the training of the Heads of Section (HOS) in the basic Colleges of Education (COEs) in January, teams made up of CHANGES2 and MOE staff visited the colleges to offer support and to monitor progress on implementation of *Teaching in the Window of Hope: HIV/AIDS Education for Zambian Teachers* (TWH).¹

Nearly all of the HOS had trained their department members on TWH upon returning from the January training. These varied from one- to three-day trainings. Tutors at each college had been making an effort to utilize the training they received, integrating HIV education into the various study areas. Based on presentations made by the departments at each college, the support teams were able to offer guidance on how to more effectively implement TWH. For example, the teams continued to discourage superficial interventions in which HIV is mentioned but no new knowledge is generated or shared. Instead, tutors were guided in facilitating activities which the student teachers can use in the basic school classroom to open up dialogue around the sensitive issues which put young people at risk of HIV infection.

Meetings with the student teachers at each COE showed, once again, that they are generally open and eager to teach HIV prevention. They are enthusiastic about the methodologies and activities their tutors use in TWH although in some cases they expressed a wish that this would go further, carrying over into other subjects. The support visits revealed that most of the COEs have made a good start in implementing TWH, but tutors need further support to continue moving towards more open dialogue and truly meaningful integration of HIV/AIDS into their teaching.

Subsequent to the TWH materials being printed, the issue of multiple concurrent partnerships (MCP) has moved to the forefront of HIV prevention in Zambia, with the National AIDS Council recognizing MCP as a “key driver” of the epidemic. In order to support the roll-out of information about MCP, a supplemental activity was developed and the support teams made a presentation to the tutors at each college, explaining what MCP is and showing, through a model, how it facilitates the spread of HIV through a community. In some cases, the teams also had the opportunity to present this to the student teachers at the colleges. These presentations were very well received, generating thoughtful dialogue around MCP and how this can be integrated into the TWH work that is proceeding in the colleges.

Training Scholarship Recipients as Peer Educators

During the first quarter of the year, CHANGES2 staff and partners trained 681 high school scholarship recipients as HIV/AIDS Peer Educators in Central, Copperbelt, Lusaka, and Southern Provinces. During the second quarter, the teams completed the training in the program’s four core provinces by training an additional 476 students as peer educators in the Northwestern and Eastern Provinces, bringing the total number of young people trained to 1,784 (see table, below). Trained students are expected to facilitate the AIDS Action or SAFE Club

¹ In January, the Heads of Section of 10 basic Colleges of Education were trained. Since then, two of the colleges were converted to secondary Colleges of Education, with much movement of staff. For this reason, the eight remaining COEs were monitored and plans were made with MOE to introduce TWH to the secondary COEs.

activities. Each Peer Educator was given activity manuals which have 39 participatory life skills-building sessions.



Participants engage in activities during the Peer Education Training at Choma High School, Southern Province



Participants present a role play at Fatima Girls High School, Copperbelt Province

While successfully completed, the trainings in Eastern and Northwestern Provinces proved to be more costly than expected due to the falling value of the dollar, the long distances between schools, which made clustering of schools impossible in many cases, and the need to have teams travel from the core provinces to conduct the trainings.

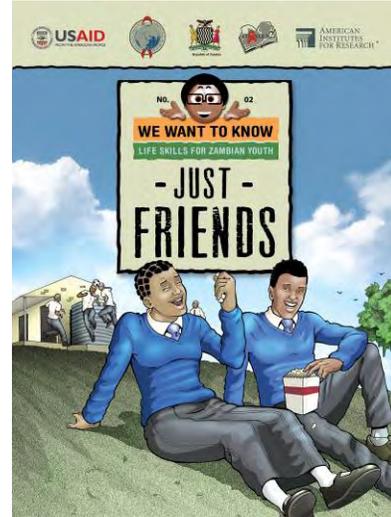
Baseline data were collected from students at a sample of schools. These included AIDS Action Club members who were trained by CHANGES2, club members who were not trained, and students who do not belong to the Club. The self-administered questionnaire included questions on basic knowledge about HIV/AIDS, the attitudes of students around gender, risky sexual behavior, and their perceptions of the Club. Since the trained Peer Educators are expected to return to their schools and facilitate activities in their Clubs aimed at strengthening Life Skills for HIV prevention, follow-on data will be collected again at a later date to determine the impact of the Peer Education activity.

Table 4: Total number of high school scholarship recipients trained as HIV Peer Educators

Province	Trained 1 st Quarter, 2008			Trained 2 nd Quarter, 2008			Total PEs Trained
	Female	Male	Total	Female	Male	Total	
Central	67	29	96	72	25	97	193
Copperbelt	172	115	287	107	72	179	466
Eastern				163	131	294	294
Lusaka	74	61	135	75	89	164	299
Northwestern				94	88	182	182
Southern	106	57	163	133	54	187	350
Total	419	262	681	644	459	1,103	1,784

Second Comic Book

CHANGES2 developed a second “We Want to Know—Life Skills for Zambian Youth” comic book for upper basic and high school students. *Just Friends* addresses the pressures that young people face to be sexually active and the importance of boys and girls being “just friends” and respecting each other. This is a follow-on to the first CHANGES2 comic, *Caught in a Trap*, which deals with the issue of teachers coercing vulnerable pupils into sexual relationships. The two comics feature the same main characters, Muwena and Bangi, Zambian adolescents who face typical pressures and try to do what is right. 32,300 copies of the first comic have been distributed to young people in basic schools, and 3,600 copies were given to tutors and student teachers at the colleges of education. *Just Friends* will be distributed during the remainder of 2008.



Later in the year, upper basic school students from CHANGES2 schools will be trained as HIV/AIDS Peer Educators (PEs). The characters and stories from the “We Want to Know” comics were integrated into PE activity manuals in preparation for the training.

2.3 School Health and Nutrition (SHN)

During the quarter under review, SHN activities included monitoring and grading schools for their performance on the Health Promoting Schools Initiative (HPSI), district follow-up with DHMTs to make sure that the deworming drugs were available in district and health center pharmacies, and the completion of the school gardens activity with Africare. Support to MOE staff continued at both central and lower levels. At the central level, with technical support from CHANGES2, the SHN Strategic Plan was launched, the LOU was revised, and the SHN Multi Sectoral Steering Committee meetings became active again.

The following are the activities carried out and reported on from the field offices:

Health Promoting Schools Initiative

Schools in Cohort 3 increased their participation in implementing HPSI since the SHN Focal Point Person and the headteachers from each school were trained in August of 2007. As a result of lessons learned from the neighbouring Cohort 2 schools, both the teachers and pupils have been actively involved in making their schools conducive for learning. Their motivation was partly a result of seeing the certificates of participation with grades and the shields and trophies awarded for the 1st, 2nd, and 3rd positions among the Cohort 2 schools.

Table 5, below, shows the number of schools from which data were collected, enrolments, and the number of pupils participating. As shown in Table 6, more than half of the schools have reached the orange and blue levels, the highest of the five categories. This is an indication that

the schools have started well and that most schools are addressing the health and nutrition activities as explained in the HPS criteria.

Developing school-based health and nutrition policies and guidelines has been on the increase in schools. The teachers and pupils have come to appreciate the importance of having guidelines in the implementation of the HPS criteria. The rules and policies are written and posted on walls in classrooms, outside, or in the administrator's office as a reminder of activities schools are supposed to carry out each day.

Table 5: Pupils participating in SHN

Province	# of schools reporting	Enrollment			# of pupils participating in SHN		
		Boys	Girls	Total	Boys	Girls	Total
Lusaka	89	32,095	32,525	64,620	23,282	24,138	47,420
Southern	82	24,603	24,942	49,545	16,756	17,078	33,834
Copperbelt	102	42,313	41,226	83,539	30,508	30,036	60,544
Central	104	24,980	23,589	48,569	15,959	14,916	30,875
Total	379	123,991	122,282	246,273	86,505	86,168	172,673

Table 6: School HPS ratings

Province	School Rating - # of Schools in each Rating Level					
	# of schools reporting	Red 1-4 points	Yellow 5-7 points	Green 8-10 points	Orange 11-13 points	Blue 14-16 points
Lusaka	89	10	8	14	39	18
Southern	82	11	12	19	32	8
Copperbelt	102	7	17	17	43	18
Central	104	8	33	23	26	14
Total	379	36	70	73	140	58

Deworming

Deworming has been one of the key activities in the SHN program and in the implementation of the HPSI. As a result of effective IEC materials and active community participation, it has been noticed in Cohort 3 schools that more pupils have been reporting that they have bilharzia and/or other worms. It has been documented too from the monitoring reports that fewer parents or guardians are preventing their children from receiving deworming drugs.

It is worth noting that the deworming activity during 2008 has faced many challenges over which CHANGES2 has little control. The drug distribution was not effectively done, especially in Central and Lusaka Provinces. The SHN drugs ordered by the MOE failed the quality test from Medical Stores which in turn delayed the process of delivery. When new drugs were sourced, these were not properly labeled as SHN drugs from Medical Stores, which resulted in health personnel using the drugs for other purposes although they were meant for school children.

Efforts were made by the CHANGES2 Coordinators in collaboration with MOE staff to source for drugs from the DHMTs and some of the districts managed to get hold of left-over drugs from the last year's consignment.

As a result of these technical challenges, many schools did not conduct the deworming activity. However, the schools that did conduct deworming effectively carried out the activity, which was the result of the meetings and training for health and education officers. The collaborative meetings between government ministries have started showing dividends in the implementation of health interventions.

All Cohort 3 schools on the Copperbelt Province received drugs and all the schools conducted deworming. The data are being compiled and will be reported on next quarter. Central Province could report no data in time for inclusion in this report, Lusaka Province presented partial data from 36 schools without an indication of average prevalence rate for bilharzia, and the remaining data will be provided in the next quarter. Southern Province has many partners in the deworming program, which resulted in the DHMTs stocking plenty of deworming drugs. All schools administered deworming medicine, albendazole and praziquantel, Vitamin A and iron supplements. Data were collected and compiled from 63 schools presenting an average of 30% prevalence rate for bilharzia. The high bilharzia prevalence rate is an indication that children need to receive deworming treatment twice in a year especially in those schools where the prevalence rates are more than 30%.

Table 7: SHN drugs administered to pupils in Lusaka and Southern Provinces

Province	# of schools reporting	SHN DRUGS ADMINISTERED TO PUPILS							
		Vitamin A		Iron Tablets		Albendazole		Praziquantel	
		Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Lusaka	36	4,804	3,863	-	-	9,485	11,721	2,000	1,899
Southern	63	11,274	11,189	11,267	11,112	17,584	17,894	9,269	8,516
TOTAL	99	16,078	15,052	11,267	11,112	27,379	29,615	11,269	10,415

School Gardens

The work to set up organic school gardens intensified as CHANGES2 continued working with Africare to train more teachers, pupils and communities, monitor the implementation, and conduct an evaluation. Africare received a no cost extension contract from which all the four provinces benefited. Each province added five schools to their previous totals and eight participants were trained from each of the new schools. The selected schools were potential sites for play pumps.

Schools that had participated in the school gardens training last year were encouraged to display their produce at district agricultural shows. Many schools participated and Gandhi Basic School

in Kitwe District won the 1st prize from the Copperbelt Agriculture Show which was held in Kitwe.

One of the success stories on school gardens is that the schools are managing to use the gardens to feed children. This is a strength and shows that the schools have the potential to sustain school feeding programs if they are well-planned and supported by their communities. An example is Lulamba Basic School in Kitwe, where CHANGES2 officers witnessed a school feeding program. On this particular day a total of 62 school children (32 girls and 30 boys) were fed beans, vegetables, chicken and nshima. This school has maintained the school garden concept and pupils continue to benefit.



Lulamba Basic in Kitwe



*Gandhi Basic School
Egg Plants grown from the school Garden*

The installation of play pumps in a few schools on the Copperbelt has improved the livelihood of the people in the community while providing children with a fun activity.



*Children enjoying play as they go round on the play pump
at Ndelela and Kansuswa Basic Schools in Luanshya*



Environmental Hygiene

The government's initiative to keep school environments clean has begun to yield results. Most urban schools have dust bins for throwing litter while in rural schools mostly rubbish pits are dug

in strategic places. The teachers and pupils have started appreciating clean and beautiful environments as they continue beautifying the surroundings by planting flowers and having walk paths and lawns. The classrooms and toilets also are cleaned before and after each session. Hand washing facilities are also being improved from school to school.



A clean School environment and hand washing facility at Chitanda Basic School in Lusaka District

Material (IEC) Distribution

A number of SHN materials were distributed to schools in central province to facilitate the implementation of the program. The materials distributed included 5,000 SHN cards, 102 intestinal worm charts, 29 Bilharzia Flip Charts, 3,060 brochures on malaria, TB and epilepsy, and 102 tablet poles.

SUCCESS STORY

MERRY GO ROUND WATER PUMP: A DREAM COMES TRUE FOR KANSUNSWA COMMUNITY

Kansunswa Township is situated in the outskirts of Mufulira Town along Kitwe Road. In this township, there is only one school called Kansunswa Basic School which runs from grade one to grade nine. It has the population of 1,850 pupils. Kansunswa Township has for a long time been experiencing water problems and our school has not been an exception. In 1997, a borehole was sunk but remained uncompleted because the submersible pump had some defects.

Due to the continued shortage of water, in 2006 our school was recommended for closure for being one of the dirtiest schools in the district. However, the school administration, teachers and pupils worked extra hard to prevent this situation.

In 2008 when CHANGES2 came to install the water tank and the pumping system called Merry Go Round at our school, that was indeed a joyous moment to the teachers, pupils and the entire community. As a saying goes, “water is life”, and the installation of this pump has brought relief both to the school and the community.



Kansuswa Basic School Play pump and Tank

Benefits to the School

- The school will be free from water bills as a result saving some little school funds.
- Now we are saved from the risk of using water brought by pupils from their homes which we do not even know the source.
- The pupils' burden of carrying water to school is no more.
- The situation of teachers coming with water from their homes is over.
- The school will have adequate supply of clean water throughout the year and it is a miracle in our institution.
- Cleanliness of toilets and general hygiene of the school has improved tremendously.
- Precious teaching and learning time will not be wasted anymore on checking whether all pupils have brought water and taking the pupils out of class to deliver water to toilets.
- School garden is now operational and we are growing vegetables and this will continue throughout the year.
- The banana plantation has improved and we are planning to extend it.
- Pupils enjoy playing on the pump. It has therefore enhanced their interpersonal skills and their physical ability.

Benefits to the Community

- Pupils will no longer bother their parents by taking water from home which was meant for domestic use.

Conclusion

Water is life and therefore must be conserved hence we want to thank the American people through USAID and CHANGES2 for coming to our rescue. This gesture has made life better at our school. Please continue with the same spirit we really appreciate your assistance. Thank you.

**Chambula B.
Head Teacher**

2.4 Scholarships and OVC Support

Disbursement of Scholarships to Schools

During the quarter under review, the three scholarship implementing partners continued the verification and disbursement of scholarships to grade 10 students and to continuing students in



schools that could not be accessed during the first quarter due to impassable roads. Overall, 5,247 scholarships were disbursed exceeding the set target by 247 scholarships. Although the target was met, implementing partners experienced challenges in ensuring that all the continuing and new scholarship students were reached due to the depreciation of the dollar against the kwacha. This meant that training of matrons/patronesses of club overseers had to be adjusted so that the numbers trained were reduced and, in some cases, the number of training days was reduced. Due to the depreciation, FHT disbursed only 1,454 scholarships (see table below for breakdown) against the set target of 1,700 students.

Table 8: Number of Scholarships awarded in 2007

Name of Implementing Partner	No. of Girls Supported	No. of Boys Supported	Total
CHEP	1,105	749	1,854
FHT	901	333	1,454
FAWEZA	1,289	650	1,939
Totals	3,295	1,732	5,247

Distribution of Comfort Kits for Girls

Implementing partners continued distributing the comfort kits to female scholarship recipients. Overall, all the 3,500 female scholarship recipients received comfort kits. In partnership with the International Youth Foundation and with funding from Johnson & Johnson, an extra 3,500 comfort kits were produced and distributed to other vulnerable students who do not receive scholarships. Feedback from the recipients demonstrates the girls' gratitude, and they all indicated that the kits would improve their attendance as they would come to school even when they are having their menstrual periods. The use of comfort kits by girls on the scholarship has resulted in the improvement of personal hygiene, self-esteem, and regular class attendance. However, the general lack of water in some schools raised concern as some girls still missed school for that reason. The problem was most common in boarding schools in Eastern and Northwestern Provinces.



Scholarship recipients pose for a photo after receiving the comfort kits

Production of Comfort Kit Pads and Pad Bags by Schools

Nine high schools selected to sew pads and pad bags for comfort kits in Central, Copperbelt, Lusaka and Southern Provinces successfully completed the work. A review meeting on the experiences of the school girls making the pads was

conducted at the CHANGES2 offices. Schools reported that the girls appreciated the skill they were given. However, schools outside Lusaka Province experienced difficulties in purchasing the material required for making pads. The main challenge was that the cost of the material was higher than the budgeted amounts in their contracts.

Review Meeting With CBOs on the Production of the 2008 Comfort Kits

A one-day meeting was held with Community Based Organizations (Chikumbuso, Kwasha Mukwenu, Chelstone Youth Project and the HBVM Orphan project) to review the production of the pads and pad bags. The following are some of the lessons learned:

- The sewing of the items brought the women together and they acquired a skill which they think they will replicate in other situations such as making pads for sale in maternity wards for their local clinics/hospitals. By doing so they will raise more funds to support the orphans.
- The cost of materials was high compared to the money allocated in the budget.
- As a result of the high cost of the materials, the partners were left with little to cover their own time and to pay those who assisted in the sewing.
- The time allocated for sewing the pads in the contracts was not sufficient. They recommended an increase in days allocated for the work.

A Scholarship Can Make a Difference in Someone's Life: An Account of Lute Mwanza

Lute Mwanza, a former scholarship recipient, is one of the many encouraging stories about a young person who has benefited from the scholarship program and her story has proven that a scholarship can make a difference in someone's life. Lute, a double orphan who lost her parents to AIDS when she was only 10 years old, is one girl who has certainly excelled.

After the death of her parents, Lute went to stay with her uncle who assumed the responsibility of supporting her education. As soon as Lute qualified to grade 10, her uncle died in a car accident. After the death of her uncle, Lute was disillusioned, she lost hope and felt that her dream had been shattered. Since she did not have any reliable family members to stay with, she went to stay with a friend of her late mother. Life was not easy for Lute, as her mother's friend had five other children she was supporting single handedly. As a single mother without employment, it was almost impossible for her to support Lute's education.

When Lute was in grade 11, she began working as a maid earning only K80, 000 per month. Working at the same time as studying proved to be very challenging for Lute, but she never gave up on school, studying very hard whenever she found time. In grade 12, the SBSC selected her for a CHANGES2 scholarship. Lute was relieved of the burden of looking for money and she worked very hard in class. *"Information that I was on the scholarship program brought a lot of joy in my life"*. She did very well in her school leaving examinations and got 8 points which automatically qualifies her to University. In 2007, she was selected to represent the young people of Zambia at the United Nations Youth conference in New York.

As a result of her outstanding representation, she has been selected to go to Geneva for another major conference. Lute was featured on a National Broadcast in June 2008 and during the interview she indicated that she was truly grateful that she got a scholarship in her final grade. Lute wants to be a medical doctor.



Mentoring and Scholarships Support Activities

Peer Educator Training

The training of peer educators continued in the quarter under review in the core provinces as well as Eastern and Northwestern Provinces. Details on the overall number of peer educators trained are reported in the previous section on the HIV/AIDS component.



Peer Educators after the training at Mikango High

Distribution of SAFE Grants

During the quarter, FAWEZA disbursed grants to high schools hosting SAFE Clubs. A total of 62 high schools received grants, 27 in Northwestern Province and 35 in Eastern Province. Each school received a ZMK 820,000 to facilitate SAFE Club outreach activities.

Training of SAFE Overseers and AIDS Action Club Matrons/Patrons

The implementing partners trained the club matrons/patrons and overseers during the quarter. FAWEZA trained 27 teachers (16 females and 11 males) over a five-day period. Topics covered include adolescent reproductive health and anatomy, gender relations, HIV/AIDS and addressing abuse of young people.



Mrs. Daphne Chimuka, FAWEZA National Coordinator giving a presentation

The objectives of the workshops were to:

1. Equip participants with necessary skills and knowledge in adolescent and reproductive health, gender relations, basic counseling, life skills, HIV/AIDS, and addressing abuses against youths.
2. Equip participants with the necessary skills required to provide support mechanisms that will encourage SAFE students to adopt positive healthy behavior and to make informed decision.

3. Formally introducing participants to the implementation and monitoring of CHANGES2 bursaries, of which SAFE Clubs are a support element.
4. Equip participants with necessary skills to effectively manage SAFE clubs in their respective schools.

Basic accounting and management of SAFE grants was also incorporated in the training. Pre- and post-training evaluation of SAFE Overseers assessed the change in their understanding and knowledge of issues that affect young people such as adolescent reproductive health, HIV/AIDS, gender, and management of the scholarships and the SAFE Club grant.

Training of teachers in PSS, Adolescent Reproductive Health and Life Skills

CHEP conducted two trainings, one for Copperbelt and one for Central Province AIDS Action Club teachers and SAFE Overseers. The main objectives of the trainings were to equip teachers /overseers with skills and knowledge on CHANGES2/CHEP scholarships and to orient them to the HIV/AIDS peer education training provided by CHANGES2 to scholarship recipients. The training was attended by 63 teachers (44 females and 19 males).

Topics covered included:

- Monitoring
- Psycho-social support
- Peer Education orientation
- Orientation to high school scholarship guidelines
- Basic financial management of scholarships and record keeping

Training of Club Patrons/Matrons and Overseers

FHT conducted training for school managers, guidance teachers and club patrons/matrons and overseers. A total of 132 were trained (62 were females and 70 males). The original plan was for the training to target only the club patrons/matrons and overseers. However, FHT decided to make changes and captured the school managers and guidance teacher who apparently are also involved in monitoring club activities. The training was conducted in the month May and June. The number of schools reached with this training was 27 out of 28 in Lusaka Province and 32 out of 34 in Southern Province.



Mentoring session for teachers at Katondwe Girls

The objectives of the training were:

1. To orient school administration on the implementation of the CHANGES2 high school HIV/AIDS peer education program.
2. To build the capacity of the school coordinators in the provision of support and mentorship to the scholarship recipients.
3. To establish information sharing mechanisms between schools and implementing agency.

The topics covered included selection committees and scholarships, mentoring, AIDS Action Club management and peer education in high schools. Issues raised by schools during the training:

- The school selection committees were working in most of the schools except that community members rarely attended. School based members of the committee were not a problem and thus selection meetings have continued.
- The mentorship program was seen to be the best practice for the scholarship recipients but teachers were overloaded already in their various teaching subjects and other duties assigned by school administration.
- The scholarship should be introduced to tertiary institutions so that those recipients who perform well can continue receiving support.
- The deputy heads have been left out in most training despite being the controllers of the scholarship activities in school.
- The peer education program is a very effective way of responding to the HIV pandemic. More effort should be put into supporting similar activities for young people. Teachers were very committed to supporting students in implementing peer education programs.

SAFE and AIDS Action Clubs Activity Reports from Schools

There were very few monthly reports submitted by the schools despite emphasis placed on the need to send them. SAFE Overseers reported having carried out various activities including in-school sensitization sessions at assemblies on topics relating to reproductive health, and community outreach activities in communities surrounding the schools on topics relating to social-cultural issues that threaten young people's reproductive health.

Clubs were encouraged to have joint sessions with neighboring schools and invite guest speakers from various organizations such as the Victim Support Unit and YWCA to discuss various topics that affect young people today and in which they have expertise, including abuse and early pregnancy. SAFE Clubs were also encouraged to take up voluntary work in their communities, such as orphanages and hospices, so that club members develop a sense of community responsibility and at the same time become aware of what is happening in the world around them and become empathetic with schoolmates whose families experience similar suffering.

The only SAFE Club report received showed that Katete Boarding School's SAFE Club went to a nearby village, Kagoro, to sensitize villagers on the dangers of early marriages. 101 community members (59 females and 42 males) attended the meeting. The group also targeted Omelo Mumba community with a message on human rights that was attended by 70 people (31

females and 39 males). A joint meeting was held with Chassa Boarding School, during which sex and sexuality were discussed, using myths to trigger plenary discussions.

The club used several techniques to communicate with their audience including poems, drama and role plays. It is hoped that this approach will generate creativity among the various SAFE Clubs and add variety to club activities in order to keep young people interested.

Networking and Capacity Building

Development of the Scholarships and Support Activities Monitoring Tool

A two-day scholarship and support activities monitoring tool development workshop was held during the quarter, with representatives from the MOE provincial and district standards offices, the three implementing partners, and the Campaign for Female Education (CAMFED). The Lusaka Provincial Education Officer officially opened the workshop. A comprehensive tool to monitor scholarship and support activities was developed and is currently being used during the monitoring exercises by the MOE, the implementing partners, and the CHANGES2 program.

Analysis of 2007 Grade 12 Scholarship Recipients' Performance Results

In 2007, 1,953 scholarship recipients (1,135 girls and 818 boys) wrote their school leaving examinations. Compared to 2006 where 89% got school certificates, almost 70% (69.9%) of the recipients of 2007 got school certificates and 30% got general certificates. This is compared to the national pass rates for 2006 of 61.3% and for 2007 of 60.9%. In both years, the scholarship recipients performed better than the national average, although their performance in 2007 was not as impressive as that 2006. Further, although 70% of the scholarship recipients got full school certificates in 2007, the quality of results compared to the previous year was slightly lower in all subjects in all the six provinces. Almost half of the students who got full certificates (48%) had bare passes which will only enable them find places in colleges and not in universities.

Among the scholarship recipients, none failed the examinations compared to national figure of 897 who completely failed. Likewise, while 1,346 students nationally missed the examinations, no scholarship recipients missed them with the exception of one girl who died a month before examinations. Further analysis indicates that girls from single sex schools performed exceptionally well, surpassing the performance of boys from both single and mixed schools. In fact, the best students with the highest marks among the scholarship recipients came from the single sex girls' high schools in Lusaka and Southern Provinces with 7 and 9 points respectively. However, girls in mixed sex schools in all the six provinces did not perform as well as the boys. More than half (59%) of the girls in the mixed sex high schools got full certificates compared to 71% of boys. Whereas, 100% of the girls in single sex schools got school certificates in all the six provinces, 90% of the boys from single sex schools got full certificates. In general, the national pass rate with school certificates for girls was lower than that of boys (57.4% for girls and 63.5% for boys). Differences among the provinces were significant with Southern Province, having the highest percentage (80%) of the scholarship students with school certificates and

Northwestern Province being the lowest with only 30%. These differences tally with the national pattern where 73.3% of the students from Southern Province got full certificates compared to 33.5% in Northwestern Province.

	<p style="text-align: center;">Dina Zulu's story</p> <p>Dina Zulu is a grade 10 pupil at Chitende High School in Kafue district.</p> <p>Dina has survived under very difficult circumstances for the past two years. She started her school at Lusaka West Basic School in 1997 until she qualified for grade 10. Having been selected for grade 10 at Mukamambo Girls High School, Dina could not proceed because she had no support or sponsorship to meet the increased costs of tuition and boarding fees. She was forced to look for employment as a maid in order to raise money for her school requirements and help support her widowed mother.</p>
<p>Dina's father died in 2005 when she was in grade 8 and did not leave anything substantial to support the family economically. Her mother is unemployed and her house had even collapsed due to heavy rains during the last rainy season. She has continued living in a makeshift structure that does not adequately protect her from the elements.</p>	
<p>Dina did not report to school when she qualified due to financial constraint and therefore lost her place at Mukamambo Girls. She continued working as a maid for all of 2007, although the money she was getting was not sufficient to support her mother and save for school fees. She was discovered by a caregiver during one of the visits who her situation to Family Health Trust. Dina indicated that she wanted to continue with her education.</p>	
<p>However, Mukamambo Girls had no grade 10 scholarships for 2008. When FHT received this case there was consultation with other boarding schools in Lusaka province to secure a place for her in grade 10 and provide support through the scholarship. Fortunately, Chitende High School selection committee accepted the case and offered her the place and the scholarship.</p>	
<p>Dina has since been given a place at Chitende High School and a scholarship. Many more students like Dina have re-entered school after being forced to drop out and have been fully sponsored under CHANGES2 OVC scholarships in addition to other support in the form of uniforms, shoes and books from CINDI. For Dina, the lost hope in education has been rekindled and she feels happy because she is determined to finish school and be able to support her mother.</p>	

2.5 School-Community Partnerships (SCP) and Outreach

In the second quarter of 2008, CHANGES2 continued implementing the SCP and outreach activities, as follows:



Establishment of SCP Committees and CAGs

In the reporting period, 328 SCP committees and 199 CAGs were established in Lusaka, Central, Copperbelt and Southern Province, and 4,043 SCP committee members (2,332 males and 1,711 females) and 2,475 CAG members (1,517 males and 958 females) received training in community mobilization techniques, problem identification, and action plan development. Subsequently, 305 action plans were developed. However, at the time of compiling this report, Southern Province had not reported on the number of CAGs trained. The tables below show the number of SCP committees and CAGs formed and the numbers of SCP and CAG members trained.

Table 9: Establishment of SCP Committees and CAGs, and Development of Action Plans

Province	#SCP committees formed	#CAGs formed	#Action plans developed	#Action plans being implemented
Central	106	106	106	Not reported
Lusaka	43	43	43	Not reported
Copperbelt	79	56	72	63
Southern	100	100	84	80
Total	328	199	305	143

Table 10: SCP and CAG members trained

Province	SCP committee members		CAGs	
	M	F	M	F
Lusaka	372	347	316	282
Copperbelt	645	620	356	310
Southern	678	481	0	0
Central	637	263	845	366
Total	2,332	1,711	1,517	958

Following the trainings and the establishment of SCP committees and CAGs, the CHANGES2 program continued facilitating the establishment of the SCP committees and training the CAGs, which are responsible for the implementation of the action plans on behalf of the entire community. Communities were engaged in identifying and finding local solutions to challenges that negatively affect provision of quality of education, particularly those associated with HIV/AIDS such as intergenerational sex, early sexual debut, and cultural practices which put young people at risk of HIV infection.

For example, Membership Village Headman Siasokwe and other leaders have identified lack of education resource materials in their area. As a result, they developed a plan of action to establish a library which will also serve as an HIV/AIDS information center for the school and surrounding communities. Kalundu Basic School community in Lusaka Province has decided to support a school feeding program for OVC as a way of encouraging vulnerable children to attend school regularly. These initiatives are a few examples that demonstrate strong linkages that the CHANGES2 program has continued to create between communities and schools through the SCP process.

The CAGs reached a total of 367,658 people with HIV/AIDS prevention, OVC support, and school health promotional messages, and a sizable number of people were engaged in issues associated with quality education. Table 11 below shows the number of people reached with specific messages.

Table 11: Number of people reached with different messages

Province	Category of Com Members Reached	HIV Prevention		HIV/AIDS-OVC		SHN		Education	
		Male	Female	Male	Female	Male	Female	Male	Female
Central									
	Youths	4268	4731	95	67	22732	21265	23078	21405
	Trad. Leaders	1000	284	1000	284	1018	299	1002	284
	Community leaders	3,199	3149	3294	3229	3219	3181	3242	3186
	Wider community	21,440	20041	18241	16892	23181	21407	23251	21653
	Sub total	29,907	28205	22630	20472	50150	46152	50573	46528
Copperbelt									
	Youths	1140	1297	1140	1140	1140	1140	1140	1140
	Trade leaders	7	3	0	0	0	0	0	0
	Community leaders	67	34	73	34	67	34	67	34
	Wider community	3501	4233	3501	3158	3501	3158	3501	3158
	Sub total	4,715	5,567	4,714	4,332	4,708	4,332	4,708	4,332
Lusaka									
	Youths	2856	2750	1780	1640	1520	1619	380	415
	Trad. leaders	16	5	9	1	12	4	7	2
	Community leaders	48	49	22	29	11	21	56	22
	Wider community	3811	3234	1316	1430	2118	2167	1935	1672
	Sub Totals	6731	6038	3127	3100	3661	3811	2378	2111
Southern province									
	Youths	887	920	895	1220	895	1220	895	1220
	Trad. leaders	212	180	206	198	206	198	206	198
	Community leaders	328	176	446	500	446	500	446	500
	Wider community	1381	1887	1405	1365	1405	1365	1405	1365
	Sub Total	2808	3163	2952	3283	2952	3283	2952	3283
Total		44,161	42,973	33,423	31,187	61,471	57,578	60,611	56,254

2.6 Small Grants

The CHANGES2 program continued supporting the District Management Committees (DMCs) in reviewing and awarding HIV/AIDS prevention and OVC support grants to selected basic and community schools in the CHANGES2 program focus provinces. Thirty-one (31) schools received grants for HIV/AIDS prevention and OVC support. In addition, 57 community schools received grants to improve their infrastructure, with improvements including the completion of classroom blocks, construction of VIP latrines and kitchens, rehabilitation of classroom blocks, and provision of classroom furniture. Detailed data on grants is shown in Annex 2.

2.7 Monitoring and Evaluation (M&E)

Impact Assessment of Grants

In the reporting period, April to June 2008, CHANGES2 acquired the services of two independent local consultants to review the performance of its sub-grants, particularly those that were given out in 2006 and 2007. The findings revealed that schools that received grants to establish income generating projects to support HIV/AIDS and OVC activities were still viable. Importantly, the results provide anecdotal evidence that small grants were associated with increased access and retention of children in schools. The assessment, however, also observed that most grant recipients face a challenge of marketing their products.

Impact Assessment of School Gardens

During the period under review an evaluation of the SHN school gardens activity was conducted. An external consultant, hired to carry out the evaluation, worked with a US Peace Corps Volunteer who is experienced in community agriculture and sustainable farming practices. The evaluation report was positive and indicated that most of the schools had set up the school gardens and had started harvesting the produce. However, it also indicated that some of the vegetable seeds given were unfamiliar in some areas. Some of the areas that grew a lot of eggplants did very well and were able to sell the produce and buy popular seeds of vegetables grown in those areas. One of the recommendations made from the evaluation report was to integrate school gardens more clearly in the school curriculum.

Monitoring of 2008 Schools

CHANGES2 implemented the first round of school monitoring for Cohort 3 which will be repeated during the third term. The monitoring involved district level MOE officers who visited each of the 430 basic schools in the focus provinces. The purpose of the monitoring was to give support and guidance to the schools regarding implementation of CHANGES2 activities and also to collect data on progress.

Monitoring of Scholarships and Support Activities

Monitoring of scholarships was conducted by FHT and CHEP in the quarter under review, while FAWEZA plans to conduct monitoring exercises in the next quarter. The CHANGES2 provincial officers also conducted monitoring exercises in selected schools in four provinces. A number of successes, challenges and areas for improvement were identified during this monitoring and are summarized in Annex 3 of this report.

3.0 MANDATED PROJECT RESULTS BY FUNDING SOURCE

Table 3.1 USAID Indicators

Objective (a)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
				M	F	Total	M	F	Total
Healthier students, better prepared and able to learn	Percent of students participating in School Health and Nutrition programs (USAID)	13%	52%	31.5%	34.2%	32.8%	N/A	N/A	N/A
	Number of students participating in school health and nutrition. (USAID)	300,000	1,200,000	358,114	364,576	722,690	N/A	N/A	N/A

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%. Calculation of achieved year-to-date percentages will be based on the enrolment for each current year.

Table 3.2 AEI Indicators

Objective (B)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)*		
				M	F	Total	M	F	Total
Improved quality of teaching in schools	Number of teachers trained (pre-service) (AEI)	1,150	8,450	3,534	4,044	7,578	0	0	0
	Number of teachers trained (in-service)	2,112	8,448	2,560	1,630	4,190	0	0	0

(AEI)								
<p>CHANGES2 pre-service training will target student teachers in the ten teacher training colleges. In-service teacher training will target teachers in government and community schools. CHANGES2 will only count teachers as trained if a teacher receives at least 24 hours of training.</p> <p><i>Note on calculation of target: Pre-Service: CHANGES2 will each year implement combined SPRINT, HIV/AIDS, SCP and SHN trainings in 12 colleges (10 basic colleges and 2 other colleges). Targets set in 2006 have been reduced based on actual college enrollment figures. As a result the target is based on training 10,000 pre-service students in the first year, there after in year 2,3, and 4 2,300 pre-service teachers will be trained each year giving a cumulative total of 16,900 over 4 years. Given that the training is 1/2 AEI funded 1/2 will be counted which gives 1,150 per year and 8,450 over 4 years.</i></p> <p><i>In-Service: 2008 targets have been expanded to correctly estimate the number of teachers trained through Teacher Group Meetings. Each year 1,600 in-service teachers (4 teachers per school by 400 schools) will be trained giving a cumulative total of 6,400 trained over 4 years. Because AEI finances 33% of these trainings this is counted as 528 teachers per year. Over 4 years this is 2112 teachers directly trained. 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 and these will be counted in year 2, 3, and 4 pursuant to AEI guidelines. In year 2, 3 and 4 the teachers directly trained will train 4 more teachers through TGMs. Thus $528 \times 4 = 2,112$ teachers indirectly trained each year or 6,336 over 3 years. Thus total in-service teachers trained directly and indirectly over 4 years will be (direct $528 \times 4 \text{ years} = 2,112$) + (indirect $528 \times 4 \text{ more teachers} \times 3 \text{ years} = 6,336$) = 8,448</i></p>								

*No change in this indicator because the trainings done this quarter were funded under ESF.

Table 3.3 AEI Indicator

Objective (E)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)	Achieved (This Quarter)
Upgraded teacher skills	Money obligated for teacher training (AEI)	\$800,000	\$4,000,000	1,978,290	70,000
<p>Money obligated for teacher training represents AIR's total yearly AEI budget, which will be obligated for the support of teacher training activities.</p> <p><i>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 4th year USD1,600,000 will be obligated. Total amount over 4 years will be USD4,000,000.</i></p>					

Table 3.4 AEI Indicator

Objective (C)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
				M	F	Total	M	F	Total
Improved student learning	Number of children benefiting from improved teaching as a result of interventions (AEI)	460,000	1,840,000	737,916	768,035	1,505,951	N/A	N/A	N/A
<p><i>"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 colleges.</i></p> <p><i>Note on calculation of target: 2008 targets have been revised to correctly account for the number of children reached through pre-service teachers. 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 or 1,200,000 over 4 years benefiting from in-service teachers.</i></p> <p><i>It is also estimated that in each of the 10 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</i></p>									



will be 50 pupils for each of the 320 teachers in each of the 10 colleges = 160,000 children per year or 480,000 over 3 years.

The combined totals for children benefiting from in-service and pre-service teachers will be 300,000 plus 160,000 = 460,000 per year or 1,840,000 over 4 years.

* This indicator is updated annually and was updated in the first quarter.

Table 3.5 PEPFAR Indicator

Objective (D)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
				M	F	Total	M	F	Total
Enhanced support for OVCs	Number of OVC served by OVC programs. (PEPFAR)	5,125	20,500	6,722	7,338	14,060	3,193	1,522	4,715

The indicator tracks the number of annual scholarships provided to OVCs, where PEPFAR defines 'number' as one child-scholarship year. Thus, under PEPFAR's definition, a child who receives a scholarship in grade 10 and grade 11 is counted twice.

Note on calculation of target: The number of individuals provided with scholarships each year will be 3,500 in the first year, 4000 in year 2, 5,000 in year 3, and 8,000 in year 4. The cumulative total is projected at 20,500 and the annual average is 5,125.

Table 3.6 PEPFAR Indicator

Objective (F)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)*			Achieved (This Quarter)		
				M	F	Total	M	F	Total
Students receive effective skills training to avoid infection	Number of individuals trained to promote HIV/AIDS prevention programs through abstinence and/or being faithful (PEPFAR)	7,208	28,836	13,498	13,998	27,497	N/A	N/A	N/A

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. In the 2007 M&E plan, CHANGES2 correctly identified these four groups but in the calculation of targets erroneously did not include 'community members' as part of the calculation. The 2008 M&E targets correctly account for this group.

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.

PEPFAR funds account of 1/2 of pre-service teachers training and 2/3 in-service teacher training hence numbers of teachers trained are split proportionately with AEI.

10,000 pre-service students will be trained SPRINT 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. Given that the training is only 1/2 PEPFAR funded only 1/2 will be counted which gives 1,150 per year and 8,450 over 4 years.

300 pre-service teachers will be inducted in issues of HIV/AIDS in 10 COE =3,000



60 pre-service teachers will be trained in HIV/AIDS peer education in 10 COE =600

Each year 2 in-service teachers from 400 schools will attend 3 trainings (SHN, TED, SCP). Thus each year $2*400*3=2,400$ in-service teachers will be trained, giving a total of 2,400 or cumulative total of 9,600 trained over 4 years. Because PEPFAR financed 66% of these trainings this is counted as 1,584 teachers each year or 6,336 teachers directly trained over 4 years.

In each of the 400 schools each year CHANGES2 will train 2 community members who as a team will in turn train 12 other community members. But for purposes of this indicator only the 2 directly trained by CHANGES2 will be counted. Thus $(2*400) = 800$ community members will be trained each year or 3,200 over 4 years.

Half of the OVC scholarship recipients will be trained as peer educators. Given targets of 5,125 OVCs per year and 20,500 OVCs over for years served by CHANGES2, we expect 2,563 OVCs per year and 10,250 OVCs over 4 years will be trained.

In 2008 CHANGES2 will train 4,000 pupils from Basic schools in SCP.

Total individuals trained will be $(8,450+3000+600+6,336+3,200+10,250+4,000) = 28,836$ over 4 years or an average of 7,209 per year.

* The cumulative figures have been adjusted downwards. During the 2008 review of the M&E plan it was agreed with USAID that figures for community members trained by SCP committees and figures for ToTs for various trainings, which were not in the formula for calculating the indicator but which were included in the cumulative total, should be retroactively removed going back to the beginning of the project.

Table 3.7 PEPFAR Indicator

Objective (G)	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
				M	F	Total	M	F	Total
Improved knowledge and skills for HIV/AIDS prevention.	Number of community members reached with HIV/AIDS prevention programs that promote abstinence and/or being faithful (PEPFAR)	440,000	1,760,000	489,748	510,720	1,000,468	48,920	47,557	96,477

“Number of community members reached” refers to community beneficiaries of out-reach programs.

Note on calculation of target: CHANGES2 will target 400 schools per year. The total number of community members reached through HIV/AIDS prevention programs per school community is estimated at 1,100 based on 2006 implementation experience. This gives an annual target of $400 \times 1,100 = 440,000$ and a cumulative total of 1,760,000 over 4 years.

Table 3.8 USAID INDICATOR

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)	Achieved (This Quarter)
Improved quality of basic education Through provision of textbooks and other	Number of textbooks and other teaching and learning materials provided with USG assistance	365,000	730,000	128,285	54,035



learning materials					
<p>The number of teaching and learning materials provided by CHANGES2 (funded in whole or in part by USG). This may represent a range of final 'products', including materials that are designed and then printed and published, or documents that are purchased and distributed. For the purposes of this indicator, however, the same material should only be counted once: in its final stage of distribution. Teaching and learning materials may include textbooks, student workbooks, supplementary reading books, library books, educational tapes and CDs, and reference material in hard or electronic copies for use in basic or community schools, and/or teacher training classes. Small materials and supplies (e.g. pencils, small materials produced as hand-outs in training etc.), even if paid for by USG funds should not be counted.</p> <p>This is a new indicator that USAID have included in their education Program management plan (PMP) and they have requested that we include it in our M&E plan as well. Therefore, the base year is 2007 and materials given in 2005 and 2006 are not counted towards the target.</p> <p><i>Note on calculation of targets: In 2007 CHANGES 2 produced over 600,000 copies of various teaching and learning materials. In 2008 CHANGES2 plans to develop and distribute 130,000 copies of teaching and learning materials. The average number of materials per year is 365,000 and the total over the two years is 730,000.</i></p>					

Table 3.9 USAID INDICATOR

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)	Achieved (This Quarter)
Capacity building of school governance and management structures	Number of Parent/Teacher Associations or similar school governance structures supported	832	3,328	2,512	0
<p>A total number of PTA, School Management Committee (SMC), or other similar governance bodies for an individual school (or equivalent non-school setting) supported by USG. These committees contribute to school governance, meet regularly and participate more fully in education activities, or in any other way are more supportive of the school or non-school equivalent education setting. The USG support includes, but is not limited to, direct financial support (grants) and training in skills related to serving on a PTA, SMC, or equivalent governance body.</p> <p><i>Note on calculation of targets: In 2006 CHANGES2 had 424 basic schools, in 2007 CHANGES2 had 412 basic schools, in 2008 CHANGES2 has 428 basic schools, another 400 schools will be reached in 2009, for a total of 1,664 schools. At each school under SCP CHANGES2 supports the creation of a School Community Partnership (SCP) Committee and a Community Action Group (CAG), thus two structures are created at each school. A total of 1,664 X2 = 3,328 or an average of 832 structures per year will be created over the four years.</i></p>					

Table 3.10 USAID INDICATOR

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
				Male	Female	Total	Male	Female	Total
Improved institutional capacity to support learning and for HIV prevention	Number of administrators and officials trained	1,787	7,149	3,007	1,807	4,814	1,072	645	1,717
<p>Number of education officials or administrators of education programs, who receive training in aspects of their current positions, including areas such as finance, management (e.g., logistics, monitoring, personnel use and support), governance (e.g., legislation, communication, enforcement) or infrastructure (e.g. building, supplies). Successful completion requires that trainees meet the completion requirements of the structured training program as defined by the program offered. Training should be at least three working days (24 hours) in duration. Note also that an individual trainee, even if he/she is trained in more than one area or instance of training that year, should be counted only once.</p> <p>Note on calculation of targets:</p> <p><i>In each of the 38 districts of the 5 provinces (Southern, Copperbelt, Lusaka, central, and Luapula) CHANGES2 will conduct 7 trainings (SHN, TED, HIV, SCP, Grants, M&E, and OVC) of district officers attended by 10 officers. Thus $7 \times 10 \times 38 = 2,660$ district officers.</i></p> <p><i>In each of the 31 districts of Central, Copperbelt, Lusaka, and Southern provinces, changes 2 will train 12 district officers in OVC scholarship selection. Thus $31 \times 12 = 372$</i></p> <p><i>In each of the 5 provinces at least 5 provincial officers will participate in any of the 7 trainings. Thus $5 \times 5 \times 7 = 175$</i></p> <p><i>In each of the 10 colleges of education CHANGES2 will conduct 4 trainings (Teacher education, Library, computer, HIV) for 35 college tutors. Thus $10 \times 4 \times 35 = 1,400$ tutors trained.</i></p> <p><i>In each of the 178 schools where OVCs are being supported CHANGES2 will train 10 members of the school based scholarship selection committees. Hence $10 \times 178 = 1,780$</i></p> <p><i>In the 4 provinces of Lusaka, Copperbelt, Central, and Southern, CHANGES2 will train district and provincial resource centre coordinators and their assistants in library management. Hence 38 district resource centres plus 8 provincial resource centres times 2 officers = 92</i></p> <p><i>CHANGES2 will provide grants to community schools under ESF and the Parents and Community school Committees (PCSC) at the recipient schools will be trained in project management. It is estimated that each grant recipient school has approximately 10 members in its PCSC. All PCSC members located at a school supported by an infrastructure improvement grant will be trained. Given 67 grant recipient schools a total of $10 \times 67 = 670$ people will be trained.</i></p> <p><i>Total trainings under capacity building = $2,660 + 372 + 175 + 1,400 + 1,780 + 92 + 670 = 7,149$ over 4 years or an average of 1,787 per year.</i></p>									

Table 3.11 USAID INDICATOR

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
				Male	Female	Total	Male	Female	Total
Improved participation in education	Number of children enrolled in basic education	383,400	1,533,600	596,608	585,062	1,181,670	N/A	N/A	N/A
<p>Tracking impact on national total and net enrollments through the Zambian education sector is appropriate because CHANGES2 is contributing directly to improving quality of teaching and learning at school level.</p> <p><i>Note on calculation of targets: 1,664 basic schools over 4 years (424 yr1, 412 yr2, 428 yr3 and 400 yr4) by 750 pupils per school by 4 years. Additionally, Year 2, 948 FTI community schools by 200 pupils per school, and year 3, 482 ESF community schools by 200 pupils per school. Thus children enrolled is projected as (1664*750)= 1,248,000 plus (948*200=189,600) plus (482*200=96,000) = 1,533,600 over four years or an average of 383,400 per year.</i></p>									

4.0 NON-MANDATED PROGRAM RESULTS BY COMPONENT**Table 4.1 Scholarships to OVCs**

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
				Male	Female	Total	Male	Female	Total
	Number of scholarship recipients trained as HIV/AIDS peer educators	2,563	10,250	2,411	3,513	5,924	459	644	1,103
<p><i>Note on calculation of targets: Targets have been revised based on expanded number of scholarship recipients</i></p> <p><i>The number of individuals provided with scholarships each year will be 3,500 in the first year, 4000 in year 2, 5,000 in year 3, and 8,000 in year 4. The cumulative total is projected at 20,500 and the annual average is 5,125.</i></p> <p><i>It is estimated that half of the scholarship recipients each year will be trained as peer educators. Hence 5,125 /2=2563 or 20,500/2=10,250 over 4 year are expected to be trained as peer educators.</i></p>									

Table 4.2 Small Grants

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
				Males	Females	Total	Males	Females	Total
Support HIV/AIDS prevention and mitigation	Number of Children benefiting from grant aided services.	75,000	300,000	167,388	176,264	346,388	8,561	8,804	17,365
Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)*		
	Number of grants awarded	100	400	313			29		

Note on calculation of targets: 2007 targets have been revised to account for wrap-around grants provided during year 2. 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. In addition another 80 wrap-around grants will be given in year 2 only, bringing the total number of grants to 400.

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 $100 \times 750 = 75,000$ children will benefit from grant aided activities each year, and 300,000 children will benefit over 4 years.

Table 4.3 School Community Partnerships and Outreach

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
				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	5600	22,400	10,213	8,789	19,002	895	626	1,521

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

Note on calculation of targets: Targets were initially set based on the assumption that each community leader directly trained would train on average 5 other community leaders. Actual monitoring data from 2006 and 2007 have shown that the average number of other community leaders is 6. As a consequence, targets have been revised as follows: 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 the number of community leaders participating is $(2+12) \times 400 = 5,600$ per year or 22,400 over 4 years.

Table 4.4 School Community Partnerships and Outreach

Objective	Indicator Definitions	Target (Annual)	Target (Cumulative)	Achieved (Project to date)	Achieved (This Quarter)
	Number of community action plans developed	300	1,200	1,160	305
<p><i>Note on calculation of targets: It is estimated that not all communities sensitized will develop action plans. During phase 1 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>					



5.0 ECONOMIC SUPPORT FUND (ESF) INDICATORS

Table 5.1 Teacher Education

Objective	Indicator Definitions	Target (Cumulative)	Achieved (Project to date)*			Achieved (This Quarter)		
			Males	Females	Total	Males	Females	Total
Training of community school teachers	Number of community school teachers participating in ESF teacher education programs	1928	888	1,000	1,888	888	1,000	1,888

As part of ESF activities CHANGES2 will be training community school teachers in order to better improve the educational environment. This indicator tracks the training of these community school teachers by CHANGES2.

Note on calculation of target: One teacher from each of the 482 community schools in the 5 CHANGES2 provinces will be trained. They will in turn train the rest of the teachers at their school through the MOE SPRINT system of on-going professional development. Average number of teachers per community school is 4 by 482 community schools = 1,928

* Actual number of schools was 472 rather than the projected 482.

Table 5.2 Teacher Education

Objective	Indicator Definitions	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)		
			Males	Females	Total	Males	Females	Total
Training of community school teachers	Number of community school Pupils benefiting from ESF teacher education programs	96,400	46,256	48,144	94,400	46,256	48,144	94,400

Pupils are the ultimate beneficiary of the CHANGES2 program. This indicator tracks the number of pupils benefiting from the training of community school teachers by CHANGES2.

Note on calculation of target: An average of 200 pupils per school is assumed. Given a total of 482 schools to be reached this gives a total of 96,400 pupils.

5.3 Sub-Grants

Objective	Indicator Definitions	Target (Cumulative)	Achieved (Project to date)	Achieved (This Quarter)
Improved community schools infrastructure	Number of community schools with improved infrastructure	67	86	56

Improving the infrastructure of targeted community schools is a critical component to realizing CHANGES2's objectives for community schools. This indicator tracks number of schools receiving infrastructure improvement grants.

Note on calculation of target: It is expected that in each of the 4 core provinces (Central, Copperbelt, Lusaka and southern) 8

grants will be given, total = 32, and that in Luapula Province 35 grants will be given, grand total 32 +35=67 grants. Hence 67 community schools will benefit from infrastructure improvement grants.

5.4 Sub-Grants

Objective	Indicator Definitions	Target (Cumulative)	Achieved (Project to date)			Achieved (This Quarter)*		
			Males	Females	Total	Males	Females	Total
Improved educational support for OVCs	Number of community school pupils benefiting from grants to improve community schools	13,400	9,543	10,518	20,061	N/A	N/A	N/A

Students are the ultimate beneficiary of grant related activities. This indicator tracks number of children benefiting from ESF infrastructure improvement grants.

Note on calculation of target: Average enrolment in community schools is estimated at 200. Expected number of Schools benefiting from grants is 67. Hence expected number of pupils benefiting from grants is 200 X 67 = 13,400

* This indicator is updated annually and was updated in the first quarter.

6.0 SPECIAL EVENTS

World Malaria Day

The commemoration of World Malaria Day on 25th April, 2008 in Livingstone attracted people from all over the world, this having been the first world-wide arrangement of its type. All ministers of health from SADC countries were in attendance and Princess Astride of Belgium was the special guest. Also available to grace the commemoration was the Vice President of Zambia, Mr. Rupiah Banda.



Minister of Health, Dr. Chituwo flagging off (above)



Vice President Rupiah Banda officiating (above)

CHANGES2 Program Marching (below)



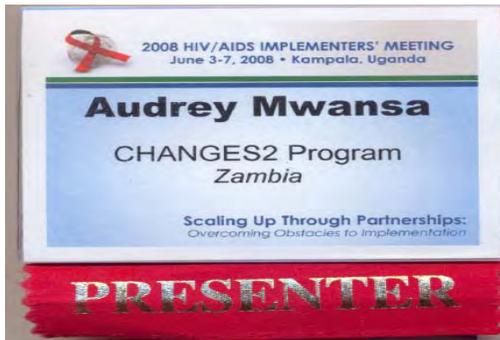
Special Guest Princess Astride (below)

CHANGES2 had the privilege of being a part of this very important day. As is well-known, malaria has been among the biggest contributors to ill health, absenteeism and poor performance among school going children. The message from Princess Astride from Belgium emphasized the importance of fighting malaria at all levels. This could be done through improved leadership and increased and flexible funding towards the fight against malaria.

2008 HIV/AIDS Implementers' Meeting June 3-7th 2008 Kampala Uganda

The CHANGES2 program was represented at the 2008 HIV/AIDS Implementers' meeting held in Kampala by the OVC and Scholarships Advisor. The advisor presented a paper themed "Educating the Most Vulnerable Young People". The overall theme of the meeting was "Scaling Up Through Partnerships: Overcoming Obstacles to Implementation," recognizing the rapid expansion of HIV/AIDS programs worldwide. More than 1,700 people from around the world participated in the meeting. The goals of the meeting were:

- Widely disseminating lessons learned during the implementation of multi-sectoral HIV/AIDS programs with a focus on:
 - Scaling up prevention, treatment, and care program
 - Building local capacity
 - Enhancing program quality
 - Promoting coordination among partners
 - Catalyzing an open dialogue about the future direction of HIV/AIDS programs with a strong emphasis on implementation and the identification of critical barriers.
 - Directly impacting HIV/AIDS program implementation in the coming years through the diffusion of best practices and lessons learned.



The meeting provided an opportunity for partners around the world to discuss critical barriers, share information, and foster partnerships that will directly impact HIV/AIDS program implementation in the coming years. This was effectively done through poster and plenary presentations.

Schools as Centres of Care and Support (SCCS) Planning and Evaluation Meeting June 13-14, 2008 - Johannesburg, South Africa

The CHANGES2 OVC and Scholarships Advisor, together with a MOE official and a representative from UNICEF, attended a two-day planning meeting on Schools as Centres of Care and Support (SCCS) in Johannesburg from 13th to 14th June 2008. The meeting was attended by members from Swaziland, Zambia, and South Africa as well as MiET Africa representatives, and SDC.

The planning meeting aimed to discuss the proposed SADC framework with the Phase 1 teams and to further discuss any scale-up plans that might need MiET Africa to seek additional funding in order to support the SCCS initiatives on the ground. The country teams were informed that UNICEF, UNESCO, and MiET had reviewed the first draft together with the SADC team and a second draft had been circulated to member states. The framework is to be presented by SADC Education Secretariat to the Ministers of Education at their meeting on 30 June. According to Zambia's initial plan, finalized in January 2008, there were no funding gaps with regard to planned activities. Zambia NCU is committed to SADC supported initiatives on care and support. At the same meeting, the draft evaluation report was presented by the two institutions commissioned for this exercise by the SADC Ministers and MiET Africa.

7.0 MANAGEMENT AND ADMINISTRATION

As was the case last quarter, during the current reporting period, the CHANGES program worked with the MOE on a proposal to receive 50,000 bicycles from an American NGO in Zambia, World Bicycle Relief (WBR). Several meetings were held, some between CHANGES2 and WBR, others between CHANGES2 and the MOE, and still others between all three parties. By the end of the quarter, a workable plan for identifying 50,000 beneficiaries in the education sector from 16 of the neediest districts of Zambia's nine provinces was developed. Next steps are for a MOU to be drafted and signed between WBR and the MOE, and for preliminary work in the 16 districts to start in advance of distributing the first tranche of bicycles in late 2008 or early 2009. Also this quarter, CHANGES2 moved its Head Office and Lusaka Province office from 6969 Kabanga road to 5 Katemo Road. This was in compliance with the notice of non-renewal of tenancy from the previous landlord. Much of the month of June was taken up with shifting office services (telephone lines, security system, internet system), equipment, and furniture to the new office.

Finally, from the standpoint of finances, the program's activity expenses reached close to 100% of its life budget during the quarter, and CHANGES2 worked with USAID on a program technical modification to raise the program's budgetary ceiling. Given that the new funds could not arrive immediately, a number of activities in the work plan which were to be implemented during the quarter were suspended until the arrival of new funds.

8.0 PLANS FOR NEXT QUARTER

SHN

- Provincial coordinators to continue with the compilation of data on deworming and compiling data on pre- infection rate of bilharzia/worms from all schools
- Work with MOE to organize the HPS award-giving ceremony for the district and provincial awards
- Continue support to schools and MOE staff at all levels

HIV/AIDS

- Finalize development of materials for training basic school students as HIV/AIDS peer educators



- Re-structure the HIV/AIDS SPRINT training to strengthen the integration of HIV Education in all primary school grades
- Complete development of the 3nd HIV/AIDS comic book
- Prepare posters presentation for the International AIDS Conference in Mexico City

School Community Partnerships.

- Orient Provincial Education Board Committees in SCP
- Continue providing technical support to MOE and the CHANGES2 program staff

Sub-grants

- Continue providing technical advise on the implementation of sub-grants

Scholarships and OVC Support

- In-depth monitoring of scholarships and support activities
- Follow up training of trained guidance teachers in PSS in Luapula province
- Review and planning meetings with the implementing partners
- Begin planning for 2009
- Subcontract CBOs to sew pads and pad bags for scholarship recipients
- Complete disbursement of additional scholarships
- Complete distribution of comfort kits to schools
- Monitor the peer education program in schools.
- Gather and enter data on academic progress of scholarship recipients

9.0 FINANCE AND BUDGET

[Insert A]



APPENDICES

Appendix 1: Grants

Details of HIV/AIDS and OVC Support Grant Recipients

1. Nutrition Support OVC/CAH
2. Economic generating activities for OVC/CAH support
3. HIV/AIDS Prevention for Prevention
4. Education supplies for OVC/CAH
5. SHN action plans
6. HIV Prevention-AB Community outreach
7. Vacation support for OVC/CAH
8. Recreation for OVC/CAH

Province	S/N	Name of School	Purpose	Approved amounts	Period	Location	Expected beneficiaries	
Central Province							M	F
	1	Shitima community school	1,2, 3 and 4	17,961,000	4 th April to 30 th October	Kabwe	40	40
	2	Palamedes basic school	1,2,3,4 and 5	17,995,000	4 th April to 30 th October	Kapiri	50	50
	3	Kabwe kupela basic school	2, 3 and 4	17,961,000	4 th April to 30 th September	Serenje	179	181
	5	Likumbi basic school	4,6 and 7	18,000,000	May to October	Kapiri	86	86
	6	Lunsefwa hydro power station basic school	6,7 and 8	16,000,000	May to October	Kapiri	1000	1000
Copperbelt Province								
	1	St. Bonaventure basic	1,2,4	22,400,000	May to December 2008	Ndola	41	57
	2	Chawama basic	1,2,4	22,400,000	May to November 2008	Ndola	250	323
	3	Mpongwe basic	1,2,4	22,400,000	May to November 2008	Mpongwe	72	78

	4	Bilima basic	1,2,4	22,400,000	May to November 2008	Mpongwe	150	151
	5	Konkola basic	1,2,4	22,400,000	May to November 2008	Chililabombwe	116	143
	6	Fifungo	1,2,4	22,400,000	May to November 2008	Masaiti	93	89
	7	Kashitu basic	2,3	22,400,000	May to November 2008	Masaiti	2500	3500
	8	Kamba basic	2,3,6	21,000,000	May to November 2008	Ndola	3000	3300
Lusaka Province								
	1	Chitanda basic	1,2,4,7	18,800,000	Apr-Oct 08	Lusaka	35	65
	2	Kalikiliki cs	1,2,4,7	19,750,000	Apr-Oct 08	Lusaka	156	194
	3	Mwitendwa cs	1,2,4	18,000,000	Apr-Oct 08	Lusaka	100	200
	4	Mwembeshi basic	1,2,4	18,720,000	Apr-Oct 08	Kafue	60	80
	5	Kalundu basic	1,2,4	18,600,000	Apr-Oct 08	Kafue	100	150
	6	Chimusanya basic	1,2,4	18,200,000	Apr-Oct 08	Chongwe	80	120
	7	Lukwipa basic	1,2,4	18,000,000	Apr-Oct 08	Chongwe	98	102
	8	Mpanshya basic	1,2,4	20,730,000	Apr-Oct 08	Chongwe	172	106
	9	Chitukuko basic	3,6	18,500,000	Apr-Oct 08	Lusaka	1700	1300
	10	Jacaranda basic	3,6	18,500,000	Apr-Oct 08	Lusaka	900	1100
				187,800,000			3401	3417
Southern Province								
	1	Singani West	2,4	K21, 050,000	K10, 525,000	Choma	56	66
	2	Singani East	2,4	K14, 750,000	K7, 375,000	Choma	68	72
	3	Kayuni Basic	2,4	K18, 500,000	K9, 250,000	Siavonga	70	60
	4	Chilindi Basic	2,4	K18, 200,000	K9, 100,000	Siavonga	34	48

	5	Sialwala Basic	2,4	K16, 700,000	K8, 350,000	Sinazongwe	45	62
	6	Miyoba Basic	2,4	K20, 000,000	K10, 000,000	Monze	46	57
	7			K109,200,000	K54, 600,000		319	365

Details of ESF Grant Recipients

1. Completion of Classroom block
2. Rehabilitation of Classroom block
3. Construction of VIPs
4. Construction of Kitchen
5. Provision of class room furniture

Province	S/N	Name of School	Purpose	Approved amounts(ZK)	Period	Location	Expected beneficiaries	
							M	F
Central Province								
	1	Nakoli Comm	1	17,000,000	April to Sept	Kabwe	150	50
	2	Chikanda Comm.	1	18,400,000	April to Sept	Mukushi	87	94
	3	Misundu Comm.	1	17,350,000	April to Sept	Kapairi mposhi	43	59
	4	Fipungu Comm	1	18,500,000	April to Sept	Mukushi	100	120
	5	Munda Comm	1	18,400,000	April to Sept	Mukushi	20	28
	6	Mfwata Comm	1	18,500,000	April to Sept	Serenje	100	150
	7	Pilyeshi	1	18,460,000	April to Sept	Serenje	250	200
	8	Ngoli Comm	1	18,500,000	April to Sept	Serenje	203	185
Copperbelt Province								
	1	Mackenzie com	2	18,825,000	April to September 2008	Ndola	203	231
	2	Kasununu community	1	18,825,000	April to September 2008	Luanshya	110	92
	3	Kampelembe community	1	18,825,000	April to September 2008	Luanshya	104	99
	4	Hope fellowships community	5	18,825,000	April to September 2008	Ndola	130	175
	5	Kafubu	3	18,825,000	April to	Ndola	124	241

		community			September 2008			
	6	Roma community	1	18,825,000	April to September 2008	Ndola	1200	1800
	7	Kankwiba community	1	18,825,000	April to September 2008	Luanshya	99	83
	8	Luto community	5	18,500,000	April to September 2008	Kitwe	89	103
Luapula Province								
	1	Chibabila Girls	1	18, 825, 000	April to September	Chienge	0	360
	2	Kapako	1	18, 825, 000	April to September	Chienge	118	107
	3	Kawama	1	18, 825, 000	April to September	Chienge	138	110
	4	Lambe	1	18, 825, 000	April to September	Chienge	82	121
	5	Musangu	1	19, 500, 000	May to September	Chienge	180	127
	6	Chikuni	3	18, 825, 000	April to September	Kawambwa	315	346
	8	Kasese	3	18, 825, 000	April to September	Kawambwa	75	106
	9	Matende	1	18, 825, 000	April to September	Kawambwa	50	54
	10	Paraffin	3	18, 825, 000	April to September	Kawambwa	68	82
	11	James	1	18, 825, 000	April to September	Mansa	180	200
	12	Mabondo	1	18, 825, 000	April to September	Mansa	121	139
	13	Milima	1	18, 825, 000	April to September	Mansa	200	175
	14	Chilimabwe	3	18, 825, 000	April to September	Milenge	98	102
	15	Kandakala	1	18, 825, 000	April to September	Samfya	80	100
	16	Mulunda	1	18, 825, 000	April to September	Mwense	150	100
	17	Kalweo	1	18, 825, 000	April to September	Nchelenge	151	135
	18	Miba	1	18, 825, 000	April to September	Nchelenge	125	81
	19	Mukeya	1	18, 825, 000	April to September	Nchelenge	110	97
	20	Ray of Joy	1	18, 825, 000	April to September	Nchelenge	456	374

	21	Chang'wena	1	18,825,000	April to September	Samfya	98	85
	22	Kanengo	1	18,825,000	April to September	Samfya	197	170
	23	Lukankala	1	18,825,000	April to September	Samfya	220	189
	24	Makasa	1	18,825,000	April to September	Samfya	90	110
	25	Katena	1	18,825,000	May to September	Milenge	97	116
	26	Butute	3	18,825,000	May to September	Milenge	155	125
	27	Matontola	1	18,825,000	May to September	Milenge	104	80
Lusaka Province								
	1	Rolling Stone cs	1	19,000,000	Apr-Oct 08	Lusaka	314	330
	2	Joseph Conteh cs	5	18,000,000	Apr-Oct 08	Kafue	62	95
	3	St Francisco Care cs	2	18,400,000	Apr-Oct 08	Kafue	100	150
	4	Linda Orphanage cs	1	18,400,000	Apr-Oct 08	Kafue	72	115
	5	Deaf Care cs	1	18,000,000	Apr-Oct 08	Lusaka	44	30
	6	Mwambashi cs	2	19,500,000	May-Oct 08	Chongwe	350	170
	7	Kashimpa cs	1	19,500,000	May-Oct 08	Chongwe	122	125
	8	Chitukuko cs	2	19,500,000	Apr-Oct 08	Kafue	126	104
Sub-total				150,300,000			1190	1119
Southern Province								
	1	Luyala Community	Completion of 1 x 2 classroom	K18,500,000	K9,250,000	Kalomo	78	85
	2	Lusumpuko Community	Purchasing school furniture	K18,500,000	K9,250,000	Kalomo	152	142
	3	Lukwata Community	Rehabilitation of 1x1 classroom	K18,500,000	K9,250,000	Kalomo	60	80
	4	Sijuwa Community	Construction of 3 VIP toilets	K18,500,000	K9,250,000	Choma	154	150
	5	Mulampa Community	Completion of 1x1 classroom	K18,500,000	K9,250,000	Choma	65	105
	6	Kalundu Kamaria Community	Roofing 1x3 classroom	K18,500,000	K9,250,000	Choma	140	157

Details of Psycho- Social support Grants (PSS)

Purpose of grants: Remedial Classes for OVCs and income generation through Vegetable Gardening

GRANT NO.	DISTRICT	PERIOD OF PROJECT	RECIPIENT ORGANISATION	STATUS	TOTAL GRANT APPROVED	TOTAL GRANT DISBURSED	BENEFICIARIES		
							M	F	T
LP/PSS/0001	Mwense	June to November 2008	Kafusha	On - Going	700USD	350USD	23	50	73
LP/PSS/0003	Mwense	June to November 2008	Muchinga	On - Going	700USD	350USD	27	25	52
LP/PSS/0004	Mwense	June to November 2008	Mumpolokoso	On - Going	700USD	350USD	40	50	90
LP/PSS/0005	Mwense	June to November 2008	Kapwenge	On - Going	700USD	350USD	7	10	17
LP/PSS/0006	Mwense	June to November 2008	Sunshine	On - Going	700USD	350USD	20	28	48
LP/PSS/0007	Mwense	June to November 2008	Tangwa	On - Going	700USD	350USD	10	13	23
LP/PSS/0009	Mwense	June to November 2008	Twatasha	On - Going	700USD	350USD	19	16	35
LP/PSS/0010	Mwense	June to November 2008	Mung'anga	On - Going	700USD	350USD	18	22	40
LP/PSS/0011	Samfya	June to November 2008	Chombwe	On - Going	700USD	350USD	11	10	21
LP/PSS/0012	Mansa	June to November 2008	Lukundushi	On - Going	700USD	350USD	16	24	40
LP/PSS/0013	Mansa	June to November 2008	Mansa Day West	On - Going	700USD	350USD	27	41	68
LP/PSS/0014	Mansa	June to November 2008	Lukwinu	On - Going	700USD	350USD	14	9	23
LP/PSS/0015	Mansa	June to November 2008	Kamipundu	On - Going	700USD	350USD	9	11	20
LP/PSS/0016	Mansa	June to November 2008	Lwilu	On - Going	700USD	350USD	11 2	19 0	30 2
LP/PSS/0018	Kawambwa	June to November 2008	Kampemba	On - Going	700USD	350USD	16	15	31
LP/PSS/0019	Kawambwa	June to November 2008	Chabatama	On - Going	700USD	350USD	16	14	30
LP/PSS/0020	Chienge	June to November 2008	Musangu	On - Going	700USD	350USD	27	15	42
LP/PSS/0021	Chienge	June to November 2008	Mulonda	On - Going	700USD	350USD	81	14 0	22 1
LP/PSS/0022	Chienge	June to November 2008	Katele	On - Going	700USD	350USD	29	38	67
LP/PSS/0023	Chienge	June to November 2008	Lubambe	On - Going	700USD	350USD	30	65	95
LP/PSS/0024	Chienge	June to November 2008	Mucese	On - Going	700USD	350USD	12 5	39	16 4
LP/PSS/0025	Chienge	June to November 2008	Kapati	On - Going	700USD	350USD	18	22	40
LP/PSS/0026	Chienge	June to November 2008	Maoma	On - Going	700USD	350USD	23	28	51
LP/PSS/0027	Chienge	June to November 2008	Mukunku	On - Going	700USD	350USD	13 5	15 0	28 5

LP/PSS/0 028	Mwense	June to November 2008	Mwense	On - Going	700USD	350USD	28	34	62
LP/PSS/0 029	Chienge	June to November 2008	Kawama	On - Going	700USD	350USD	13 8	11 0	24 8
LP/PSS/0 030	Mansa	June to November 2008	Chile	On - Going	700USD	350USD	15	10	25
Grand Total							10 34	11 79	22 13

APPENDIX 2: Scholarships

Monitoring of the scholarships and support activities

Monitoring of scholarships was conducted by FHT and CHEP in the quarter under review. FAWEZA on the other hand plans to conduct the monitoring exercises in the next quarter. The CHANGES2 provincial officers also conducted the monitoring exercises in selected schools in four provinces. During the monitoring exercise CHEP established the following:

- 1. Academic Performance-**on average most of the scholarship recipients had improved in their academic performance with regard to the first term examinations.
- 2. Class attendance-** scholarship recipients had attended class on a more regular basis and demonstrated good behavior in relation to other students and the staff.
- 3. Use of stipend book- Documentation-**most of the schools kept records on each activity that is covered by CHANGES2. Some schools did document information on the general welfare of each student on the scholarship
- 4. Administration of scholarship funds-**schools have had appreciated the scholarship funding and are able to account for the money received in accordance with the CHANGES2 policy guideline and all funds paid was signed for by scholarship recipients.
- 5. School selection committees-** Out of the 44 schools visited on the Copperbelt, 31 schools have met the requirements that are set in the policy guideline. The 31 schools have opened a file for CHANGES /CHEP documentation of the activities. In these files minutes of the meetings that are conducted by the selection committees are kept. Also the number of the children identified and selected for the scholarship are recorded and kept in the same file. The schools have been able to send copies of the minutes to CHEP. The other 13 schools though they have not been able to meet the requirement CHEP is providing mentoring to improve on the situation.
- 6. Support activities-** there has been great awareness on HIV/AIDS in schools through Anti-Aids/SAFE clubs facilitated by trained peer educator's students who are on the CHANGES2 scholarship bursary.
- 7. Drop outs-** a total number of 10 scholarship recipients have dropped out, 6 girls and 4 boys. These have already been replaced by other students who were on the reserve list. The reasons for dropping out are indicated below:

- Most females are dropped due to pregnancies and early marriages. Additionally for boys it is usually due to household responsibilities like caring for the chronically ill guardians. These make the children difficult to attend classes regularly.
- Also some have been dropped out of the list of recipients due to absenteeism, below average performance in class and change of the status of the orphans.

Successes and Lessons Learnt

- Provision of comfort kits to girls on the scholarship enables them to attend classes regularly and even in the absence of convenient hygienic facilities.
- As a result of CHEP lobbying for acceptance of transferred students on scholarship to schools under the CHANGES2 catchment, has promoted collaboration and networking among the CHEP/CHANGES2 schools hence retention is high.
- The scholarships granted to students are widely accepted by schools and the communities as they have offered opportunities for children who could not go to school due to non availability of school requisites.
- Empowered the school administrations with the capacity to identify and select the most vulnerable pupils in the communities who should benefit from the programme without any interference.
- Sticking to laid down procedures has enabled the implementation to be smooth.
- Vulnerable Children in dire need of the support have been reached, even in remotest areas.

Challenges Encountered in the Quarter

FAWEZA

- Distribution of scholarship for grades 11 & 12 in 2007 has resulted in schools reporting that they revised fees in 2008 and so there under payments for example, FAWEZA, during the distribution and monitoring exercise found that at Zambezi Boarding High School, pupils were not given their stipend, the accounting officer explained that the bursaries that were paid late last year for 2008 did not cover the new fees. The accountant informed the FAWEZA officers that a balance of 11 Million Kwacha was owed, so the school decided not to pay the pupils since the account was in arrears. The school complained that, they had to make this decision because they had the burden of feeding pupils in boarding. The FAWEZA Officer requested the School management to immediately pay the stipend to the pupils and advised the school to make a formal request to FAWEZA in regard to the balance owed. They were encouraged to communicate such problems to the National Secretariat Office or Provincial Office as soon as possible so that they could be rectified promptly.
- The experience encountered by FAWEZA at Zambezi High School was common in all the six provinces. While it is important to advance the payment of the fees early in the year, PTA AGMs are held late in the year and it is at these meetings fees are agreed upon and usually the trend has been that schools increase fees on an annual basis.
- Schools viewed reporting obligations as added on responsibility and so many of them do not submit academic progress reports of pupils on the scholarship programme. This challenge was

also common among the three partners. The need to involve DEBS offices in monitoring visits conducted to school will be encouraged in the following year in order to instill a sense of accountability and transparency in school management.

CHEP

- Inadequate IEC materials on HIV/AIDS for SAFE/Anti-Aids clubs.
- Continuous upward adjustment of school fees that are being made by the day and boarding schools both in central and Copperbelt province as compared to our yearly budget comprising the scholarship package. However CHEP and CHANGES2 continue lobbying with schools in the reduction of school fees for OVC on the scholarship by sharing to the schools about the ceiling.
- There is no provision for boys Comfort kits on the bursary has raised concerns, as it is felt that they also needed some of the essential items like soap and pants.
- Non-teaching staff on the school based selection committees do not turn up for selection committee meetings due to lack of incentives hence they always give excuses for not attending the selection committee meetings.
- The resignation of the focal point person in central province has hindered the effective and efficient delivery of the scholarship service in Central province.
- The limitation in the budget for monitoring and distribution of the scholarship has made the programme not to be on schedule with our plan

FHT

- The inadequate funding has contributed to the reduced numbers of OVCs put on the scholarships.
- The major challenge in most of the schools is that there are many more vulnerable children and therefore, selection committees had difficulties in selecting the few among the many OVC.
- The exchange loss due to dollar fluctuations has reduced beneficiary OVCs in terms of scholarships.
- Unwillingness of some partners to collaborate/co-operate to avoid overlaps and duplication of limited resources.
- Frequent transfers/shifting of scholarship focal point persons in schools adversely affected compliance.
- Frequent hikes of fees of schools and consequently reducing the number of beneficiaries.
- Reservation of places for girls who fall pregnant and who get re-enrolled after delivery while at the same time there is a provision to replace them with others.
- Rising demand for scholarships dictating stiffer selection criteria

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

**CHANGES2
SCHOLARSHIP
PROGRAMME**



SECOND QUARTER TECHNICAL REPORT

APRIL TO JUNE 2008

Prepared by FAWEZA National Secretariat

Lusaka, Zambia

1.0 Introduction

This quarterly narrative report covers the period April to June 2008 and gives an overview of the activities undertaken in the implementation of the CHANGES2 scholarship programme, which is supported by the US government through the American Institutes for Research (AIR). The programme targets high school (Grade 10-12) girls and boys at a ratio of 7:3 in two (2) provinces; Eastern and North-western. The report covers the second phase of distribution of bursaries, comfort kits and dictionaries to newly adopted grade 10 pupils in North-western Province. Also included are highlights of the Monitoring and Evaluation office activities carried out during the quarter. It also highlights mentoring activities through the SAFE club peer support programme. To increase school retention rates and ensure survival of scholarship recipients through the high school cycle, an HIV/AIDS, reproductive health, gender and life skills program being channeled through the Students' Alliance for Female Education (SAFE) Clubs has been integrated into the program.

To date, the programme has reached a total of 1,939 scholarship recipients in 64 schools, exceeding the target of 1800 pupils per year by 139, with each scholar receiving a full scholarship covering tuition, PTA levy, exam fees, boarding fees and stipend for personal effects. Each scholarship is renewed on a yearly basis, based on good performance and demonstrated good conduct.

2.0 Bursary Distribution

During the quarter under review, distribution was done only in North Western Province, a total of 376 bursaries were distributed in schools. This comprised of 249 girls and 126 boys in grade 10 and 1 female pupil in grade 11. This brings the cumulative number of scholarship recipients under the programme to date to 1,939 (please see appendix) .As part of the scholarship package, a total of 375 dictionaries donated in 2006 by the USAID African Bureau were distributed to grade ten pupils in North-Western Province. FAWEZA National Secretariat staff did the distribution and awarding of bursaries to OVCs, in collaboration with Provincial Focal Point Persons and District Chapter members. The office of the District Education Board Secretary in each district was informed and in some cases accompanied the teams to the schools. The distribution process included the following activities:

- i. Meeting some members of the School Selection Committee to review adherence to the selection process and minutes of the SSC meetings
- ii. Re-interviewing bursary recipients to authenticate their vulnerability
- iii. Informing recipients about the amounts of stipend and the need to sign the stipend record book after being given their personal effect funds and purchases

- iv. Emphasizing to the scholars the importance of good academic performance and good conduct by pupils as a condition for continuity on the scholarship
- v. Bursary recipients were encouraged to become SAFE club members and so as to benefit from mentoring activities.
- vi. Comfort kits were distributed to the 250 girls put on the bursary programme during the quarter
- vii. Dictionaries left over from the USAID donations in 2006 were distributed to all grade 10 scholarship recipients

2.1.0 Comfort Kit Distribution



All comfort kits given to the girls contained 3 pants, six reusable pads, a tin of Vaseline, one tooth brush, a tube of tooth paste, a comb and a bag for soiled pads. Included also is a write up on the CHANGES2 scholarship programme.

Scholarship recipients having received their comfort kits.

Out of the 1049 comfort kits that were received from CHANGES2 in April 2008, 250 comfort kits were distributed to newly adopted grade ten girls in North-Western Province in May. Distribution to Grade ten pupils in Eastern Province was conducted before schools closed in term one. The remaining comfort kits will be distributed to continuing grade 11 and 12 pupils during the monitoring trips due to commence in the month of July. Feedback from the recipients show the girl's gratitude and they all indicated that the kits would improve their attendance as they would come to school even when they are having their menstrals. However SAFE Overseers raised concern over the lack of water to enable the changing of ware in the school.

3.0 MENTORING ACTIVITIES

3.1 SAFE Grant Distribution

During the North Western province bursary distribution exercise, a total of 27 SAFE grants were disbursed to schools hosting SAFE clubs in the province, this bring the total number of SAFE grants disbursed this year to 62. Each school received a grant amounting to ZMK 820, 000, to facilitate SAFE club outreach

3.2. SAFE Overseers Training



The SAFE Overseers training was conducted at Barn Motel in Lusaka. This was attended by teachers from Eastern and North- Western Provinces. A total of 11 men and 16 women (27 people) were trained over a period of five days. Topics covered included Adolescence and Reproductive Health, Reproductive systems, genders relations, HIV/AIDS and addressing abuses against youth.

The objectives of the workshops were to:

1. Equip participants with necessary skills and knowledge in adolescent and reproductive health, gender relations, basic counseling, life skills, HIV/AIDS and in addressing abuses against youths.
2. Equip participants with the necessary skills required to provide support mechanisms that will encourage SAFE students to adopt positive healthy behavior and to make informed decision.
3. Formally introducing participants to the implementation and monitoring of CHANGES2 bursaries, of which SAFE clubs are support programmes.
4. Equip participants with necessary skills to effectively manage SAFE clubs in their respective schools.



The pre and post training evaluation of SAFE Overseers was aimed at assessing their current and post training understanding and knowledge on issues that affect youths, such as, Adolescence and Reproductive Health, HIV/AIDS, gender. Also incorporated in the training was basic accounting and management of SAFE grants prior to which workshop participants were also assess on their

knowledge and understanding of basic accounting. The evaluation form was administered at the beginning and end of the workshop. The findings were as follows:

1. Knowledge and understanding of ARH: - Participants were asked on their understanding of ARH and the Reproductive System. In the pre- training 60.8% said it was fair and after the training, 86.3% said it was very good, with only 4.1% saying it was fair.
2. Understanding of HIV/AIDS and STI's:- Participants were asked to assess their understanding on HIV/AIDS, Sexually transmitted infections and disease progression and treatment they had. 84.9% of the participants said it was very good in the post training while the pre- training had a high percentage of participants saying the information they had was fair.
3. Understanding and provision of psychosocial counseling: - Participants were asked on their understanding on Basic counseling and provision of psychosocial support. Majority of the participants in the post training responded that it was very good.
4. Knowledge of basic accounting and management of SAFE grants: - Participants were asked to comment on their knowledge on basic accounting and financial management. After the training, 31 of the total 73 participants said their knowledge was very good, while pre-training assessments indicated that only 6 out of a total of 74 participants saying it was very good. (Please find attached detailed evaluation analysis in appendixes)

3.3 SAFE Activity Reports

There have been very few monthly reports submitted by the school despite emphasis being made on the need to send monthly reports frequently to the National Secretariat. However, during the distribution of bursaries and monitoring exercises conducted in the period under review, it was found that all SAFE clubs visited in the two provinces are active. SAFE Overseers reported to been carrying out various activities including in-school sensitization session at assembly on topics relating to reproductive health and community outreach activities in communities surrounding the schools on topics relating to socio-cultural issues that threaten young people's reproductive health.

It was reported in the month of May that, in order to add variety to this year's activities, the National Secretariat has encouraged the clubs to take on a new approach in their meetings. They have been encouraged to have joint sessions with neighboring schools and invite guest speakers from various organizations such as the Victim Support Unit and YWCA to discuss various topics that affect young people today and In which they have expertise, these would include, abuse and early pregnancy. SAFE Clubs have also been encouraged to take up voluntary community work in their communities, such as Orphanages and Hospices so that club members may have a sense of community responsibility and at the same time become aware of what is happening in the world around them and be empathetic with schoolmates whose families experience similar suffering.

The only SAFE club report received that showed that the school has started using the revised approach is Katete boarding schools SAFE club, that went to a near by village (Kagoro) to

sensitize villagers on the dangers of early marriages, a total of 59 females and 42 males attended the meeting. The group also targeted Omelo Mumba community with a message on Human Rights and a total of 31 females and 39 males were in attendance. A joint meeting was held with Chassa Boarding, during which sex and sexuality were discussed, using myths to trigger plenary discussions.

The club used several techniques to communicate with their audience which included poems, drama and role-play. It is certainly hoped that this approach will generate creativity among the various SAFE clubs and add variety to club activities in order to keep young people interested.

4.0 Monitoring and Evaluation activities

Major M&E activities carried out during the period under review included;

- Making entries of scholarship returns from schools for grade 10 pupils in North Western province.
- Updating demographic data on grade 11 and 12 paid for in 2007. Which was collected during the bursary distribution and monitoring exercise in North- Western province.
- Analyzing evaluation forms administered during the April SAFE overseers training workshop held at Barn Motel (see evaluation report in appendixes)

5.0 CHALLENGES

- Distribution of scholarship for grades 11 & 12 in 2007 has resulted in schools reporting that they revised fees in 2008 and so there under payments e.g. during the distribution and monitoring exercise at Zambezi Boarding High School, it was discovered that the pupils were not given their stipend, the accounting officer explained that the bursaries that were paid late last year for 2008 did not cover the new fees. The accountant informed the FAWEZA officers that a balance of 11 Million Kwacha was owed, so the school decided not to pay the pupils since the account was in arrears. The school complained that, they had to make this decision because they had the burden of feeding pupils in boarding. The FAWEZA Officer requested the School management to immediately pay the stipend to the pupils and advised the school to make a formal request to FAWEZA in regard to the balance owed. They were encouraged to communicate such problems to the National Secretariat Office or Provincial Office as soon as possible so that they could be rectified promptly.
- Schools viewed reporting obligations as added on responsibility and so many of them do not submit academic progress reports of pupils on the scholarship programme. There is need to involve DEBS offices in monitoring visits conducted to school to instill a sense of accountability and transparency in school management.

6.0 PLANNED ACTIVITIES FOR NEXT QUARTER

- Continue monitoring scholarship recipients in North-Western and Eastern provinces.
- Gather and enter data on academic progress of scholarship recipients
- Monitor SAFE clubs and review reports on their activities.

Appendix 1**DATA ENTRY UP DATE**

The tables below shows the number of bursaries awarded to orphans and vulnerable children in this quarter from April to June 2008 and the cumulative totals for the Year.

PEPFAR

Objective (D)	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				F	M	Total	M	F	Total
Enhanced support for OVCs	Number of OVC served by OVC programmes (PEPFAR)	1,800	1800	1,289	650	1,939	136	240	376

NOTE: The total number of scholarships awarded in North-Western and Eastern Provinces is 1,939. The distribution of bursaries for grade ten pupils in the two provinces is complete. During the quarter under review, the total number of scholarships awarded in North-Western province is 376, comprising of 136 girls and 240 boys.

Scholarships to OVCs

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				Male	Female	Total	Male	Female	Total
Greater OVC support									
Enhanced retention of OVCs in schools	Retention ratio.	100%		%	%	%	%	100%	100%
Performance of scholarship recipients	Average performance of OVC scholarship recipients compared to OVC non-scholarship recipients	>1	>1			0	0	0	0

NOTE: As Indicated in the report, schools are not submitting information in regard to the academic performance of bursary recipients.

Scholarships to OVCs

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

Objective	Indicator definitions	Target (Annual)	Target (Cumulative)	Achieved (to date)			Achieved (This quarter)		
				Male	Female	Total	Male	Female	Total
More OVCs completing secondary school	Percent of grade 12 OVCs receiving scholarships who graduate.			0	0	0	0	0	0
Greater OVC support	Number of scholarship recipients benefiting from mentoring support.	1,800	1800	650	1,289	1,939	650	1,289	1,939
	Percent of scholarship recipients participating in SAFE (or other anti-AIDS) clubs	100%	100%	33%	66%	99%			
	Number of scholarship recipients trained as HIV/AIDS peer educators			292	435	627	-	-	-



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