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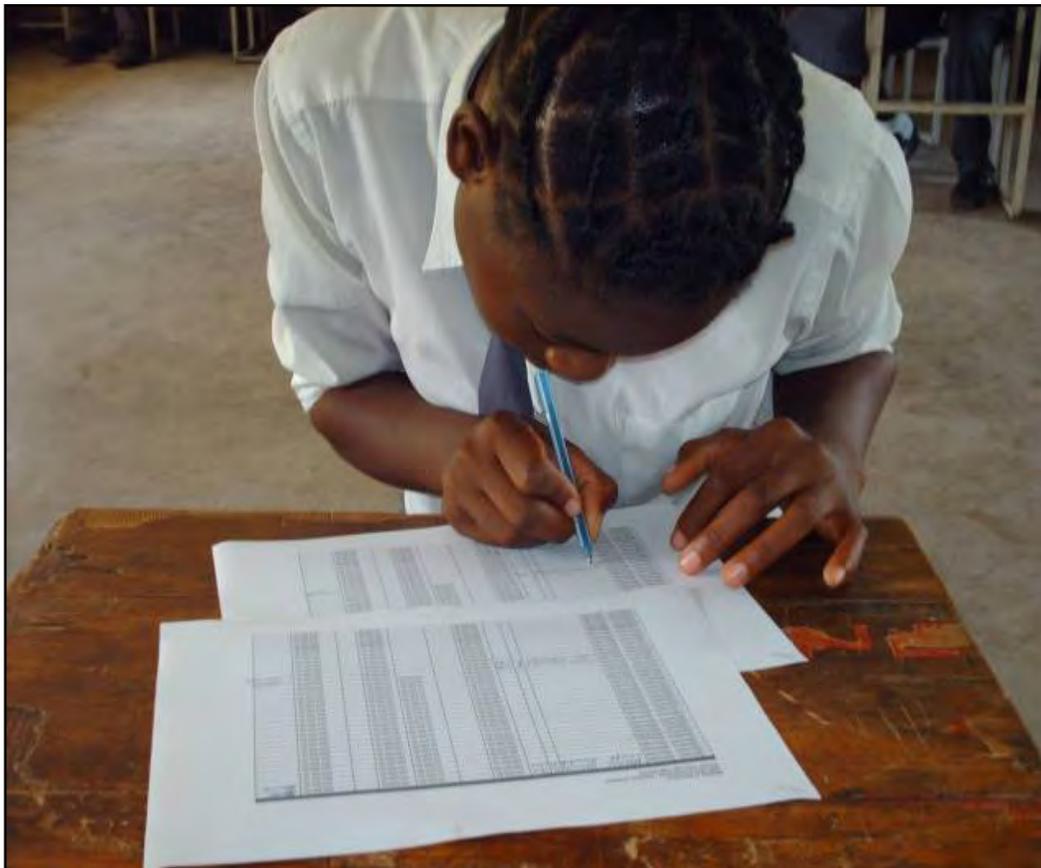


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## USAID/ZAMBIA CHANGES2 PROGRAM QUARTERLY REPORT #15 *JANUARY - MARCH 2009*



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## ABBREVIATIONS AND ACRONYMS

AATAZ	Anti-AIDS Teachers Association of Zambia
ADRA	Adventist Development Relief Agency
AB	Abstinence and/or Being Faithful
AEI	African Education Initiative
AIR	American Institutes for Research
CAG	Community Action Group
CAH	Children Affected by HIV/AIDS
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.

MOE	Ministry of Education
MOH	Ministry of Health
NFNC	National Food and Nutrition Council
NGO	Non-Governmental Organization
NISTECO	National In-Service Teachers College
NIU	National In-Service Unit
OVC	Orphans and Vulnerable Children
PAM	Programme Against Malnutrition
PATF	Provincial AIDS Task Force
PE	Physical Education
PEO	Provincial Education Officer
PEPFAR	President's Emergency Plan for AIDS Relief
PESO	Provincial Education Standards Officer
PEST	Provincial Education Support Team
PLA	Participatory Learning for Action
PMP	Performance Management Plan (USAID)
PRC	Provincial Resource Center
PRCC	Provincial Resource Center Coordinator
PS	Permanent Secretary
PSS	Psycho-social Support
RC	Resource Center
SAFE	Student Alliance for Female Education
SCP	School-Community Partnership
SEN	Special Education Needs
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
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

## 1.0 EXECUTIVE SUMMARY

In addition to implementing activities during the January – March 2009 quarter, CHANGES2 undertook measures to further transition program activities to the Ministry of Education (MOE) and to scale down administrative structures as part of the phased close-out of the program. This is discussed in detail under Section 7.0, Management and Administration of this report.

Under the **Teacher Education Component**, CHANGES2 and MOE provincial teams finished Part 1 of the Community School Teacher Training activity for 502 volunteer teachers and prepared for Part 2, to take place during the April/May school holiday next quarter. Additionally, a large number of teaching and learning materials were distributed to teachers and students, as well as to resource centers and colleges of education. Altogether, nearly 175,000 items were distributed, from Peer Educator Manuals to SHN Cards to SPRINT Teacher's Guides.

Under the **HIV/AIDS Component**, CHANGES2, working with the MOE, implemented the school-based training of scholarship recipients as HIV/AIDS peer educators, training 1,720 students. The participants were from 108 schools in Central, Copperbelt, Lusaka, and Southern Provinces. CHANGES2 also continued to work with the MOE/HQ and Colleges of Education (COEs) to integrate *Teaching in the Window of Hope: HIV Education for Zambian Teachers* into the new primary diploma program.

CHANGES2 and its sub-partners CHEP, FHT, and FAWEZA, supported by the MOE, dispersed 6,573 **OVC Scholarships** in 188 high schools during the reporting period. As always, before scholarships were awarded, an intensive verification exercise was conducted to ensure that the scholarship recipients are, in fact, in need of the support. Due to the delay in exam results, disbursement for grade 10 recipients was not completed, and will continue next quarter. As part of the scholarship package, female students received comfort kits in order to improve their attendance. In all, 2,890 girls, about half of the female recipients, received their kits during the quarter, and the remaining kits will be distributed next quarter.

Under the Small Grants Component, two previously approved grant recipients received their final tranche of funds and a grant was awarded to one school in Copperbelt Province, which was the last of the 33 CHANGES2 OVC support grants from 2008. In January, all ESF infrastructure improvement grants in Luapula Province which had not been completed by the end of 2008 were completed and handed over to the MOE through the PEOs office. During the quarter, the final close-out of all completed grants was accelerated.

In preparation for program completion on 30 September 2009, CHANGES2 headquarters and provincial staff accelerated all program **Close-out** activities. In collaboration with MOE provincial offices, CHANGES2 developed a detailed close-out plan, which was submitted to USAID and the MOE/HQ for review and approval. CHANGES2 also developed a week-by-week tracking plan to guide the close-out process, and weekly meetings have been held to review progress on the activities in the plan. At the end of January, CHANGES2 released some of its staff as part of the close-out process: 14 coordinators and eight drivers from the program's field offices were let go, as were two technical advisors in the headquarters office.

## 2.0 OVERVIEW OF ACTIVITIES

### 2.1 Teacher Education

#### *Pre-Service Teacher Education*

##### *Syllabus for Diploma Training Course for Basic School Teachers*

The MOE began implementing the new diploma training course for basic school teachers in four Colleges of Education (COEs) in January. MOE HQ and COE staff are under pressure to develop a syllabus and materials for the new course, as well as for the degree course being implemented in two COEs. CHANGES2 is supporting the development of overall syllabi and materials, while ensuring that topics such as HIV prevention education (through *Teaching in the Window of Hope*), SHN, and SCP are integrated as appropriate. During the quarter, CHANGES2 supported three meetings involving tutors, MOE HQ and CHANGES2 staff. Significant progress was made on the syllabi and the TWH materials were expanded, with tutors identifying gaps and developing relevant activities.

#### *In-service Teacher Education*

##### *Community Teachers' Training in Improved Pedagogy*

In January, CHANGES2 and the Mpongwe DEBS staff trained six community school teachers (1 female, 5 male) who missed the Part 1 of the Community School Teacher Training (CSTT) during the previous quarter. This brings the total number community school teachers trained in Part 1 during the December/January school holiday to 508. The major objective of this training was to enhance the pedagogical competencies of the community school teachers which, in turn, will enable them to optimize the learning process in community schools. Sessions 1-21 in the training guide were covered and the workshop was quite participatory. This small training was well facilitated by the DRCC and Assistant DRCC, with the CHANGES2 Copperbelt Province Teacher Education Coordinator providing support and monitoring.

##### *CHANGES2 Participation in the CIES Conference*

In March, two CHANGES2 Provincial Managers traveled to Charleston, South Carolina (US) to present CHANGES2 work at the Comparative International Education Society (CIES) annual conference. The Southern Province Manager, Evans Mumba, presented "Teaching in the Window of Hope: The Possibilities and Challenges of College HIV/AIDS Education in Zambia". After presenting the process through which TWH was developed, as well as the challenges faced, Mr. Mumba led a lively discussion, with many conference participants excited about what is apparently the only program of its kind in pre-service training colleges in sub-Saharan Africa. Peter Sampa, the Lusaka Province Manager, presented a paper entitled "Improving Quality in Zambia's Community Schools: Sustainable Strategies or Quick Fixes?" This led to a discussion of the successes and challenges of the CHANGES2/MOE community school strengthening activities.

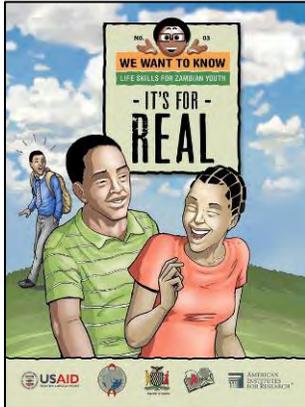
*Distribution of Teaching and Learning Materials*

With a view to winding down the program, CHANGES2 inventoried all teaching and learning materials in its headquarters and provincial offices and developed a detailed distribution plan, which was then implemented. The distribution of the materials achieved during the quarter is shown below:

Table 2.1: Teaching and Learning Materials Distributed

Item	Copperbelt Province	Eastern Province	Lusaka Province	Southern Province	Central Province	Total
<b>HIV/AIDS</b>						
Peer education vol 1	596	0	543	0	0	1,139
Peer education Vol 2	554	0	543	0	0	1,097
Kwatu magazine	0	0	543	0	0	543
Comic: Just friends	1,500	2,400	12,300	5,177	0	21,377
Comic: Caught in a trap	6,500	0	0	318	0	6,818
Comic: It's the real thing	0	2,400	1,200	4,564	0	8,164
Teachers guide: Just Friends	676	0	0	54	0	730
Sample HIV/AIDS prevention	31	0	0	0	0	31
Activity guide for peer education	40	0	0	0	0	40
Choose life magazine	480	0	0	0	0	480
Re-entry policy	0	0	0	99	0	99
	<b>10,377</b>	<b>4,800</b>	<b>15,129</b>	<b>10,212</b>	<b>0</b>	<b>40,518</b>
<b>Teacher Education</b>						
CSTT manual P.1	152	22	543	59	0	776
CSTT manual P.2	166	28	543	116	0	853
CSHT handbook	142	28	0	0	0	170
SPRINT manual	418	197	0	691	451	1,757
	<b>878</b>	<b>275</b>	<b>1,086</b>	<b>866</b>	<b>451</b>	<b>3,556</b>
<b>SCP and Grants</b>						
My monitoring book	26	0	0	0	248	274
Project manual	0	0	0	373	305	678
SCP manual	0	0	0	695	552	1,247
	<b>26</b>	<b>0</b>	<b>0</b>	<b>1,068</b>	<b>1,105</b>	<b>2,199</b>
<b>School Health and Nutrition</b>						
SHN cards	54,144	0	6,100	0	64,000	124,244
Tablet poles	41	0	0	16	109	166
SHN teachers guide	377	0	378	1471	1,450	3,676
SHN posters	99	0	106	0	0	205
	<b>54,661</b>	<b>0</b>	<b>6,584</b>	<b>1,487</b>	<b>65,559</b>	<b>128,291</b>
<b>Grand Total</b>	<b>65,942</b>	<b>5,075</b>	<b>22,799</b>	<b>13,633</b>	<b>67,115</b>	<b>174,564</b>

## 2.2 HIV/AIDS



### *Finalization of Third HIV/AIDS Comic Book*

The third and final comic book in the “We Want to Know: Life Skills for Zambian Youth” series arrived from the printer towards the end of the quarter. *It's For Real* follows the same main characters from the previous stories as the young people deal with issues of relationships, sexual attraction, and open communication.

Distribution to upper basic and secondary school students began in the last weeks before schools closed for the April holiday, and will continue next quarter.

### *Training of High School Scholarship Recipients as HIV/AIDS Peer Educators*

In January, a short refresher TOT was held with peer education training teams in each of the CHANGES2 four focus provinces. The Society for Family Health provided support by conducting a half-day training with each training team on how to dispel the many myths around HIV transmission and prevention. The training teams are now experienced at implementing the CHANGES2 peer education training, as nearly all were involved in the primary and/or secondary school trainings held in 2008. Once again, the teams were made up of young people recently graduated from high school and young people from partner organizations such as Student Partnership Worldwide and Youth AIDS Network, supported by CHANGES2 and MOE staff.



*Peer Educators doing group work at Kasenga High School*

The trainers implemented the school-based training of scholarship recipients as peer educators, training 1,680 students during February and March. (These data are broken down by province in the table below.) As in the previous training of high school students by CHANGES2, the peer educators are expected to return to their schools and facilitate activities in the AIDS Action or SAFE Club. The training prepares the teams of ten to fifteen students from each school to facilitate activities that are designed to open up honest dialogue among young people around the factors which make them vulnerable to HIV and other STIs and unplanned pregnancy. They develop the life skills necessary to address these factors, which may include peer pressure, pressure from adults and social and cultural norms that promote multiple concurrent partnerships and gender inequality.

Table 2.2: Number of High School Students Trained as HIV/AIDS Peer Educators

Province	# of Schools	Male	Female	Total
Central	19	103	191	294
Copperbelt	30	223	266	489
Lusaka	29	223	266	489
Southern	30	129	319	448
<b>TOTAL</b>	<b>108</b>	<b>678</b>	<b>1,042</b>	<b>1,720</b>

At the request of students and teachers at Munali Special High School, CHANGES2 trained 20 blind and deaf students. Munali Special does not participate in the CHANGES2 scholarship program, but it was felt that this request should be honored, as people with disabilities are especially vulnerable to HIV infection and are often left out of HIV programs. A sign language interpreter assisted with the training and the students were very enthusiastic to be included.

During the training, the teams collected data from students trained as peer educators last year, club members who are not peer educators, and non-club members. They completed self-administered questionnaires which were designed to assess knowledge, attitudes and behavior related to gender and HIV. This is a follow-on data collection, assessing any changes since baseline data was collected, before the first CHANGES2 training of high school peer educators, from similar students a year ago,. This data will be analyzed in the next quarter.

### 2.3 Scholarships and OVC Support

The CHANGES2 OVC Scholarship program has continued to stand out as the most effective scholarship program in Zambia. The procedure and nature of implementation is unique and ensures transparency, and the matrix of identification and selection provides for genuine input on the part of the multi-sectoral selection committees. Through this scholarship program many OVCs have been able to continue their education and have also improved in terms of performance. Although CHANGES2 cannot meet the needs of all the needy and deserving high school aged OVCs in Zambia, the impact of these scholarships has been significant.

#### *Verification and Disbursement of Scholarships*



*A student signing for her scholarship at Siavonga High School*

During the quarter under review, CHANGES2's implementing partners began the verification exercise of the grade 11 and 12 selected scholarship recipients. Disbursement of the scholarships was done for both old and new recipients. Copperbelt Health Education Program (CHEP) disbursed scholarships in Copperbelt and Central provinces, FAWEZA in Eastern and Northwestern Provinces, and Family Health Trust (FHT) in Lusaka and Southern Provinces. The scholarship funds included exam fees for grade 12 and a stipend which was paid for two

terms to grade 11 and 12 recipients. The table below indicates the overall scholarship disbursement in the first quarter of 2009.

Due to delays by the Exams Council of Zambia in releasing grade 9 examination results, the sub-partners were unable to complete disbursement of scholarships to incoming grade 10 students.

Table 2.3: Number of Scholarships Awarded in January–March, 2009

Province	Number of Schools	Number of Girls	Number of Boys	Total
Central	19	594	292	886
Copperbelt	44	972	692	1,664
Eastern	37	562	378	940
Lusaka	25	538	431	969
Northwestern	31	551	402	953
Southern	32	636	540	1,176
<b>TOTAL</b>	<b>188</b>	<b>3,853</b>	<b>2,720</b>	<b>6,588</b>

### *Signing of Contracts*

Following the non-adherence to the set guidelines governing the scholarship program by some schools last year, implementing partners signed contracts with all the target schools before disbursing the scholarships. The contracts stipulated the consequences that schools would face if they diverted the funds for other projects rather than the intended. All the 188 high schools in all the six provinces signed the contracts with the implementing partner, committing to follow the set guidelines. The contracts were designed during the annual review of the implementation of the scholarships in September 2008.

### *Provision of Stipend Books*

Since most of the stipend books distributed in 2007 were full, all the 188 scholarship schools received new ones at the start of the year. The stipend and record keeping book had been previously developed as a tracking tool for the various support provided to each scholarship recipient. During the verification exercise, partners observed that 25% of the 188 schools were not using the stipend book. This information was confirmed by the monitoring exercise conducted by CHANGES2 at the beginning of March.

### *Data on Dropout Rates*

During the verification and disbursement exercise, schools reported a number of replacements, mainly for students who had transferred to non-CHANGES2 supported schools and girls who had dropped out of school due to pregnancy. Lusaka Province recorded one case of pregnancy, while Southern Province recorded five cases. In the 21 schools visited by FAWEZA in Northwestern and Eastern Provinces, a total of 44 scholars dropped out of school. These included 39 girls who dropped out of schools as a result of pregnancy or early marriage and five boys who simply left school. In Copperbelt Province, seven girls dropped out due to pregnancy

and transfers while Central Province recorded no drop outs. This is an improvement in Central Province since in the previous year, 16 recipients had dropped out and were replaced.

### SUCCESS STORY



**Tekla Simpande, Grade 11, at Uphill High in Itezhi-Tezhi**

Tekla Simpande is in grade 11 at Uphill High School in Itezhi Tezhi District. Tekla was born in Chibolya Compound and is a double orphan who stays with her very old grandmother. Before she was put on the scholarship, Tekla struggled to raise school fees and reached a point of hopelessness when she was unable to pay. She was sent home from school many times to look for school fees because the school administration did not know her situation. At the time, a man in the neighborhood asked the vulnerable girl to marry him. Her grandmother welcomed the gesture and advised the girl to consider because no one was ready to pay for her school fees. However, the community members advised against this and reported to the school manager who brought Tekla to guidance teacher for counseling and mentoring.

The process was successful and Tekla decided to go back to school. The arrangement was that the school would find means of paying for her fees. In February 2009, Tekla shed tears of joy when CHANGES2's partner, Family Health Trust, asked the school to increase the numbers of recipients in grade 11 and 12 and her name was one of those the selection committee proposed to be included.

The 2009 CHANGES2 OVC Scholarships are characterized by stories such as that of Tekla, students who have benefited due to the increased number of scholarships. Many OVC have benefited and had their hope rekindled particularly those in grades 11 and 12 who lost their parents.

#### *Data on Progression Rates*

Although the previous two years showed remarkable results in terms of scholarship recipient progression to the next grade, in 2009, 57 scholarship recipients did not report to school. The majority of these (52) were girls and only five were boys. This is a unique trend since the program was introduced. Several questions remain unanswered as to what has led to this somewhat unexpected outcome. However, what is evident is the fact that apart from paying for fees and pocket money, students are still faced with myriad other problems that make them vulnerable to dropping out of school. While in previous years, students reported that they did not worry about the fees since these were catered for by the scholarships, this year students expressed worry about the general high poverty levels in families.

#### *Data on School Attendance*

On an annual basis, implementing partners visit all participating high schools two or three times and discuss any concerns during the verification and disbursement process of the scholarships. It is during these visits that they also get a chance to monitor the attendance of each of the students

receiving a scholarship. During the verification and disbursement exercises, partners found that absenteeism of the scholarship recipients has decreased. School registers showed that almost all (90%) scholarship recipients attended all their classes in the quarter under review. There was no difference between girls and boys in terms of attendance compared to previous years, when girls missed almost 15% of the school year. This is an improvement from the previous year where students were reported to have attended only 79% of the classes. Specifically, 75% of the day scholars attended all classes, compared to 100% of the students in boarding schools. As in the previous year, students attributed the improvement in attendance to the fact that they had no fear of being sent away for failure of not paying the fees or soiling their uniforms in the case of girls, due to having received a comfort kit.

### *Data on Grade 12 Performance*

At the time of reporting, a complete set of data on scholarship recipients who sat for grade 12 exams in 2008 was not available. However, from the 47% available data, all students qualified for tertiary education. There are a number of cases where the results for certain subjects such as biology are missing for some students despite the fact that they sat for these subjects. It is not known if the pass rate will change when the missing results are included. There are also a few cases (three) where results have been withheld by the Examinations Council of Zambia particularly in Central Province. A detailed analysis of the results will be reported in the next quarter once all the data have been made available.

### *Distribution of IEC Materials to AIDS Action and SAFE Clubs*

The provision of scholarships alone is not a panacea to meeting the educational needs of the OVCs. Support activities that augment the scholarships are carried out through AIDS Action and SAFE Clubs in schools.

To augment the support activities further, implementing partners distributed IEC materials to all the AIDS Action and SAFE Clubs in all the 188 schools in the six provinces. Among the materials distributed were CHANGES2 comic books and peer educators manuals. This was done to increase their knowledge and skills, and to give them greater access to information on youth reproductive health matters. With such IEC materials it is envisaged that youths will be equipped with the necessary knowledge and skills that will make them influence their peers positively as they interact. The distribution of IEC materials also encouraged those schools without youth resource centers to develop their own resource centers.

### *Distribution of Comfort Kits to the Girls on the Scholarship Program*

CHEP distributed a total number of 1,581 comfort kits to female scholarship recipients for the Copperbelt and Central Provinces. FAWENZA distributed 724 comfort kits to pupils in the Eastern and Northwestern Provinces, while FHT distributed 585 comfort kits in Lusaka and Southern Provinces. Out of the target of 5,600 girls provided with comfort kits in 2009, 2,890 had received comfort kits at the time of reporting. This represents 52% of the female scholarship recipients served with the comfort kits, and the remainder will receive the kits next quarter.



*Girls from Temwani High School in Ndola posing for a photo after receiving comfort kits*



*Recipients pose with comfort kits at St Joseph High School*

***AIDS Action and SAFE Club Activities***

During the quarter under review, AIDS Action and SAFE Clubs engaged in mentoring activities. Eight schools from Eastern and Northwestern Provinces sent in their SAFE Club reports and a total number of 260 members participated in various club activities. The schools had a series of meetings and different topics were discussed. Below is a table showing the topics and the percentage of schools discussing the topics. The pupils reported that sex and sexuality and adolescence were the most interesting topics. Pupils in the SAFE Clubs also engaged in activities such as sensitization on HIV/AIDS and VCT and fundraising for outreach activities.

Table 4: Topics Discussed:

Meeting Topic	Percentage (%) of Schools	Needing Clarification (Not fully understood)
Sex and sexuality	38	✓
Reproductive health	25	
Relationship	25	
Bridge model	25	✓
Your body changing	13	
Adolescence	25	
Sexual Abuse	25	✓
Child abuse	0	
Life skills	38	
Teenage pregnancy	13	
HIV/AIDS	38	✓
Drug abuse	25	
Quiz	13	
STIs	38	✓
Review safe guide book	0	
VCT	25	✓
Risk Ranking	25	

Divers of epidemic in Zambia	13	✓
Wild fire	13	✓
counseling	13	
A.R.T	13	
Defilement	13	

At Petauke Boarding School in Eastern Province, the SAFE Club members used part of their 2008 SAFE Club grant to buy a hair dryer and an electric shaving kit to provide hair styling service to their fellow students. By February, they had raised K475,000, (\$86) which they used to purchase blankets for four club members who did not have proper blankets. A small presentation ceremony was organized at which the recipients expressed their profound appreciation for their gesture.

### SUCCESS STORY



*Mary Hammwenta*

Mary Hammwenta is a 17 year old girl living in Mumbwa, the eldest of three children. She lost her father in 2000 when she was just 8 years old and her mother died four years later in 2004 from AIDS-related illness.

She has been caring for her siblings since 2004. The youngest is now ten years old. As a means of survival she sells goods at the market after school. Additionally, during the day her siblings help her sell at the market.

During the second term of 2008, the selection committee at her school identified Mary and interviewed her as a prospective scholarship recipient. The committee selected

her and she was put on the CHANGES2 scholarship program.

Mary is committed to school and her hopes are that one day she will be a doctor who will take care of other people suffering from different chronic diseases. The scholarship package given to her has given her the confidence to aim higher in life since the dream of finishing school has been restored.

### *Peer Corners' Club*

A best practice is reported at Katondwe Girls School and Mwavi High School for the newly formed Peer's Corner Clubs. Members of the clubs felt dissatisfied with the routine of the AIDS Action Clubs at their schools and felt the need to make a difference in their colleagues' lives. At the time of visit, by FHT staff, the club at Katondwe Girls had 54 members and all records were in place.

*"The club is a brain buster for us young ones. We are learning a lot and the manuals are really helping because all the members have a copy each," (comments one club member, March 2009).*



*Members of the Peer's Corner Club at Katondwe Girls Secondary School*

### ***Monitoring of Scholarships and Support Activities***

The monitoring of scholarships for the period of January–March was done during the disbursement of scholarships for continuing students and the verification exercises for grade 10 recipients in all schools. CHANGES2 provincial and headquarters staff also undertook monitoring exercises in Eastern, Central and Copperbelt Provinces. One major finding was that some students had not received their scholarships due to the late submission of application forms by their schools to the implementing partners. Further, Safe Club activities, particularly outreach activities, were not taking place. When asked why this important activity was ignored, students reported that they had no funds to undertake the activity. While a number of schools have been raising funds for the clubs because they have seen them to be valuable, others still want to depend on external support. CHANGES2 and the implementing partners will identify those schools where support to students' activities is lacking and reorient them with their school based selection committees (SBSC). Overseers from well performing schools will be identified to share their experiences during the training of school accountants.

### ***Capacity Building Activities Undertaken During the Quarter***

During the quarter under review, two major capacity building meetings were conducted for CHEP as new staff came on board who were unfamiliar with the CHANGES2 OVC program. Staff training included financial and programmatic reporting and the general contractual obligations.

### ***Scale Up of PSS Interventions***

The OVC Scholarship Advisor facilitated a two-day workshop organized by the MOE in collaboration with REPSSI to scale up psycho-social support (PSS) interventions in basic

schools. This activity was also aimed at sharing what has worked so that these can be replicated in other schools.

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

During the quarter, the CHANGES2 OVC and Scholarships Technical Advisor participated in a SADC conference in Botswana for four days to plan for integrating PSS and gender in the SADC document on distance education chapter. As a member of the reference committee on the team that is evaluating the MOE's re-entry policy, the TA provided feedback on the draft report and has been the lead on the design of the literature review of the report as well as the presentation of the findings.

In addition, due to her membership on the Equity and Gender Component, the TA was asked by the MOE to participate in a live television program on equity issues which is aired every Saturday afternoon. What was interesting during the program were some inserts from Southern Province that talked about the impact of the CHANGES2 SHN activities.

### ***Challenges***

#### ***CHEP***

- Late submission of lists for the selected grade10s from schools to CHEP offices made it difficult for the project to start the disbursement early as planned.
- Nonfunctioning school selection committees in some schools affected the recipient selection process hence impinging on the eligible scholarship recipients

#### ***FAWEZA***

- Not all schools submit their reports regularly and within the specified time.
- Some schools have been using money meant for pupils' uniforms and personnel effects for other activities like procuring school equipment. Such schools included Kaumbu High in Zambezi District.
- The remoteness of some of the schools in Eastern and Northwestern Provinces makes communication very difficult and therefore delays timely implementation.

#### ***FHT***

- The increasing numbers of male OVCs in schools has affected the 70%:30% ratio in the selection and identification process at school selection level.
- Frequent transfers/shifting of scholarship focal point persons in schools adversely affects compliance.
- Frequent hikes in school fees reduce the number of beneficiaries that can be supported.
- Schools sometimes are delayed in attending to the required documentation

## **2.4 School-Community Partnerships (SCP) and Outreach**

### ***Formation of SCP Committees***

The CHANGES2 program started facilitating the formation of SCP communities in all of the 409 CHANGES2 cohort 4 schools. It is expected that by the end of the next quarter, all the SCP structures will be ready to begin mobilizing wider communities to effectively participate in finding solutions to challenges affecting the quality of education in their respective communities, especially challenges associated with the HIV/AIDS pandemic.

## **2.5 Small Grants**

### ***OVC Support Grants***

During the quarter Konkola and Fifungo Basic Schools in Copperbelt Province received their final tranche of grant funds for OVC Support. The grants are expected to benefit 1,809 children (850 males and 959 females). These disbursements mark the last of the 33 CHANGES2 OVC support grants from 2008.

### ***Infrastructure Improvement Grant***

A final infrastructure improvement grant (IIG) was awarded to Matete Community School in Copperbelt Province. The community used these funds to rehabilitate a classroom block. This brings to 231 the total number of IIGs awarded to community schools by CHANGES2 over the life of the program under FTI and ESF.

### ***Closing of Grants***

As the performance period of the CHANGES2 programs draws near, the closing process of the sub-grants was accelerated. For example, a CHANGES2 close out meeting was conducted in Luapula Province in January, at which all the grant aided projects supported with CHANGES2 funds were handed over to the MOE, through the PEO's Office. In addition, CHANGES2 ensured that all the documentation regarding sub-grants were orderly and that all the sites were properly branded.

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

### ***AEI Evaluation***

A team of consultants from Associates for Global Change led by Felipe Tejada visited CHANGES2 to collect data in connection with the continent-wide AEI evaluation commissioned by USAID. A number of interviews were conducted with the CHANGES2 Chief of Party and other staff. A debriefing of the findings was held on 9<sup>th</sup> April 2009, and the final report is expected to be available in June 2009.

### *Evaluation of SCP Activities*

During the reporting period, CHANGES2 contracted two local consultants to review the SCP activities and determine their effectiveness. The results will be shared with the MOE in order to assist them in improving the SCP implementation as they scale-up the initiative to other provinces which did not participate in CHANGES2 SCP activities.

### *CHANGES2 Program Final Report*

Writing of the final end of program report was started during this quarter, and an initial draft was completed.

## **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%	39.8%	43.2%	41.4%	N/A	N/A	N/A
	Number of students participating in school health and nutrition. (USAID)	300,000	1,200,000	452,104	459,793	911,897	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	4,234	4,589	8,823	N/A	N/A	N/A

	Number of teachers trained (in-service) (AEI)	2,112	8,448	3,150	1,945	5,095	N/A	N/A	N/A
<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 <math>528 \times 4 = 2,112</math> 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 <math>528 \times 4 \text{ years} = 2,112</math>) + (indirect <math>528 \times 4 \text{ more teachers} \times 3 \text{ years} = 6,336</math>) = 8,448</i></p>									

**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	\$2,807,268	\$70,139
<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 4<sup>th</sup> 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	\$859,168	\$894,236	\$1,753,404	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</i></p>									

field work. Given an estimate of 50 children per pre-service teacher, the number of children benefiting from pre-service teachers will be 50 pupils for each of the 320 teachers in each of the 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.

**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	7,886	12,768	20,654	2,720	3,853	6,573

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	16,383	16,806	33,380	678	1,042	1,911

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	535,029	559,123	1,094,152	N/A	N/A	N/A
<p>“Number of community members reached” refers to community beneficiaries of out-reach programs.</p> <p><i>Note on calculation of target: CHANGES2 will target 400 schools per year. The total number of community members reached through HIV/AIDS prevention programs per school community is estimated at 1,100 based on 2006 implementation experience. This gives an annual target of 400 x 1,100 = 440,000 and a cumulative total of 1,760,000 over 4 years.</i></p>									

**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 learning materials	Number of textbooks and other teaching and learning materials provided with USG assistance	365,000	730,000	853,303	174,564
<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</p>					

	<p>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 to be counted.</p> <p>This is a new indicator that came through the OP. Therefore, the baseline is 2007.</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>
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**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	3,350			N/A		
	<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	3,456	2,037	5,493	N/A	N/A	N/A
	<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</p>								

	<p>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&amp;E, and OVC) of district officers attended by 10 officers. Thus <math>7*10*38=2,660</math> 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 <math>31*12=372</math></i></p> <p><i>In each of the 5 provinces at least 5 provincial officers will participate in any of the 7 trainings. Thus <math>5*5*7=175</math></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 <math>10*4*35=1,400</math> 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 <math>10*178=1,780</math></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 <math>38</math> district resource centres plus <math>8</math> provincial resource centres times <math>2</math> officers=<math>92</math></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 <math>10 * 67 = 670</math> people will be trained.</i></p> <p><i>Total trainings under capacity building = <math>2,660+372+175+1,400+1,780+92+670=7,149</math> over 4 years or an average of 1,787 per year.</i></p>
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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	796,063	792,658	1,589,131	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 <math>(1664*750)=1,248,000</math> plus <math>(948*200)=189,600</math> plus <math>(482*200)=96,000 = 1,533,600</math> 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	3,089	4,555	7,644	678	1,042	1,720
<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 <math>5,125 / 2 = 2,563</math> or <math>20,500 / 2 = 10,250</math> 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	175,345	180,787	356,132	4,165	4,330	8,495
<b>Objective</b>	<b>Indicator definitions</b>	<b>Target (Annual)</b>	<b>Target (Cumulative)</b>	<b>Achieved (Project to date)</b>			<b>Achieved (This Quarter)</b>		
	Number of grants awarded	100	400	368			N/A		
<p><i>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.</i></p> <p><i>Given that the school and its catchment area will be the focus of CHANGES2 programmes and that the estimated average number of children per school is approximately 750 children, it is estimated that a minimum of <math>100 * 750 = 75,000</math> children will benefit from grant aided activities each year, and 300,000 children will benefit over 4 years.</i></p>									

### 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	5,600	22,400	11,686	9,906	21,592	N/A	N/A	N/A
<p>“Community leaders” refers to male and female chiefs, headmen, traditional councilors, and religious leaders and other influential</p>									

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  $(2+12)*400=5,600$  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	1,465	N/A
<p><i>Note on calculation of targets: It is estimated that not all communities sensitized will develop action plans. During phase I of the CHANGES program only 46% of communities developed action plans and only 77% of schools developed action plans. Since CHANGES2 is more school focused than community focused, and since it is treating the entire school catchment area as one community, unlike CHANGES which focused on individual villages, it has been decided to project the number of community action plans developed at 75% which given 400 communities works out at 300 action plans per year. Over 4 years that gives 1,200 action plans.</i></p>					

## 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	1,928	2,285	1,617	3,902	5	1	6
<p>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.</p> <p><i>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</i></p>								

\* 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	96,400	95,452	99,348	194,800	N/A	N/A	N/A

education programs							
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.							
<i>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.</i>							

### 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	104			N/A		
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.								
<i>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.</i>								

### 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	12,219	13,452	25,671	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.								
<i>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</i>								

## 6.0 SPECIAL EVENTS

During this quarter, a delegation from the US Embassy led by the new US Ambassador, Mr. Donald Booth, went to Copperbelt and Central Provinces on a familiarization tour of economic, health, and education activities funded by the United States government. During this visit, the delegation visited several CHANGES2 schools in those provinces.

Later in the quarter, another delegation from the USAID mission led by the Mission Director, Melissa Williams, also toured the same two provinces and had occasion to inspect some schools supported by CHANGES2.

## **7.0 MANAGEMENT AND ADMINISTRATION**

### ***Close Out***

During the quarter, CHANGES2 undertook measures to scale down its program activities and administrative structures as part of the phased close-out of the program. In collaboration with MOE provincial offices, CHANGES2 developed a detailed inventory disposition plan showing all the vehicles, equipment, and furniture and specifying the organizations and entities within the MOE to which they would be donated. The plan has been submitted to USAID and the MOE/HQ for review and approval. CHANGES2 also developed a week-by-week tracking plan to guide the close-out process. The plan shows what close-out activities have to be done each week up to the end of the program on 30 September and who is responsible for each activity. Weekly meetings have been held to review progress on the plan. At the end of January, CHANGES2 released some of its staff as part of the close-out process: 14 coordinators and eight drivers from the program's field offices were let go, as were two technical advisors in the headquarters office.

## **8.0 PLANS FOR NEXT QUARTER**

### ***HIV/AIDS***

- Edit and print TWH materials
- TWH evaluation
- Input HSPE data, clean and analyze
- Write HSPE report
- Continue distribution of Comic # 3

### ***SCP***

- Finalize the SCP review process
- Support the MOE in establishing training teams in none CHANGES2 supported provinces
- Participate in the close-out process

### ***CHANGES2 Scholarships and OVC Advisor and Provincial Coordinators***

- In-depth monitoring of scholarships and support activities in almost 80 % of the scholarship schools
- Monitor the verification and disbursement of scholarships to Grade 10s continuing students
- Facilitate meetings trainings of school bursars
- Orient and handover 2010 continuing students to MOE provincial and district planning officers

### ***CHEP***

- Monitoring of scholarships and support activities
- Disbursement of scholarships to seven schools in Central and on the Copperbelt provinces.
- Distribution of comfort kits
- Project close out preparations
- Training of school accountants in collaboration with CHANGES 2

### ***FAWEZA***

- Complete Bursary distributions.
- Receive reports from the SAFE Club activities.
- Identification and training of 144 untrained SAFE Overseers
- FPP monitoring visits
- Receive performance reports from schools in North Western and Eastern Provinces

### ***FHT***

- Verification and disbursement of Grade 10 OVC scholarships
- Finishing off with the distribution of Comfort kits.
- Monitoring the implementation of the scholarships in schools.

## 9.0 FINANCE AND BUDGET

**[Insert A]**



## 10.0 APPENDICES

### Appendix A: Grant Recipient Tables by Province

# Small Grants by Province

Province	Grant Type	Recipient Organization	Funding Source
Central	ESF-IIG	Fipungu Community School	ESF
	ESF-IIG	Mfwata Community School	ESF
	ESF-IIG	Misudu Community School	ESF
	ESF-IIG	Munda Community School	ESF
	ESF-IIG	Nakoli Community School	ESF
	ESF-IIG	Ngoli Community School	ESF
	ESF-IIG	Pilyeshi Community School	ESF
	FTI-IIG	Big Concenssion Commumunity Scho	FTI
	FTI-IIG	Chandemena Community School	FTI
	FTI-IIG	Charity Community School	FTI
	FTI-IIG	Chikanda Community School	ESF
	FTI-IIG	Chililalila West Community School	FTI
	FTI-IIG	Chilonga Community School	FTI
	FTI-IIG	Chilunga Community School	FTI
	FTI-IIG	Chimbofwe Community School	FTI
	FTI-IIG	Chisenga Community School	FTI
	FTI-IIG	Family Future	FTI
	FTI-IIG	Handbar Kapotwe Community Schoo	FTI
	FTI-IIG	Ipila Community School	FTI
	FTI-IIG	Isaninga Community School	FTI
	FTI-IIG	Kalebuka Community School	FTI
	FTI-IIG	Kalundu Community School	FTI
	FTI-IIG	Kaluzyu Community School	FTI
	FTI-IIG	Kamulobwe Community School	FTI
	FTI-IIG	Kangomba Community School	FTI
	FTI-IIG	Kasangwa Community School	FTI
	FTI-IIG	Lunyofwa Community School	FTI
	FTI-IIG	Lusekelo Community School	FTI
	FTI-IIG	Lusenga Community School	FTI
	FTI-IIG	Maipalile Community School	FTI
	FTI-IIG	Makabi Community School	FTI
	FTI-IIG	Masense Community School	FTI
	FTI-IIG	Misenga community School	FTI

Province	Grant Type	Recipient Organization	Funding Source
	FTI-IIG	Mount Camel Community School	FTI
	FTI-IIG	Moyenda Community School	FTI
	FTI-IIG	Mpande Comunity School	FTI
	FTI-IIG	Mukomasala Community School	FTI
	FTI-IIG	Mulangila Community School	FTI
	FTI-IIG	Mulaushi Community School	FTI
	FTI-IIG	Muleke Community School	FTI
	FTI-IIG	Mulundu Community School	FTI
	FTI-IIG	Mulungushi West Community School	FTI
	FTI-IIG	Mumbula Community School	FTI
	FTI-IIG	Mwabula Community School	FTI
	FTI-IIG	Ndeke Community School	FTI
	FTI-IIG	Ngala Community School	FTI
	FTI-IIG	Okada Community School	FTI
	FTI-IIG	Powerline Community School	FTI
	FTI-IIG	Salamano Community School	FTI
	FTI-IIG	St Edmund Community School	FTI
	Mid-level (\$10,000 to \$6,001)	Angelina Tembo School	PEPFAR/S
	Mid-level (\$10,000 to \$6,001)	Kapiri-Mposhi District Resource Cent	PEPFAR/S
	Mid-level (\$10,000 to \$6,001)	Kara Counselling Trust	PEPFAR/S
	OVC Wrap Around	Chikonkomene Basic School	AEI/OVC
	OVC Wrap Around	Chilumba Basic	AEI/OVC
	OVC Wrap Around	Chunga Middle Basic	AEI/OVC
	OVC Wrap Around	Kabakombo Basic School	AEI/OVC
	OVC Wrap Around	Kantupu Basic School	AEI/OVC
	OVC Wrap Around	Kapandwe Basic School	AEI/OVC
	OVC Wrap Around	Kato Basic School	AEI/OVC
	OVC Wrap Around	Katondo Basic School	AEI/OVC
	OVC Wrap Around	Lifwambula Basic School	AEI/OVC
	OVC Wrap Around	Lukoshi basic School	AEI/OVC
	OVC Wrap Around	Matubila Community School	AEI/OVC
	OVC Wrap Around	Muchinga West Basic School	AEI/OVC
	OVC Wrap Around	Mufunda Community School	AEI/OVC
	OVC Wrap Around	Nansenga Basic School	AEI/OVC
	OVC Wrap Around	New Mpima Dairy Basic School	AEI/OVC
	Rapid Respons (0 to \$6,000)	Angelina Tembo School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Bulungu Basic School	PEPFAR/S

Province	Grant Type	Recipient Organization	Funding Source
	Rapid Respons (0 to \$6,000)	Buyatanshi Community School	PEPFAR/TT
	Rapid Respons (0 to \$6,000)	Chibuluma	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chitina	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chumwe	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Fibanga Basic School	DA
	Rapid Respons (0 to \$6,000)	George Ndashe Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Gombe Community Based Organizati	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kabwe Kupela Community School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kafulamase Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kafululu Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kalilwe Baisc School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kamwala Basic Schoool	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Lifwambula Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Likumbi Community school	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Lunsemfwa Community School	PEPFAR/TT
	Rapid Respons (0 to \$6,000)	Malali Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mashilili Community School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Meembe Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mikunku Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Moomba Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mpande Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mufunda	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mulonga Community school	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mutaka Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mwachisompola Coomunity Basic Sc	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mwishala Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Naambe BaiscSchool	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Nkombas Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Nyenje Community School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Palamedes Community School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Shamabase Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Shitima Community School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Tikondane Women Club	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Tulipamo AIDS Support	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Yoram Mwanje	PEPFAR/S
	Special (\$64,000 to \$10,001)	ADRA-KAFHI	PEPFAR/S

Province	Grant Type	Recipient Organization	Funding Source
	ESF-IIG	Hope Fellowships Community School	ESF
	ESF-IIG	Kafubu Community School	ESF
	ESF-IIG	Kankwiba Community school	ESF
	ESF-IIG	Kapelembe Community School	ESF
	ESF-IIG	Kasununu Community School	ESF
	ESF-IIG	Luto Communty Community School	ESF
	ESF-IIG	Mackenzie Community School	ESF
	ESF-IIG	Roam Community School	ESF
	FTI-IIG	Bulaya B. Community School	FTI
	FTI-IIG	ABC Kamfinsa Community School	FTI
	FTI-IIG	Bwafwano Community School	FTI
	FTI-IIG	Chintifu Community School	FTI
	FTI-IIG	Chipese Community School	FTI
	FTI-IIG	Chisokone Community School	FTI
	FTI-IIG	Chituba Community School	FTI
	FTI-IIG	Fipashi Community School	FTI
	FTI-IIG	Fwaka Community	FTI
	FTI-IIG	Gasto Community School	FTI
	FTI-IIG	Golden Eagles Community School	FTI
	FTI-IIG	Hope for Africa Community School	FTI
	FTI-IIG	Ipusukilo Community School	FTI
	FTI-IIG	Isubilo Community School	FTI
	FTI-IIG	Kabambula Community School	FTI
	FTI-IIG	Kakumbi Community School	FTI
	FTI-IIG	Kamakonde Community School	FTI
	FTI-IIG	Kamatipa Community School	FTI
	FTI-IIG	Kamishishi Community School	FTI
	FTI-IIG	Kamuchanga Community School	FTI
	FTI-IIG	Kansato Community School	FTI
	FTI-IIG	Kanyafimbolo Community School	FTI
	FTI-IIG	Kasombo Community School	FTI
	FTI-IIG	Luampesa Community School	FTI
	FTI-IIG	Luapesa Community School	FTI
	FTI-IIG	Lubengele Community School	FTI
	FTI-IIG	Luongo Community School	FTI
	FTI-IIG	Luunga Community School	FTI
	FTI-IIG	Matete Community School	FTI

Province	Grant Type	Recipient Organization	Funding Source
	FTI-IIG	Mpata Hills Community School	FTI
	FTI-IIG	Mubende Community	FTI
	FTI-IIG	Muchindushi Community School	FTI
	FTI-IIG	Mulenga Community School	FTI
	FTI-IIG	Murundu Community School	FTI
	FTI-IIG	Musangashi Community School	FTI
	FTI-IIG	Mutimpa Community School	FTI
	FTI-IIG	Muya Community School	FTI
	FTI-IIG	Roma Community School	FTI
	FTI-IIG	St. Anthony's Community School	FTI
	FTI-IIG	Sungabukanda Community School	FTI
	FTI-IIG	Talent Community School	FTI
	FTI-IIG	Twikatane Community School	FTI
	FTI-IIG	Well Of Living Waters Community	FTI
	Mid-level (\$10,000 to \$6,001)	Chililabombwe District Teachers' Res	PEPFAR/S
	Mid-level (\$10,000 to \$6,001)	Kitwe College of Education	PEPFAR/S
	Mid-level (\$10,000 to \$6,001)	Kitwe Provincial Resource Centre	PEPFAR/S
	Mid-level (\$10,000 to \$6,001)	Masaiti District Resource Centre	PEPFAR/S
	Mid-level (\$10,000 to \$6,001)	N/A	PEPFAR/S
	Mid-level (\$10,000 to \$6,001)	Ndola District Teachers' Resource Ce	PEPFAR/S
	OVC Wrap Around	Bear Foot Community School	AEI/OVC
	OVC Wrap Around	Bulangililo Basic School	AEI/OVC
	OVC Wrap Around	Dzikomo Basic School	AEI/OVC
	OVC Wrap Around	Ipusukilo Basic School	AEI/OVC
	OVC Wrap Around	Ipusukilo Community School	AEI/OVC
	OVC Wrap Around	Kamitondo Basic School	AEI/OVC
	OVC Wrap Around	Katondo Basic	AEI/OVC
	OVC Wrap Around	Kawama Basic School	AEI/OVC
	OVC Wrap Around	Kemimi Community School	AEI/OVC
	OVC Wrap Around	Kwacha Basic School	AEI/OVC
	OVC Wrap Around	Lulamba Basic School	AEI/OVC
	OVC Wrap Around	Manyando Basic School	AEI/OVC
	OVC Wrap Around	Mutende Basic	AEI/OVC
	OVC Wrap Around	Mwenge basic School	AEI/OVC
	OVC Wrap Around	Ndola Main Basic	AEI/OVC
	OVC Wrap Around	Nissi Community School	AEI/OVC
	OVC Wrap Around	Talent Community School	AEI/OVC

Province	Grant Type	Recipient Organization	Funding Source
	OVC Wrap Around	Tug Argun Basic School	AEI/OVC
	OVC Wrap Around	Twalubuka Basic School	AEI/OVC
	OVC Wrap Around	Yengwe Basic School	AEI/OVC
	Rapid Respons (0 to \$6,000)	Buyantashi Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Bwananyina Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Bwembelo Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chambishi Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chawama Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chibuli Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chibuluma Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chiwala Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Easlea Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Fifungo Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Gandhi Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Ipusukilo Community School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kabwata Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kamba Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kamitondo Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kamuchanga Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kankoshe Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kashitu Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kasompe Basic School	PEPFAR/TT
	Rapid Respons (0 to \$6,000)	Kasumba Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Konkola Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Lubendo Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Lumanto Basic	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mabungo Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Malembeka Middle Basic	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mama Rosa Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Matelo Basic	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mbilima Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mikata Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mpongwe basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mukulungwe Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mungomba basic school	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Musenga Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mushiwe Basic School	PEPFAR/S

Province	Grant Type	Recipient Organization	Funding Source
	Rapid Respons (0 to \$6,000)	Namubwera Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Shibuchinga	PEPFAR/S
	Rapid Respons (0 to \$6,000)	St Bonaventure	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Talent Community School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Twafwane Basic School	PEPFAR/S
	Special (\$64,000 to \$10,001)	Copperbelt Health Education Project	PEPFAR/S

#### Luapula

ESF-IIG	Kandakala community school	ESF
ESF-IIG	Butute Community School	ESF
ESF-IIG	Butute Community School	ESF
ESF-IIG	Changw'ena Community School	ESF
ESF-IIG	Chibabila Girls Community School	ESF
ESF-IIG	Chikuni Community School	ESF
ESF-IIG	Chilimabwe Community School	ESF
ESF-IIG	James community school	ESF
ESF-IIG	kafuula community School	ESF
ESF-IIG	Kalenga Community School	ESF
ESF-IIG	Kalenga Community School	ESF
ESF-IIG	Kalweo Community School	ESF
ESF-IIG	Kandakala Community School	ESF
ESF-IIG	Kanengo Community School	ESF
ESF-IIG	Kapako Community School;	ESF
ESF-IIG	Kases Community School	ESF
ESF-IIG	Katena Community school	ESF
ESF-IIG	Kawama Community school	ESF
ESF-IIG	Lambe Community School	ESF
ESF-IIG	Lukankala Community School	ESF
ESF-IIG	Lusumpuko Community School	ESF
ESF-IIG	Mabondo Community School	ESF
ESF-IIG	Makasa Community School	ESF
ESF-IIG	Matende Community school	ESF
ESF-IIG	Matende Community school	ESF
ESF-IIG	Matontola Community School	ESF
ESF-IIG	Miba Community school	ESF
ESF-IIG	Milima Community School	ESF
ESF-IIG	Muchinga Community Schoool,	ESF
ESF-IIG	Mukeya Community School	ESF

Province	Grant Type	Recipient Organization	Funding Source
	ESF-IIG	Mukumbwa	ESF
	ESF-IIG	Mulonga community School	
	ESF-IIG	Mulunda Community School	ESF
	ESF-IIG	Musangu Community school	ESF
	ESF-IIG	Mwela Community school	ESF
	ESF-IIG	Mwense Community School	ESF
	ESF-IIG	Paraffin Community School	ESF
	ESF-IIG	Ray of Joy Community School	ESF
	ESF-PSS	Chifuko Community school	ESF
	ESF-PSS	Bruno Coommunity School	ESF
	ESF-PSS	Buchinda Community School	ESF
	ESF-PSS	Buyatashi Community school;	ESF
	ESF-PSS	Bwaya community school	ESF
	ESF-PSS	Chambatama Community school	ESF
	ESF-PSS	Chan'gwena	ESF
	ESF-PSS	Chebesa Community School	ESF
	ESF-PSS	Chikuni Community school	ESF
	ESF-PSS	Chile Community School	ESF
	ESF-PSS	Chilimamabwe Community school	ESF
	ESF-PSS	Chitumbe Community School	ESF
	ESF-PSS	Chombwe Community School	ESF
	ESF-PSS	Hope for Africa	ESF
	ESF-PSS	Imiti -ikula	ESF
	ESF-PSS	Kabeka Community School	ESF
	ESF-PSS	Kafusha Community School	ESF
	ESF-PSS	Kakasa community school	ESF
	ESF-PSS	Kakoma	ESF
	ESF-PSS	Kalali Community School	ESF
	ESF-PSS	Kalilashing Community school	ESF
	ESF-PSS	Kalweo Community school	ESF
	ESF-PSS	Kamipundu Community School	ESF
	ESF-PSS	Kampalala Community school	ESF
	ESF-PSS	Kampemba Community School	ESF
	ESF-PSS	Kandolo Community School	ESF
	ESF-PSS	Kapati community School	ESF
	ESF-PSS	Kapwenge Community School	ESF
	ESF-PSS	Kasese Community school	ESF

Province	Grant Type	Recipient Organization	Funding Source
	ESF-PSS	Katena Community School	ESF
	ESF-PSS	Kawama Community school	ESF
	ESF-PSS	Kawama community school	ESF
	ESF-PSS	Kstele Community school	ESF
	ESF-PSS	Kuyafya Community school	ESF
	ESF-PSS	Lubambe Community school	ESF
	ESF-PSS	Lukundushi Community School	ESF
	ESF-PSS	Lukwinu Communtiy School	ESF
	ESF-PSS	Lupiya Community school	ESF
	ESF-PSS	Lusha community school	ESF
	ESF-PSS	Lwilu Community School	ESF
	ESF-PSS	Mansa Day West Community School	ESF
	ESF-PSS	Maoma Community School	ESF
	ESF-PSS	Matontola Community school	ESF
	ESF-PSS	Mercy Commuinity school	ESF
	ESF-PSS	Miba community school	ESF
	ESF-PSS	Milulu mcommunity School	ESF
	ESF-PSS	Mucese Community School	ESF
	ESF-PSS	Muchinga Community School	ESF
	ESF-PSS	Mukeya Community shool	ESF
	ESF-PSS	Mukuku Community School	ESF
	ESF-PSS	Mukuluka Community School	ESF
	ESF-PSS	Mukumbwa Community school	ESF
	ESF-PSS	Mulila Chembe community School	ESF
	ESF-PSS	Mulonda Community school	ESF
	ESF-PSS	Mulunda	ESF
	ESF-PSS	Mun'gandu Community School	ESF
	ESF-PSS	Mupolokso Community School	ESF
	ESF-PSS	Musaika Community School	ESF
	ESF-PSS	Musangu Community school	ESF
	ESF-PSS	Musapa Community school	ESF
	ESF-PSS	Mwense Community school	ESF
	ESF-PSS	Nkhungu Community school	ESF
	ESF-PSS	Pambashe community school	ESF
	ESF-PSS	Paraffine	ESF
	ESF-PSS	Ray of Joy	ESF
	ESF-PSS	Shichungu Communtiy school	ESF

Province	Grant Type	Recipient Organization	Funding Source
	ESF-PSS	Sunshine Community School	ESF
	ESF-PSS	Tangwa Community School	ESF
	ESF-PSS	Twatasha	ESF
	ESF-PSS	Twatasha Community School	ESF
Lusaka			
	ESF-IIG	Chitukuku Community School	ESF
	ESF-IIG	Deaf Cares Community School	ESF
	ESF-IIG	Joseph Conteh Community School	ESF
	ESF-IIG	Kashimpa Community School	ESF
	ESF-IIG	Linda Orphanage	ESF
	ESF-IIG	Mwambashi Community School	ESF
	ESF-IIG	Rolling Stones Community School	ESF
	ESF-IIG	St Francisco Cares Community schoo	ESF
	FTI-IIG	Calp CS	FTI
	FTI-IIG	Chankasi CS	FTI
	FTI-IIG	Chartnonel CS	FTI
	FTI-IIG	Chawama HF	FTI
	FTI-IIG	Chazanga Reach Out	FTI
	FTI-IIG	Chibolya CS	FTI
	FTI-IIG	Chifundo	FTI
	FTI-IIG	Chikoka Community School	FTI
	FTI-IIG	Chilimba CS	FTI
	FTI-IIG	Chipata Open	FTI
	FTI-IIG	Chitukuko Community School	FTI
	FTI-IIG	City of Hope CS	FTI
	FTI-IIG	COBET CS	FTI
	FTI-IIG	David Livingstone Community School	FTI
	FTI-IIG	Divine Community School	FTI
	FTI-IIG	Fight Poverty	FTI
	FTI-IIG	Garden CS	FTI
	FTI-IIG	Hope Foundation	FTI
	FTI-IIG	Ibex Community School	FTI
	FTI-IIG	John Laing Salvn CS	FTI
	FTI-IIG	Joseph Centre	FTI
	FTI-IIG	Kabuyu CS	FTI
	FTI-IIG	Kalikiliki Community School	FTI
	FTI-IIG	Kaluluzi CS	FTI

Province	Grant Type	Recipient Organization	Funding Source
	FTI-IIG	Kalungulu Community school	FTI
	FTI-IIG	Kamilulu CS	FTI
	FTI-IIG	Kanyama Salvation	FTI
	FTI-IIG	Kanyangala Community School	FTI
	FTI-IIG	Katope Community School	FTI
	FTI-IIG	Kutemwa Ndi Kusamala CS	FTI
	FTI-IIG	Linda Open CS	FTI
	FTI-IIG	Lumuno Community School	FTI
	FTI-IIG	Makangwe CS	FTI
	FTI-IIG	Malambo CS	FTI
	FTI-IIG	Mary Mother of God CS	FTI
	FTI-IIG	Mashila CS	FTI
	FTI-IIG	Messiah Ministries CS	FTI
	FTI-IIG	Mukuyu community school	FTI
	FTI-IIG	Ndapula	FTI
	FTI-IIG	Njolwe CS	FTI
	FTI-IIG	Nyashinshi CS	FTI
	FTI-IIG	St. Julius CS	FTI
	FTI-IIG	St. Patrick Community School	FTI
	Mid-level (\$10,000 to \$6,001)	Chilenje Zonal Resource Centre	PEPFAR/S
	Mid-level (\$10,000 to \$6,001)	Kasenje ZRC	PEPFAR/S
	Mid-level (\$10,000 to \$6,001)	Katondwe Zonal Resource Centre	PEPFAR/S
	Mid-level (\$10,000 to \$6,001)	Lusaka District Tresource Center	PEPFAR/S
	Mid-level (\$10,000 to \$6,001)	Lusaka Province Teachers Resource C	PEPFAR/S
	Mid-level (\$10,000 to \$6,001)	Muleya Zonal Resource Centre	PEPFAR/S
	OVC Wrap Around	Bimbe Basic	AEI/OVC
	OVC Wrap Around	Chainda Basic	AEI/OVC
	OVC Wrap Around	Chalimbana Basic School	AEI/OVC
	OVC Wrap Around	Chinkuli Basic School	AEI/OVC
	OVC Wrap Around	Chongwe Basic School	AEI/OVC
	OVC Wrap Around	Kapete Basic School	AEI/OVC
	OVC Wrap Around	Kasaka Basic	AEI/OVC
	OVC Wrap Around	Kasenje Basic School	AEI/OVC
	OVC Wrap Around	Mpemba Basic School	AEI/OVC
	OVC Wrap Around	Muchuto Basic	AEI/OVC
	OVC Wrap Around	Mulola Basic	AEI/OVC
	OVC Wrap Around	Mutendere Basic School	AEI/OVC

Province	Grant Type	Recipient Organization	Funding Source
	OVC Wrap Around	Mwalila Basic School	AEI/OVC
	OVC Wrap Around	Nakatete Basic	AEI/OVC
	OVC Wrap Around	Nangongwe Basic	AEI/OVC
	OVC Wrap Around	Nyangwena Basic School	AEI/OVC
	OVC Wrap Around	Shikoswe Basic	AEI/OVC
	OVC Wrap Around	Silverest Basic	AEI/OVC
	OVC Wrap Around	Soloboni Basic	AEI/OVC
	OVC Wrap Around	St. John CS	AEI/OVC
	Rapid Respons (0 to \$6,000)	Bauleni Special School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Bimbe SCP Committee	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Burma Road Basic school	PEPFAR/TT
	Rapid Respons (0 to \$6,000)	Chainda SCP Committee	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chankasi Community School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chawama Basic	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chazanga Research Out Community	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chilombwe Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chimusanya Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chiparamba C. School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chipongwe Basic	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chisakila Basic schoo	PEPFAR/TT
	Rapid Respons (0 to \$6,000)	Chitanda Basic school	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chitukuko Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chongwe Basic	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chongwe Community Action Group	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Garden Open Community School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Hope Foundation Community School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Jakaranda Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Janeiro Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Justin Kabwe SCP Committee	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kabwata Basic	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kalikiliki Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kaluluzhi Community School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kalundu basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kapoche Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kasaka basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kasenje Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Lukwipa Basic School	PEPFAR/S

Province	Grant Type	Recipient Organization	Funding Source
	Rapid Respons (0 to \$6,000)	Lusakasa Basic	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Lwimba Basic	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mpashya Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mpemba SCP Committee	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mt. Makulu basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Muchuto Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mwavi Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mwembeshi Basic Schol	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mwitendwa Basic school	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Nakatete basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Nangongwe Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Ngwelele Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Nyangwena SCP Committee	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Plabana Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Regiment Basic	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Shantumbu Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Shikoswe Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Shikoswe Out of School Youths	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Silver Rest Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	St Patricks Community School	PEPFAR/TT
	Rapid Respons (0 to \$6,000)	Twatasha Community Partnership Gr	PEPFAR/S
	Special (\$64,000 to \$10,001)	FHT	PEPFAR/S
	Special (\$64,000 to \$10,001)	Sports in Action	PEPFAR/S
<b>Southern</b>			
	ESF-IIG	Chifuko Community School	ESF
	ESF-IIG	Kalundu Community School	FTI
	ESF-IIG	Kazungula Community School	ESF
	ESF-IIG	Lukwata Community School	ESF
	ESF-IIG	Luyala Community School	ESF
	ESF-IIG	Mulampa Community School	ESF
	ESF-IIG	Nachoncho Community School	ESF
	ESF-IIG	Sujuwa Community School	ESF
	FTI-IIG	Batunga	FTI
	FTI-IIG	Ben Mulalu	FTI
	FTI-IIG	Bungashiya	FTI
	FTI-IIG	Chabota	FTI
	FTI-IIG	Chilube	FTI

Province	Grant Type	Recipient Organization	Funding Source
	FTI-IIG	Chipepo	FTI
	FTI-IIG	Chisangano	FTI
	FTI-IIG	Chitumbi	FTI
	FTI-IIG	Chivuna	FTI
	FTI-IIG	Dambilo Community School	FTI
	FTI-IIG	Hamapula	FTI
	FTI-IIG	Hanakeembe	FTI
	FTI-IIG	Inongwe Central Community School	FTI
	FTI-IIG	Itumbi	FTI
	FTI-IIG	Iyanda	FTI
	FTI-IIG	James Siachitema	FTI
	FTI-IIG	Kabanga	FTI
	FTI-IIG	Kachembele Communtiy School	FTI
	FTI-IIG	Kalomo Central	FTI
	FTI-IIG	Manyaana	FTI
	FTI-IIG	Maunga	FTI
	FTI-IIG	Mubiana	FTI
	FTI-IIG	Mulala Community School	FTI
	FTI-IIG	Munyanja	FTI
	FTI-IIG	Munzuma	FTI
	FTI-IIG	Mwandi	FTI
	FTI-IIG	Nachumba	FTI
	FTI-IIG	Nakalwida	FTI
	FTI-IIG	Nakatindi	FTI
	FTI-IIG	Nakavundu	FTI
	FTI-IIG	Namankubaula Community School	FTI
	FTI-IIG	Namumu	FTI
	FTI-IIG	Namununga	FTI
	FTI-IIG	Nazibula	FTI
	FTI-IIG	Ndeke Community School	FTI
	FTI-IIG	Ngoma	FTI
	FTI-IIG	Nziba	FTI
	FTI-IIG	Siluyasila	FTI
	FTI-IIG	St. Margrate	FTI
	OVC Wrap Around	Bweengwa Basic School	AEI/OVC
	OVC Wrap Around	Kasiya Basic School	AEI/OVC
	OVC Wrap Around	Libuyu Basic School	AEI/OVC

Province	Grant Type	Recipient Organization	Funding Source
	OVC Wrap Around	Mahiba Middle Basic School	AEI/OVC
	OVC Wrap Around	Makomba Basic School	AEI/OVC
	OVC Wrap Around	Maramba Basic School	AEI/OVC
	OVC Wrap Around	Mooya Middle Basic	AEI/OVC
	OVC Wrap Around	Nakasangwe Basic School	AEI/OVC
	OVC Wrap Around	Nazilongo Basic School	AEI/OVC
	OVC Wrap Around	Ngwenya Basic School	AEI/OVC
	OVC Wrap Around	Nyamba Community School	AEI/OVC
	OVC Wrap Around	Simakakata Community School	AEI/OVC
	OVC Wrap Around	Simbulo Basic School	AEI/OVC
	OVC Wrap Around	St. Mulumba School for the Blind	AEI/OVC
	OVC Wrap Around	Syanalumba Basic School	AEI/OVC
	OVC Wrap Around	Tara Basic School	AEI/OVC
	OVC Wrap Around	Zyangale Basic School	AEI/OVC
	Rapid Respons (0 to \$6,000)	Batoka Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Batunga Community School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Bbombo Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Bweengwa Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chibuwe Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chilidi Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Chitongo Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Dibbwi Community School	AEI/OVC
	Rapid Respons (0 to \$6,000)	Good Hope Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kabbila Community School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Kayuni Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Lukombe Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Makunka Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Malima Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Maramba Home Based Care	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Masasabi Middle Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Matuwa basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Maunga Community Anti-Aids Club	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mbiya Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mugoto Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mulyani	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Munyati Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mutandalika Basic School	PEPFAR/S

Province	Grant Type	Recipient Organization	Funding Source
	Rapid Respons (0 to \$6,000)	Muyoba Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Muzoka Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Mweemba Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Nakamusaba Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Nanduba Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Nkonkola Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Sialwala Basic school	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Sichikali Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Sihumbwa Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Singani East Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Singani West Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Tara Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Uphill Upper Basic School	PEPFAR/S
	Rapid Respons (0 to \$6,000)	Zambezi Basic School	PEPFAR/S
	Special (\$64,000 to \$10,001)	Program Against Malnutrition(PAM)	PEPFAR/S



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