



Final Evaluation Report of the BELONG Project in Zambia and Ethiopia

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Acronyms

BELONG	Better Education and Life Opportunities for Vulnerable Children through Networking and Organizational Growth
CBO	Community Based Organization
CBTO	Community Based Tuberculosis Organization
CHILD	Children in Local Development
CS	Community School
DEO	District Education Officer
DESO	District Education Standard Officer
DHMT	District Health Management Team
FBO	Faith Based Organization
FFE	Food for Education
FGD	Focal Group Discussion
GROW	Grass Roots Building Our Wealth SHG
HBC	Home Based Care
HDI	Human Development Index
ITN	Insecticide Treated Nets
LOP	Lifecycle of Program
MDG	Millennium Development Goals
M&E	Monitoring and Evaluation
NGO	Nongovernmental Organization
OVC	Orphans and Vulnerable Children
PCI	Project Concern International
PCSC	Parent Community School Committee
PEPFAR	President's Emergency Plan for AIDS Relief
PSS	Psychosocial Support
PTA	Parent Teachers Association
SHG	Self Help Group
USAID	United States Agency for International Development
WORTH	Women's Economic Empowerment Program

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Executive Summary

The BELONG Project

In March 2005, Project Concern International (PCI) began implementing the BELONG Project (Better Education and Life Opportunities for Vulnerable Children through Networking and Organizational Growth) in response to the growing number of orphans and vulnerable children (OVC) who lacked access to health and other support services essential to minimizing their vulnerability and addressing their developmental needs. A five-year project, BELONG was funded by the President's Emergency Plan for AIDS Relief (PEPFAR) through the United States Agency for International Development (USAID) and implemented in Zambia and Ethiopia through local partner organizations using school and community-based platforms:

- Community Schools in Zambia respectively Government Schools in Ethiopia to reach out to school going OVC.
- Economic empowerment of poor women, using the village bank approach of Self Help Groups
- Home-Based Care groups to reach out to the children of HIV patients on ARV treatment and other vulnerable children

Key Findings

Platform 1: Community Schools and Government Schools

The total number of schools and students participating in the BELONG project activities are reflected in Table 1¹ below:

	Zambia		Ethiopia	
Total number of schools participating	Lusaka	30	Amhara	92
	Chongwe	45	Tigray	108
	Kafue	44		
	Kalomo	40		
	Mongu	41		
Total number of students participating ²	Lusaka	13,395	Amhara	85,531
	Chongwe	12,803	Tigray	95,783
	Kafue	9,672		
	Kalomo	9,235		
	Mongu	7,605		

Table 1: Total number of schools and students involved

Summary results for those assessed in the Final Evaluation are presented by country below.

1. Nutritional Support, Training of Care Givers and Access to Health Services

The results of the analysis revealed that through the BELONG Project services, almost all of the children involved in the assessment received one of the following BELONG support services:

Improved health through	Zambia (%)	Ethiopia (%)
Nutritional support	85.7	100
Training of care givers	100	100
Access to health facilities	100	100

Table 2: Achieved results of involved OVC in nutritional support, access to health services

¹ Data in Table 1 are from project inception through June 30, 2010 for Ethiopia and through March 31, 2010 for Zambia.

² In addition to reaching 52,710 students through the community school platform in Zambia, BELONG/Zambia also reached an additional 18,536 0-5 year old siblings of community school students.

2. Training in Life Skills

Results in training of life skills such as hygiene, HIV and AIDS sensitization, and how to avoid risk behaviours including early pregnancy and STI's are summarized in the table below.

Training in:	Zambia (%)	Ethiopia (%)
Hygiene	96	100
HIV and AIDS sensitization	75.5	100
Avoid risk behaviour (early pregnancy, STI's)	46.2	62.5

Table 3: Achieved results of involved OVC with support services in avoiding risk behaviours

3. School Infrastructure

The results achieved by the BELONG project in school infrastructure has shown good results with regard to availability of school toilets, but limited results regarding availability of students desks, and rather poor results for text books, especially for Zambia (10%). As there was no baseline, there is no conclusion possible how far the situation has improved or is rather stagnant.

School infrastructure	Zambia (%)	Ethiopia (%)
Existence of toilets at schools	79	93
Availability of place to sit in class	51	59
Availability of text book to use in class	10	62

Table 4: Achieved results of involved schools with regard to school infrastructure

4. Academic Performance

Although the results of academic performance of students are of very limited statistical validity, as trend analysis it shows that students have rather limited reading skills as well as mathematical skills, especially in Zambia.

Academic performance	Zambia (%)	Ethiopia (%)
Ability to read text in local language	14	28
Ability to read text in English	20	28
Math comprehension: correct results	21	69

Table 5: Achieved results of involved OVC with regard to academic performance

However, through project activities, the number of school dropouts was decreased to less than 3% of all attendees per year.

5. Coordination with Government Structures and other NGOs

Zambia

As community based initiative, Community Schools (CS) have only limited access to government support with regard to human resources (trained teachers on Government payroll) and material support (school infrastructure and educational material). CS are only loosely coordinated and networked with the government educational system. Although appreciated by the Government as necessary support to cope with the enormous challenges of providing basic education for all including the most vulnerable groups like OVC, support of CS risks creating a parallel system to the Government Educational system, when not coordinated and networked closely with the respective District Educational Board. The results of the

interviews with government officials have shown that this situation was prevalent in Zambia, where communication and coordination with the District Educational Board was rather poor in four of the districts, where BELONG has been implemented. In Kalomo, where there was very effective coordination, the BELONG support of CS has contributed to develop a sustainable educational support structure, which is integrating CS into the existing educational system.

Ethiopia

The number of visited schools in Ethiopia was very limited, therefore doesn't allow any generalizing conclusions. However, the visited schools in Ethiopia are as government schools part of the official government educational system. Beside the financial and material support the schools are receiving, they are also part of the government monitoring and supervision system for the Educational sector. The Government support in all these areas was very visible in Tigray, one of the provinces where the BELONG project has been implemented, but not so strong in other provinces like Amhara. Tigray is very well known as one of the best organized provinces in Ethiopia, meaning that results of Tigray can't be generalized to the project results of the BELONG project. However it shows the huge potential of creating a sustainable educational support structure when coordinated and networked closely with the District Educational Board. Further support of the schools should look into how the Government structures can be strengthened also in the other districts to achieve sustainable schools settings also in other provinces.

Platform 2: Socio Economic Empowerment of Poor Women

Socio-economic empowerment of poor women was achieved by formation and management of Self Help Groups. Basic training in literacy and numeric skills, as well as basic book keeping, business skills and development, leadership, conflict management and communication was provided to groups of women, forming a village bank and facilitating community based saving and credit management.

In Ethiopia almost all of the formed SHG were still in existence at the time of the end evaluation, in Zambia only about 30%. One reason for the difference in sustainability of the SHGs could be the longer time for implementation and facilitation of the groups in Ethiopia than in Zambia. In Zambia, BELONG funded PACT to implement its WORTH model of economic empowerment in Chongwe through December 2007. After PACT's involvement ended, PCI provided limited technical support to existing groups through the remaining life of the project. It might be necessary to invest a critical minimum time of ongoing training and facilitation to overcome the common aid mentality prevailing in poor countries like Zambia and Ethiopia.

The table below shows the number of SHG formed in both countries as well as the number of women involved:

	Zambia		Ethiopia	
Total number of SHG formed	Lusaka		Addis Ababa	284
	Chongwe	210	Amhara	47
	Kafue		Tigray	42
	Kalomo			
	Mongu			
Total number of women involved in the SHG	Lusaka		Addis Ababa	6,298
	Chongwe	5,232	Amhara	882
	Kafue		Tigray	615
	Kalomo			
	Mongu			

Table 6³: Number of SHG formed and number of members of SHGs

Summary results for those assessed in the Final Evaluation are presented by country below.

³ Data in Table 6 are from project inception through June 30, 2010 for Ethiopia and through March 31, 2010 for Zambia.

1. Socio Economic Empowerment

With regard to socio economic empowerment of members of the SHG the survey revealed extraordinary positive results as reflected in the table below:

Socio-economic empowerment	Zambia (%)		Ethiopia (%)	
	Before SHG	End of project	Before SHG	End of project
Percentage of people with three meals per day	55	70	0	76
Monthly household expenditure of SHG families Zambia: 50'000-500'000 ZMK Ethiopia: more than 500 Birr	30	85	8	22
Monthly savings of SHG families Zambia: 50'000-500'000 ZMK Ethiopia: more than 500 Birr	5	70	25	82

Table 7: Results achieved with involved SHG with regard to socio economic empowerment of SHG members

2. Social Capital

Assessment of the increase in social capital in communities and the self-efficacy of SHG members showed the same positive results, reflected in the table below:

Self efficacy	Zambia (%)		Ethiopia (%)	
	Before SHG	End of project	Before SHG	End of project
Women feel empowered to change their lives	5	40	18	73
Women are taking up more responsibility in the community	15	40	8	29
Would you stand up if anything would happen in your community you can't stand?	35	85	45	94

Table 8: Achieved results with involved SHG with regard to self efficacy in formed SHG

These results are indicating the change of poverty mind-set within the women involved in SHGs, which is a usual characteristic of groups of illiterate and poor women, and the biggest obstacle to creating a sustainable support structure. By starting businesses and contributing to the family livelihood and receiving training in literacy and numeracy skills as well as in conflict management and leadership training, women felt empowered to change their lives. They also gained decision-making positions, taking on more responsibility not only within their own families, but also politically within their communities.

Platform 3: Home Based Care

Community based HBC organizations (CBO HBC) have been strengthened to achieve increased efficiency through capacity building to provide quality services for OVC.

1. Capacity Building of HBC CBOs

The table below shows the total number of HBC CBOs involved in the project activities:

	Zambia		Ethiopia	
Total number of HBC CBOs supported	Lusaka	13	Addis Ababa	5
	Chongwe	0	Amhara	2
	Kafue	0	SNNPR	1
	Kalomo	0	Tigray	1
	Mongu	2		

Table 9: Number of HBC CBO involved in the project

All supported organizations achieved being officially registered as HBC CBO's, but not all of them are already financially independent to continue working on their own. Suggested support systems to sustain volunteers like the revolving fund or urban gardening were not perceived to be sufficient to retain sustainable staff of volunteers as care givers.

2. Efficiency of HBC CBOs with regard to OVC Support

The HBC platform was found being less efficient to reach out to a high number of OVC and was perceived by the direct care givers as rather difficult with regard to effective targeting process of beneficiaries and identification of actual needs of OVC. Beyond these difficulties stigmatization of OVC from HIV and AIDS affected households was perceived as problem.

Increased Capacity of Local NGOs as “Centres of Learning”

As results of the interviews with school administrators, PCSC/PTA and HBC CBOs have revealed, exchange of experiences between similar organizations and schools has shown to be most effective. The potential is still not yet exhausted as budget limitations did not allow the facilitation of more of these learning experiences.

Recommendations

Final evaluation results showed that the strategies employed by the BELONG Project – direct support of OVC using school and CBO platforms, and indirect support using economic empowerment of OVC households – have worked very well to improve the educational environment, as well as the health and socio-economic situation of OVC and their families. Special recommendations for the different platforms and countries are described below.

Platform 1: Schools

As the results of the BELONG project in Kalomo, Zambia has shown, the school platform shows great potential when combined and coordinated effectively with available government structures and support of other NGOs. For the synergistic coordination and networking of all stakeholders the District Educational Board should take up the responsibility of leadership, facilitated by an NGO providing technical expertise. Support structures of Government institutions and NGOs will be most effective when clear communication structures are put in place, and agreed commitments of all stakeholders are feeding into a jointly developed and monitored working plan, which ensures that inputs are used in the most efficient way.

For Ethiopia it will be very effective to find out, how the dynamic and commitment of the Educational Board in Tigray can also be strengthened in other districts, in this way supporting the community efforts to achieve optimised results for the educational sector for poor populations.

Most efficient results will be achieved by identifying a process how to combine the potential of the existing Government system with the available resources of the community, not only with regard to local material support and labour, but rather in strengthening of community ownership and responsibility. Using the CHILD methodology seems to offer an excellent training tool for community mobilization and should be used in both countries in future.

Platform 2: Socio Economic Empowerment

The SHG have worked very well in both countries, although it needs a longer time for implementation and facilitation of the savings groups to create sustainable structures than was invested in Zambia. It seems to take longer time to overcome the aid mentality of hand outs and to create trust in the self reliability of own savings to achieve a turnaround in the poverty mind set of poor and illiterate women, creating a strong and sustainable support structure for OVC.

The level of Cluster Level Associations and the Federation is still not exhausted and bears a lot of potential, especially with regard to political empowerment. Facilitation of these structures should be further supported in future in both countries, especially in Zambia, where these structures are rather still in its

infancy. Coordination and networking with the existing political partner and other organizations is very essential for the successful further development of SHGs and associations.

Platform 3: Home Based Care

HBC organizations are an excellent platform to reach out to OVC rather difficult to reach as the Under 5's and 'Out of School'. However it has to be critically looked into where there are already government structures existing, which can be employed to reach out to these OVC, i.e. the Under 5 Program. Where there is no other opportunity to reach out to these OVC, it should be also supported in future.

BELONG Project

Beyond the possibilities that lie in increased external coordination, there is also a great potential internally by joining the successful strategies of direct and indirect OVC support. Using the school platform as a direct support structure and the indirect support of economic empowerment of women, it creates a win-win situation for OVC households as well as for the school settings as parents/guardians are more able and willing to invest in their children's education. At the same time, this enables schools to provide a better quality of education, which is one of the most essential pre-requisites for vulnerable children to escape the poverty cycle and to live a healthy and productive life. Empowered communities will ensure that resources invested from Government and other NGO's will be used in the most effective way, leading to sustainable support structures for OVC and poor populations in general.

1. Introduction

1.1 Background – Zambia and Ethiopia

Zambia and Ethiopia are both sub-Saharan countries with low development indicators. Looking at the Human Development Index (HDI), which combines indicators such as GDP, life expectancy, and adult literacy, Zambia is in position 164 and Ethiopia in position 171 out of a total of 182 countries. Although Ethiopia is only about one third larger than Zambia, its population is 7 times that of the Zambia's. With a Gross National Income (GNI) of \$830 USD per capita, Ethiopia is one of the poorest countries in the world. However, the population living below the poverty line is only 39%, much less than Zambia's level of 64.3%.

Although the percentage of public expenditure spent on health is very similar in Zambia and Ethiopia (10.8% and 10.6% respectively), due to larger donor contributions it results in about half of the amount spent per capita in Ethiopia compared to Zambia (Ethiopia: \$13 USD per capita, Zambia: \$29 USD per capita).

However for primary education, public expenditure in Ethiopia is almost double that of Zambia; a very necessary investment to meet the high illiteracy rates (61%) and low enrolment rates for both males and females.

Beyond its high poverty levels, Zambia is burdened with an HIV and AIDS rate of 15.2%, one of the highest in the world. The national HIV prevalence for Ethiopia is only 2.3%; most likely the result of a higher percentage of the population residing in rural areas (85%) and living traditionally as Moslem or Christian Orthodox. However there are wide differentials in prevalence like for example the industrial development areas, compared with the only agricultural used areas. Some of the country specific development indices are summarized in Table 10⁴⁵⁶⁷.

Item	Zambia	Ethiopia
Area (square kilometres)	752,610	1,127,127
Population	12.9 Million	82.3 Million
HDI Rank	164	171
Population Below Poverty Line (1.25 USD)	64.3%	39%
Gross National Income Per Capita (USD)	\$1,230	\$870
Adult Literacy Rate	70.6	35.9
Life Expectancy at Birth	44.5	54.7
Net Enrolment Rate in Primary Education		
Male	90	74
Female	94	69
HIV Prevalence (%), national	15.2	2.3
Urban	23.1	7
Rural	11.0	0.9
OVC (number, % of total population)	1,300,000 10%	2,300,000 2.8%
Under-5 Mortality per 1,000 children under 5 years	170	119
Maternal Mortality per 100,000 live births	830	720
Public Expenditure on Health	\$29	\$13

⁴ UNDP. Human Development Report 2009 Zambia, Ethiopia

⁵ IRIN (May 2010). Global HIV/AIDS news and analysis. Ethiopia

⁶ MoH. Zambian Demographic Health Survey 2007.

⁷ Ministry for Foreign Affairs Finland (2010). Indicators of Development: Zambia, Ethiopia

Item	Zambia	Ethiopia
(USD per capita)		
Public Expenditure on Health (% of Total Public Expenditure)	10.8	10.6
Public Expenditure on Primary Education (USD per pupil)	\$55	\$130
Public Expenditure on Primary Education (% of Total Public Expenditure)	14.8	23.3

Table 10: Development Indicators for Zambia and Ethiopia

According to the indicators in Table 10, Zambia and Ethiopia are sharing the challenges of high poverty levels and the problems of insufficient public services in educational and health sectors – indicators that are among the most important Millennium Development Goals (MDG) to be met by 2015. It is within this context that the growing number of orphans and vulnerable children (OVC) resulting from the AIDS pandemic and exaggerated by food insecurity in both countries puts the achievement of these MDGs at risk, unless special attention is paid and action taken to meet the needs of OVC in both countries.

1.2 The BELONG Project

In March 2005, Project Concern International began implementing the BELONG Project (Better Education and Life Opportunities for Vulnerable Children through Networking and Organizational Growth) in response to the growing number of OVC who lacked access to health and other support services essential to minimizing their vulnerability and addressing their developmental needs. The project was funded by PEPFAR through USAID and was planned with a life cycle of 5 years, ending on September 30, 2010.

BELONG was implemented in Zambia and Ethiopia through local partners, using school- and community-based platforms to reach OVC, and building on already existing PCI programs and partnerships within the countries.

The project's objective was to increase the numbers of OVC in both countries accessing quality services through sustainable, community-based programs that effectively reduced their vulnerability. This was achieved by applying four strategies, as reflected in the Intermediate Results (IR).

1. Increased availability of **critical OVC services** such as school education, life skills training, medical care, nutrition, and psycho-social support.
2. Strengthened capacity of older OVC and the guardians caring for OVC, through **socio-economic empowerment** initiatives to support themselves and their children.
3. Increased efficiency of local NGOs, FBOs, and CBOs through **capacity building** to provide quality services for OVC.
4. Increased capacity of local NGOs to serve as "**centers of learning**" to facilitate rapid scale-up of services.

A variety of channels or platforms were used to achieve these results, including formal and informal primary schools (such as government schools in Ethiopia and community schools (CS) in Zambia), women's groups, CBOs and CBO networks, and cultural and religious bodies. Most of the project activities were targeted to reach OVC directly with essential services like the WFP school feeding program, support in improving school infrastructure like classroom and toilet blocks, school furniture and black boards, textbooks and teachers guides, but also indirectly through training of Parent Teacher Associations, teachers, and care givers such as women's groups.

To achieve these results, services for OVC were provided as shown in Table 11:

Pos	Core service	Home	School setting
1	Food and Nutritional Support	Growth monitoring and promotion Breastfeeding and nutrition counselling / training	WFP school feeding program. Equipment like school kitchen electricity, solar power
2	Education and Vocational Training	Payment of school fees Tutorial program Educational supplies Skills training for out of school	Teacher training and qualification Teaching supplies (textbooks, teacher's guides, etc)
3	Health Care	Linkage of OVC to government health clinics Payment for special examinations/treatments Referral for HIV and AIDS testing and ARV treatment, if necessary Health and hygiene education and materials (soap, bandages, thermometers, etc.) Age-appropriate HIV prevention education	Linkage of schools to medical programs of Government clinics (bilharzia, deworming) Health and hygiene education Age-appropriate HIV prevention education
4	Protection	Training of teachers, PTA members, care givers Idirs, CBO staff and OVC in Child Rights Addressing issues of child abuse	
5	Shelter and Care	Building of houses for destitute families (leveraged through Habitat for Humanity in Zambia) Clothing, shoes and household materials distributed through HBC CBO care givers	School Infrastructure like building of classrooms, School furniture (students' desks, teachers' tables and chairs, blackboards etc.) Toilet blocks Boreholes (at two schools in Zambia, funded by the Pamodzi Rotary Club)
6	Psycho-social Support	Training of teachers and care givers in PSS. Provision of PSS through teachers and care givers Life skills (hygiene, HIV and AIDS, STI's, pregnancy)	
6+1	Economic Opportunity/ Strengthening	Self-help group interventions for OVC caregivers Urban gardening as income-generating activity	

Table 11: 6+1 core services for OVC BELONG Project

Though targeting the same objective and results, the BELONG Project used slightly different strategies in Zambia and Ethiopia, reflecting the different cultural backgrounds and political contexts of both countries. Main differences are described in the table below:

- OVC support through **school structures**:
 - For the support of OVC in government schools in Ethiopia, the CHILD Methodology was employed – a participatory tool for community mobilization, using a general needs and capacity assessment as an entry point for the development of a community action plan supporting the local school.
In Zambia, support of OVC was initiated by the training of the PCSC at the community school, which is run as a community initiative with predominantly volunteer teachers – the training aimed at achieving a sustainable and effective school situation.
 - In Zambia, BELONG support of OVC using community schools was directly provided by PCI, while in Ethiopia all services were provided using both WFP infrastructure and government institutions.

- OVC support through **economic empowerment of care givers** (Self Help Groups, or SHG)
 - For the training and coaching of SHGs in Ethiopia, the GROW methodology was employed. Support to the groups was provided starting in 2007 till the end of the BELONG project in September 2010.
 - For the training of SHGs in Zambia, a slightly different methodology was used called the WORTH methodology, developed by PACT. The training was a cooperation between PACT and PCI, where PCI provided funding for PACT to implement the WORTH model through December 2007. The training in Zambia only took 18 months, the duration PACT has planned for the implementation. Both methodologies make use of the establishment of village banks in the community, managed by 15 to 20 women who live together in the community. Loans are made available using only the money the women have paid into the bank themselves. Women qualify for a loan to invest in an IGA after having paid in enough money to the bank, and repay the loan according to an agreed pay back plan. Interest rates are agreed upon by the community. Loans are made possible to each woman after she has regularly (on a weekly basis) paid in sufficient money to the bank.
 - Establishment of village banks is accompanied by training of the women in numeracy skills, basic bookkeeping and literacy; as well as in how to start and run a business, team building and conflict management. Both methodologies also include a training module on OVC needs and support, as well as psychosocial support and protection.
 - In Ethiopia, 10 to 15 SHGs are aggregated to a cluster level. The cluster SHG looks into the needs and management of the younger, still immature groups and supports them in their growth. All clusters feed into the federation on a national level.

The differences of the BELONG project in both countries are summarized in the table below:

Pos.	Platform	Zambia	Ethiopia
1	Basic School	Community Schools	Government Schools
		Direct implementation of project activities through PCI	Activities implemented by WFP and Government institutions
		Training of PTA using PCI work-shops	Training of PTA including the community using the CHILD methodology
2	Economic Empowerment	Training of women using the WORTH methodology of PACT	Training of women using the GROW methodology
		Close coaching over 18 months	Close training and coaching up to 3 years

Table 12: Differences BELONG project Zambia and Ethiopia

1.3 Objectives of the Final Evaluation

Final evaluation objectives were to:

- Assess the **achievement of project results** against project targets and indicators; the intended and unintended results of all project activities; and the **relevance, effectiveness, efficiency, impact, and sustainability** of project activities.
- Conduct an **in-depth evaluation of PCI's Self Help Group (SHG)** model as implemented in Zambia and Ethiopia. The evaluation of PCI's SHGs did not only focus on the economic empowerment of the target group, but also on the social and political effects contributing to social and political capital. The evaluation included quantitative and qualitative data collection methodologies that explored hypothesized ancillary results of the models, such as increased social support, improved self-efficacy, etc., among group members.
- Identify and document **lessons learned** with particular focus on those that can be applied to similar projects.

- Make **recommendations** for strengthening the relevance, effectiveness, efficiency, impact, and sustainability of future programming.
- Document **three success stories in Zambia** as follows:
 - Community schools (organizational level):
 - A school that has become sustainable through community support.
 - Home-based care (individual level).
 - Economic empowerment (household level).
- Document **two success stories in Ethiopia** as follows:
 - Community school (organizational level), using the CHILD methodology.
 - Economic empowerment (household level).

2. Methodology

For the final evaluation of the BELONG Project, a cross sectoral study design was chosen to assess the results achieved in both countries. A senior consultant was nominated to lead the evaluation, who chose a team of four professionals trained in participatory methods to conduct the evaluation activities with the different community target groups. The teams were taken from Zambia and Ethiopia to take into account the cultural and political differences of each country setting.

2.1 Planning and Conduction of Evaluation

For the end evaluation qualitative and quantitative tools were employed such as:

- **Key informant interviews** of representatives of government institutions, as well as of nongovernmental organizations (NGOs), and community based organizations (CBOs) using semi-structured interview guidelines.
- **Focal group discussions** (FGD) with the different target groups, following a guideline for the conduction of the FGD.
- **Individual in-depth interviews** with members of the different target groups using structured interviews.
- **Key informant interviews of PCI staff** involved with the BELONG Project, as well PCI management in Zambia/Ethiopia and the PCI M/E international staff.
- **Key informant interview of USAID Cognizant Technical Officer** for the BELONG project in Zambia and Ethiopia

The methodology followed a cross sectional study design. Stratified random sampling was used for the selection of community schools, OVC, and SHG members' interviewed as follows:

- **Community Schools**
 - Division of schools into two groups (larger and smaller CS by district) according to student population.
 - Numerating of CS in both groups.
 - Selection of CS to be visited according to computer-generated random numbers.

In Zambia, this resulted in one larger and one smaller CS to be visited in each district, resulting in a total of 10 CS in the sample. Due to time constraints and geographic distances in Ethiopia, it was only possible to visit three schools in Tigray and one school in Amhara, again using random selection of schools within the geographical area, possible to be visited within the timeframe available.

- **OVC at Community Schools in Zambia**
 - Using a sample size of 200 CS in Zambia with estimated total population of 50,000 students, a confidence level of 90%, and a confidence interval of 10, the necessary sample size for the survey was 68, with a total of 70 children being interviewed in Zambia thus exceeding the necessary number of interviewees⁸.
 - OVC were divided into two age groups, 8-12 and 13-17.
 - Gender balanced groups were created, with two boys and two girls in each group.
 - A random sampling of interviewees from student lists of present pupils led to a target of 8 individual interviews per CS, as per the above age and gender stratifications. Each school also had two FGDs, one for 8-12 year olds and one for 13-17 year olds.

⁸ Due to time and budget constraints, a larger sample size to increase the confidence interval was not possible.

- Parental consent was obtained by sending out a letter to all parents of the selected schools. The letter was provided via the teachers of the school or the PCI program officer in each district.
 - In cases where the interviewing teams were not conversant in the language used in the area, a translator was used for the interviews and FGDs.
- **OVC at Community Schools in Ethiopia**
 - The number of schools involved in the BELONG project in Ethiopia is 200 schools with an estimated 180,000 students. With a confidence level of 90%, and a confidence interval of 10, the necessary sample size for the survey was 68, with a total of 29 children being interviewed in Ethiopia thus not reaching the necessary number of interviewees⁹.
 - OVC were divided into two age groups, 8-12 and 13-17.
 - Gender balanced groups were created, with two boys and two girls in each group.
 - A random sampling of interviewees from student lists of present pupils led to 8 individual interviews per school, as per the above age and gender stratifications. Each school also had two FGDs, one for 8-12 year olds and one for 13-17 year olds.
 - Parental consent was obtained by sending out a letter to all parents of the selected schools. The letter was provided via the teachers of the school.
 - In cases where the interviewing teams were not conversant in the language used in the area, a translator was used for the interviews and FGDs.
- **School Administrators**
 - Administrators at each of the 4 government schools in Ethiopia and the 10 CS in Zambia were interviewed.
- **OVC Home-Based Care**
 - Four HBCs in Lusaka were randomly selected. In Ethiopia only one HBC CBO was visited.
 - One FGD for each of the two age groups (8-12 and 13-17) was conducted with participants from each of the four selected HBCs, for a total of eight FGDs in Zambia and 2 FGD in Ethiopia.
- **HBC Caregivers**
 - One FGD for HBC caregivers was comprised of caregivers from each of the four randomly selected HBC in Zambia. Two FGDs for HBC caregivers were conducted in Ethiopia
- **Self Help Groups**
 - In Zambia, out of the seven sites where SHGs had been established, two sites were selected (one urban, one rural) for further investigation.
 - In Ethiopia, four sites were visited.
 - From each site, two groups were invited for FGD and individual interviews. FGDs were comprised of 10 to 15 women each; and 20 individual interviews were conducted with members of the SHGs in Zambia and 49 interviews were conducted in Ethiopia

The goal of student interviews and FGDs was an assessment of the results of provided support, with regard to:

- Quality of education.
- Physical and psycho-social well-being.
- Life skills.

The goal of SHG member interviews and FGDs was an assessment of the results of provided interventions with regard to:

- Economic empowerment of women.

⁹ Due to time and budget constraints, a larger sample size to increase the confidence interval was not possible.

- Socioeconomic well-being.
- Self efficacy.
- Social cohesion.

Interviews with relevant representatives of NGOs, CBOs, FBOs, HBC caregivers, and government institutions (key informant interviews) were aimed towards:

- Efficiency of training.
- Knowledge management.
- Coordination and networking.
- Sustainability of organization and/or support structure.

Table 13 below summarizes again the targeted respondents for the quantitative assessment, using individual interviews and the FGD, disaggregated by age and sex:

Pos	Platform	Tool	Sex	Age	Zambia: 10 CS, 2 SHG		Ethiopia: 4 CS, 5 SHG	
					planned	actual	planned	actual
1	School setting	Individual Interview	Girls	8-12	20	16	8	8
			Boys	8-12	20	23	8	7
			Girls	13-18	20	15	8	7
			Boys	13-18	20	16	8	7
		FGD	Boys, girls	8-12	10	7	4	2
			Boys, girls	13-18	10	4	4	2
2	SHG	Individual Interview			20	20	50	49
		FGD			2	2	5	5

Table 13: Summary of Respondents in individual interviews and FGD

For the qualitative evaluation of school settings, government institutions and HBC CBOs, the following number of representatives were involved:

Pos	Platform	Tool	Representative	Zambia: 10 CS, 2 SHG		Ethiopia: 4 CS, 5 SHG	
				planned	actual	planned	actual
1	School setting	Individual Interview	Administrator	10	10	4	4
			PTA/PCSC	10	8	4	3
2	Government Institutions	Individual Interview/FGD					
	- DHMT	Ind. Interview	District Representatives	5	0	0	0
	- DEBS	Ind. Interview	DEBO, DESO	5	5	0	0
	- District Advisory Committee	FGD	Members	0	0	1	1
3	PCI staff	Individual Interview	Director	1	1	1	1
			Project staff	7	7	1	1
			M/E int. staff	1	1	1	1
4	NGO staff	Individual Interview	Director	4	4	4	4
			Project staff	4	4	8	8
			HBC CBO / Community. Facilitator	3	3	4	4
			OVC groups	5	5	2	2

Table 14: Summary of Respondents for qualitative analysis of individual interviews and FGD

All tools employed for the impact analysis are summarized in Table 15 as shown below, together with the used methodology and expected outcome:

Pos	Target Group	Methodology	Expected outcome	Tools
1	SHG	FGD	Qualitative evaluation of: <ul style="list-style-type: none"> • Results (economic empowerment) • Sustainability • Social capital 	<ul style="list-style-type: none"> • Discussion guideline
		Individual Interview	Quantitative evaluation of: <ul style="list-style-type: none"> • Socio-economic results • Self efficacy • Social support 	<ul style="list-style-type: none"> • Questionnaire
2	OVC	FGD	Qualitative evaluation of: <ul style="list-style-type: none"> • Results of support services • Sustainability 	<ul style="list-style-type: none"> • Discussion guideline
		Individual interview	Quantitative evaluation of: <ul style="list-style-type: none"> • Results of life skills training • Results of school education • Results of medical care / nutritional support 	<ul style="list-style-type: none"> • Questionnaire
3	NGO / government institution	Interview	Qualitative evaluation of: <ul style="list-style-type: none"> • Appropriateness of support services • Knowledge transfer between NGO's 	<ul style="list-style-type: none"> • Discussion guideline
4	OVC Caretaker	FGD	Qualitative evaluation of: <ul style="list-style-type: none"> • Results of economic empowerment strategies • Sustainability (urban agriculture) 	<ul style="list-style-type: none"> • Discussion guideline
5	PCI staff, USAID staff, school administrators	Interview	Qualitative evaluation of: <ul style="list-style-type: none"> • Expected outcomes • Achieved results • Challenges • Recommendations 	<ul style="list-style-type: none"> • Discussion guideline

Table 15: Summary of Methodologies Applied

2.2 Analysis of Data

For data processing, an Access database (EPI Data) was employed. Cleaned data was entered into the prepared EPI Data spreadsheets and exported into SPSS 16.0 for analysis, resulting in graphs and tables according to agreed priorities and cross tabulations.

2.3 Limitations of the Evaluation

For all platforms and target groups, only a very limited number of respondents could be involved in the evaluation due to time respectively financial constraints. The limited sample size makes generalizability of findings rather difficult.

With regard to the different platforms, limitations as described below have been observed during the conduction of the evaluation:

- **School platform**
 - For the evaluation of the BELONG activities in Ethiopia, only four schools could be visited due to the long distances within the country between the schools and time constraints. There have been only two weeks available for the evaluation in Ethiopia. The small sample size of students involved in individual interviews and FGD are not providing the basis for statistically relevant results, but the results are sufficient for a trend analysis.
 - Although a well balanced selection of interviewees with regard to age and gender has been targeted, it was not always and at all schools possible to have interviews with them as they either have not been available at school at the time the interviews were scheduled due to teaching in shifts, or some of them (rather girls) refused to be interviewed.
 - The younger interviewees (10 years, grade 4) didn't answer all the questions sufficiently. This might be the consequence as they are not so much aware of their school environment due to their young age.
 - In both countries, questions with regard to HIV/AIDS and risk behaviour have only been asked students with more than 13 years. But even though involving only the older students, questions were answered very unsatisfactory. Especially in rural areas but also in urban areas, the children seemed to find it difficult to talk to strangers about delicate topics like alcohol consumption or sex. This was leading to the limited respondents in this section of the interviews. It might be advisable to ask delicate questions like this rather indirectly, which means asking them about their peers' perceptions and behaviour, but not their own. In case children answered that they have never heard of HIV and AIDS, all other HIV/AIDS related questions were skipped.
 - There has been no baseline data available to compare achieved output data at the end of the BELONG project with the status at the beginning. This was a major problem to assess the impact of BELONG project activities for all platforms.

- **Economic Empowerment**
 - In Zambia it was difficult to gather sufficient members of the SHGs respondents for a statistically valuable analysis. The schedule for the meetings has been communicated on a rather short notice, which, together with the communication problems in Zambia, might have resulted in the rather poor response (only 20 respondents).
 - As there has been no baseline data available, the data are based on recall, which means they have been collected at the end of the project together with the data for the results. Although this is not ideal and might only provide vague data, it is helpful for a trend analysis.
 - There was also no analysis included on what other impacts like e.g. other projects or changes in the society like higher distribution of mosquito nets or improved access to clean water might have contributed to the changes observed.

- **Home Based Care CBO**
 - In Ethiopia, only one HBC CBO was visited, which is not providing sufficient information for the evaluation of this support structure.
 - In both countries, for the assessment of the HBC CBO platform, no quantitative tools were employed, only qualitative tools like FGD. This lead to more limited information for the analysis as compared to the school and the economic empowerment platforms.

3. Key Findings

The following section describes the survey results, gained through individual interviews and FGDs in Zambia and Ethiopia. The focus of the evaluation was on the statistical analysis of in-depth individual interviews of students and SHG members, triangulated and completed by the results of the FGDs with key informants from partner NGOs and government institutions. The chapter also reflects the results of the Home Based care platform, the HBC CBO staff members, care givers and OVC.

3.1 Zambia

The survey in Zambia was conducted at the end of the rainy season in April 2010, which only allowed access to schools and SHG sites that were easily accessible. The map in Figure shows the places visited (see circles).

Community School Platform

Two community schools per district were visited; one larger and one smaller in:

- Lusaka
- Chongwe
- Kafue
- Kalomo
- Mongu

Self Help Group Platform

Two sites in Chongwe District were visited:

- Chitemalesa
- Chimusanya

Home-Based Care and CBO Platform

In two districts:

- Lusaka
- Mongu



3.1.1 Results from the Community School Platform

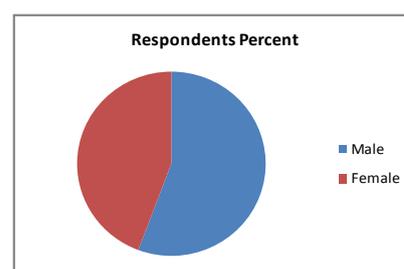
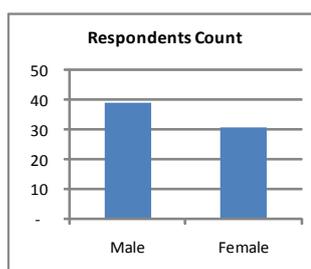
3.1.1.1 Individual Student Interviews

This section summarizes results gained from individual student interviews, covering the socioeconomic data of respondents, their intervention exposure, school attachment, school environment, risk behaviour, and academic performance.

3.1.1.1.1 Social characteristics

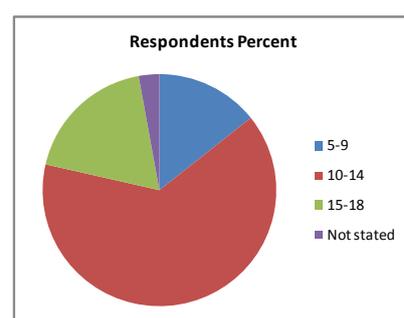
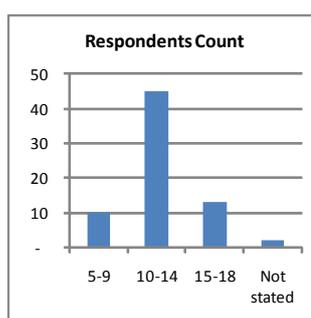
Although a gender balanced selection of students was targeted, analysis shows that there were slightly more boys involved in the interviews than girls, as girls sometimes didn't like to be involved in the interviews.

Sex		
Sex	Respondents	
	Count	Percent
Male	39	55.7%
Female	31	44.3%
Total	70	100.0%



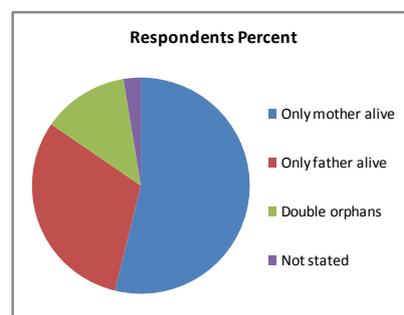
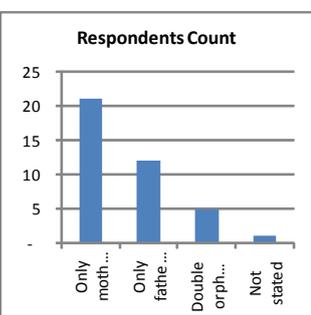
Most of the respondents were between the ages of 10 and 14 (63%), reflecting the targeted schools' grade levels of 4 through 7.

Age		
Age (Years)	Respondents	
	Count	Percent
5-9	10	14.3%
10-14	45	64.3%
15-18	13	18.6%
Not stated	2	2.9%
Total	70	100.0%



More than two-thirds of the students involved in interviews were orphans. Of those who were orphans, 54% only had the mother living; while 31% only had the father. Double orphans constituted approximately 13%.

Mother and Father alive		
Orphanage Status	Respondents	
	Count	Percent
Only mother alive	21	53.8%
Only father alive	12	30.8%
Double orphans	5	12.8%
Not stated	1	2.6%
Total	39	100.0%

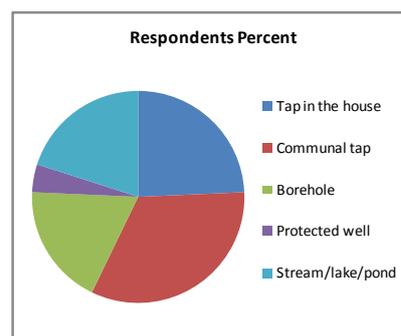
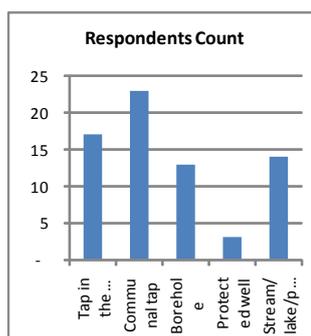


3.1.1.1.2 Household Status

The majority of respondents (33%) got their water from a communal tap. There was a remarkable percentage of households with a tap in the house (24.3%). However, almost the same percentage of households was without a protected water supply e.g., a stream, lake, or pond (20.0%).

Source of drinking water

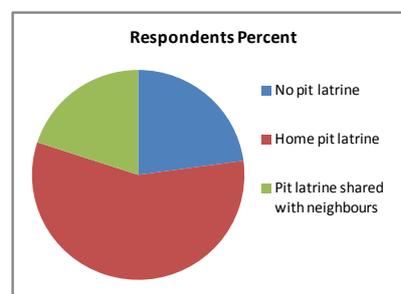
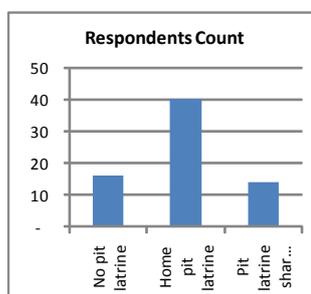
Water Source	Respondents	
	Count	Percent
Tap in the house	17	24.3%
Communal tap	23	32.9%
Borehole	13	18.6%
Protected well	3	4.3%
Stream/lake/pond	14	20.0%
Total	70	100.0%



The majority of respondent households (57%) had a pit latrine. However almost a quarter did not (22.9%), or was sharing one with their neighbours (20.0%).

Access to Sanitation

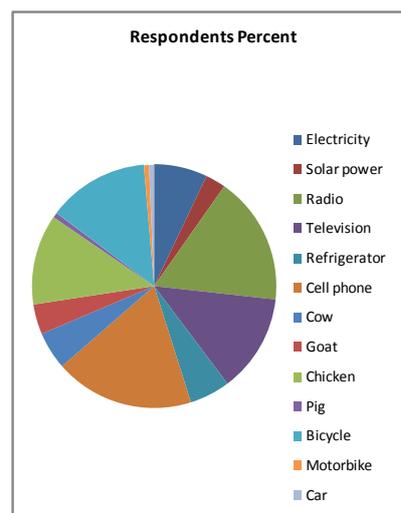
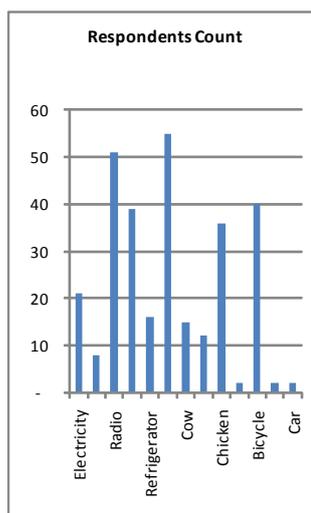
Type of Sanitation	Respondents	
	Count	Percent
No pit latrine	16	22.9%
Home pit latrine	40	57.1%
Pit latrine shared with neighbours	14	20.0%
Total	70	100.0%



Most of the schools visited were located in urban or peri-urban areas, which are next to the direct city boundaries and officially characterised by provision of public services like tarred roads, water and sanitation as well as electricity. This is reflected in the survey results, revealing that 30% of the beneficiary households had electricity. Radios (72%) and televisions (56%) were very common, as well as cell phones (79%). The presence of livestock was rather rare (chicken 51%, cows 21%, goats 17%), as the rural setting was underrepresented. Almost none of the households owned a motorbike or a car (3%), but many of them had a bicycle as a basic means of transportation (57%).

Wealth Assessment Household of Respondents

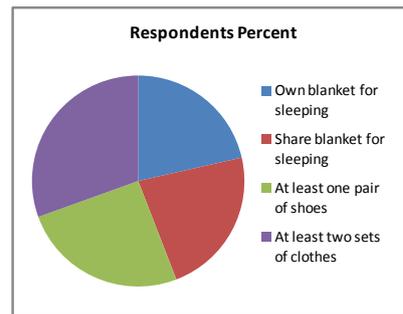
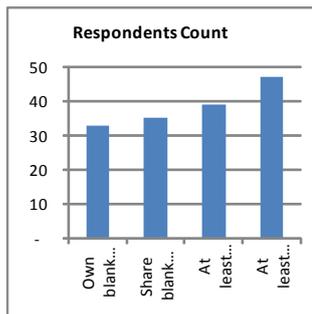
Item	Respondents	
	Count	Percent
Electricity	21	30.0%
Solar power	8	11.4%
Radio	51	72.9%
Television	39	55.7%
Refrigerator	16	22.9%
Cell phone	55	78.6%
Cow	15	21.4%
Goat	12	17.1%
Chicken	36	51.4%
Pig	2	2.9%
Bicycle	40	57.1%
Motorbike	2	2.9%
Car	2	2.9%
Total		



47% of the children interviewed owned a blanket for sleeping, while 50% of them shared with a sibling. 55% of the children had at least one pair of shoes, and 67% had at least two sets of clothes.

Property owned by Respondent

Item	Respondents	
	Count	Percent
Own blanket for sleeping	33	47.1%
Share blanket for sleeping	35	50.0%
At least one pair of shoes	39	55.7%
At least two sets of clothes	47	67.1%
Total		

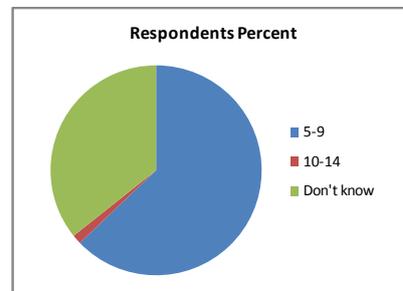
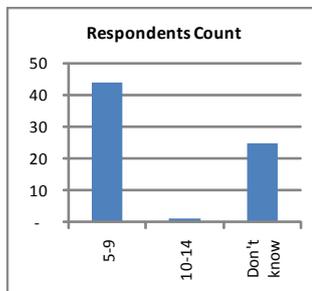


3.1.1.1.3 School Enrolment and Actual Situation

More than half of the children interviewed (63%) were starting school between the ages of 5 and 9. However, 36% of the children were not aware as to when they started school.

Age of student when starting School

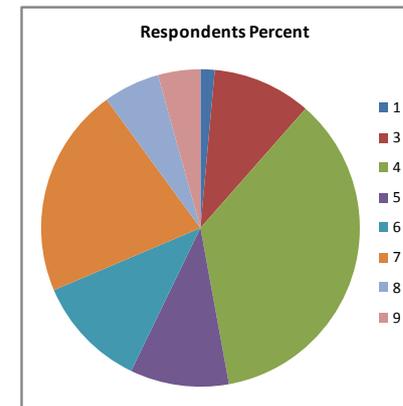
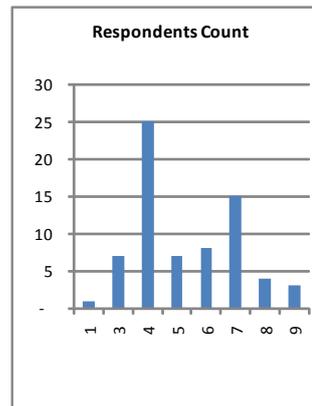
Age (Years)	Respondents	
	Count	Percent
5-9	44	62.9%
10-14	1	1.4%
Don't know	25	35.7%
Total	70	100.0%



As the targeted school grades were between 4th and 7th, about a third of the students were from grade 4, and another third from grades 6 and 7.

Current Grade of Student

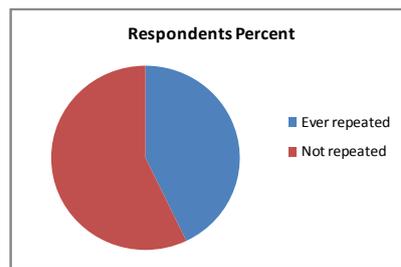
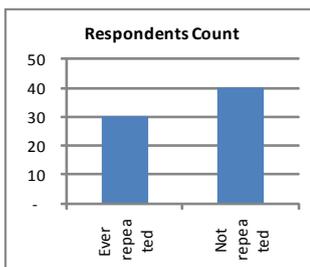
Grade	Respondents	
	Count	Percent
1	1	1.4%
3	7	10.0%
4	25	35.7%
5	7	10.0%
6	8	11.4%
7	15	21.4%
8	4	5.7%
9	3	4.3%
Total	70	100.0%



From the 70 children interviewed, a high percentage had repeated a class at least once (43%). A very small percentage of children had repeated more than one time (less than 5% of repeaters).

Number of students repeating

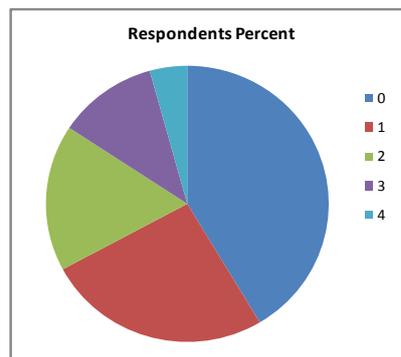
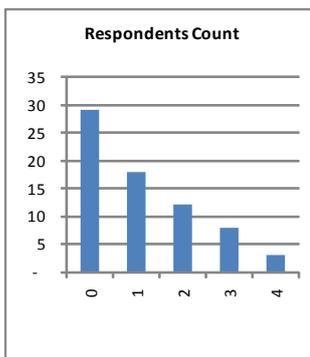
Students repeating	Respondents	
	Count	Percent
Ever repeated	30	42.9%
Not repeated	40	57.1%
Total	70	100.0%



Almost half of the children (41%) had not missed any school within the last two weeks. A quarter of the children had missed school one day, and 17% had missed two days during the last two weeks.

Number of Days missed class within the last two weeks

Days missing	Respondents	
	Count	Percent
0	29	41.4%
1	18	25.7%
2	12	17.1%
3	8	11.4%
4	3	4.3%
Total	70	100.0%

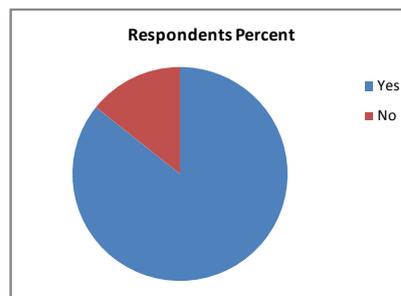
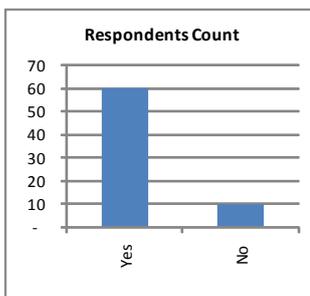


3.1.1.1.4 Intervention Exposure

Almost all of the schools (9 out of 10) were involved in the World Food Programme’s (WFP) School Feeding Program, with most children receiving a meal in the form of HEPS porridge at school. Only one school that could not ensure appropriate storage facilities was not included in the feeding program. All 9 schools had sufficient cooking facilities like pots, plates, and spoons for the children to eat, but could not provide a dining area ensuring hygienic eating conditions.

Number of Students Receiving a Meal at School

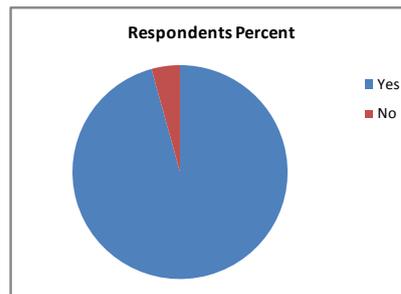
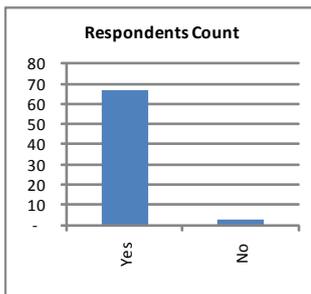
Meal at School	Respondents	
	Count	Percent
Yes	60	85.7%
No	10	14.3%
Total	70	100.0%



Almost all the children (96%) were trained at school on health education like basic hygiene to avoid common communicable diseases such as diarrhoea and respiratory infections.

Number of Students Receiving a Training in Hygiene

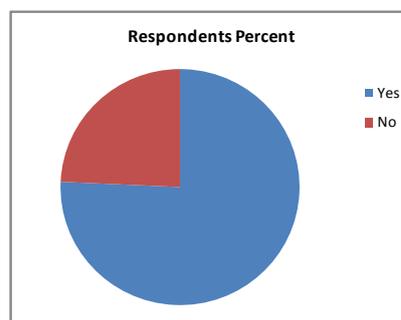
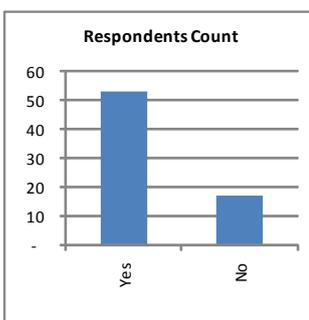
Training Hygiene	Respondents	
	Count	Percent
Yes	67	95.7%
No	3	4.3%
Total	70	100.0%



Three quarters of the children had been sensitized on how to avoid HIV and AIDS infection, either by teachers during lessons (health education) or by peer educators (e.g. during the sessions of the HIV and AIDS clubs). However, only about a quarter (23%) of the children at school had participated in the HIV and AIDS club.

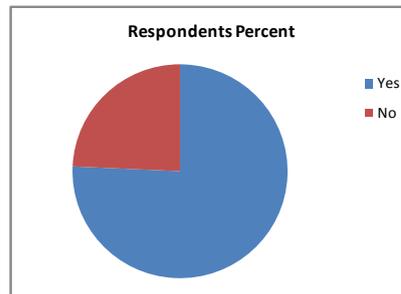
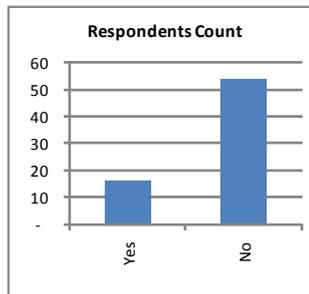
Number of students receiving information on HIV and AIDS through teachers or peer education

HIV Prevention	Respondents	
	Count	Percent
Yes	53	75.7%
No	17	24.3%
Total	70	100.0%



Number of students participating in HIV and AIDS Club

HIV and AIDS Clubs	Respondents	
	Count	Percent
Yes	16	22.9%
No	54	77.1%
Total	70	100.0%

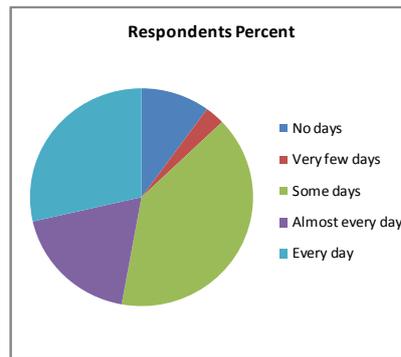
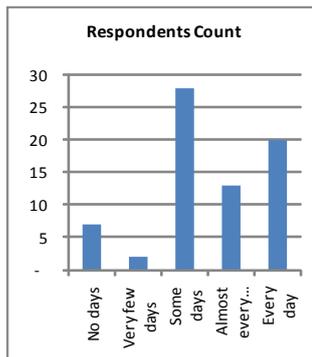


3.1.1.1.5 Education Environment

The majority of students (83%) indicated that they were excited about and liked to go to school, but had little time to invest outside of the classroom for extra school work (53%). Older children had to help with household duties such as fetching water, cooking, and looking after younger siblings.

Ability of Student to do Extra Work for School at Home

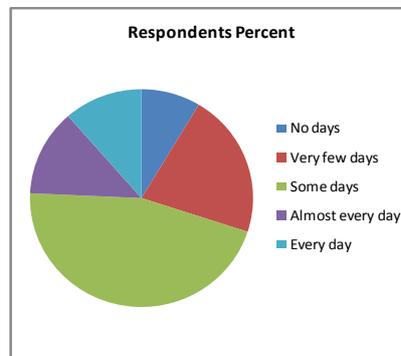
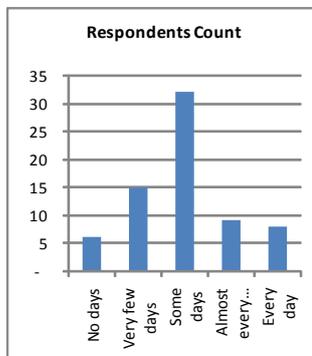
Extra Work	Respondents	
	Count	Percent
No days	7	10.0%
Very few days	2	2.9%
Some days	28	40.0%
Almost every day	13	18.6%
Every day	20	28.6%
Total	70	100.0%



Two thirds of the students (70%) felt that at least some days, they were not able to cope with the level of academic education, provided at the school. It seems that the level of difficulty was too high and the time needed to perform well at school was insufficient for them. This was again reflected in the assessment of academic performance at the end of the survey.

Capability of Students to cope with level of education

School Work too hard	Respondents	
	Count	Percent
No days	6	8.6%
Very few days	15	21.4%
Some days	32	45.7%
Almost every day	9	12.9%
Every day	8	11.4%
Total	70	100.0%

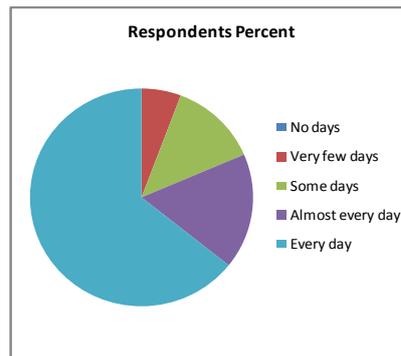
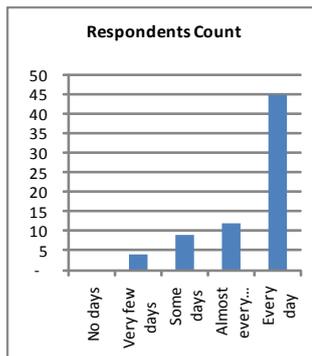


3.1.1.1.6 Social Integration of Students

Most of the students felt happy and safe at school. Almost two thirds of the children had close relationships to other children at school on all days.

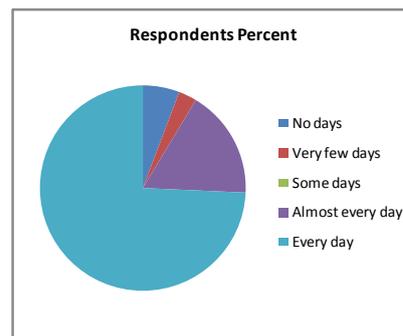
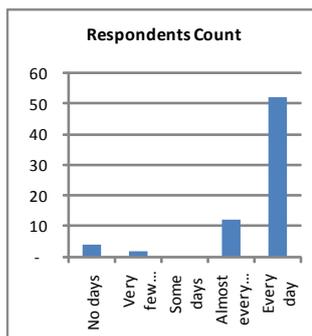
Do you feel close to other students at your school?

Feeling close to other students	Respondents	
	Count	Percent
No days	-	0.0%
Very few days	4	5.7%
Some days	9	12.9%
Almost every day	12	17.1%
Every day	45	64.3%
Total	70	100.0%



Do you feel safe at school?

Feeling safe	Respondents	
	Count	Percent
No days	4	5.7%
Very few days	2	2.9%
Some days	-	0.0%
Almost every day	12	17.1%
Every day	52	74.3%
Total	70	100.0%

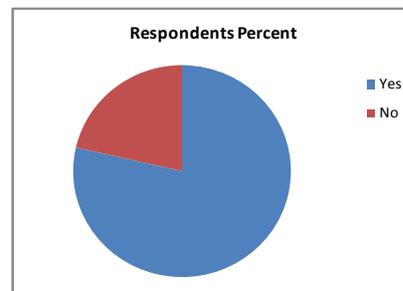
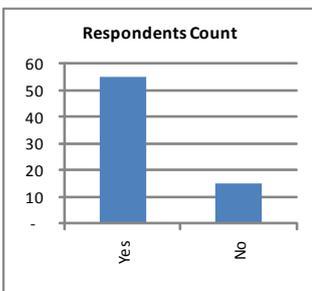


3.1.1.1.7 Physical Environment of Community Schools

At most of the schools, toilets/latrines used by students were available within walking distance. However, at most schools, only two toilets were available for boys and two for girls; at two schools there was only one toilet and at one school no toilet at all. Hygiene and privacy was rather poor at most schools. Hand washing facilities like basins was found only at one school.

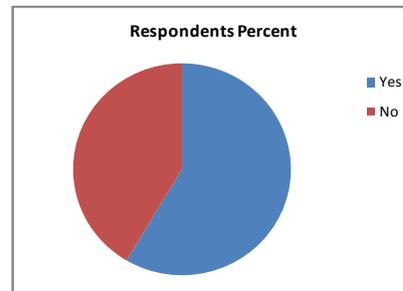
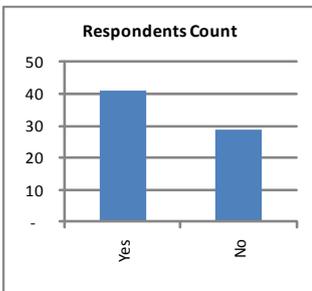
Toilets existing at School to use for Students

Toilets	Respondents	
	Count	Percent
Yes	55	78.6%
No	15	21.4%
Total	70	100.0%



Toilets clean and safe at the school to use for Students

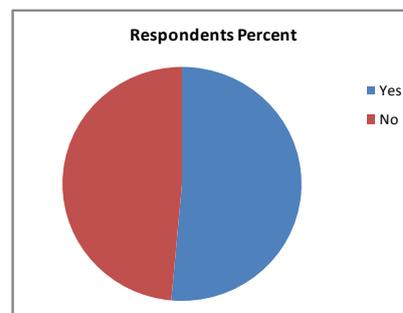
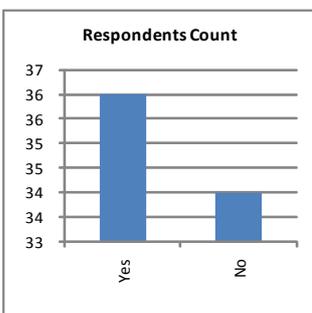
Toilets clean and safe	Respondents	
	Count	Percent
Yes	41	58.6%
No	29	41.4%
Total	70	100.0%



In more than half of the schools (51%), school furniture did not exist or was in poor condition. In most cases, three to four children were sharing one desk. However, at almost half of the schools (49%) children were sitting on the floor during class or had brought their own stools.

Do you have a place to sit each day in class, where you have enough room to be comfortable

Student's desk	Respondents	
	Count	Percent
Yes	36	51.4%
No	34	48.6%
Total	70	100.0%

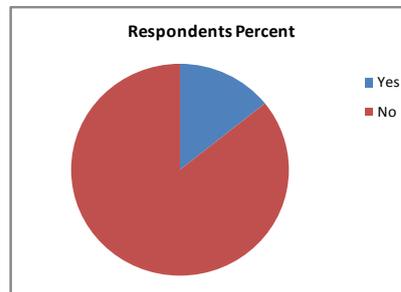
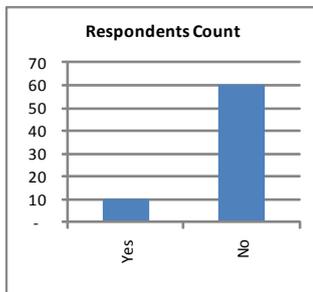


Although the provision of text books through BELONG has definitely helped to deal with the lack of suf-

efficient text books at school, in most cases, two or more pupils were still sharing a textbook (86%). Students reported that the teacher was writing lesson contents on the blackboard to be copied by students into their exercise books. As there have been no baseline data, no information is available on the increase of text books during the LOP.

Do you have a Math/English book to use in class

Math/English Text book	Respondents	
	Count	Percent
Yes	10	14.3%
No	60	85.7%
Total	70	100.0%



3.1.1.1.8 Social Isolation

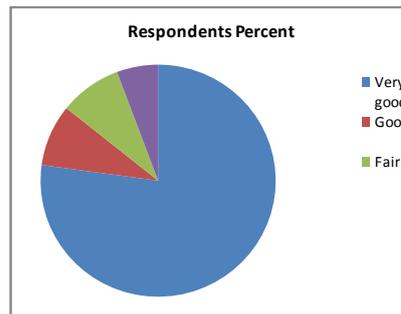
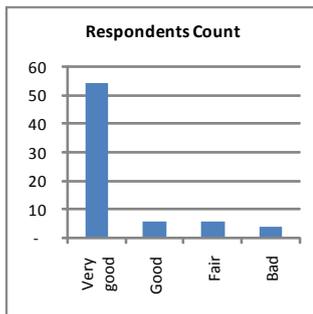
Most of the students reported that they did not feel alone at school and were not afraid of other pupils or felt bullied (98%).

3.1.1.1.9 Health Status

More than two thirds of the children felt very healthy, and only about 14% felt unhealthy or only fairly healthy.

How healthy do you feel?

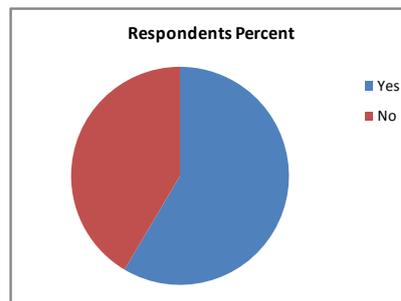
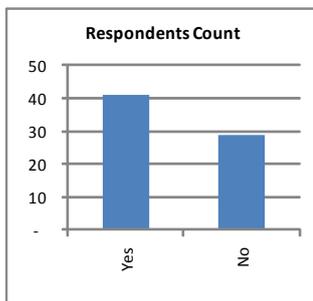
Health Status	Respondents	
	Count	Percent
Very good	54	77.1%
Good	6	8.6%
Fair	6	8.6%
Bad	4	5.7%
Total	70	100.0%



Only about 60% of the children have had breakfast before coming to school. For the other 40% the meal at school was the first meal of the day.

Do you eat something before coming to school?

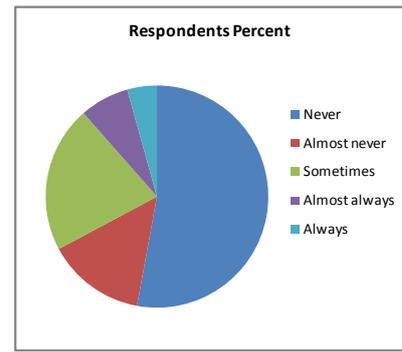
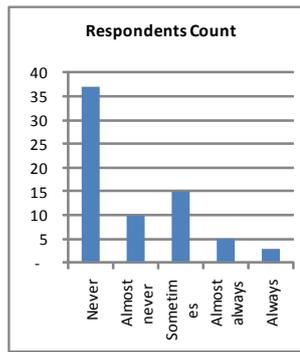
Eating before school	Respondents	
	Count	Percent
Yes	41	58.6%
No	29	41.4%
Total	70	100.0%



Most of the children (66%) can concentrate at school, and only sometimes felt too hungry to learn.

How often are you so hungry that you can't concentrate at school?

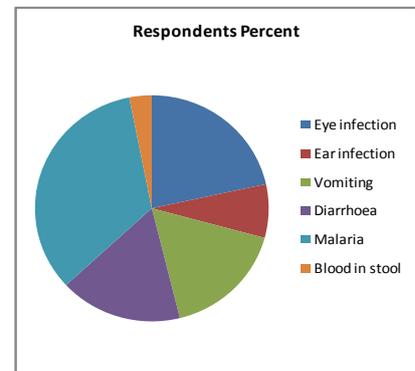
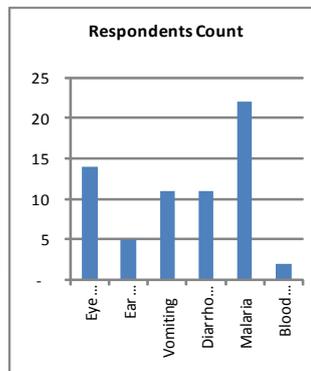
Hungry at school	Respondents	
	Count	Percent
Never	37	52.9%
Almost never	10	14.3%
Sometimes	15	21.4%
Almost always	5	7.1%
Always	3	4.3%
Total	70	100.0%



Most common diseases are reflected in the following chart like infectious diseases (eye and ear infections: 29%), diseases due to poor nutrition and hygiene (vomiting, diarrhoea: 34%), as well as malaria (34%).

Kind of Sickness within the last two weeks

Sickness	Respondents	
	Count	Percent
Eye infection	14	21.5%
Ear infection	5	7.7%
Vomiting	11	16.9%
Diarrhoea	11	16.9%
Malaria	22	33.8%
Blood in stool	2	3.1%
Total	65	100.0%

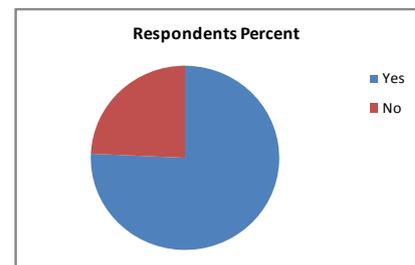
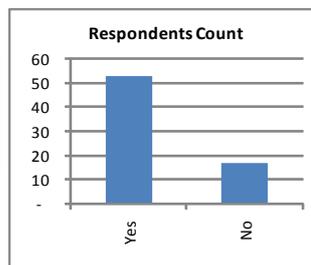


3.1.1.1.10 HIV and AIDS Knowledge

Although the majority (76%) of the students knew about HIV and AIDS, 24% of the children answered that they have never heard of it.

Have you ever heard of HIV and AIDS?

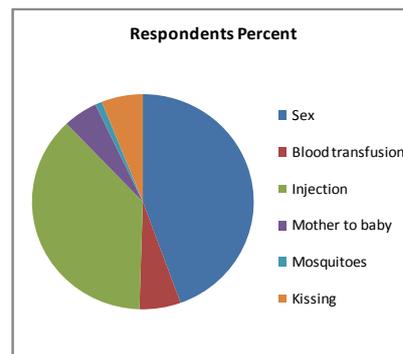
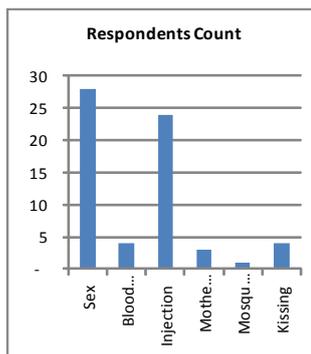
Heard of HIV and AIDS	Respondents	
	Count	Percent
Yes	53	75.7%
No	17	24.3%
Total	70	100.0%



Questions concerning HIV and AIDS were not answered by all students (see limitation of the evaluation). In case children answered that they have never heard of HIV and AIDS, all other HIV/AIDS related questions were skipped. Transmission of the virus by sex and injection were mentioned most often (44% resp. 37%), while misconceptions of transmission such as through mosquitoes and kissing were rather rare (1% resp. 4%).

How do people get HIV?

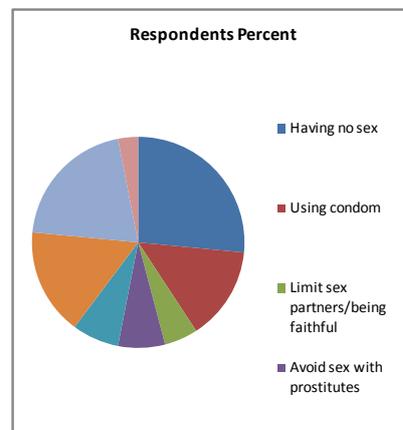
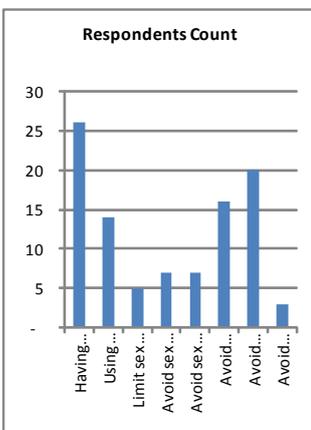
Transmission	Respondents	
	Count	Percent
Sex	28	44.0%
Blood transfusion	4	6.0%
Injection	24	37.0%
Mother to baby	3	5.0%
Mosquitoes	1	1.0%
Kissing	4	6.0%
Total		



Knowledge on avoiding HIV infection focussed on abstinence, followed by avoiding the sharing of razors, blades, and needles, and the use of condoms.

What can people do to avoid HIV infection?

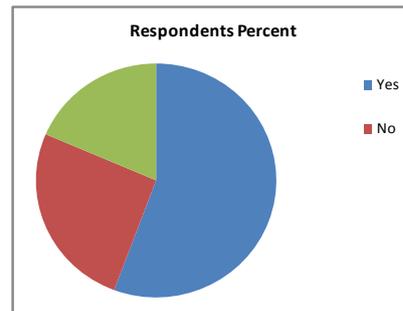
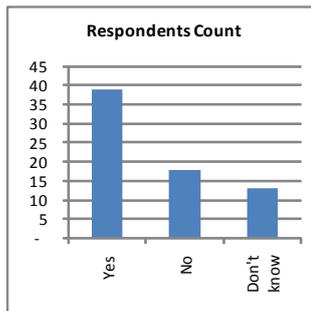
Avoiding contraction	Respondents	
	Count	Percent
Having no sex	26	37.1%
Using condom	14	20.0%
Limit sex partners/being faithful	5	7.1%
Avoid sex with prostitutes	7	10.0%
Avoid sex with partners who have HIV	7	10.0%
Avoid injections with used needles	16	22.9%
Avoid sharing razors and blades	20	28.6%
Avoid transfusion of unsterilized blood	3	4.3%
Total		



55% of the children correctly answered the question about HIV and AIDS infection being “visible” on an infected individual.

Is it possible for a healthy looking person to have the AIDS virus?

Healthy person and HIV	Respondents	
	Count	Percent
Yes	39	55.7%
No	18	25.7%
Don't know	13	18.6%
Total	70	100.0%

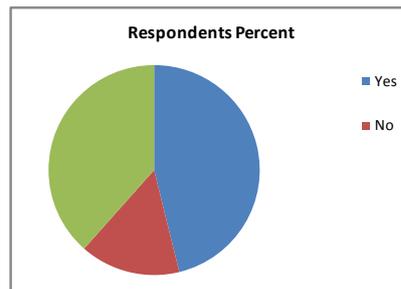
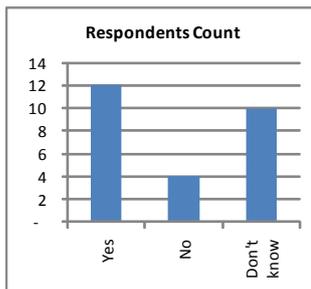


3.1.1.1.11 Adolescent Risk Behaviour and Knowledge

Questions with regard to risk behaviours were only asked of children older than thirteen (26 respondents), comprising topics as substance abuse like alcohol and drugs, unprotected sex leading to STIs and HIV and AIDS, as well as unwanted pregnancies. The questions were not answered by all of the children, in most of the cases only the questions on how to avoid pregnancy (see chapter 2.3: limitation of the evaluation). Almost half of the respondents (46%) answered that they knew how to avoid pregnancy, but quite a high percentage (38%) of respondents indicated they did not know.

Do you know how to avoid pregnancy?

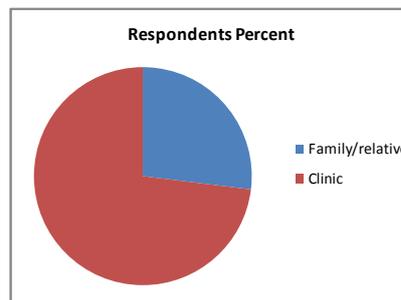
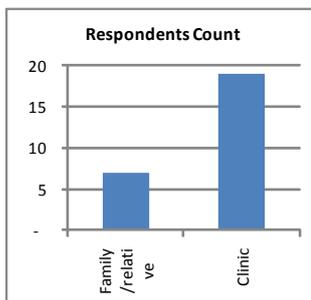
Avoiding pregnancy	Respondents	
	Count	Percent
Yes	12	46.2%
No	4	15.4%
Don't know	10	38.5%
Total	26	100.0%



For most of the respondents (73%), clinics were the place of reference in cases of pregnancy. They did not look for initial assistance from their family or relatives.

If you fall pregnant, where do you find help?

Finding help if pregnant	Respondents	
	Count	Percent
Family/relative	7	26.9%
Clinic	19	73.1%
Total	26	100.0%

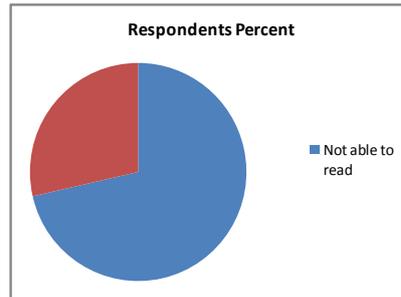
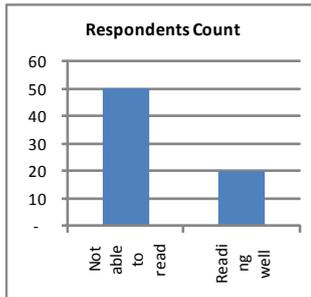


3.1.1.12 Academic Performance

Reading assessments were conducted using text both in the local language and in English for both age groups, using the textbooks of the grade, they were attending for the younger children and a text reflected in attachment 3 for the older students. While almost two thirds of all the children were not able to read the text written in both languages, at least a quarter managed to read the text in their local language well; but only 20% were able to do so in English. (English text see appendix 3)

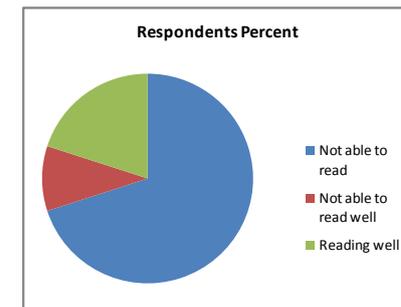
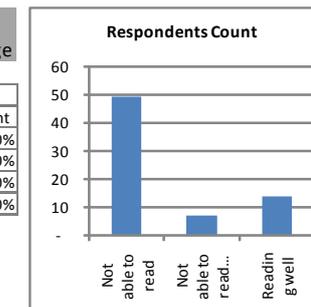
Reading comprehension: Local language

Reading local language	Respondents	
	Count	Percent
Not able to read	50	71.4%
Reading well	20	28.6%
Total	70	100.0%



Reading comprehension: English language

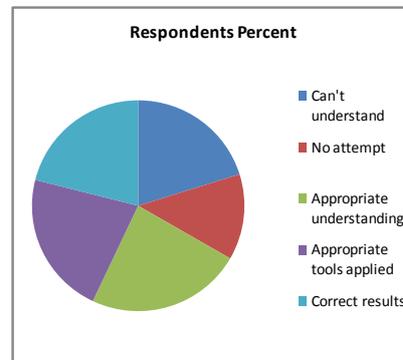
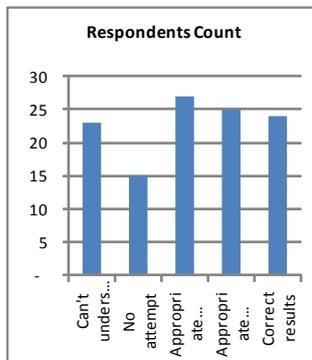
Reading English	Respondents	
	Count	Percent
Not able to read	49	70.0%
Not able to read well	7	10.0%
Reading well	14	20.0%
Total	70	100.0%



Two math problems were presented to children, illustrating direct and indirect math problems appropriate to their age and grade (see attachment 3). One third (33.2%) could not understand the math problem and did not show any appropriate comprehension. However, one third applied the right tools and got the right answer.

Mathematic comprehension: Problem 1/2

Math Comprehension	Respondents	
	Count	Percent
Can't understand	23	20.2%
No attempt	15	13.2%
Appropriate understandin	27	23.7%
Appropriate tools applied	25	21.9%
Correct results	24	21.1%
Total	114	100.0%



3.1.1.2 Focal Group Discussions OVC

Most of the FGD focussed on the BELONG support structures, what has been most appreciated by the children and what they regarded as the biggest success. Discussions also included the biggest challenges, especially with regard to BELONG support being phased out at the end of June.

All of the children appreciated support with school supplies such as:

- School fees
- School bags
- Uniform, jerseys
- Exercise books, textbooks
- Pencils, pens
- Football, netball.

The materials supplied enabled them to participate in a normal school program, especially within government schools, where school fees and uniforms are still though not a legal, but social pre-requisite for school attendance.

In addition, medical support was very much appreciated with regard to supplies of:

- Mosquito nets
- Deworming
- Porridge through a school feeding program.

Students were also very much aware of the support provided with regard to school furniture, which in many cases only made effective teaching possible like:

- Desks
- Chairs

Training workshops were very welcomed, as they helped to compensate for knowledge shortcomings and misconceptions; both for children as well as for teachers and parents. Most appreciated workshops were:

- Child Rights training (Child abuse, Child labour)
- Life skills training (Self esteem, self confidence, abstinence)

Most of the children were very concerned and worried about the BELONG Project ending this June, as they did not know from where they would be able to access school fees for the next term. For many of them, this will most likely mean dropping out of school, as parents are not in the position to generate the money on their own.

3.1.1.3 PCSC Focal Group Discussion

Although all of the community schools have a Parents Community School Committee (PCSC), it was not possible to meet with them at all schools, as many parents were busy working. All the PCSCs that were met reported having received training from the BELONG Project; with many positive results ensuring such as an increased commitment to education in general and to the school in particular; and, depending on community contributions, a more professional approach to establishing, managing and maintaining a community school.

As the PCSC reported, most community schools were owned by the community. In most cases, the local Council (local government structure on District level) had allocated land for construction of the school. Most of the PCSCs met on a monthly basis, some even weekly. The dynamics of the PCSC depended greatly on the chairman and his ability to unite all available forces, as well as to have a vision of quality education for the children.

All of the PCSCs reported having received training from the BELONG Project in:

- Organization of PCSC (election of members, meeting organization, committee governance);
- Resource mobilization (community was able to build classroom blocks);
- Community mobilization;
- Life skills training, dealing with self esteem, self confidence and abstinence
- Child rights training, dealing with child abuse and child labour
- Psycho-social counselling (follow-up at home by teachers and parents, working together, avoiding favouritism, etc.).

At 8 out of the 10 schools, the PCSC managed to mobilize the community to contribute to the community school by providing:

- Brick moulding
- Labour
- Planning
- Building sand.

Together with support from other NGOs and the government (DEBS, Council), it was possible to construct new classroom blocks or teacher housing. Collaborating partners were and contributed:

- Council: allocation of land
- Government: teaching materials, chalk, teacher payroll
- WVI: toys for children
- CARE: building materials, facilitation of exchange visits
- African Revival: building materials
- Response Network: building materials for classroom block.

Cooperating with other community schools was perceived as essential in coping with the many challenges of the underfunded CS setting. A united approach made it much easier to seek government help in terms of their supplying of more teaching materials; or to learn from each other different ways of encouraging students to regularly attend school.

The PCSC perceived that the BELONG Project's biggest successes were the provision of:

- Building materials for school
- School feeding program
- Health support (mosquito nets)
- Cooking facilities for the school.

The biggest challenges the PCSCs faced were:

- Community participation, especially of local leaders;
- The need for an active committee chairman in order to have a dynamic PCSC.

With regard to the BELONG Project, feedback from the PCSC stated that the project:

- Helped them to understand the importance of school;
- Helped them to be more active and united as a community;
- Trained mothers in childcare and nutrition; and
- Trained children in HIV and AIDS awareness.

3.1.1.4 Results from Individual School Administrator Interviews

Interviews were conducted with the headmaster of each community school. As a community initiative, the community is responsible for the construction and maintenance of classroom blocks and teacher housing, as well as for educational materials and supplies, and teacher incentives. In Kalomo district, CSs were supported with government grants similar to government schools. However, financial and material supplies to CS were much less and more irregular as compared with government schools. Some CS in Kalomo district had trained teachers seconded at the school, being paid by the government. Seconding of trained teacher is, at the moment, still the exception; but nevertheless a strategy being used by the government to cope with challenges in Zambia's educational sector.

- **Teachers**
Almost all of the teachers working at the CS worked as volunteers – depending completely on community contributions, as any salary was usually paid as small, irregular incentives. Consequently, many teachers looked for piece work to make a living. Turnover was high at CS, with volunteer teachers on average, staying only for a couple of months or just one year.
- **Classes**
Most community schools taught up to grade 7, but some only went up to grades 4 or 5. After finishing the highest grade available at the CS, children either continued schooling at another CS or at a government school. After grade 7, all children had to take an exam at a certified government school to advance to grade 8.
- **Hours of Instruction**
Most of the CSs offered three to four lessons a day for grades 1-4, and five lessons a day for grades 5-7.
- **Number of Subjects Taught**
The subjects taught for grades 1-4 numbered between four and five, and went up to seven for grades 5-7.
- **Number of Dropouts**
The number of dropouts increased with the age of students, as children were needed at home for work. Often, parents encouraged children to stay at home and work instead of going to school. In Mongu (Western Province), many parents had a migratory lifestyle, moving with the floods.
- **Classrooms Available for Teaching**
In general, there were insufficient classrooms for the number of classes at school. Consequently, many classes ran both morning and afternoon sessions (teaching in shifts). In some community schools, classes were taught outside, not providing any shelter during the rainy season.
- **School Furniture**
In most community schools, there were either not enough desks for the high student population, or they were in desperate condition or simply not available. Sometimes, children brought in their own stools on which to sit. Teacher tables and chairs were rare.

- **Medical Care at Schools**
PCI encouraged government clinics to take advantage of the school setting to be used for health programs like deworming or bilharzias treatments, as well as the Child Health Weeks where services like growth monitoring and immunization were provided.
- **Toilets**
There were generally not enough toilets for students (on average two for boys and two for girls). In addition, there were schools with all over only one toilet, or no toilet at all as they had collapsed during the last rainy season.
- **Training Provided to Teachers**
At all schools visited, teachers were trained by the BELONG Project. Training was greatly appreciated by the teaching staff, enabling them to keep up with their colleagues at government schools. The most common training provided included:
 - Teaching multi-grades
 - Classroom management
 - Lesson planning
 - Math skills
 - English skills
 - Assessment of students progress
 - Use of government curriculum.
- **Training provided to CS Students**
All students reported receiving training by the BELONG Project in the following areas:
 - HIV and AIDS sensitization
 - How to avoid pregnancy, STI's
 - Anti-AIDS Clubs
 - PSS counselling.
- **At all community schools, the PCSC was trained in resource mobilization.** However, although IGA existed at most schools, they were only generating enough money to support the school with additional supplies such as chalk, text books, and sports materials. Funds generated through IGAs were not sufficient to establish and maintain a school, or pay for teacher salaries.
- **Cooperation with Other Community Schools**
Most of the community schools cooperated closely with one another. They had regular meetings where they discussed common challenges, which helped them to cope with problems such as encouraging children to attend school. United CSs also developed activities that could be put as requests to the government for extended educational support.
- **The Biggest reported successes of the BELONG Project were:**
 - Provision of building materials for the construction of classrooms
 - Textbooks, pencils, pens, exercise books
 - Workshops for teachers and PCSC
 - Training in PSS, positive living, etc.
- **The Biggest reported challenges faced by Community Schools were:**
 - Inadequate staff accommodations
 - Inadequate numbers of classrooms
 - Non-existent water supplies (or boreholes that were drying up)
 - Insufficient numbers of textbooks for students
 - No hand washing facilities like basins near the toilets
 - Information about workshops was often given on a very short notice, or workshops themselves were held during school time.

3.1.1.5 District Education Board

In all five districts the Educational Board was visited and the District Education Officer (DEO) or the District Education Standard Officer (DESO) was interviewed.

Support of the CS through BELONG was well known in all districts, but not always appreciated in the same way. Very positive feedback was received in Kalomo, where the DEO reported an excellent cooperation with the BELONG project officer. At 9 of the all over 40 supported CSs, trained teachers have been deployed on government payroll. All 40 CS received regular government grants and one of the CS was upgraded to a fully fledged basic school. The Ministry of Education provided a classroom block with 5 classrooms, 5 teacher's houses, toilets, a borehole and solar power provision. Monitoring of the CS was done in collaboration with the DESO, as well as the training of teachers. The CS in Namabondo, which was built as community initiative, was supported by the District Education Board by seconding a building officer and a bricklayer to assist the community in the construction of new classroom blocks. Overall, the DEO described the project as a big success in the district.

In all other districts, cooperation with the District Education Board was described as not so successful. The DEO or the DESO had the impression of being left out in the planning and conduction of support services to the CS. They complained not being aware of what support was provided to which school, making support of the CS from government side rather difficult. Especially in Lusaka the DESO complained that the development of CS is getting out of control and government guidelines for the establishment and running of CS are not observed. A minimum distance of 5 km is to be kept in for the construction of CS to the next Government School for not to compromise the Government School. They felt that supporting CSs with services like the school feeding program of WFP might lead to setting up a parallel structure, which is not sustainable and competing Government Schools, making them ineffective and inefficient, while providing rather questionable academic education.

3.1.2 Home Based Care Platform

3.1.2.1 Home Based Care CBO

In Zambia, a selection of bigger and smaller HBC CBO was visited in Lusaka and Mongu district. Among the organizations visited were:

- Lusaka
 - Bwafwano
 - Program Director
 - Care givers
 - Beneficiaries (OVC)
 - CBTO
 - Program Director (was not available)
 - Care givers
 - Beneficiaries (OVC)
 - Representatives of three HBC CBO's from Matero, Kalinomute, St Josephs
 - Care givers
 - Beneficiaries (OVC)
- Mongu
 - NZP+ (ART Urban Agriculture)
 - Program Director
 - Care givers
 - Beneficiaries (OVC)
 - Caritas (ART Urban Agriculture)
 - Program Director
 - Care givers
 - Beneficiaries (OVC)

With the Program Directors, individual interviews were conducted, while 10-15 caregivers and 10-15 OVC were called together for FGDs.

The directors of the bigger HBC CBO like Bwafwano, NZP+ and CARITAS reported that the BELONG support services were very much appreciated by the organizations, especially the school fees and the trainings. But also critics were mentioned like:

- Inconsistency of strategic approach
- Too much change within the 5 years of the BELONG program, so that the strategy was never really understood of the partner organization
- Small, short projects were perceived as not making sense, like e.g. support to OVC only over a short time. They felt, it would be better not to start with the support, if it is not provided at least over 3-5 years
- Insufficient preparation of interventions
- Implementation process rather rushed with inconsistent quality assurance
- Often, support services and funds have been arriving too late (e.g. school fees)
- Too much weight on quantity at the cost of quality, resulting in low quality of project results.

Especially care givers of the smaller HBC CBOs reported insufficient incentives and inappropriate working conditions, like e.g. having not sufficient transport money for client visits and insufficient working tools. As support materials and funds like school fees were often coming later than promised, they were accused by the parents having abused the materials/funds for themselves. The targeting process, which means who of the many OVC was selected for the rare support services like school fees, was criticised as being not transparent, the care givers rather favouring relatives and friends.

The discussions with the beneficiaries were not very informative, as they were not very open about what they were really thinking. However, they reported that they were not asked what they really needed and were instead provided with materials they had never asked for, or the supplies coming at the wrong time. The school fees were very much appreciated, however they didn't know, how to continue with schooling now that BELONG was phasing out. Obviously the beneficiaries did not put into place other plans to continue with schooling, although this was addressed with the BELONG staff during the time of facilitation.

3.1.2.2 District Health Management Board

In all districts, the District Health Management Board (DHMT) was contacted and it was tried to arrange for a meeting with the representative for OVC. Meetings were refused in all districts as the BELONG project as well as the support services were not known. The evaluation team felt that a meeting with the DHMT would have been beneficial for the evaluation to find out about opportunities for joined strategies and collaboration with government structures and other national and international NGOs. The same was tried with the National AIDS Council (NAC). A meeting with a representative of the Working Group for Impact Mitigation, which is including support of OVC, was planned but didn't take place, as the responsible staff member wasn't available at the time of evaluation.

Clinics have not been visited as the time available for the evaluation was very limited and it was felt to better use it for interviews with the direct user like the beneficiaries, the care giver and the HBC CBOs, or the strategic partner on political level like the government institution.

3.1.3 Results from the Economic Empowerment Platform

This section is reporting the results of the individual interviews with members of the SHGs in Zambia. As there has been no baseline analysis, the interview includes questions with regard to the situation before joining the SHG and current, describing the situation at the end of the BELONG project 2010.

3.1.3.1 Demographic Characteristics of Respondents

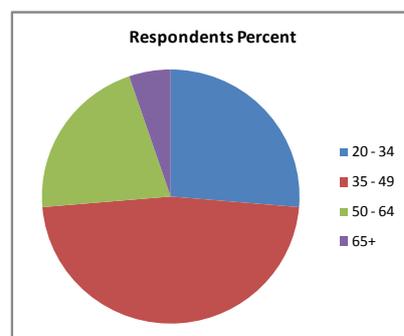
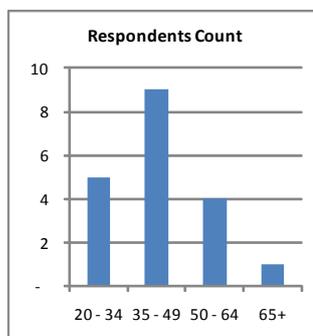
This section provides a summary of the key demographic and socioeconomic characteristics of survey respondents. The household section of the questionnaire included a section for collecting basic demographic and socioeconomic information such as sex, age, marital status, and education attainment.

3.1.3.1.1 Age of Respondents

The mean age for participating SHG members was 44. Disaggregated by age group, the table shows that less than half (45%) of the respondents who were SHG members and who participated in the survey were between 35 – 49 years of age, while a quarter (25%) were between 20 – 34.

Age of Respondents

Age Group	Respondents	
	Count	Percent
20 - 34	5	25.0%
35 - 49	9	45.0%
50 - 64	4	20.0%
65+	1	5.0%
Age not stated	1	5.0%
Total	20	100.0%

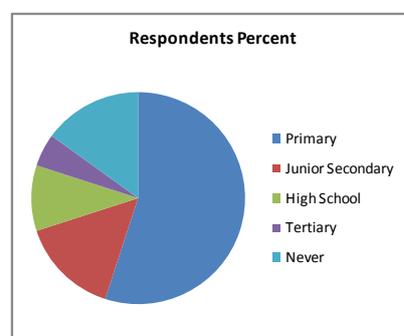
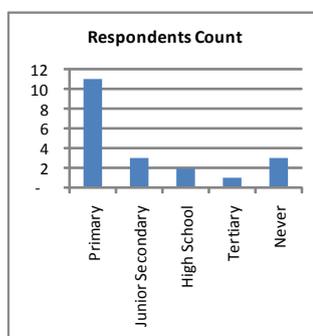


3.1.3.1.2 Educational Attainment

The table below shows the percentage distribution of respondents by the highest level of education completed. Results from the survey showed that education levels among SHG members were quite low, with the majority having only attained a primary education (55%). Only 5% had attained a tertiary level of education. These results are in line with the population group of socio-economic weak women targeted.

Educational Level of Respondents

Educational level	Respondents	
	Count	Percent
Primary	11	55.0%
Junior Secondary	3	15.0%
High School	2	10.0%
Tertiary	1	5.0%
Never	3	15.0%
Total	20	100.0%

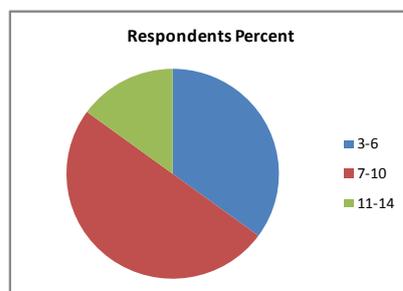
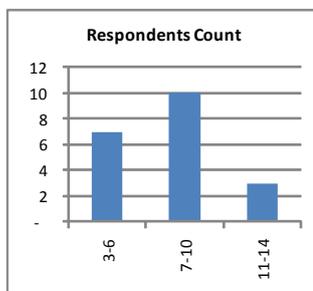


3.1.3.1.3 Household Size

Survey information indicated that families were generally higher than the national average of 8.0, with an overall average household of 8.3 persons. The table below shows that half (50%) of the respondents had a household size of between 7 to 10 members, which has serious welfare implications in terms of meeting the basic needs of life. Slightly above one-third (35%) had a household size of between 3 to 6 members, while 15% had a household size of between 11 to 14 members.

Size of Households

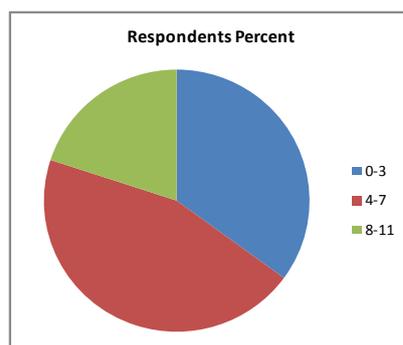
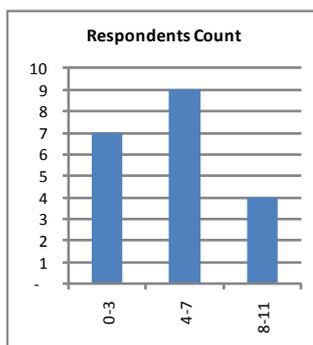
Household size	Respondents	
	Count	Percent
3-6	7	35.0%
7-10	10	50.0%
11-14	3	15.0%
Total	20	100.0%



The overall average number of children less than 18 years of age being cared for by respondents was 4.4. In addition, less than half (45%) of the respondents had between 4 and 7 children living with them in their homes. More than one-third (35%) had between 0 - 3 children, and only 20% had between 8 and 11 children living with them.

Percentage distribution of respondents by size of children below the age of 18, 2010

Number of children below 18 years	Respondents	
	Count	Percent
0-3	7	35.0%
4-7	9	45.0%
8-11	4	20.0%
Total	20	100.0%

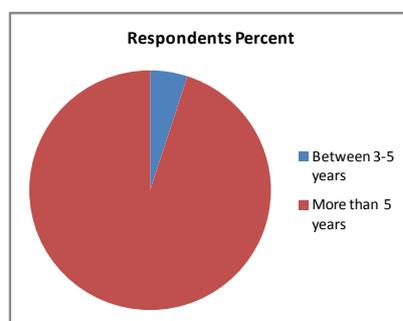
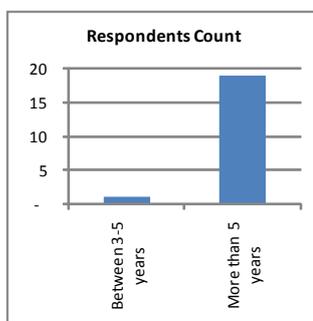


3.1.3.1.4 Stay of SHG Members in the Community

The table below shows the percentage distribution of SHG members by number of years living in the community. The majority (95%) of respondents had lived in the community for more than five years, compared to a minority of 5%, who had lived in the community between 3-5 years.

Percentage distribution of SHG members by number of years of stay in the community, 2010

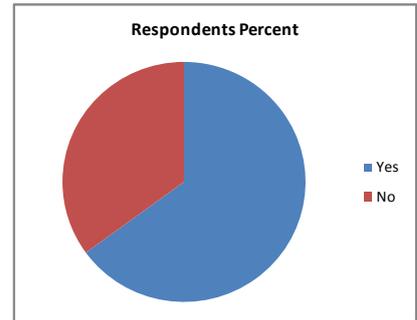
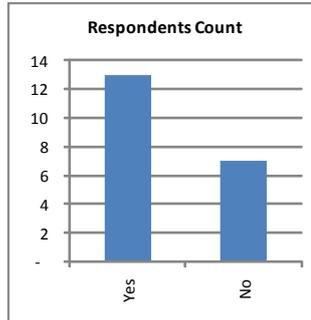
No. of years lived in the community	Respondents	
	Count	Percent
Between 3-5 years	1	5.0%
More than 5 years	19	95.0%
Total	20	100.0%



More than two thirds (65%) of the respondents lived with their husbands, while slightly more than one-third (35%) said they did not live with their husbands at the time of survey.

Percentage distribution of worth group respondents who live with their husband, 2010

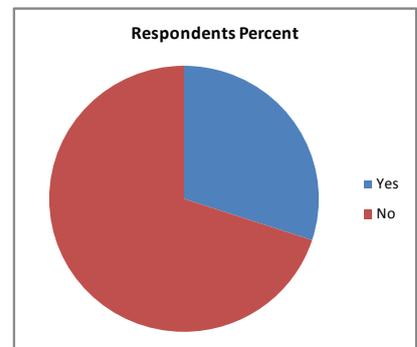
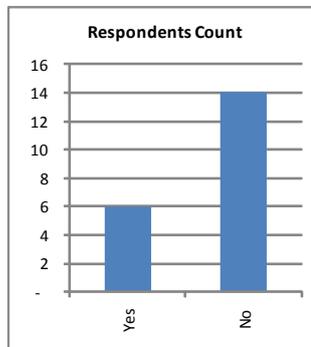
Live with husband	Respondents	
	Count	Percent
Yes	13	65.0%
No	7	35.0%
Total	20	100.0%



The table below shows that of the 13 respondents who reported living with their husbands, two-thirds (69.2%) revealed that their husband's income was not the main source of family income.

Percentage distribution of worth group respondents whose husband's income is the main source of family income, 2010

Husband income is main source	Respondents	
	Count	Percent
Yes	6	30.0%
No	14	70.0%
Total	20	100.0%



3.1.3.2 Household Status and Situation

In this survey, access to safe drinking water was estimated by the percentage of the households using improved drinking water sources, such as private/public standpipes, boreholes, protected wells, protected springs, and rainwater collection (WHO/UNICEF, 2004).

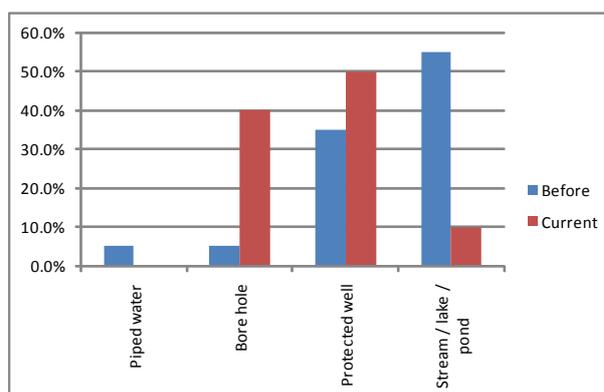
3.1.3.2.1 Access to Drinking Water

In 2004, 54% of Zambia’s population had access to an improved drinking water supply. The table below shows that before the start of the Zambia BELONG Project, more than half (55%) of the respondents’ main source of drinking water came from unsafe sources such as streams, lakes, or ponds, while one-third (32.8%) used protected wells. However, after joining the SHG most of the respondents’ access to improved water changed, with slightly less than half (50%) now using a protected well as the main source of drinking water, and 40% using boreholes. The percentage using unsafe sources such as streams, lakes, or ponds was reduced to only 10%. This might reflect the different housing structure of the SHG members with improved access to water and sanitation, as they can afford now to live in an upgraded residential area.

The table below shows the percentage of SHG members using the different water sources before joining the SHG (before) and at the end of the BELONG project (current).

Percentage distribution of respondents main source of drinking water before WORTH group and current at the end of BELONG program 2010

Source of Water	Before		Current	
	Count	Percent	Count	Percent
Piped water	1	5.0%	-	0.0%
Bore hole	1	5.0%	8	40.0%
Protected well	7	35.0%	10	50.0%
Stream / lake / pond	11	55.0%	2	10.0%
Total	20	100.0%	20	100.0%

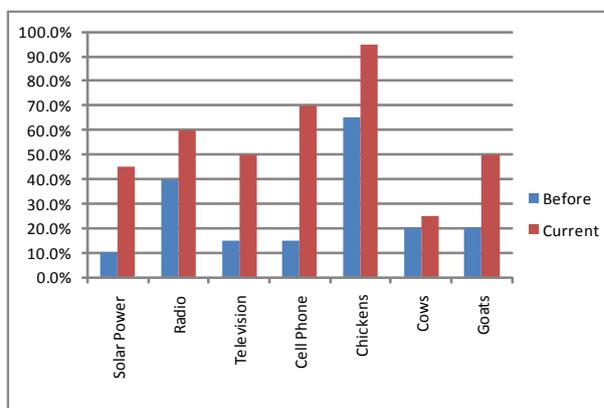


3.1.3.2.2 Access to Household Goods

The household wealth assessment of SHG members showed an increase in assets such as solar power, communication and entertainment media, e.g., cell phones (from 15% to 70%) and televisions (from 15% to 50%). There was also a clear increase in amounts of livestock such as chickens (from 65% to 95%), cows (from 20% to 25%), and goats (from 20% to 50%).

Percentage distribution of respondents by household goods they had before WORTH group and current at the end of BELONG program 2010

Household Goods	Before		Current	
	Count	Percent	Count	Percent
Solar Power	2	10.0%	9	45.0%
Radio	8	40.0%	12	60.0%
Television	3	15.0%	10	50.0%
Cell Phone	3	15.0%	14	70.0%
Chickens	13	65.0%	19	95.0%
Cows	4	20.0%	5	25.0%
Goats	4	20.0%	10	50.0%
Total	20		20	

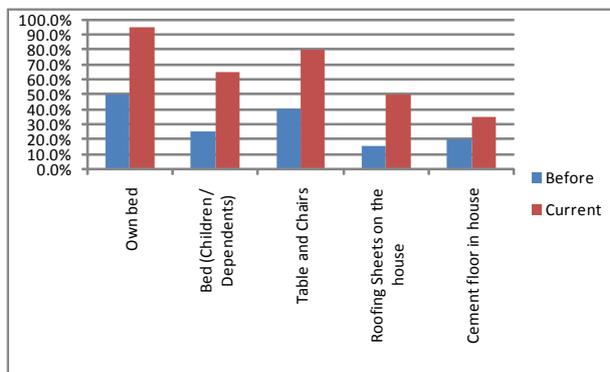


3.1.3.2.3 Assets Owned by Respondents

Table 8 shows the number of household assets that respondents owned. Before the BELONG Project, only 10 (33.3%) had beds to sleep on, and 10% had roofs made with iron sheets; compared to nineteen (29.2%) respondents who now have beds and houses with cement floors (10.8%) after joining the SHG. The improvement in household assets has also affected OVCs. Only 5 children had a bed to sleep in before, compared with 13 children after joining the SHG.

Percentage of assets owned by the respondents before WORTH group and current at the end of BELONG program 2010

Assets owned	Before		Current	
	Count	Percent	Count	Percent
Own bed	10	50.0%	19	95.0%
Bed (Children / Dependents)	5	25.0%	13	65.0%
Table and Chairs	8	40.0%	16	80.0%
Roofing Sheets on the house	3	15.0%	10	50.0%
Cement floor in house	4	20.0%	7	35.0%
Total	20		20	



3.1.3.3 Socioeconomic Empowerment

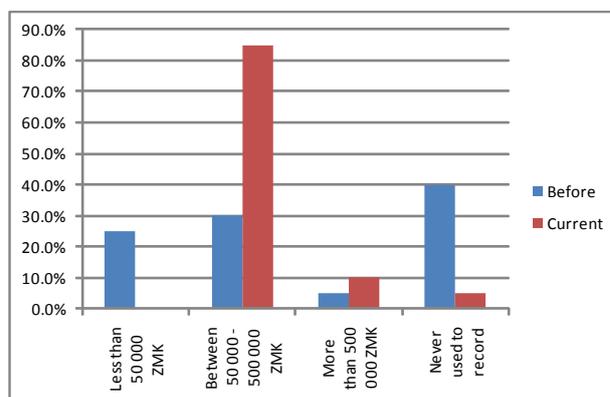
3.1.3.3.1 Monthly Household Expenditures

The table below shows that before joining the SHG, only 30% of respondents could spend 50,000 to 500,000 ZMK per month; compared to more than three-quarters (85%) of the respondents who after joining the BELONG Project, were able to spend between 50,000 ZMK and 500, 000 ZMK per month.

Monthly household expenditure before WORTH group and current at the end of BELONG program 2010

Spend per month	Before		Current	
	Count	Percent	Count	Percent
Less than 50 000 ZMK	5	25.0%		0.0%
Between 50 000 - 500 000 ZMK	6	30.0%	17	85.0%
More than 500 000 ZMK	1	5.0%	2	10.0%
Never used to record	8	40.0%	1	5.0%
Total	20	100.0%	20	100.0%

(50,000 ZMK corresponds to ca. 10 USD)



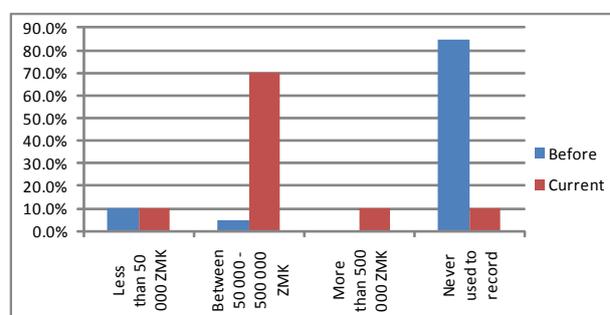
3.1.3.3.2 Monthly Savings

Before joining the SHG program, 85% of respondents never saved money and only 5% saved between 50,000 ZMK and 500,000 ZMK. However, after joining the program, more households started saving their income; with more than two-thirds of respondents now saving between 50,000 ZMK and 500,000 ZMK.

Monthly household savings before WORTH group and current at the end of BELONG program 2010

Saved per month	Before		Current	
	Count	Percent	Count	Percent
Less than 50 000 ZMK	2	10.0%	2	10.0%
Between 50 000 - 500 000 ZMK	1	5.0%	14	70.0%
More than 500 000 ZMK		0.0%	2	10.0%
Never used to record	17	85.0%	2	10.0%
Total	20	100.0%	20	100.0%

(50,000 ZMK corresponds to ca. 10 USD)

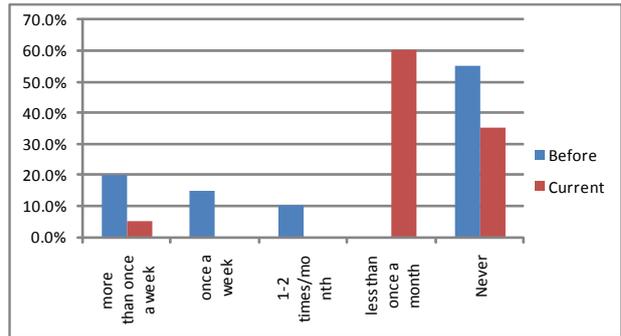


3.1.3.3.3 Money Lenders

The table below shows that even though very few people used a money lender, those who did visited the institution/individual on a regular basis. However after joining the SHG, the number of visits to money lenders was actually reduced, even though people were still visiting.

Money Lenders used before WORTH group and current at the end of BELONG program 2010

Visits to money lenders	Before		Current	
	Count	Percent	Count	Percent
more than once a week	4	20.0%	1	5.0%
once a week	3	15.0%	-	0.0%
1-2 times/month	2	10.0%	-	0.0%
less than once a month		0.0%	12	60.0%
Never	11	55.0%	7	35.0%
Total	20	100.0%	20	100.0%

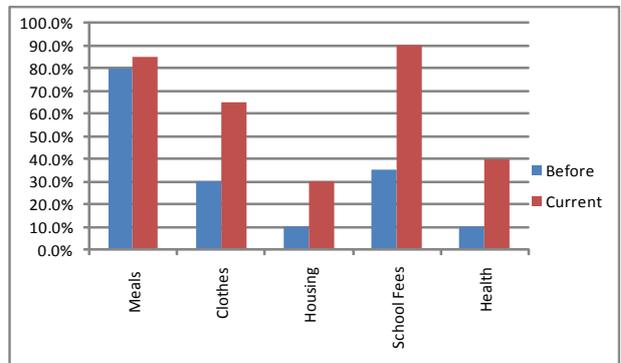


3.1.3.3.4 Spending of Money

This table shows that before the women joined the program most (80%) of respondents used to spend their money on buying meals, and only 35% for paying school fees. However after joining the SHG, more respondents started investing their money in education (90%).

Spending of money for the following purposes before WORTH group and current at the end of BELONG program 2010

Visits to money lenders	Before		Current	
	Count	Percent	Count	Percent
Meals	16	80.0%	17	85.0%
Clothes	6	30.0%	13	65.0%
Housing	2	10.0%	6	30.0%
School Fees	7	35.0%	18	90.0%
Health	2	10.0%	8	40.0%
Total	20		20	

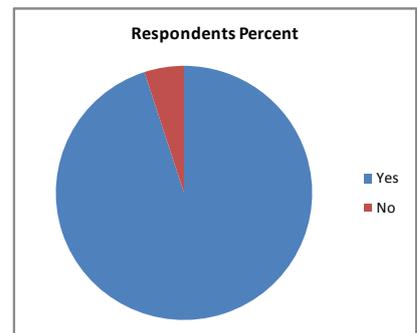
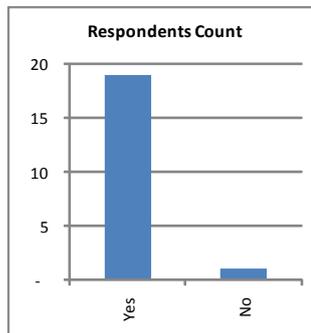


3.1.3.3.5 Accessing Loans from SHG

The figure below illustrates that approximately 95% of respondents made use of village bank resources and received a loan from the SHG. Only 5% did not access a loan from the SHG.

Accessing Loans from SHG

Loan accessed	Respondents	
	Count	Percent
Yes	19	95.0%
No	1	5.0%
Total	20	100.0%

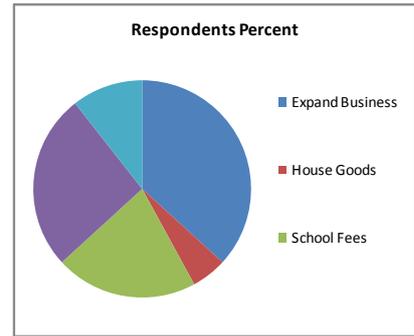
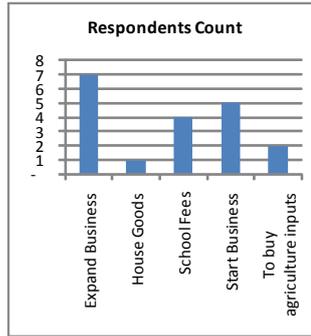


3.1.3.3.6 Future Plans with Business

The table below shows that more than one-third (36.8%) used loans to expand their business, 26.3% wanted to start business, and only 5.3% used their loans to buy household goods.

Use of Loans

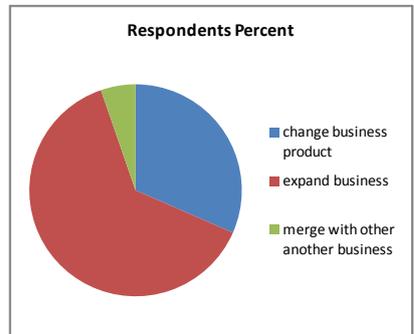
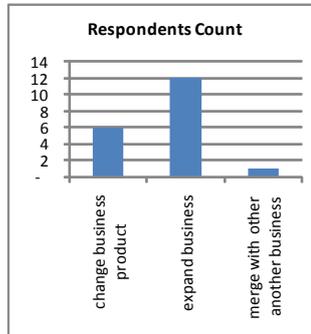
Purpose	Respondents	
	Count	Percent
Expand Business	7	36.8%
House Goods	1	5.3%
School Fees	4	21.1%
Start Business	5	26.3%
To buy agriculture inputs	2	10.5%
Total	19	100.0%



The table below shows that two-thirds of respondents wanted to further expand their businesses, a third to change their business products, and only 5.3% wanted to merge with other business in the future.

Plan for business in future

Plans	Respondents	
	Count	Percent
change business product	6	31.6%
expand business	12	63.2%
merge with other another	1	5.3%
Total	19	100.0%



3.1.3.4 Health Outcome

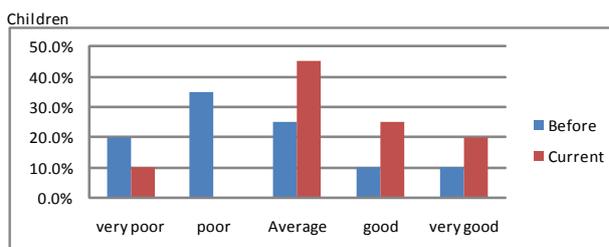
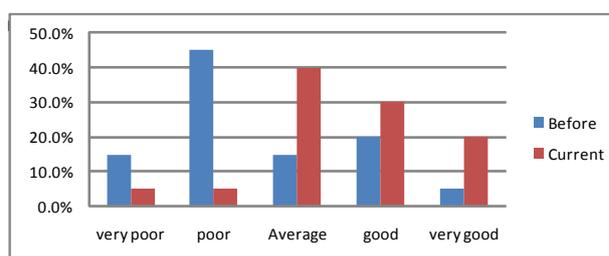
3.1.3.4.1 Perception of Health

The table below shows that prior to BELONG, 45% of respondents had poor health, while only 5% perceived their health as very good. However after project initiation, the majority of respondents (40%) described their current health to be average and 20% as having very good health.

The survey went further in trying to inquire about the health of respondents' children. Results revealed that prior to BELONG, one-third (35%) of respondents' children had poor health and only a quarter had average health. Conversely, after parents/guardians joined the worth group, 45% had average health and 20% had very good health.

Perception of Health before joining the SHG and current at the end of BELONG project

Perception of health	Before		Current	
	Count	Percent	Count	Percent
Respondents				
very poor	3	15.0%	1	5.0%
poor	9	45.0%	1	5.0%
Average	3	15.0%	8	40.0%
good	4	20.0%	6	30.0%
very good	1	5.0%	4	20.0%
	20	100.0%	20	100.0%
Children				
very poor	4	20.0%	2	10.0%
poor	7	35.0%	0	0.0%
Average	5	25.0%	9	45.0%
good	2	10.0%	5	25.0%
very good	2	10.0%	4	20.0%
Total	20	100.0%	20	100.0%



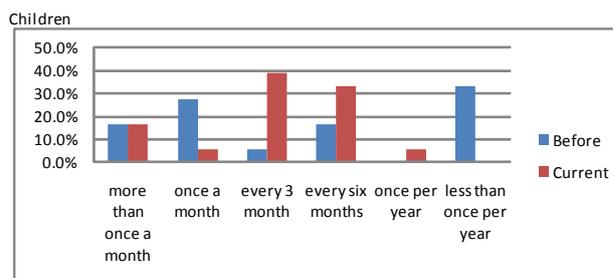
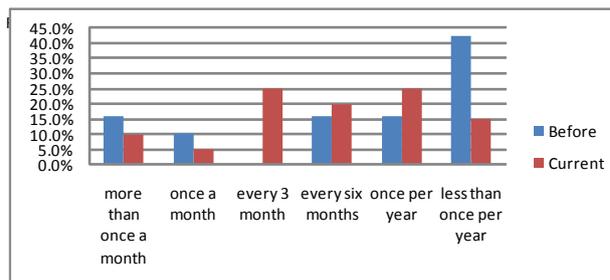
3.1.3.4.2 Consultation of Health Care

Survey results revealed that respondents used to seek medical care more often before becoming SHG members. After they became members, most of them stopped frequenting health facilities; with only 10% visiting a clinic more than once a month, and a quarter visiting once a year.

The same applied to children who required medical care. More than a quarter of the children were visiting a clinic every month, which was reduced to every three months after joining the SHG.

Consultation of Health Care before joining the SHG and current at the end of the BELONG project

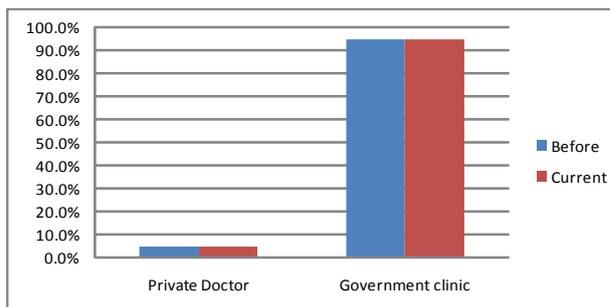
Quantity of Health Consultation	Before		Current	
	Count	Percent	Count	Percent
Respondents				
more than once a month	3	15.8%	2	10.0%
once a month	2	10.5%	1	5.0%
every 3 month		0.0%	5	25.0%
every six months	3	15.8%	4	20.0%
once per year	3	15.8%	5	25.0%
less than once per year	8	42.1%	3	15.0%
	19	100.0%	20	100.0%
Children				
more than once a month	3	16.7%	3	16.7%
once a month	5	27.8%	1	5.6%
every 3 month	1	5.6%	7	38.9%
every six months	3	16.7%	6	33.3%
once per year		0.0%	1	5.6%
less than once per year	6	33.3%		0.0%
Total	18	100.0%	18	100.0%



The survey revealed that SHG members were looking for health care in the same places prior to joining the SHG, demonstrating that 95% were going to government clinics and only 5% were visiting a private doctor.

Location of Health Care visited before joining the SHG and current at the end of the BELONG project

Location of Health care	Before		Current	
	Count	Percent	Count	Percent
Private Doctor	1	5.0%	1	5.0%
Government clinic	19	95.0%	19	95.0%
Total	20	100.0%	20	100.0%

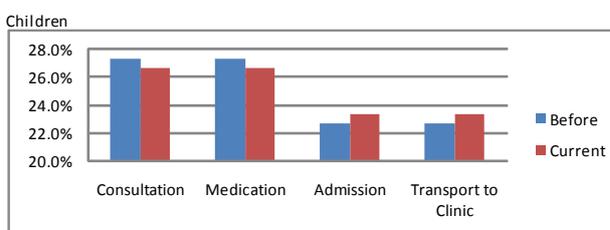
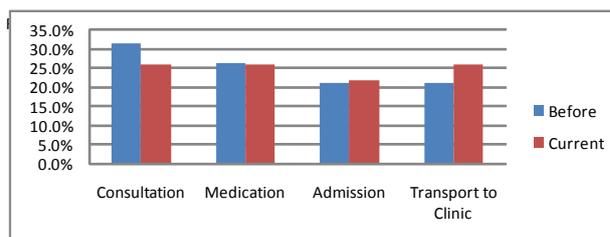


3.1.3.4.3 Financial Means for Health Care

The table below shows the number of medical services respondents and their children/dependants were able to pay for in case they fell ill. There were no major differences in percentages, regardless of the number of services required.

Financial Means for Health Care before joining the SHG and current at the end of the BELONG project

Finances for health care services	Before		Current	
	Count	Percent	Count	Percent
Respondents				
Consultation	6	31.6%	6	26.1%
Medication	5	26.3%	6	26.1%
Admission	4	21.1%	5	21.7%
Transport to Clinic	4	21.1%	6	26.1%
	19		23	
Children				
Consultation	6	27.3%	8	26.7%
Medication	6	27.3%	8	26.7%
Admission	5	22.7%	7	23.3%
Transport to Clinic	5	22.7%	7	23.3%
	22		30	



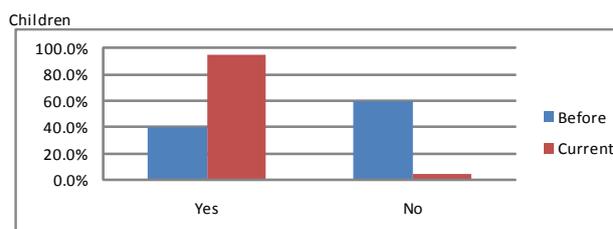
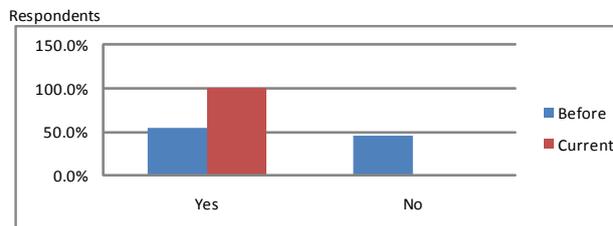
3.1.3.4.4 Access to ITN

Before the survey, only about half (55%) of respondents were sleeping under an insecticide treated bed net (ITN), compared to all respondents using an ITN after joining the group (100%).

The data shows a similar trend among children, with less than half (40%) sleeping under an ITN before joining the SHG, compared to 95% of them sleeping under a net after a parent or guardian joined the group.

Access to ITN before joining the SHG and current at the end of the BELONG project

Quality of Consultation	Before		Current	
	Count	Percent	Count	Percent
Respondents				
Yes	11	55.0%	20	100.0%
No	9	45.0%	-	0.0%
	20	100.0%	20	100.0%
Children				
Yes	8	40.0%	19	95.0%
No	12	60.0%	1	5.0%
Total	20	100.0%	20	100.0%

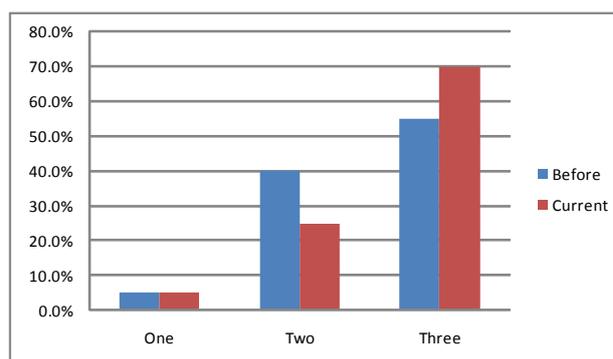


3.1.3.4.5 Meals per Day

The survey reveals that before, only half (55%) of respondents ate three meals per day, and 40% ate two meals a day. After joining the SHG, the majority (70%) of respondents usually had three meals per day and only a quarter (25%) had only two meals per day.

Meals per Day before joining the SHG and current at the end of the BELONG project

Number of Meals	Before		Current	
	Count	Percent	Count	Percent
One	1	5.0%	1	5.0%
Two	8	40.0%	5	25.0%
Three	11	55.0%	14	70.0%
Total	20	100.0%	20	100.0%

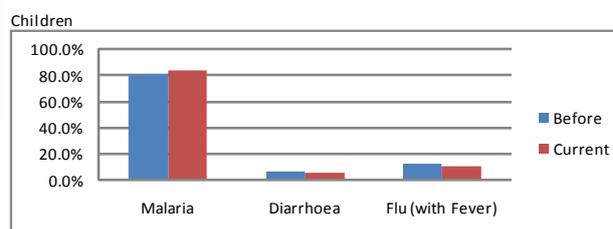
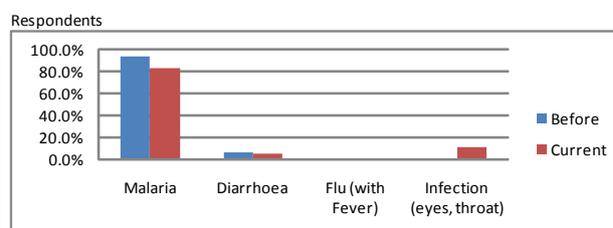


3.1.3.4.6 Most Common Diseases

In terms of disease, there were no major differences before and after the respondents joined the SHG; with malaria been the most prominent disease that the respondents suffered from.

Most Common Diseases before joining the SHG and current at the end of the BELONG project

Type of Disease	Before		Current	
	Count	Percent	Count	Percent
Respondents				
Malaria	16	94.1%	15	83.3%
Diarrhoea	1	5.9%	1	5.6%
Flu (with Fever)		0.0%		0.0%
Infection (eyes, throat)		0.0%	2	11.1%
Total	17	100.0%	18	100.0%
Children				
Malaria	13	81.3%	16	84.2%
Diarrhoea	1	6.3%	1	5.3%
Flu (with Fever)	2	12.5%	2	10.5%
Total	16	100.0%	19	100.0%



A similar pattern was observed among respondents' children/dependants. In terms of disease, there were no major differences before and after parents/guardians joined the SHG. Malaria was again the most prominent disease that the children suffered from, with 81.3% before and 84.2% after joining the group.

3.1.3.5 OVC Support

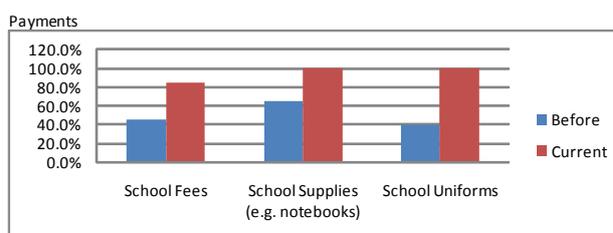
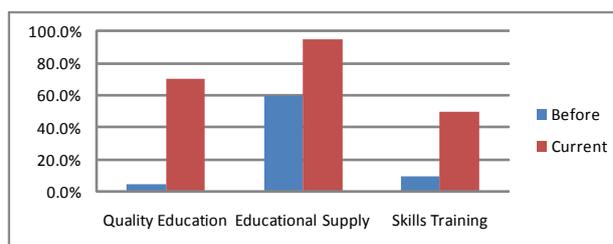
It was hoped that the economic empowerment of women would not only show positive effects with regard to the family's livelihood in general, but also improve access to quality education for their own children and their dependants.

3.1.3.5.1 Quality of Education

The table below reveals that a third of the parents perceive that their children now have a better education than prior to joining the SHG. They believe they can now provide the necessary school supplies and have better access to skills training, which might be predominantly a result of the improved Community School setting, facilitated by the BELONG project.

Perception of quality of education before joining the SHG and current at the end of the BELONG project

Perceptions	Before		Current	
	Count	Percent	Count	Percent
Respondents Perception of their Children's Education				
Quality Education	1	5.0%	14	70.0%
Educational Supply	12	60.0%	19	95.0%
Skills Training	2	10.0%	10	50.0%
Total	20		20	
Payment for Educational Materials and Services				
School Fees	9	45.0%	17	85.0%
School Supplies (e.g. notebooks)	13	65.0%	20	100.0%
School Uniforms	8	40.0%	20	100.0%
Total	20		20	

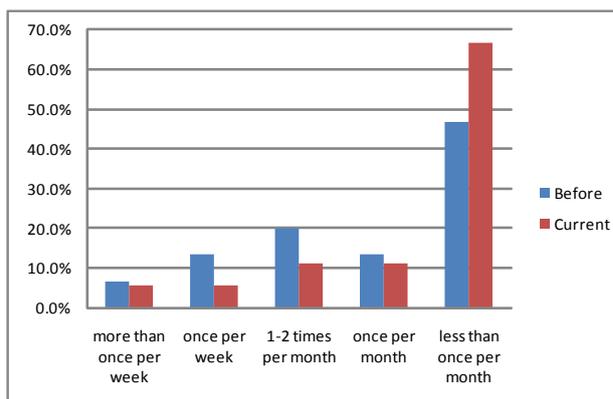


3.1.3.5.2 School Attendance

The percentage of children missing school either once a week or once a month decreased after the mother/guardian joined the SHG.

School Attendance before joining the SHG and current at the end of the BELONG project

Number of times children missing school	Before		Current	
	Count	Percent	Count	Percent
more than once per week	1	6.7%	1	5.6%
once per week	2	13.3%	1	5.6%
1-2 times per month	3	20.0%	2	11.1%
once per month	2	13.3%	2	11.1%
less than once per month	7	46.7%	12	66.7%
Total	15	100.0%	18	100.0%



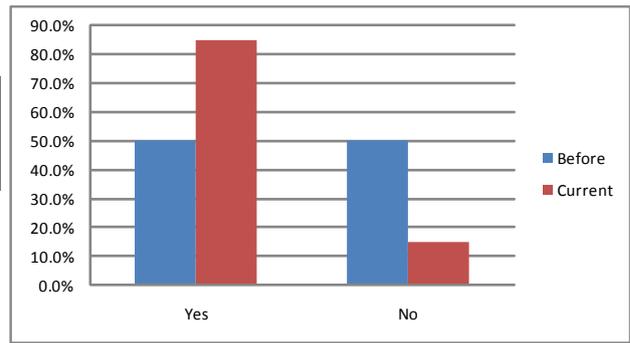
The most common reason for children missing school was due to illness.

3.1.3.5.3 Support of OVC Other than Own Children

Survey results also revealed that more women had the perception being now better able to support OVCs other than their own children after joining the SHG.

Support of OVC other than own Children before joining the SHG and current at the end of the BELONG project

Support provided	Before		Current	
	Count	Percent	Count	Percent
Yes	10	50.0%	17	85.0%
No	10	50.0%	3	15.0%
Total	20	100.0%	20	100.0%



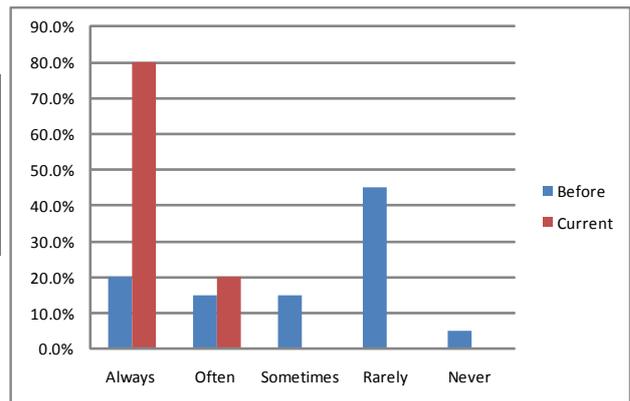
3.1.3.6 Social Capital

3.1.3.6.1 Social Attachment and Trust of SHG Members

The percentage of women feeling close to fellow SHG members rose from 20 to 80%. This indicated a increased social attachment among SHG members, creating a strong bond between them in addition to financial empowerment.

Feeling of closeness to fellow SHG members before joining the SHG and current at the end of the BELONG

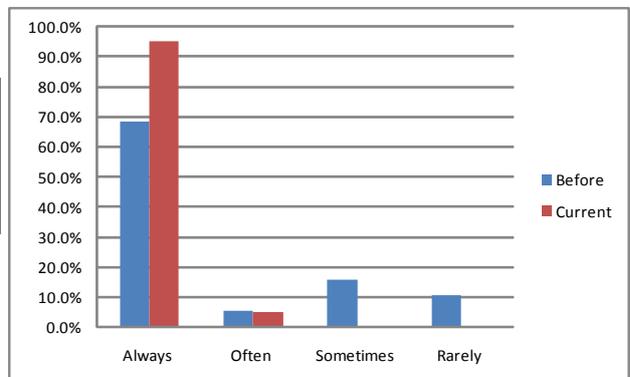
Feeling of closeness	Before		Current	
	Count	Percent	Count	Percent
Always	4	20.0%	16	80.0%
Often	3	15.0%	4	20.0%
Sometimes	3	15.0%		0.0%
Rarely	9	45.0%		0.0%
Never	1	5.0%		0.0%
Total	20	100.0%	20	100.0%



After joining the SHG, women were almost always happy to live within their community. This reflected an increase not only in social capital, but also in the self-efficacy of involved women.

Perception of happiness before joining the SHG and current at the end of the BELONG project

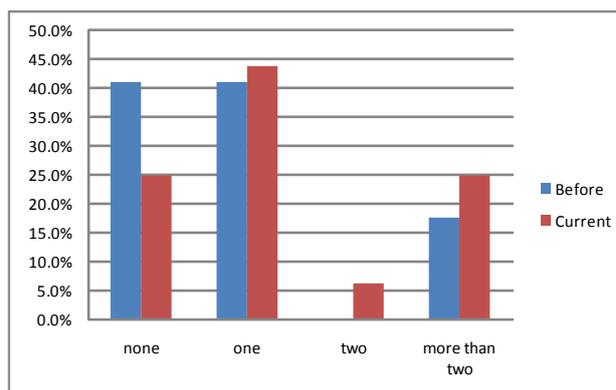
Perception of happiness	Before		Current	
	Count	Percent	Count	Percent
Always	13	68.4%	19	95.0%
Often	1	5.3%	1	5.0%
Sometimes	3	15.8%		0.0%
Rarely	2	10.5%		0.0%
Total	19	100.0%	20	100.0%



The number of women's friends also increased. A quarter of the women reported having more than two very close friends, with whom they could talk to about private matters and get help from.

Number of friends before joining the SHG and current at the end of the BELONG project

Number of friends	Before		Current	
	Count	Percent	Count	Percent
none	7	41.2%	4	25.0%
one	7	41.2%	7	43.8%
two	0	0.0%	1	6.3%
more than two	3	17.6%	4	25.0%
Total	17	100.0%	16	100.0%

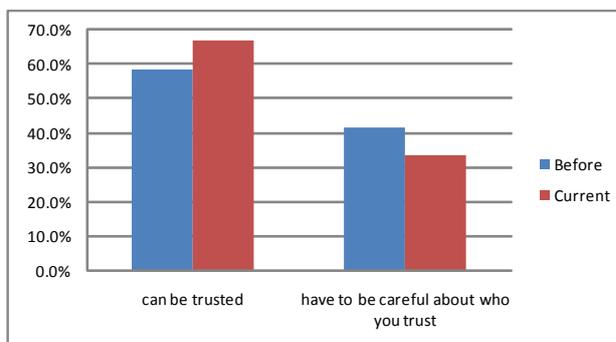


3.1.3.6.2 Trust in Neighbourhood

The majority of respondents (8) indicated that their perceptions about neighbourhood trustworthiness have increased, but not significantly.

Perception of trustworthiness in neighborhood before joining the SHG and at the end of the BELONG project

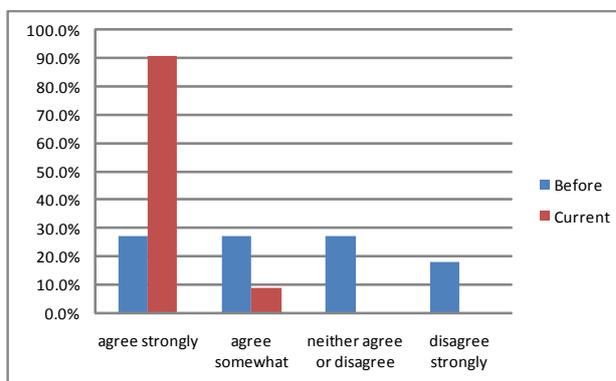
Trust in neighborhood	Before		Current	
	Count	Percent	Count	Percent
can be trusted	7	58.3%	8	66.7%
have to be careful about who you trust	5	41.7%	4	33.3%
Total	12	100.0%	12	100.0%



A strong positive change was seen when asking members of the SHG if people were willing to help when help was needed. Before joining the group, only a quarter of the women perceived each other as helpful. After joining the group however, almost all women responded that most people were willing to help.

Perception of help in the village before joining the SHG and current at the end of the BELONG project

Help in neighbourhood	Before		Current	
	Count	Percent	Count	Percent
agree strongly	3	27.3%	10	90.9%
agree somewhat	3	27.3%	1	9.1%
neither agree or disagree	3	27.3%	-	0.0%
disagree strongly	2	18.2%	-	0.0%
Total	11	100.0%	11	100.0%

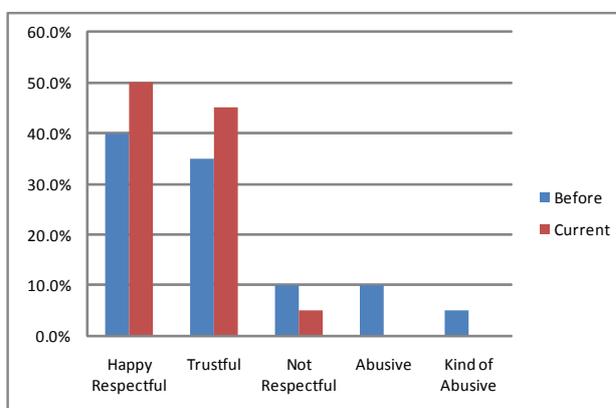


3.1.3.6.3 Changes in Marriage

Some of the women perceived that their marriage changed after joining the SHG. They felt that their husbands were more respectful now and that there was more trust within their marriage, as the burden of making a livelihood was now shared between the couple.

Perception of marriage before joining the SHG and current at the end of the BELONG project

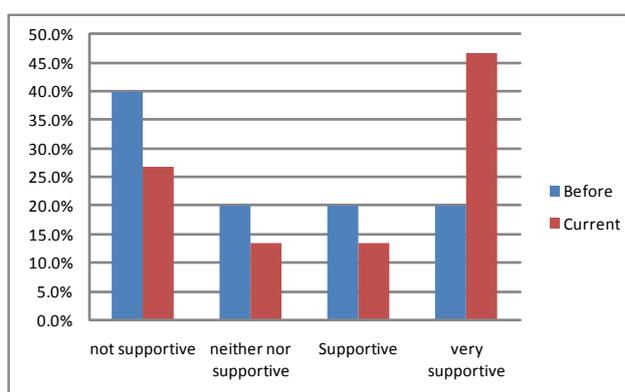
Marriage	Before		Current	
	Count	Percent	Count	Percent
Happy Respectful	8	40.0%	10	50.0%
Trustful	7	35.0%	9	45.0%
Not Respectful	2	10.0%	1	5.0%
Abusive	2	10.0%	-	0.0%
Kind of Abusive	1	5.0%	-	0.0%
Total	20	100.0%	20	100.0%



Survey results indicated that many husbands were supportive with regard to the business their spouse had started. While only about 20% of spouses were helpful before, the percentage of husbands being very supportive more than doubled after joining the group.

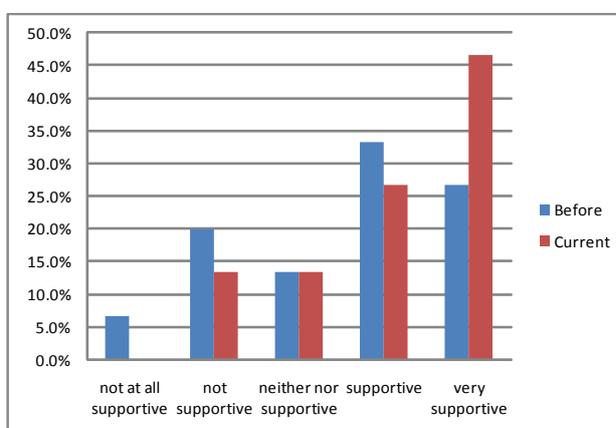
Perception of husband support before joining the SHG and current at the end of the BELONG project

Support provided	Before		Current	
	Count	Percent	Count	Percent
not supportive	6	40.0%	4	26.7%
neither nor supportive	3	20.0%	2	13.3%
Supportive	3	20.0%	2	13.3%
very supportive	3	20.0%	7	46.7%
Total	15	100.0%	15	100.0%



Perception of husband support to send sons and daughters to school before joining the SHG and current at the end of the BELONG project

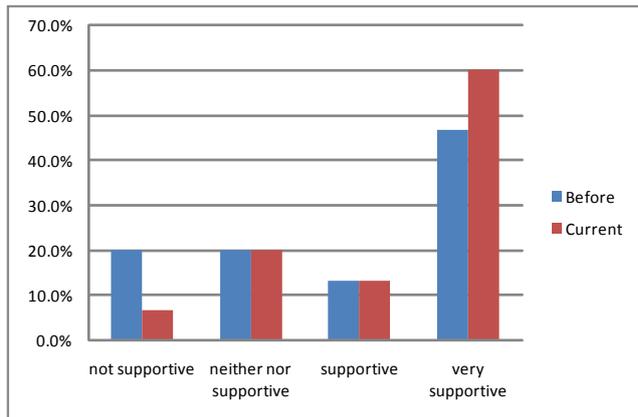
Support provided	Before		Current	
	Count	Percent	Count	Percent
not at all supportive	1	6.7%	-	0.0%
not supportive	3	20.0%	2	13.3%
neither nor supportive	2	13.3%	2	13.3%
supportive	5	33.3%	4	26.7%
very supportive	4	26.7%	7	46.7%
Total	15	100.0%	15	100.0%



Changes in attitude were also shown in higher percentages of husbands being very supportive with regard to education and family planning; which increased to 46% respectively 60%.

Perception of husband support with regard to family planning before joining the SHG and current at the end of the BELONG project

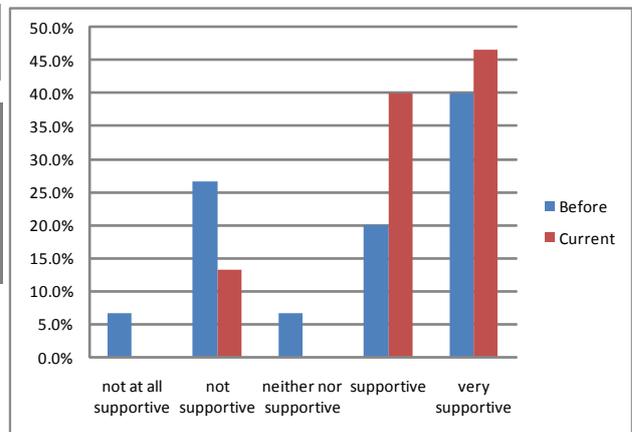
Support provided	Before		Current	
	Count	Percent	Count	Percent
not supportive	3	20.0%	1	6.7%
neither nor supportive	3	20.0%	3	20.0%
supportive	2	13.3%	2	13.3%
very supportive	7	46.7%	9	60.0%
Total	15	100.0%	15	100.0%



Almost 90% of the husbands were supportive or even very supportive with regard to making a family budget after joining the SHG, while only about 60% were willing to support a family budget before.

Perception of husband support with regard to you making a family budget before joining the SHG and current at the end of the BELONG project

Husband support for family budget	Before		Current	
	Count	Percent	Count	Percent
not at all supportive	1	6.7%	0	0.0%
not supportive	4	26.7%	2	13.3%
neither nor supportive	1	6.7%	0	0.0%
supportive	3	20.0%	6	40.0%
very supportive	6	40.0%	7	46.7%
Total	15	100.0%	15	100.0%

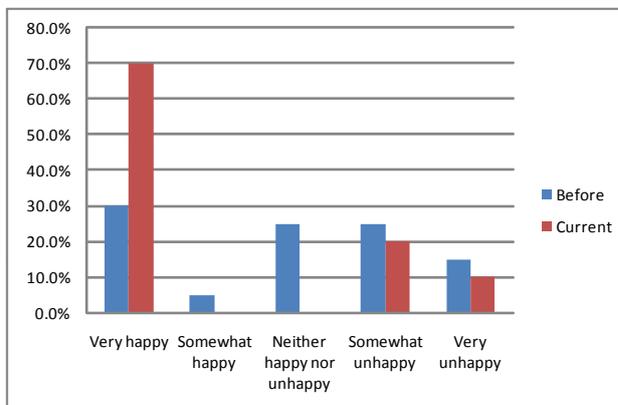


3.1.3.7 Self Efficacy

Increases in social capital and improved relationships between spouses also showed in increased self-efficacy, reflected by a statistical significant increase in women who felt very happy.

Perception of happiness before joining the SHG and current at the end of the BELONG project

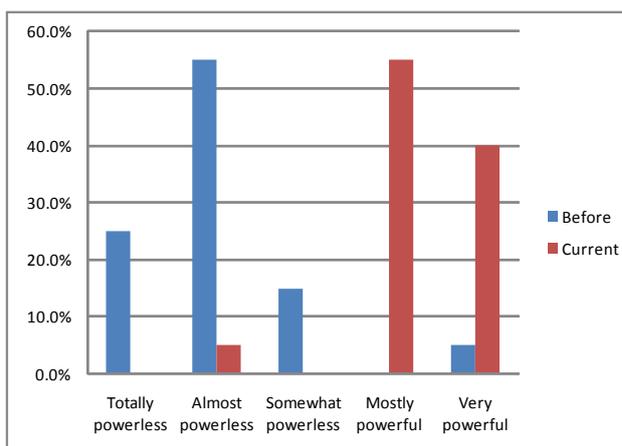
Perception of happiness	Before		Current	
	Count	Percent	Count	Percent
Very happy	6	30.0%	14	70.0%
Somewhat happy	1	5.0%		0.0%
Neither happy nor unhappy	5	25.0%		0.0%
Somewhat unhappy	5	25.0%	4	20.0%
Very unhappy	3	15.0%	2	10.0%
Total	20	100.0%	20	100.0%



The same applied to percentages of women who felt in a position to change the course of their life. More than 90% of women answered that they felt most powerful or very powerful to change their lives after joining the SHG.

Perception of capability to change the course of life before joining the SHG and current at the end of the BELONG project

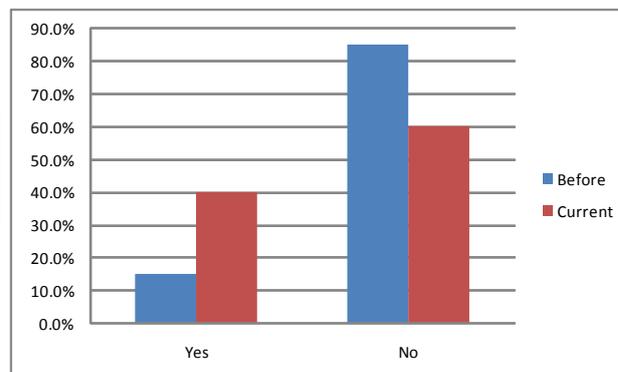
Perception of power to change the course of life	Before		Current	
	Count	Percent	Count	Percent
Totally powerless	5	25.0%		0%
Almost powerless	11	55.0%	1	5.0%
Somewhat powerless	3	15.0%		0.0%
Mostly powerful		0.0%	11	55.0%
Very powerful	1	5.0%	8	40.0%
Total	20	100.0%	20	100.0%



Results revealed that women, after having joined the SHG, also took on more responsibility within their community like taking on leadership roles in HBC and neighbourhood health committees.

Uptake of responsibility within the community before joining the SHG and current at the end of the BELONG project

Uptake of responsibility	Before		Current	
	Count	Percent	Count	Percent
Yes	3	15.0%	8	40%
No	17	85.0%	12	60.0%
Total	20	100.0%	20	100.0%



3.2 Ethiopia

As Ethiopia is so geographically vast, only a few project sites could be visited within the two weeks available for the survey. During the first week, the survey focused on partner organizations within Addis Ababa, and continued during the second week on government schools and partner organizations beginning in Makele, and driving back to Addis Ababa.



Addis Ababa

- PCI Ethiopia Staff
- HAPSCO
- SWDA
- LCO
- ISAPCO, AFSR

Makele

- Two government schools
- Tigray government school

Maych'ew

- NHPPC
- District Advisory Committee

Amhara

- One government school
- DTF

The total number of schools visited was four, which did not allow the generation of statistically sound results. However, even with the

rather small number of children involved in individual interviews and FGDs, relevant trends could be established.

3.2.1 Results from the School Platform

For assessment of school settings in Ethiopia, the same questionnaires were used as for the Zambian community school platform, but adapted to the local environment:

- There is no PCSC in Ethiopia, but PTA.
- The teachers are all enrolled on government payroll, there are no volunteer teachers.
- All visited Basic Schools are going up to grade 8.
- There is automatic promotion of students up to grade 4 (no repeater).
- Basic Education goes up to grade 10 without any payments from parents.

As all four schools visited in Ethiopia were government schools, the challenges faced were very different. All schools had trained teaching staff paid for by the government, and received regular grants according to the number of students enrolled. However as in Zambia, Ethiopian schools could not cope with the overwhelming number of students and were dependent on cooperative community collaboration.

For community mobilization, the CHILD (Children in local development) methodology was used. CHILD is a community-led participatory planning approach developed by the WFP in Ethiopia that aims at transforming the school to the local development centre in their community, starting at the school and gradually moving into their homes and surroundings. The approach is aimed to improve the school premises, community ownership of education and to make environmental improvements that support the Food for Education (FFE) activity as well as improve the awareness of environmental sustainability of

children and families. The concept is further developed to the planning tool to build the planning capacity of the educational sector at the grassroots level to integrate children education into the development program. It starts with a community's needs and capacity assessment, mapping of needs, resources and opportunities. After the needs and capacity assessment, an action plan is developed and the community mobilized to cooperate with all stakeholders like the local government, NGOs operating in the area and the PTA of the schools to improve the school situation. Training of the Parent Teacher Association (PTA) involved the whole community and is an essential part of the support structure put into place at the schools. In a draft plan, contributions of each stakeholder are defined and consolidated at district level as part of the district development plan. Support for the action plan was provided by using WFP infrastructure, by the government (District Advisory Board) and PCI BELONG services. All the schools visited were located in so called "food insecure areas" and were receiving continuous support from the WFP to ensure that child development was not disadvantaged from an early age, thereby passing poverty on to the next generation.

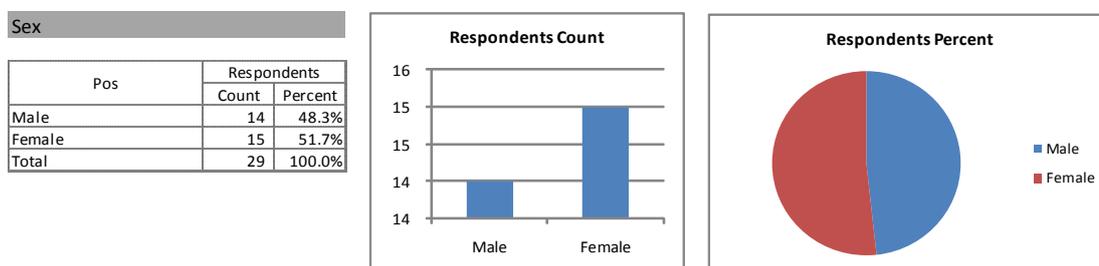
3.2.1.1 Individual Student Interviews

Due to the short timeframe, only four schools could be visited and 29 students interviewed. This was a challenge with regard to statistical validity, but is sufficient for a trend analysis (see chapter on limitations).

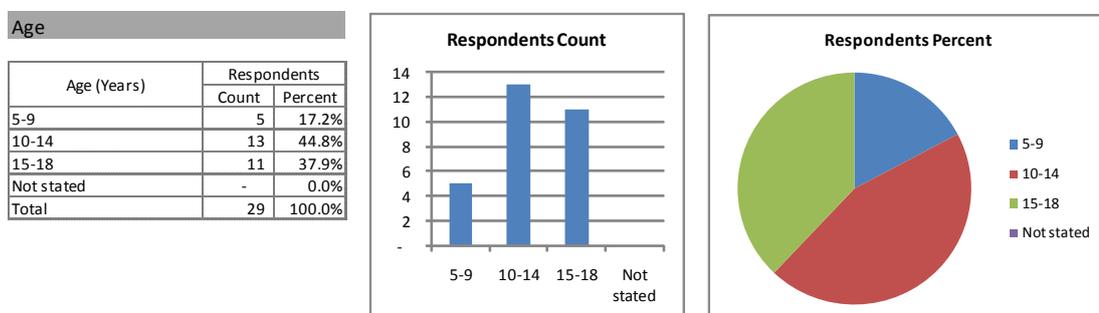
3.2.1.1.1 Social Demographics

This section summarizes the key demographic and socioeconomic characteristics of the students involved in individual interviews. It is comprised of information on age, sex, and household wealth assets.

As the table below illustrates, slightly more girls than boys were involved in individual interviews.



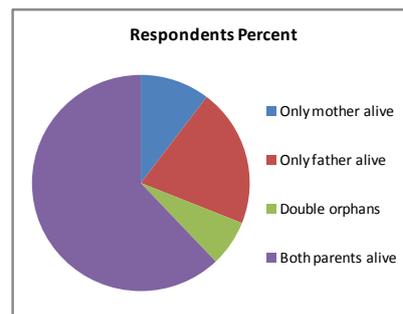
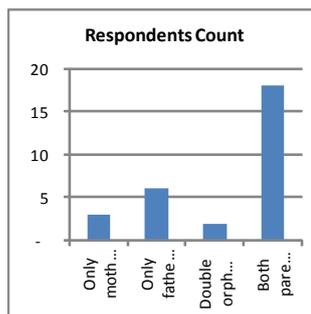
Children in grades 4 and 7 were targeted, with most of the children involved between the ages of 10 - 14 and 15 - 18 respectively.



Most of the children were not orphaned, but came from very poor economic backgrounds (62%). Single orphaned children had lost their fathers in most cases, but not their mothers.

Mother and Father alive

Orphanage Status	Respondents	
	Count	Percent
Only mother alive	3	10.3%
Only father alive	6	20.7%
Double orphans	2	6.9%
Both parents alive	18	62.1%
Total	29	100.0%

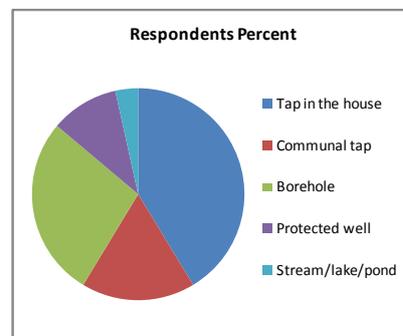
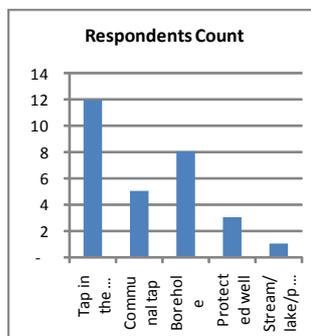


3.2.1.1.2 Household Situation

Most of the households had a tap in the house, or were able to use a borehole. A minority of 3% was using water from unprotected sources such as streams, lakes, or ponds.

Source of drinking water

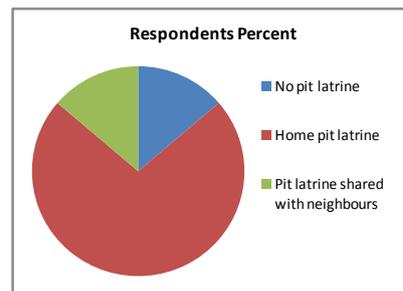
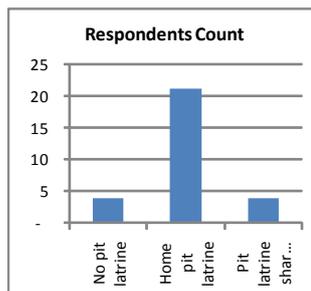
Water Source	Respondents	
	Count	Percent
Tap in the house	12	41.4%
Communal tap	5	17.2%
Borehole	8	27.6%
Protected well	3	10.3%
Stream/lake/pond	1	3.4%
Total	29	100.0%



Almost two-thirds of students' homes had access to their own pit latrine. Only some households shared a pit latrine or did not have any access to sanitation.

Access to Sanitation

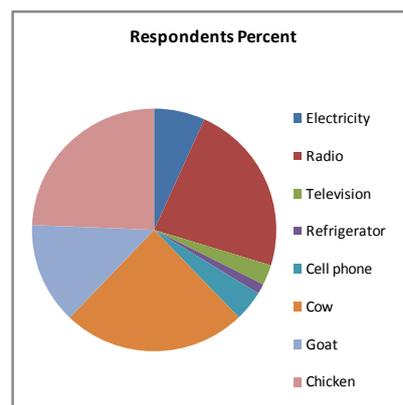
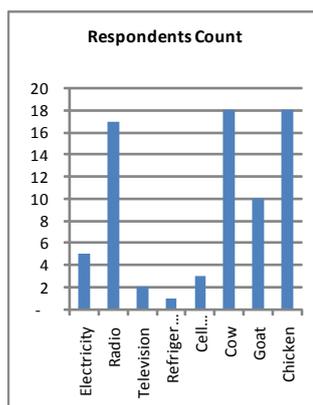
Type of Sanitation	Respondents	
	Count	Percent
No pit latrine	4	13.8%
Home pit latrine	21	72.4%
Pit latrine shared with nei	4	13.8%
Total	29	100.0%



Electricity in homes was still the exception. As most of the Ethiopian population is still living in rural areas, the keeping of livestock was quite common.

Wealth Assessment Household of Respondents

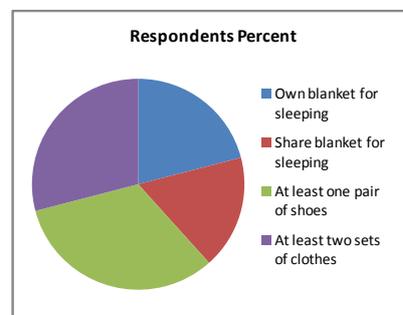
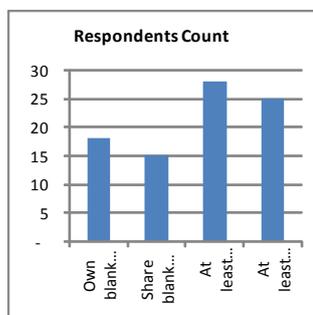
Item	Respondents	
	Count	Percent
Electricity	5	17.2%
Radio	17	58.6%
Television	2	6.9%
Refrigerator	1	3.4%
Cell phone	3	10.3%
Cow	18	62.1%
Goat	10	34.5%
Chicken	18	62.1%
Total		



Almost all of the children involved in interviews had at least one pair of shoes and two sets of clothes. Two-thirds of the children had their own blanket for sleeping, and one-third was sharing a blanket with another sibling.

Property owned by Respondent

Item	Respondents	
	Count	Percent
Own blanket for sleeping	18	62.1%
Share blanket for sleeping	15	51.7%
At least one pair of shoes	28	96.6%
At least two sets of clothes	25	86.2%
Total		

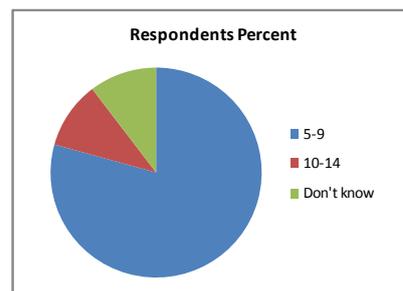
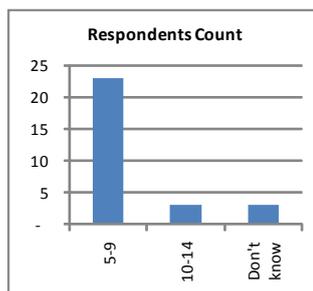


3.2.1.1.3 School Enrolment and Actual Situation

Most children started school at an appropriate age of between 5 and 9. Only 10% of children had just started school between the ages of 10 and 14.

Age of student when starting School

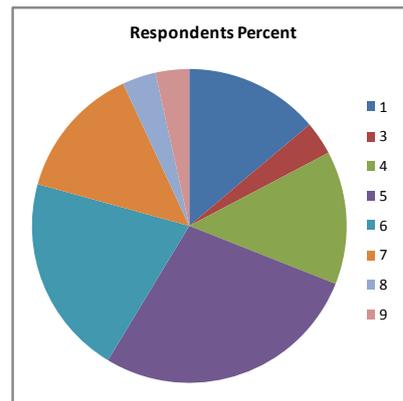
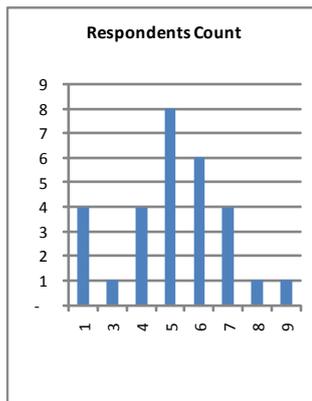
Age (Years)	Respondents	
	Count	Percent
5-9	23	79.3%
10-14	3	10.3%
Don't know	3	10.3%
Total	29	100.0%



Most of the children interviewed were either in grades 4 and 5, or in grades 7 and 8. This reflected the two targeted age groups for the intervention exposure and academic performance assessment.

Current Grade of Student

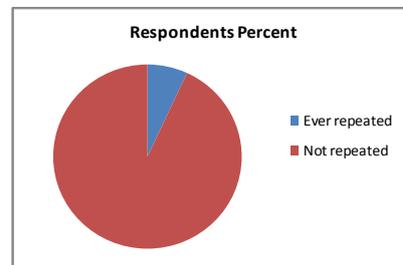
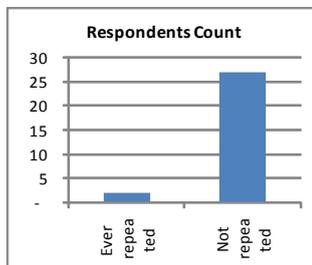
Grade	Respondents	
	Count	Percent
1	4	13.8%
3	1	3.4%
4	4	13.8%
5	8	27.6%
6	6	20.7%
7	4	13.8%
8	1	3.4%
9	1	3.4%
Total	29	100.0%



Only very few children had repeated a grade (7%). There is automatic promotion at government schools up to the 4th grade, and thereafter children have to pass an exam at the end of the school year.

Number of students repeating

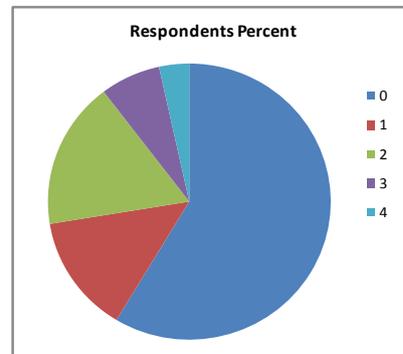
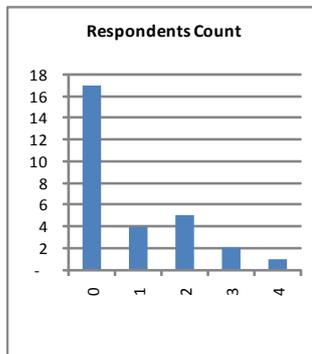
Students repeating	Respondents	
	Count	Percent
Ever repeated	2	6.9%
Not repeated	27	93.1%
Total	29	100.0%



Almost half of the children answered having had missed school twice during the last two weeks, which is rather high. A third of the children had missed school once.

Number of Days missed class within the last two weeks

Days missing	Respondents	
	Count	Percent
0	17	58.6%
1	4	13.8%
2	5	17.2%
3	2	6.9%
4	1	3.4%
Total	29	100.0%

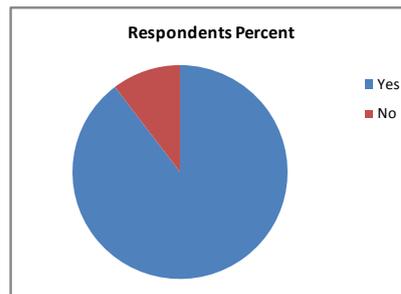
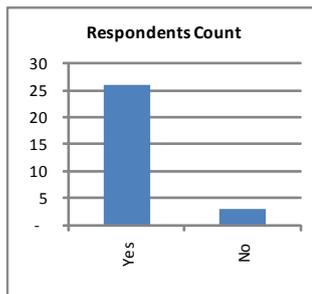


3.2.1.1.4 Intervention Exposure

As all of the schools visited were involved in the WFP School Feeding Project, almost all of the children received a HEPS meal such as porridge at school.

Number of Students Receiving a Meal at School

Meal at School	Respondents	
	Count	Percent
Yes	26	89.7%
No	3	10.3%
Total	29	100.0%

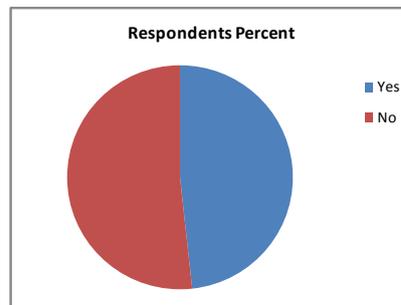
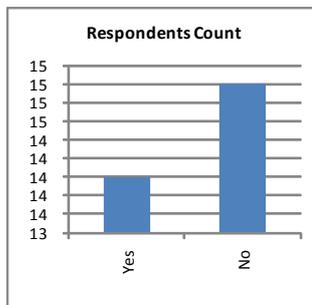


All of the 29 interviewed pupils (100%) said they had a peer educator or teachers who had spoken to them about washing hands and drinking safe water.

The teacher was also seen as person of trust, and someone they could expect help from when facing problems. Almost half of the children went to an adult at school when they were upset about something personnel.

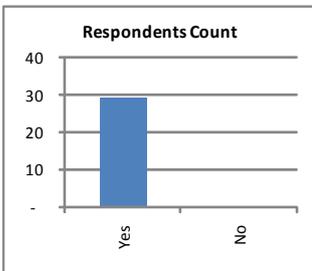
Number of Students who ever went to an adult at school when they had a problem or were upset with something

Trust in teacher	Respondents	
	Count	Percent
Yes	14	48.3%
No	15	51.7%
Total	29	100.0%



Have you ever heard of HIV and AIDS?

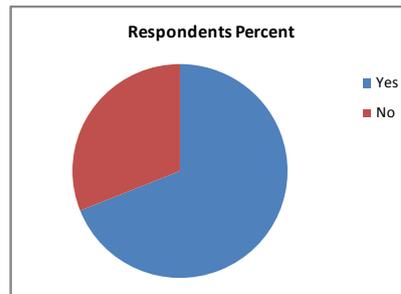
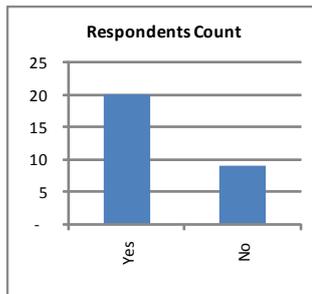
Heard of HIV and AIDS	Respondents	
	Count	Percent
Yes	29	100.0%
No	-	0.0%
Total	29	100.0%



All 29 students said they had received information from their teacher or peer educator about how to prevent AIDS (100%). Two-thirds also participated in an anti-AIDS club, which were closely monitored at each school.

Number of students participating in HIV and AIDS Club

HIV and AICS Clubs	Respondents	
	Count	Percent
Yes	20	69.0%
No	9	31.0%
Total	29	100.0%

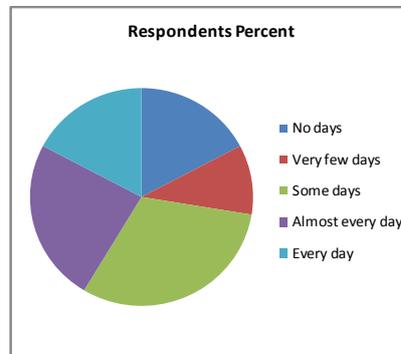
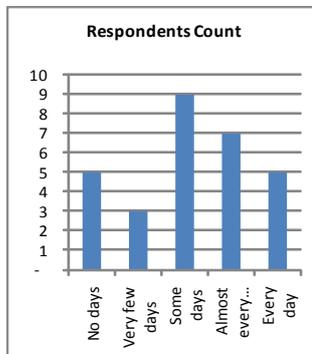


3.2.1.1.5 School Environment

41% of the children were able to do extra schoolwork at home. Especially in Tigray, education seemed to be a high priority for parents, and was supported by close government monitoring of academic performance, dropout and repeater rates.

Ability of Student to do Extra Work for School at Home

Extra Work	Respondents	
	Count	Percent
No days	5	17.2%
Very few days	3	10.3%
Some days	9	31.0%
Almost every day	7	24.1%
Every day	5	17.2%
Total	29	100.0%

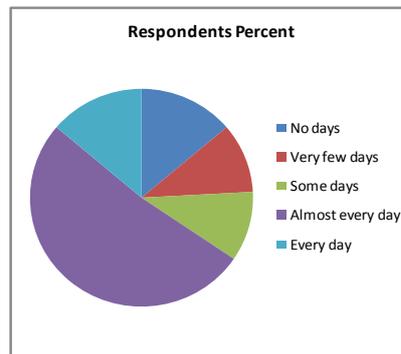
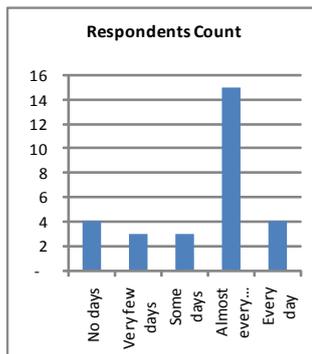


3.2.1.1.6 Social Integration

Half of the children had close friends at school, but the other half did not. This might be a result of the long distances the children had to walk to school, which does not support the development of close relationships to school and to other pupils.

Do you feel close to other students at your school?

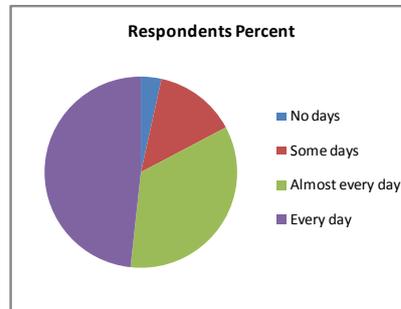
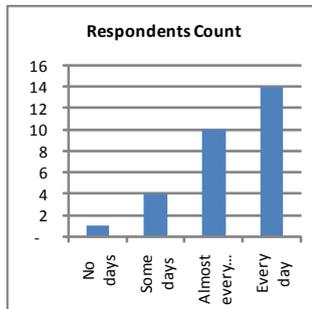
Feeling close	Respondents	
	Count	Percent
No days	4	13.8%
Very few days	3	10.3%
Some days	3	10.3%
Almost every day	15	51.7%
Every day	4	13.8%
Total	29	100.0%



Schools provided a safe environment for almost all the children. Only a 17% minority did not feel safe at school every day.

Do you feel safe at school?

Feeling safe	Respondents	
	Count	Percent
No days	1	3.4%
Some days	4	13.8%
Almost every day	10	34.5%
Every day	14	48.3%
Total	29	100.0%

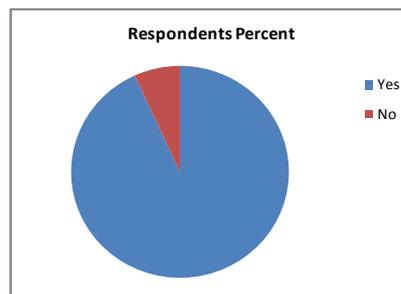
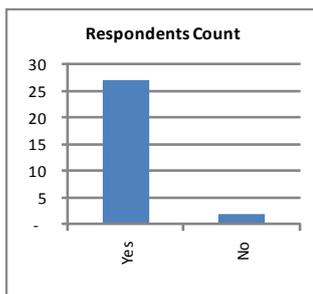


3.2.1.1.7 Physical Environment of the Schools

Almost all students (93%) answered that there are toilets/latrines to be used for the students. However, only half of them (48%) said that the latrines are safe, clean, and offered enough privacy.

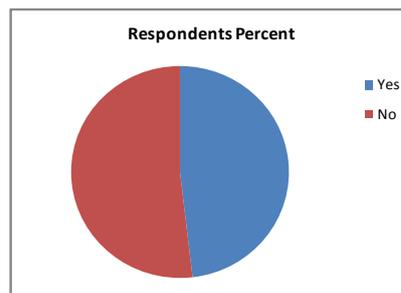
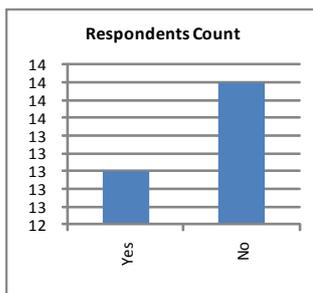
Toilets existing at School to use for Students

Toilets	Respondents	
	Count	Percent
Yes	27	93.1%
No	2	6.9%
Total	29	100.0%



Toilets clean and safe at the school to use for Students

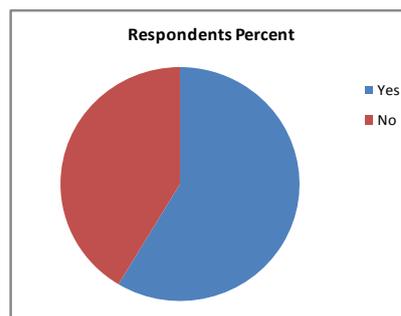
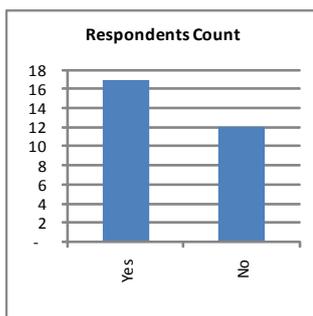
Toilets clean and safe	Respondents	
	Count	Percent
Yes	13	48.1%
No	14	51.9%
Total	27	100.0%



Although school furniture was rather limited and classrooms were overcrowded, most of the children had a place to sit during class.

Do you have a place to sit each day in class, where you have enough room to be comfortable

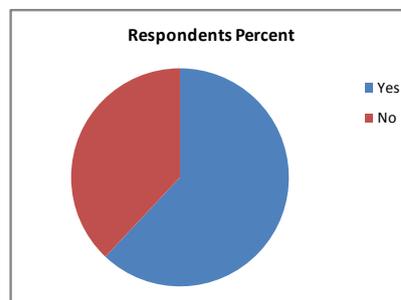
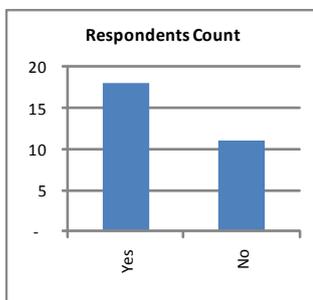
Student's desk	Respondents	
	Count	Percent
Yes	17	58.6%
No	12	41.4%
Total	29	100.0%



As government schools received regular grants and educational supplies, and additionally supported by the BELONG project, almost two-thirds of children (62%) had their own math and English textbooks.

Do you have a Math/English book to use in class

Math/English Text book	Respondents	
	Count	Percent
Yes	18	62.1%
No	11	37.9%
Total	29	100.0%

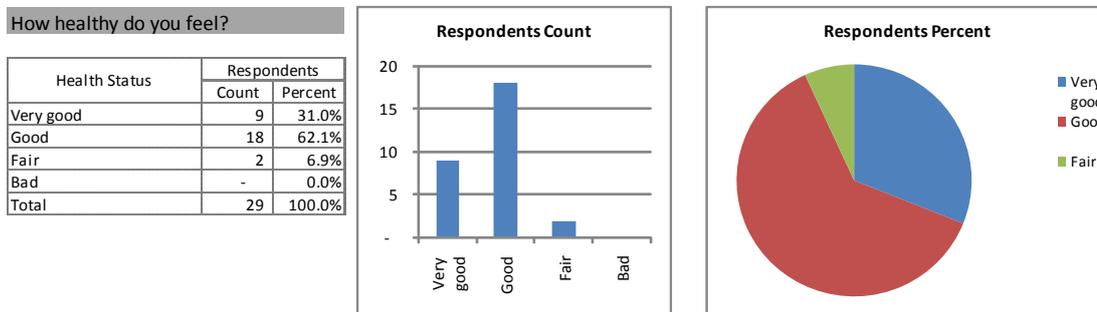


3.2.1.1.8 Social Isolation

Most of the children (about 80%) were happy at school and did not feel alone or bullied.

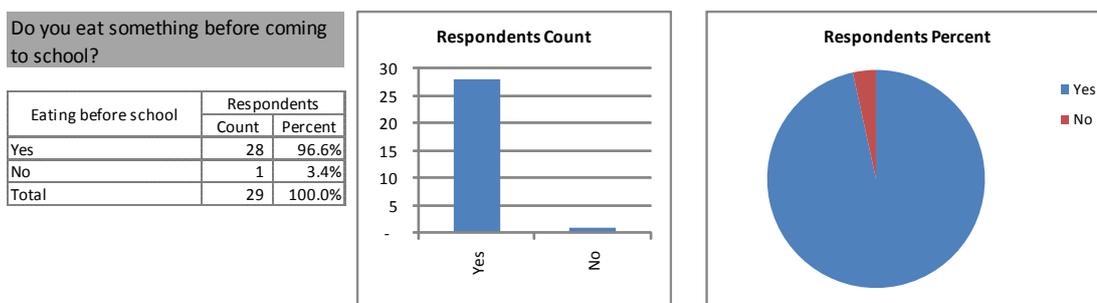
3.2.1.1.9 Health Status

Only a third of the children interviewed answered that they felt very healthy. However, two-thirds had good health.

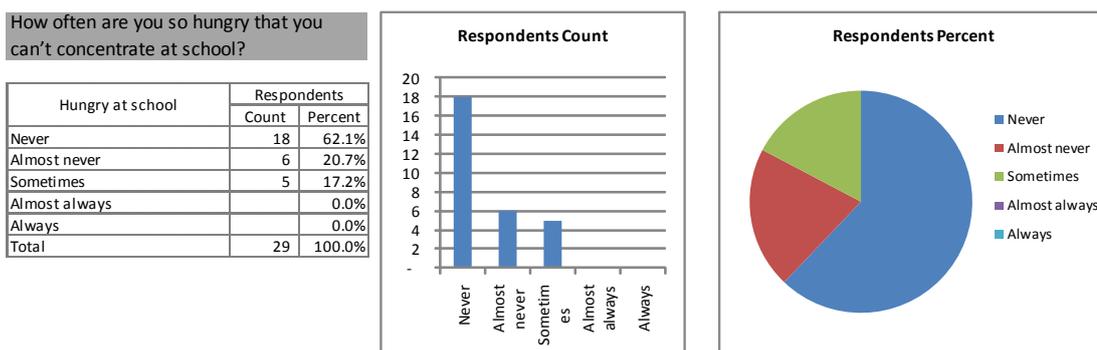


Only about a quarter of the children were too ill to come to school regularly (every day) within the past two weeks.

Almost all of the children had eaten something before going to school.



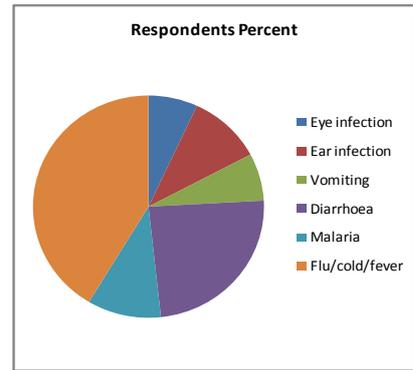
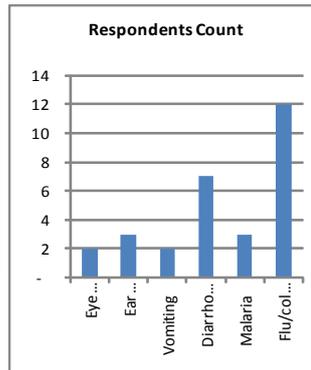
Most of the children were not hungry at school; a positive result of the school feeding program.



Common diseases among school-age children were fever/cold/flu and diarrhoea.

Kind of Sickness within the last two weeks

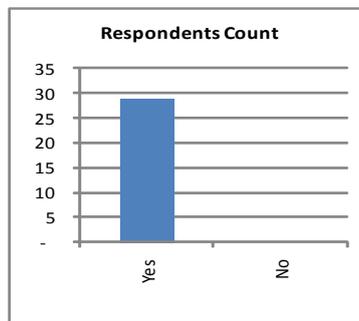
Sickness	Respondents	
	Count	Percent
Eye infection	2	6.9%
Ear infection	3	10.3%
Vomiting	2	6.9%
Diarrhoea	7	24.1%
Malaria	3	10.3%
Flu/cold/fever	12	41.4%
Total	29	100.0%



3.2.1.1.10 Knowledge of HIV and AIDS

Number of students receiving information on HIV and AIDS through teachers or peer education

HIV Prevention	Respondents	
	Count	Percent
Yes	29	100.0%
No		0.0%
Total	29	100.0%

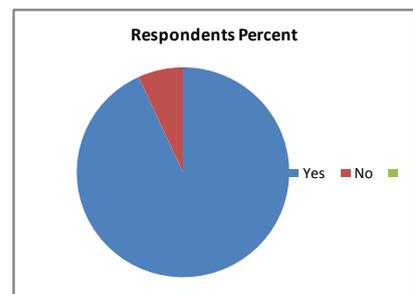
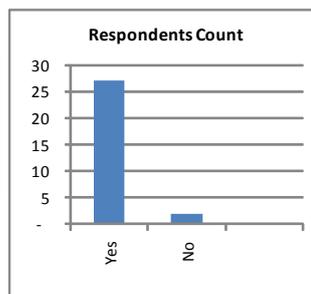


All 29 respondents said that they had heard of HIV and AIDS, either through teachers or peer education.

Knowledge on preventing HIV and AIDS was quite high at schools, but children were still not completely sure about the details of infection; such as if it was visible from outside.

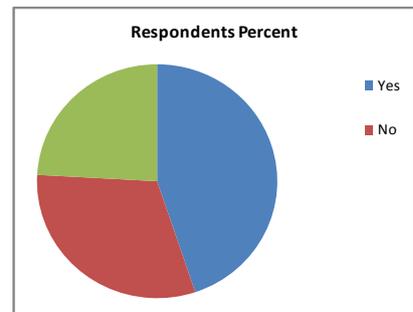
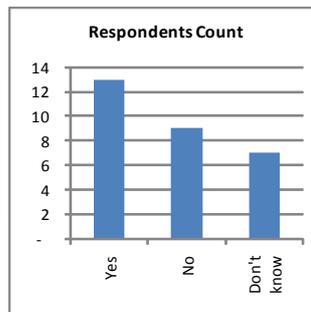
Do you know how to avoid AIDS?

Transmission	Respondents	
	Count	Percent
Yes	27	93.1%
No	2	6.9%
Total	29	100.0%



Is it possible for a healthy looking person to have the AIDS virus?

Healthy person and HIV	Respondents	
	Count	Percent
Yes	13	44.8%
No	9	31.0%
Don't know	7	24.1%
Total	29	100.0%



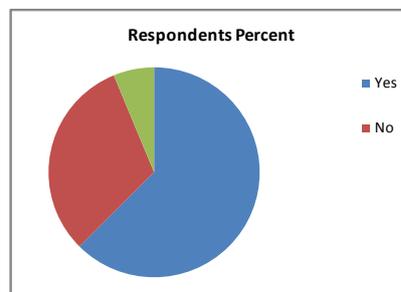
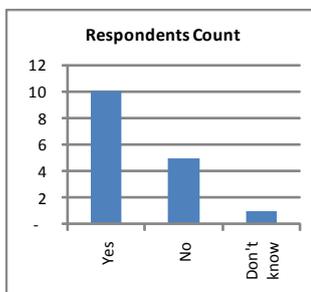
3.2.1.1.11 Adolescence Risk Behaviour

Only children older than 13 were asked questions about risk behaviours. Two-thirds answered that they had never drunk alcohol before. Other questions pertaining to sex were not answered at all.

Almost two-thirds (62%) knew how to avoid pregnancy, and in most cases, information was provided by teachers, clinics, and peer educators, but not families.

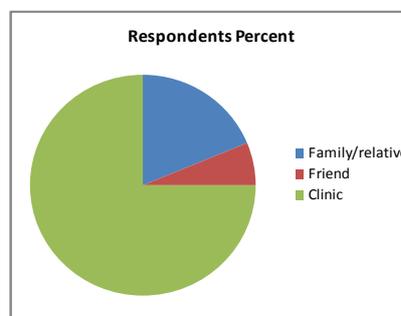
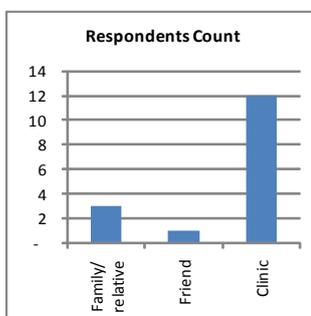
Do you know how to avoid pregnancy?

Avoiding pregnancy	Respondents	
	Count	Percent
Yes	10	62.5%
No	5	31.3%
Don't know	1	6.3%
Total	16	100.0%



If you fall pregnant, where do you find help?

Finding help if pregnant	Respondents	
	Count	Percent
Family/relative	3	18.8%
Friend	1	6.3%
Clinic	12	75.0%
Total	16	100.0%



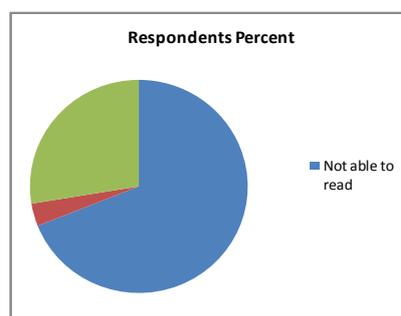
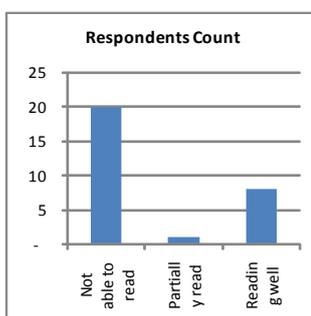
In cases of pregnancy, more than two-thirds of children (75%) looked for help at the clinic. Less than a quarter (19%) involved their families.

3.2.1.1.12 Academic Performance

Almost a third of the children were able to read a text in the local language or in English (31 resp. 34%). For two-thirds (69 resp. 65%) of the children, reading in both languages was rather difficult.

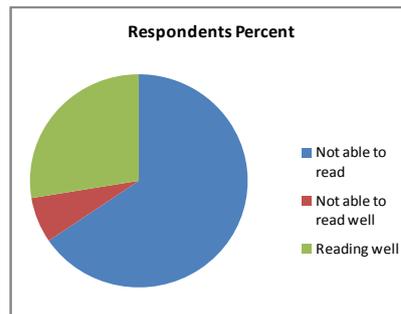
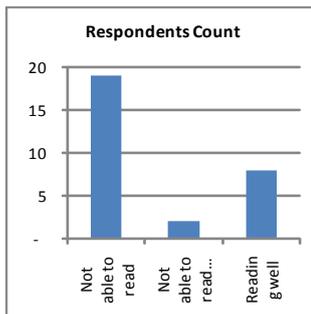
Reading comprehension: Local language

Reading local language	Respondents	
	Count	Percent
Not able to read	20	69.0%
Partially read	1	3.4%
Reading well	8	27.6%
Total	29	100.0%



Reading comprehension:English language

Reading English	Respondents	
	Count	Percent
Not able to read	19	65.5%
Not able to read well	2	6.9%
Reading well	8	27.6%
Total	29	100.0%

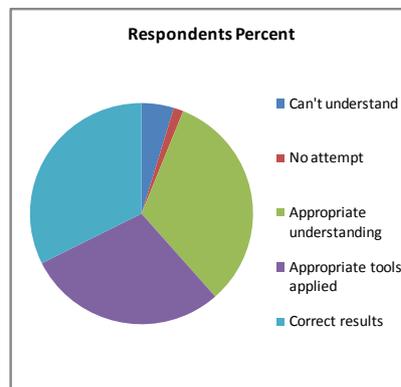
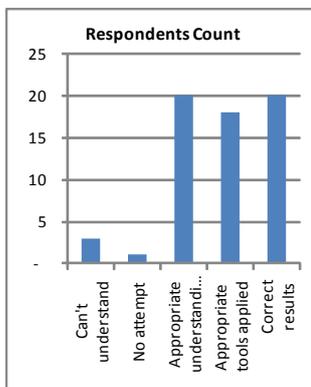


Math Problem Solving

Results for math assessments were very positive. Two-thirds of children were able to apply the right tools and get the right answers for the first test math problem 1 (69%), in which they were asked to solve direct mathematical equations. When moved to math problem solving (math problem 2), only half of the children were able to find the right answer (48%).

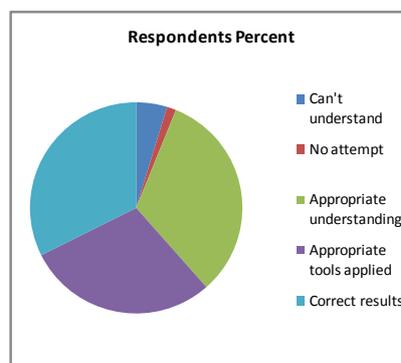
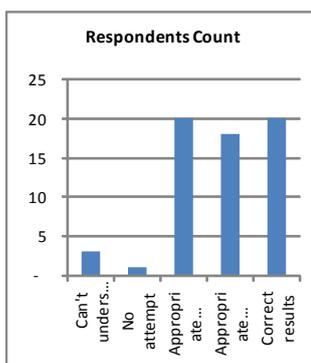
Mathematic comprehension: Problem 1

Math Comprehension	Respondents	
	Count	Percent
Can't understand	3	10.0%
No attempt	1	3.0%
Appropriate understanding	20	69.0%
Appropriate tools applied	18	62.0%
Correct results	20	69.0%
Total	29	



Mathematic comprehension: Problem 2

Math Comprehension	Respondents	
	Count	Percent
Can't understand	2	6.9%
No attempt	1	3.4%
Appropriate understanding	14	48.3%
Appropriate tools applied	13	44.3%
Correct results	14	48.3%
Total	29	



3.2.2 Home Based Care Platform

In Ethiopia, only one HBC CBO was visited, HAPCSO. Meeting with represents of all levels were planned like:

- Director (not available)
- Coordinator
- Project officer
- OVC officer

The interviews revealed that the BELONG support services were very much appreciated by all interviewed members of the organization. As biggest success was mentioned that most of the children involved in the BELONG program can go to school now. However, the support provided was seen as being very limited. The OVC officer from HAPCSO mentioned that more comprehensive support to fewer children would have been better than providing limited support to many children. The support provided was pre-defined and was not able to be changed. As example was mentioned that it doesn't make sense to provide school material, if the child is still too hungry to attend school. It was felt that a needs assessment would be very beneficial to find out, what is really needed.

The project officers expressed that they felt the school platform being more efficient than the HBC platform to reach out to many children. Using the school platform is also helping to avoid stigmatization of the children at the same time.

The HBC care givers mentioned that nutritional support, together with support for education and medical care was the most beneficial services for the OVC. There was a lack of trust on the part of parents and guardians regarding the supplies provided. In the FGD with the care givers they mentioned that they were sometimes accused to cheat parents, when supplies were coming late or have been shorter as promised.

The discussions with the OVC revealed that most of the OVC appreciated the educational and nutritional support very much. However some of the children mentioned that support was not coming at the right time, being not sufficient or was not responding to their needs.

3.2.3 Results from the Platform: Economic Empowerment of Women

Five SHGs could be visited, located both in highly urbanised areas like Addis Ababa, as well as in the rural settings of the Northern and Central Highlands of Ethiopia. Most of the women’s groups were set up in November 2007 and received training and facilitation from that time on to the present. As they had close mentoring and coaching, almost all of the women’s groups grew and developed into independent, mature SHGs that in turn, supported younger groups.

Since the SHGs in Ethiopia had more time to mature, it was possible to establish a cluster level of women’s groups, comprising 10 to 15 SHGs. All of the cluster groups assisted younger groups in meeting their challenges and were coaching them to reach a mature stage of independence. All cluster groups are forming a Federation on a national level, and were recognized officially as the National Women’s Association.

3.2.3.1 Demographic Characteristics of Respondents

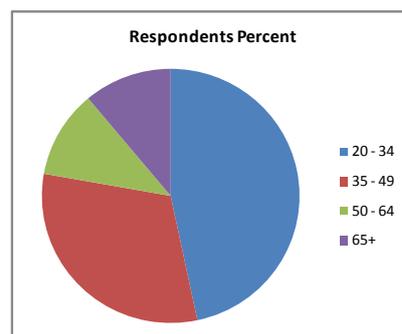
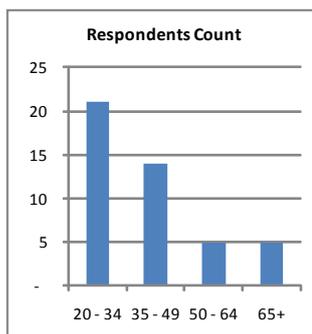
The survey included questions on age, educational attainment, and socioeconomic status. In total, 49 women were interviewed individually, yielding a sufficient sample for reliable trend analysis.

3.2.3.1.1 Age of Respondents

Almost half of the women involved in SHGs were between 20 and 34 years of age (43%). About a quarter of the women were between 35 and 49 (29%).

Age of Respondents

Age Group	Respondents	
	Count	Percent
20 - 34	21	42.9%
35 - 49	14	28.6%
50 - 64	5	10.2%
65+	5	10.2%
Age not stated	4	8.2%
Total	49	100.0%

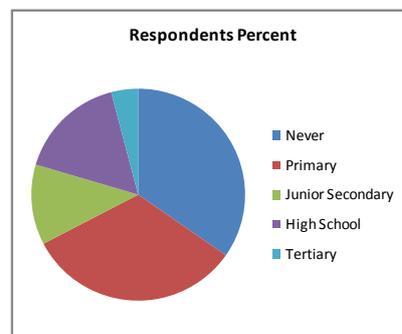
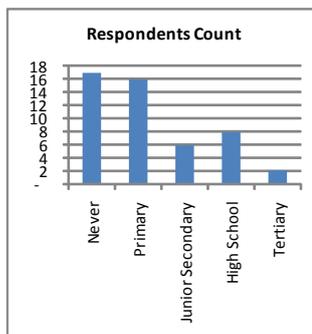


3.2.3.1.2 Educational Attainment

35% of the women had never had the opportunity to go to school or had only gained a primary education (33%). Survey results showed that only very few of the women had the opportunity to go to secondary or high school (16%).

Educational Level of Respondents

Educational level	Respondents	
	Count	Percent
Never	17	34.7%
Primary	16	32.7%
Junior Secondary	6	12.2%
High School	8	16.3%
Tertiary	2	4.1%
Total	49	100.0%

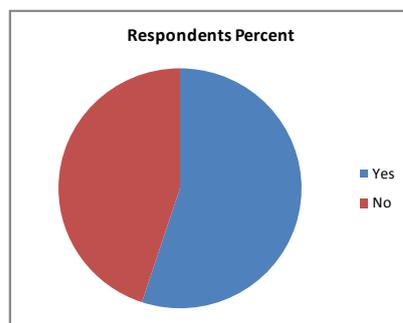
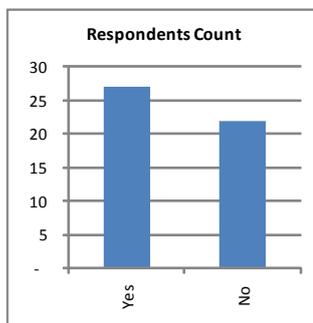


3.2.3.1.3 Household Size

About 55% of the SHG members were living with their husbands, while the remaining 45% were living on their own and alone responsible for making a living (female headed household).

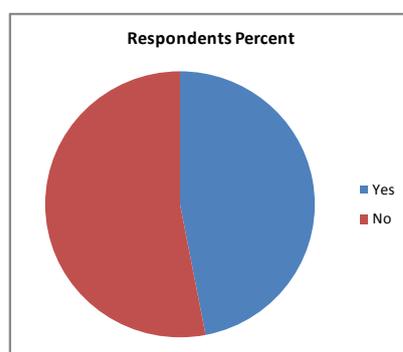
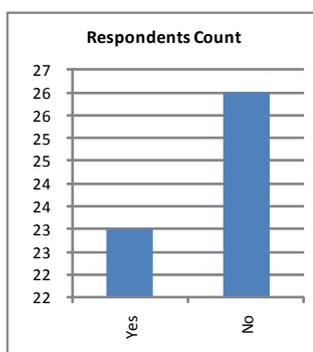
Percentage distribution of worth group respondents who live with their husband, 2010

Live with husband	Respondents	
	Count	Percent
Yes	27	55.1%
No	22	44.9%
Total	49	100.0%



Percentage distribution of worth group respondents whose husband's income is the main source of family income, 2010

Husband income is main source	Respondents	
	Count	Percent
Yes	23	46.9%
No	26	53.1%
Total	49	100.0%

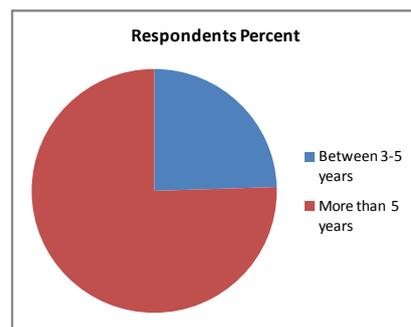
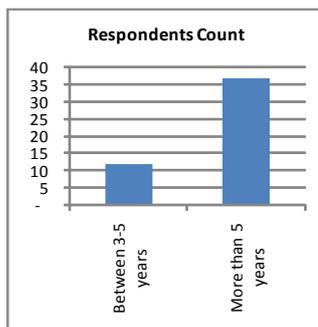


3.2.3.1.4 Stay of SHG Members in the Community

75% of the respondents have been staying for more than 5 years in the community, and only 25% between one and three years.

Percentage distribution of SHG members by number of years of stay in the community, 2010

No. of years lived in the community	Respondents	
	Count	Percent
Between 3-5 years	12	24.5%
More than 5 years	37	75.5%
Total	49	100.0%



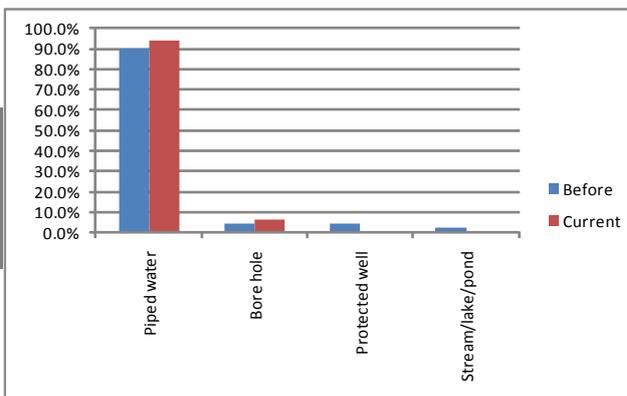
3.2.3.2 Household Status and Situation

3.2.3.2.1 Access to Drinking water

As most of the SHG members already had piped water at their homes before joining the SHG, there was not a major increase in improved access to drinking water. However, the small percentage of households without access to safe drinking water prior to the project no longer existed after joining the SHG.

Percentage distribution of respondents main source of drinking water before WORTH group and current at the end of BELONG program 2010

Source of Water	Before		Current	
	Count	Percent	Count	Percent
Piped water	44	89.8%	46	93.9%
Bore hole	2	4.1%	3	6.1%
Protected well	2	4.1%	-	0.0%
Stream/lake/pond	1	2.0%	-	0.0%
Total	49	100.0%	49	100.0%

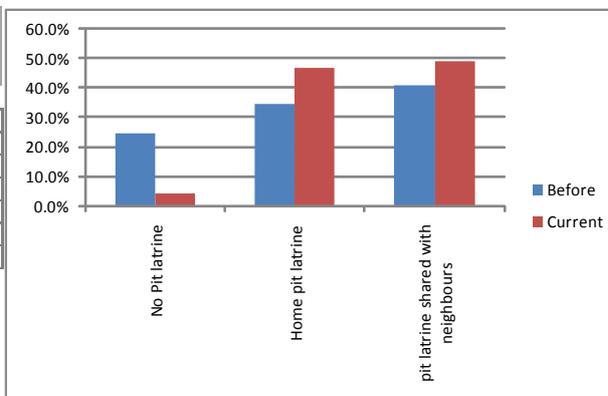


3.2.3.2.2 Access to Sanitation

Survey results showed a significant change in access to sanitary facilities after joining the SHG. While a quarter of households (25%) did not have any access to sanitation before, almost half the members had a pit latrine after joining the SHG (46%) or were at least sharing one with their neighbours.

Percentage distribution of respondents ownership of toilet facility before WORTH Group and current at the end of the BELONG programme 2010

Source of Water	Before		Current	
	Count	Percent	Count	Percent
No Pit latrine	12	24.5%	2	4.1%
Home pit latrine	17	34.7%	23	46.9%
pit latrine shared with neighbo	20	40.8%	24	49.0%
Total	49	100.0%	49	100.0%



3.2.3.3 Socio Economic Empowerment

Improving the socioeconomic status of the households in which OVC were living was one of the main targets in the establishment of women's savings groups. It was hoped that ensuring an economically improved household situation for parents/guardians would enable them to invest more in basic needs like education and medical care for the children.

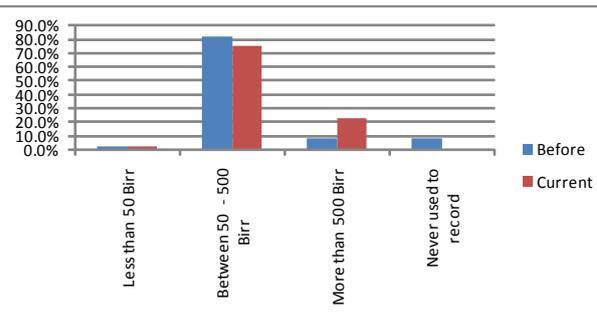
3.2.3.3.1 Monthly Household Income

A significant change was recorded in monthly household expenditure for SHG members. Although more than three-quarters (76%) of the households still had between 50 and 500 Birr to spend per month after joining the group, 22% of the group members were now spending more than 500 Birr per month.

Monthly household expenditure before WORTH group and current at the end of BELONG programme 2010

Spend money per month	Before		Current	
	Count	Percent	Count	Percent
Less than 50 Birr	1	2.0%	1	2.0%
Between 50 - 500 Birr	40	81.6%	37	75.5%
More than 500 Birr	4	8.2%	11	22.4%
Never used to record	4	8.2%	-	0.0%
Total	49	100.0%	49	100.0%

50 Birr corresponds to ca. 4 USD



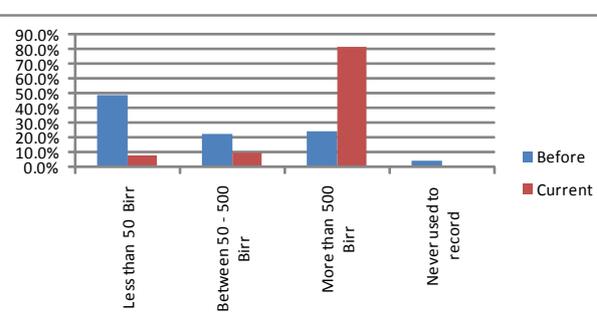
3.2.3.3.2 Monthly Savings

Monthly savings increased significantly after joining the SHG. More than 80% of members managed to save more than 500 Birr per month (ca. 38 USD).

Monthly household savings before WORTH group and current at the end of the BELONG programme 2010

Saved money per month	Before		Current	
	Count	Percent	Count	Percent
Less than 50 Birr	24	49.0%	4	8.2%
Between 50 - 500 Birr	11	22.4%	5	10.2%
More than 500 Birr	12	24.5%	40	81.6%
Never used to record	2	4.1%	-	0.0%
Total	49	100.0%	49	100.0%

50 Birr corresponds to ca. 4 USD

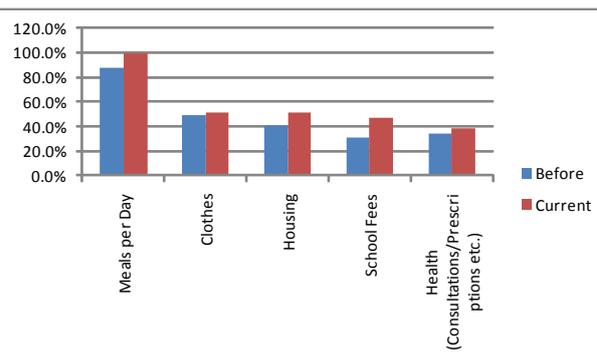


3.2.3.3.3 Spending of Money

While money spent on food was almost the same as before joining the savings group, expenditures for school fees and housing increased significantly.

Spending of money for the following purposes before WORTH group and current at the end of the BELONG programme 2010

Spending of money	Before		Current	
	Count	Percent	Count	Percent
Meals per Day	43	87.7%	49	100.0%
Clothes	24	48.9%	27	51.0%
Housing	20	40.8%	27	51.0%
School Fees	15	30.6%	23	46.9%
Health (Consultations/Prescriptions etc.)	17	34.7%	19	38.8%
Total				

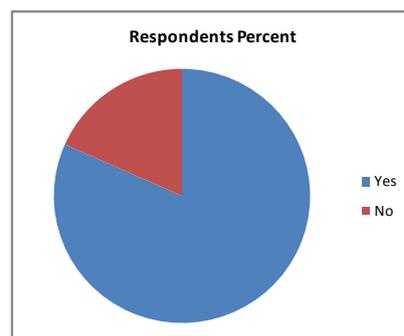
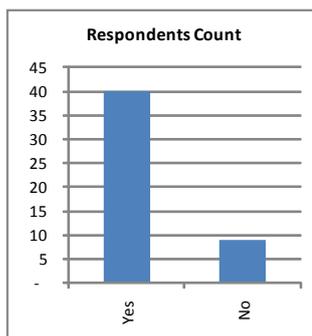


3.2.3.3.4 Accessing Loans from SHG

More than 80% of SHG members received a loan from the group.

Accessing Loans from SHG

Loan accessed	Respondents	
	Count	Percent
Yes	40	81.6%
No	9	18.4%
Total	49	100.0%

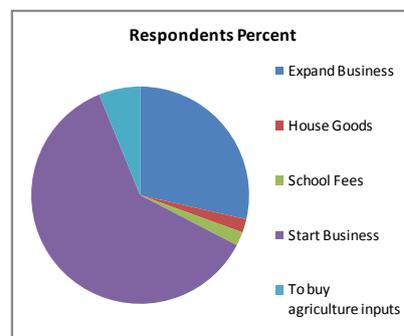
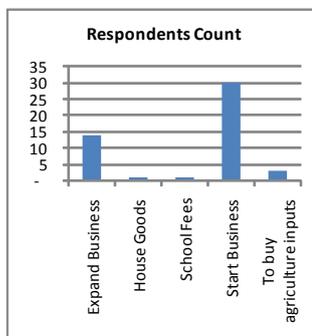


3.2.3.3.5 Use of Loans

Three-quarters of the women used a loan from the SHG to start or expand a business and did not use the loan for family expenditures.

Use of Loans

Purpose	Respondents	
	Count	Percent
Expand Business	14	28.6%
House Goods	1	2.0%
School Fees	1	2.0%
Start Business	30	61.2%
To buy agriculture inputs	3	6.1%
Total	49	100.0%

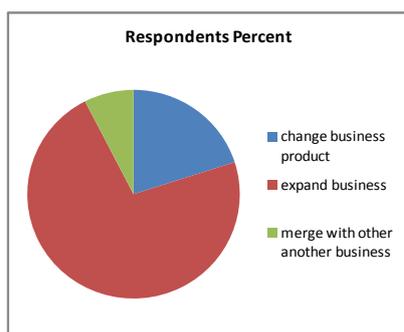
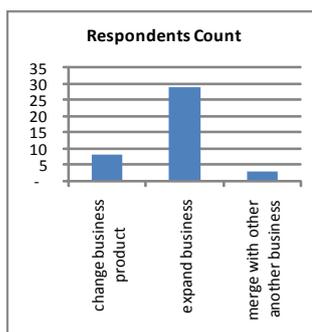


3.2.3.3.6 Future Plans with Business

Three-quarters of the women planned to extend their businesses, and 20% planned to change their business products.

Plan for business in future

Plans	Respondents	
	Count	Percent
change business product	8	20.0%
expand business	29	72.5%
merge with other another	3	7.5%
Total	40	100.0%



3.2.3.4 Health Outcome

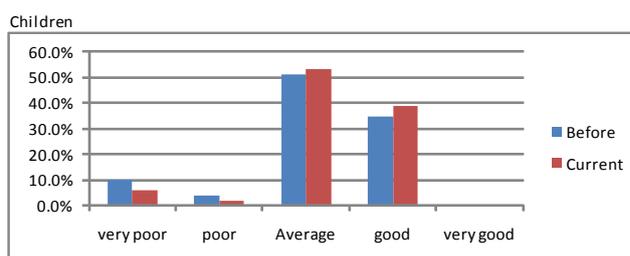
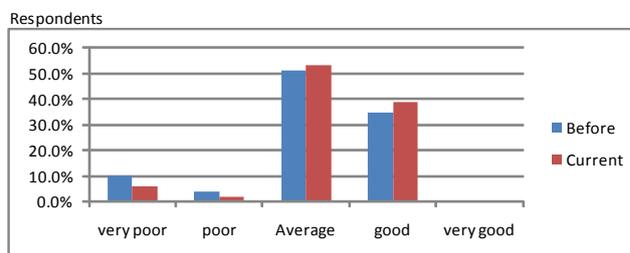
Access to health services was very dependent on household financial capacity. Although consultations at government clinics are free, other expenditures such as transportation, the buying of prescribed drugs, and loss of paid working time still made health care expensive for poor population groups.

3.2.3.4.1 Perception of Health

Although statistically insignificant, there was an increased perception of improved health for the respondents.

Perception of health before joining the SHG and current at the end of the BELONG project

Perception of health	Before		Current	
	Count	Percent	Count	Percent
Respondents				
very poor	5	10.2%	3	6.1%
poor	2	4.1%	1	2.0%
Average	25	51.0%	26	53.1%
good	17	34.7%	19	38.8%
very good	-	0.0%	-	0.0%
	49	100.0%	49	100.0%
Children				
very poor	1	2.0%	1	2.0%
poor	3	6.1%	3	6.1%
Average	23	46.9%	23	46.9%
good	22	44.9%	22	44.9%
very good	-	0.0%	-	0.0%
Total	49	100.0%	49	100.0%

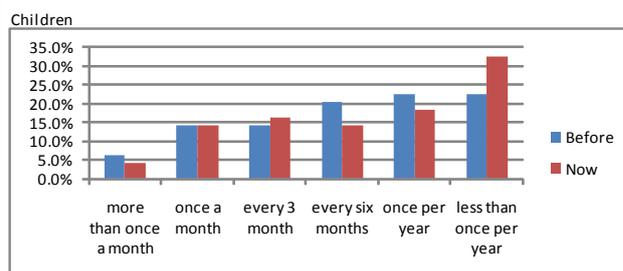
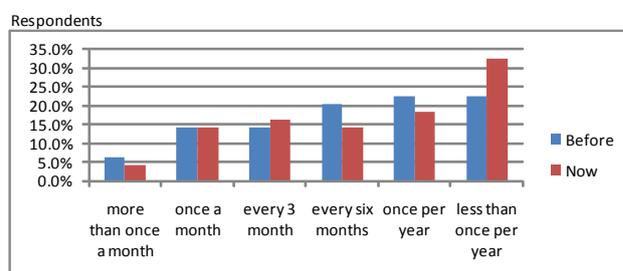


3.2.3.4.2 Consultation of Health Care

Almost a third of SHG members sought medical care less than once a year after joining the group. For children, the number of consultations remained unchanged.

Consultation of Health Care

Quantity of Consultation	Before		Now	
	Count	Percent	Count	Percent
Respondents				
more than once a month	3	6.1%	2	4.1%
once a month	7	14.3%	7	14.3%
every 3 month	7	14.3%	8	16.3%
every six months	10	20.4%	7	14.3%
once per year	11	22.4%	9	18.4%
less than once per year	11	22.4%	16	32.7%
	49	100.0%	49	100.0%
Children				
more than once a month	2	4.1%	1	2.0%
once a month	4	8.2%	5	10.2%
every 3 month	8	16.3%	11	22.4%
every six months	13	26.5%	10	20.4%
once per year	7	14.3%	7	14.3%
less than once per year	15	30.6%	15	30.6%
Total	49	100.0%	49	100.0%

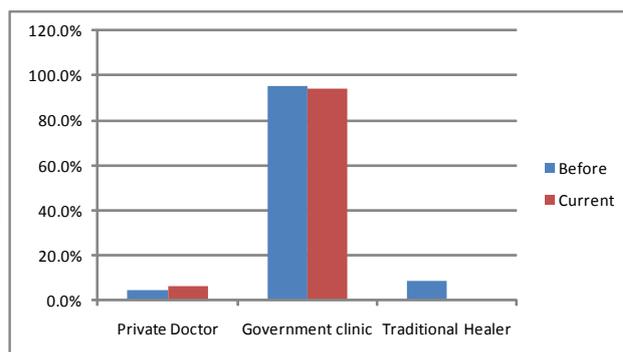


3.2.3.4.3 Location of Health Care Provider

Almost all SHG members consulted government clinics; consultations with a private doctor remained the exception also after joining the savings group.

Location of Health Care visited before joining the SHG and current at the end of the BELONG project

Location Health Care	Before		Current	
	Count	Percent	Count	Percent
Private Doctor	2	4.4%	3	6.1%
Government clinic	43	95.6%	46	93.9%
Traditional Healer	4	8.9%	-	0.0%
Total	45	100.0%	49	100.0%

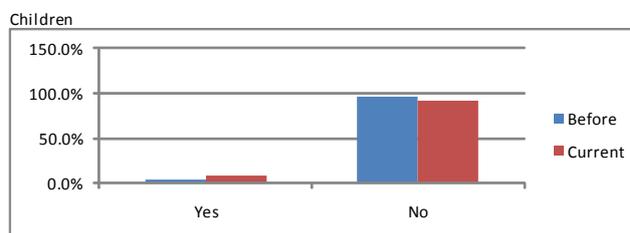
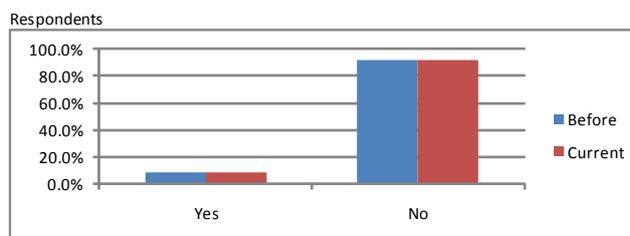


3.2.3.4.4 Access to ITN

Only a minority of respondents (4%) and their children were sleeping under an ITN. As malaria is not endemic in all parts of Ethiopia, it was not a strategic goal to reduce the burden of this disease in the country.

Usage of ITN before joining the SHG and current at the end of the BELONG project

Access to ITN	Before		Current	
	Count	Percent	Count	Percent
Respondents				
Yes	4	8.2%	4	8.2%
No	45	91.8%	45	91.8%
Children				
Yes	2	4.1%	4	8.2%
No	47	95.9%	45	91.8%
Total	49	100.0%	49	100.0%

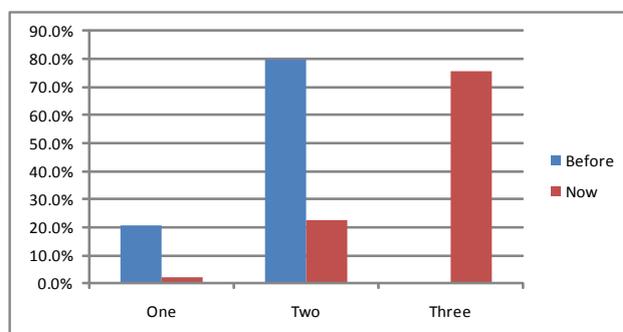


3.2.3.4.5 Number of Meals per Day

The results of the survey revealed a significant increase in population having three meals per day.

Meals per Day

Number of Meals	Before		Now	
	Count	Percent	Count	Percent
One	10	20.4%	1	2.0%
Two	39	79.6%	11	22.4%
Three	-	0.0%	37	75.5%
Total	49	100.0%	49	100.0%

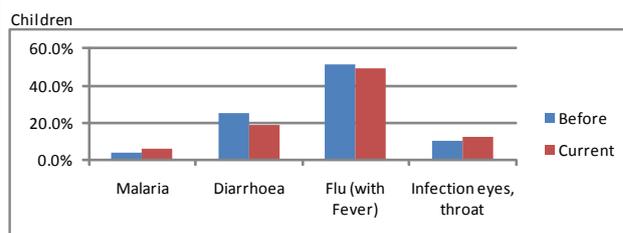
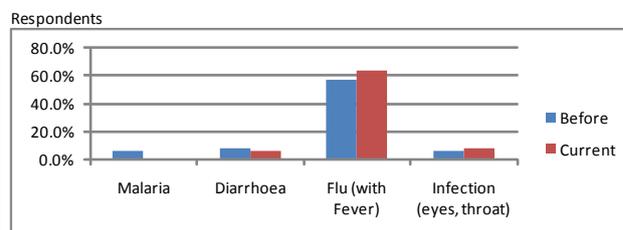


3.2.3.4.6 Most Common Diseases

The pattern of most common diseases remained unchanged before and after joining the SHG for both respondents and children.

Most Common Diseases before joining the SHG and current at the end of the BELONG project

Type of Disease	Before		Current	
	Count	Percent	Count	Percent
Respondents				
Malaria	3	6.1%	-	0.0%
Diarrhoea	4	8.1%	3	6.1%
Flu (with Fever)	28	57.1%	31	63.3%
Infection (eyes, throat)	3	6.1%	4	8.1%
Children				
Malaria	2	4.1%	3	6.1%
Diarrhoea	10	25.0%	9	18.4%
Flu (with Fever)	25	51.0%	24	49.0%
Infection eyes, throat	5	10.2%	6	12.2%
Total				



3.2.3.5 Outcome OVC Support

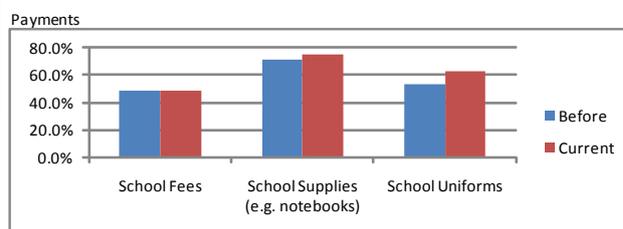
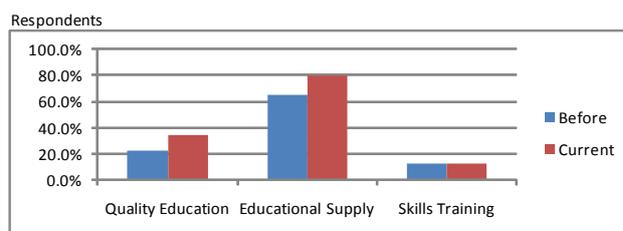
The questions asked in the following section aimed to assess the outcome of improved household economic situations on the well-being of OVCs.

3.2.3.5.1 Quality of Education

More parents/guardians felt that their children received a quality education after joining the SHG.

Perception of quality of education before joining the SHG and current at the end of the BELONG project

Perceptions	Before		Current	
	Count	Percent	Count	Percent
Respondents Perception of their Children's Education				
Quality Education	11	22.5%	17	34.7%
Educational Supply	32	65.3%	39	79.6%
Skills Training	6	12.2%	6	12.2%
Payment for Educational Materials and Services				
School Fees	24	48.9%	24	48.9%
School Supplies (e.g. notebooks)	35	71.4%	37	75.5%
School Uniforms	26	53.0%	31	63.2%
Total				

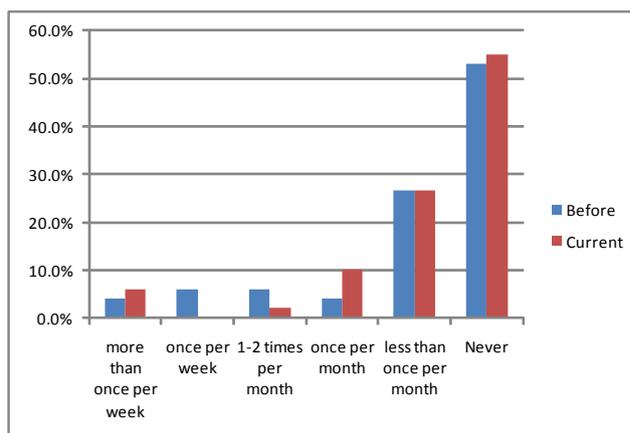


3.2.3.5.2 School Attendance

80% of the children missed school less than once a month. The most common reasons for missing school were illness, in very few cases also financial considerations, and needed at home to help.

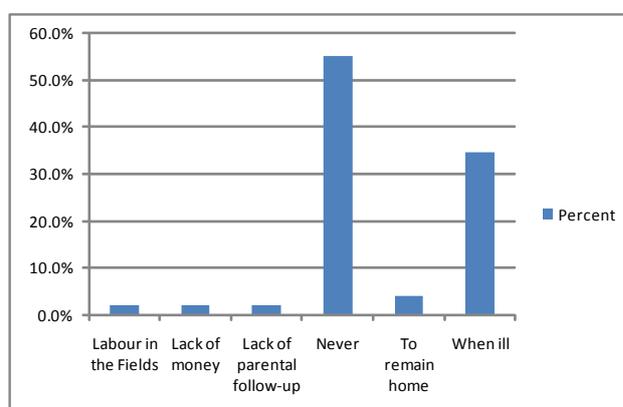
School attendance before joining the SHG and current at the end of the BELONG project

Number of times children missing school	Before		Current	
	Count	Percent	Count	Percent
more than once per week	2	4.1%	3	6.1%
once per week	3	6.1%	-	0.0%
1-2 times per month	3	6.1%	1	2.0%
once per month	2	4.1%	5	10.2%
less than once per month	13	26.5%	13	26.5%
Never	26	53.1%	27	55.1%
Total	49	100.0%	49	100.0%



Why do your children miss school?

Support provided	Respondents	
	Count	Percent
Labour in the Fields	1	2.0%
Lack of money	1	2.0%
Lack of parental follow-up	1	2.0%
Never	27	55.1%
To remain home	2	4.1%
When ill	17	34.7%
Total	49	100.0%

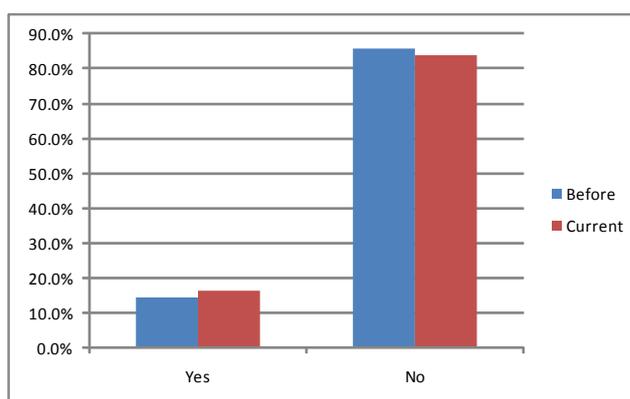


3.2.3.5.3 Support of OVC Other than Your Own Children

The capacity to support children other than their own did not change significantly by joining the SHG (16% after joining the group instead of 14% before), as only a small percentage of children were without any parents in rural settings.

Ability to support children other than your own to go to school before joining the SHG and current at the end of the BELONG project

Ability to support children other than your own	Before		Current	
	Count	Percent	Count	Percent
Yes	7	14.3%	8	16.3%
No	42	85.7%	41	83.7%
Total	49	100.0%	49	100.0%



3.2.3.6 Social Capital

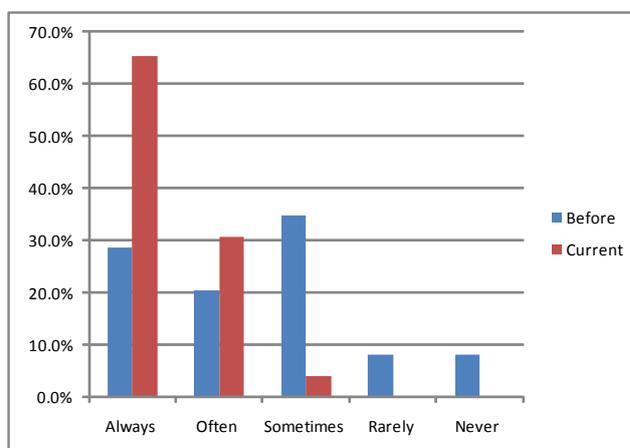
Besides the improvement of household socioeconomic status, the goal of the SHG was to contribute to improved social capital in communities, which resulted in improved capacity to work as a team and to develop relationships of trust as one of the basic components of societal sustainable development.

3.2.3.6.1 Social Attachment and Trust to SHG Members

Almost two-thirds of SHG members felt close to the members of their SHG after joining the group.

Feeling of closeness to fellow SHG members before joining the SHG and current at the end of the BELONG project

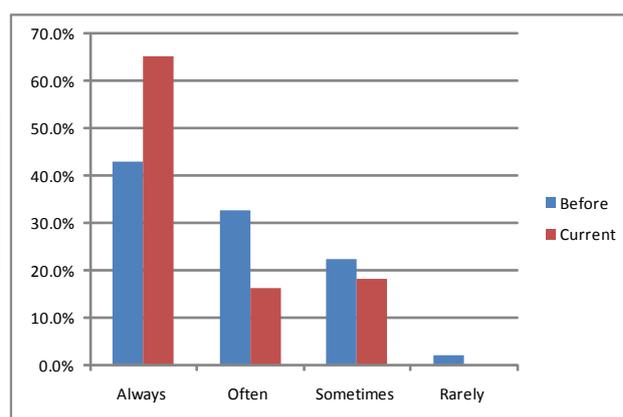
Feeling close to fellow SHG members	Before		Current	
	Count	Percent	Count	Percent
Always	14	28.6%	32	65.3%
Often	10	20.4%	15	30.6%
Sometimes	17	34.7%	2	4.1%
Rarely	4	8.2%	-	0.0%
Never	4	8.2%	-	0.0%
Total	49	100.0%	49	100.0%



Improved social relationships were also reflected in how happy SHG members felt in their community. The percentage of members always feeling happy increased from 42% to 65% after joining the group.

Perception of happiness to live in your town/village before joining the SHG and current at the end of the BELONG project

Perception of happiness	Before		Current	
	Count	Percent	Count	Percent
Always	21	42.9%	32	65.3%
Often	16	32.7%	8	16.3%
Sometimes	11	22.4%	9	18.4%
Rarely	1	2.0%	-	0.0%
Total	49	100.0%	49	100.0%

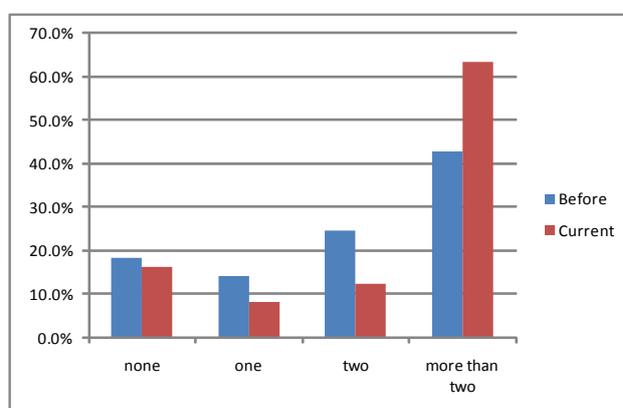


3.2.3.6.2 Trust in Neighbourhood

Almost two-thirds of SHG members had more than two close friends as a result of joining the savings group, compared with 42% before.

Number of close friends before joining the SHG and current at the end of the BELONG project

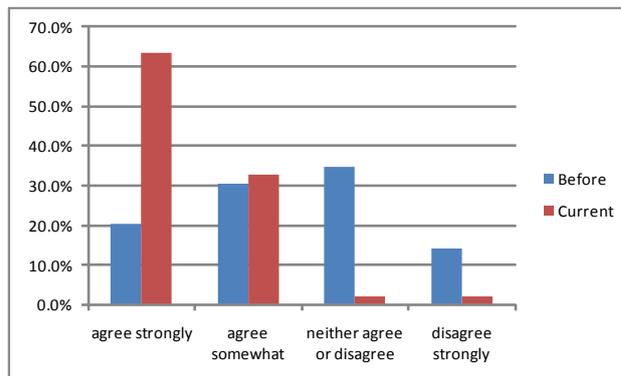
Number of friends	Before		Current	
	Count	Percent	Count	Percent
none	9	18.4%	8	16.3%
one	7	14.3%	4	8.2%
two	12	24.5%	6	12.2%
more than two	21	42.9%	31	63.3%
Total	49	100.0%	49	100.0%



Increased trust was also reflected in the percentage of group members who were sure that other community members were willing to help them if needed.

Perception of willingness to help before joining the SHG and current at the end of the BELONG project

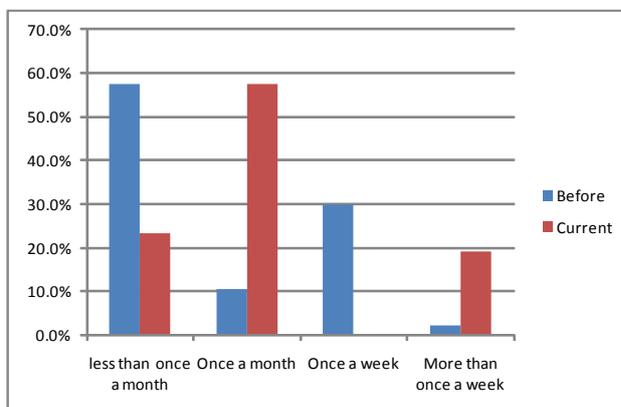
Perception of willingness to help	Before		Current	
	Count	Percent	Count	Percent
agree strongly	10	20.4%	31	63.3%
agree somewhat	15	30.6%	16	32.7%
neither agree or disagree	17	34.7%	1	2.0%
disagree strongly	7	14.3%	1	2.0%
Total	49	100.0%	49	100.0%



The number of visits within the community significantly increased after joining the SHG. Almost 20% of the members visited someone in their neighbourhood more than once a week.

Number of visits of friends within the community before joining the SHG and current at the end of the BELONG project

Number of visits	Before		Current	
	Count	Percent	Count	Percent
less than once a month	27	57.4%	11	23.4%
Once a month	5	10.6%	27	57.4%
Once a week	14	29.8%		
More than once a week	1	2.1%	9	19.1%
Total	47	100.0%	47	100.0%

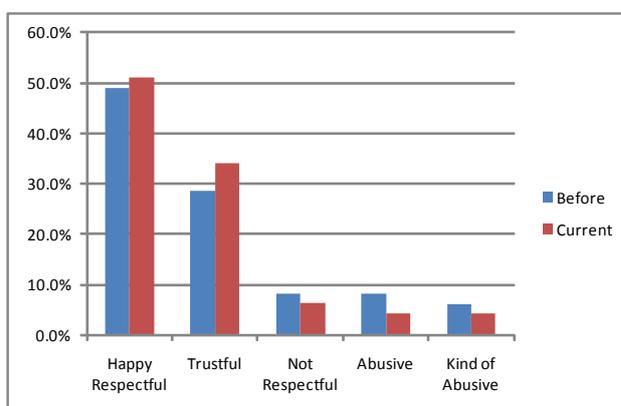


3.2.3.6.3 Changes in Marriage

There was a slight increase by 2% and 5% in marriages described as happy and respectful respectively trustful after joining the SHG.

Perception of marriage before joining the SHG and current at the end of the BELONG project

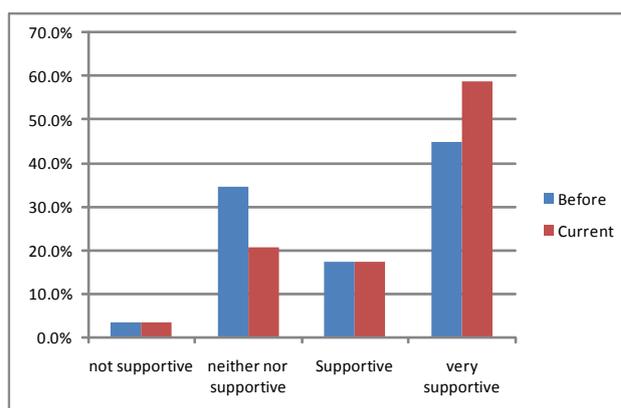
Characterization of marriage	Before		Current	
	Count	Percent	Count	Percent
Happy Respectful	24	49.0%	24	51.1%
Trustful	14	28.6%	16	34.0%
Not Respectful	4	8.2%	3	6.4%
Abusive	4	8.2%	2	4.3%
Kind of Abusive	3	6.1%	2	4.3%
Total	49	100.0%	47	100.0%



59% of husbands were very supportive with regard to the businesses their spouses started after joining the savings group. Before, they had been less supportive (45%).

Perception of husband support with regard to their business before joining the SHG and current at the end of the BELONG project

Husband support provided to business	Before		Current	
	Count	Percent	Count	Percent
not supportive	1	3.4%	1	3.4%
neither nor supportive	10	34.5%	6	20.7%
Supportive	5	17.2%	5	17.2%
very supportive	13	44.8%	17	58.6%
Total	29	100.0%	29	100.0%

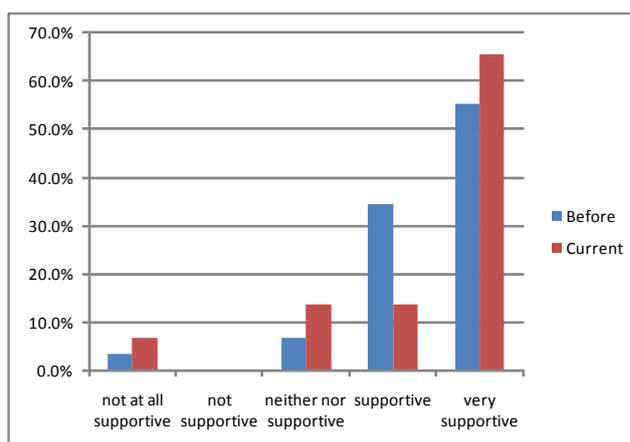


3.2.3.6.4 Change in Decision Making Position

Women were in more of a decision-making position after joining the SHG, as reflected by increased support by husbands in family planning, school decisions, as well as in the making and following of a family budget.

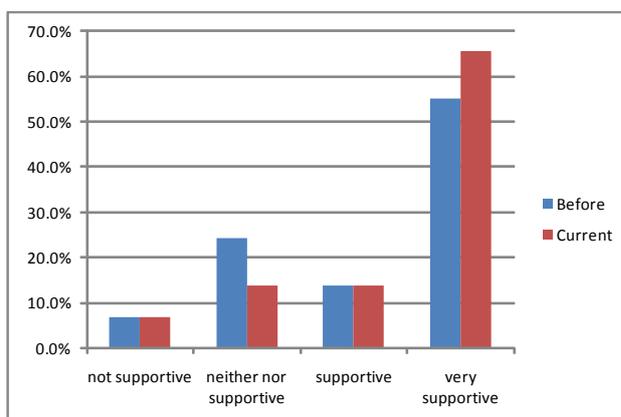
Perception of husband support to send sons and daughters to school before joining the SHG and current at the end of the BELONG project

Educational support for sons and daughters provided	Before		Current	
	Count	Percent	Count	Percent
not at all supportive	1	3.4%	2	6.9%
not supportive	-	0.0%	-	0.0%
neither nor supportive	2	6.9%	4	13.8%
supportive	10	34.5%	4	13.8%
very supportive	16	55.2%	19	65.5%
Total	29	100.0%	29	100.0%



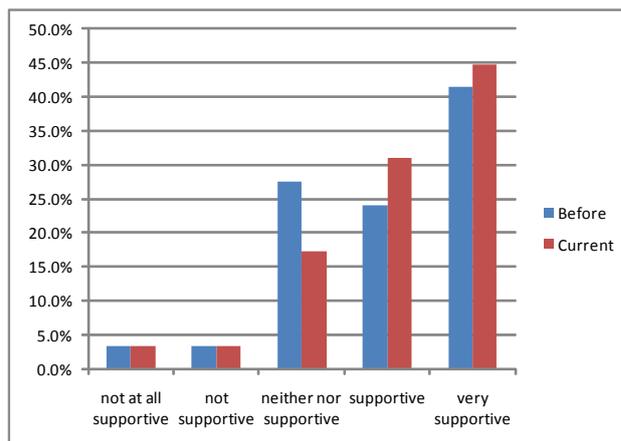
Perception of husband support with regard to family planning before joining the SHG and current at the end of the BELONG project

Husband support family planning	Before		Current	
	Count	Percent	Count	Percent
not supportive	2	6.9%	2	6.9%
neither nor supportive	7	24.1%	4	13.8%
supportive	4	13.8%	4	13.8%
very supportive	16	55.2%	19	65.5%
Total	29	100.0%	29	100.0%



Perception of husband support with regard to making a family budget before joining the SHG and current at the end of the BELONG project

Husband support family budget	Before		Current	
	Count	Percent	Count	Percent
not at all supportive	1	3.4%	1	3.4%
not supportive	1	3.4%	1	3.4%
neither nor supportive	8	27.6%	5	17.2%
supportive	7	24.1%	9	31.0%
very supportive	12	41.4%	13	44.8%
Total	29	100.0%	29	100.0%

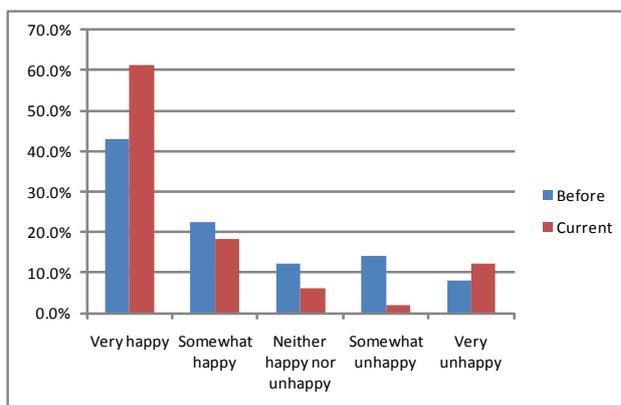


3.2.3.7 Self Efficacy

Almost two-thirds of SHG members (61%) felt very happy compared with only 42% before joining the SHG.

Perception of happiness before joining the SHG and current at the end of the BELONG project

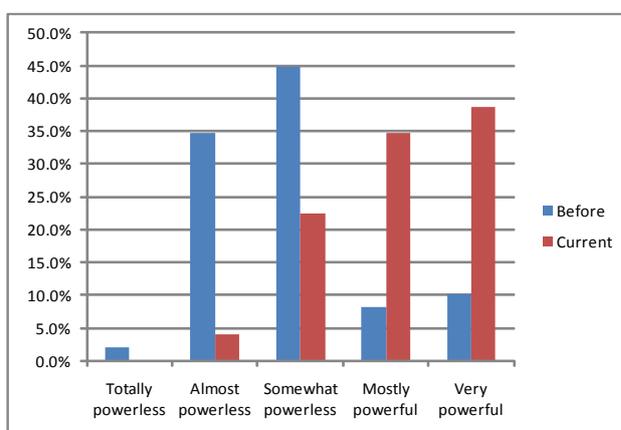
Perception of happiness	Before		Current	
	Count	Percent	Count	Percent
Very happy	21	42.9%	30	61.2%
Somewhat happy	11	22.4%	9	18.4%
Neither happy nor unhappy	6	12.2%	3	6.1%
Somewhat unhappy	7	14.3%	1	2.0%
Very unhappy	4	8.2%	6	12.2%
Total	49	100.0%	49	100.0%



More than two-thirds (73.5%) of SHG members perceived that they were in control of their lives, compared with almost 80% of women who felt powerless before joining the group.

Perception of power to change the course of life before joining the SHG and current at the end of the BELONG project

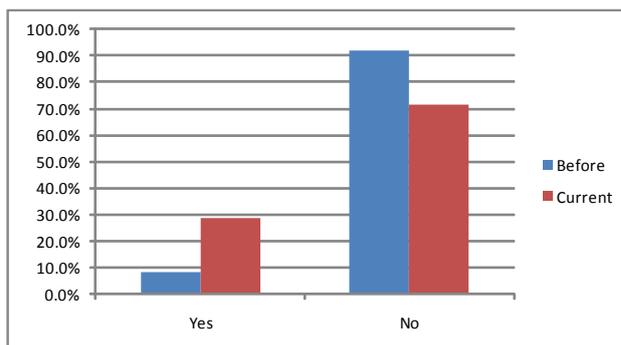
Perception of power to change your life	Before		Current	
	Count	Percent	Count	Percent
Totally powerless	1	2.0%	-	0%
Almost powerless	17	34.7%	2	4.1%
Somewhat powerless	22	44.9%	11	22.4%
Mostly powerful	4	8.2%	17	34.7%
Very powerful	5	10.2%	19	38.8%
Total	49	100.0%	49	100.0%



Economic empowerment and literacy also showed an increased uptake of responsibility within the community. The percentage of women taking on more responsibility increased from 8% to 29%.

Uptake of responsibility within the community before joining the SHG and current at the end of the BELONG

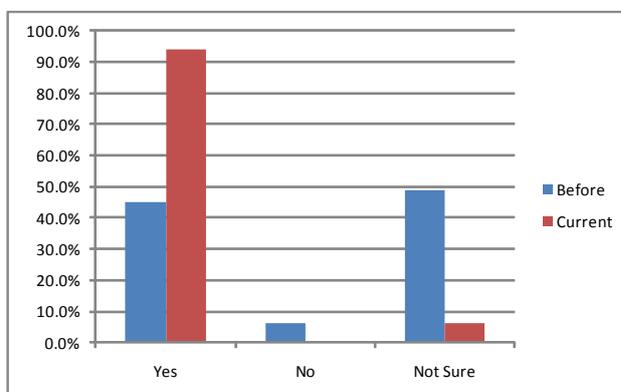
Uptake of responsibility within the community	Before		Current	
	Count	Percent	Count	Percent
Yes	4	8.2%	14	29%
No	45	91.8%	35	71.4%
Total	49	100.0%	49	100.0%



Survey results revealed an impressive doubled percentage of SHG members standing up in cases where something happened in their community that they could not accept. The economic empowerment of women in SHGs showed an increased amount of social responsibility and self-efficacy.

Courage to stand up if something would happen in the community they can't accept before joining the SHG and current at the end of the BELONG project

Standing up for something you can't accept	Before		Current	
	Count	Percent	Count	Percent
Yes	22	44.9%	46	94%
No	3	6.1%		
Not Sure	24	49.0%	3	6.1%
Total	49	100.0%	49	100.0%



4. Interpretation of Key Findings

The following section summarizes and interprets the key findings of the survey. The analysis is based on the three platforms used for service delivery:

- Community Schools in Zambia, Government Schools in Ethiopia
- Home Based Care CBOs
- Economic Empowerment of Women SHG

4.1 Zambia

For the analysis of results achieved by the BELONG Project in Zambia, information from all three platforms was used, summarizing all information gained through individual interviews and FGD of key stakeholders such as government institutions, PCI project staff, CS students, CS administrators and PCSC, CBO management and project staff, and USAID reference personnel.

The resulting evaluation of the economic empowerment of women component is mainly based on individual interviews and FGD of SHG members.

4.1.1 Community Schools

The evaluation of BELONG Project support services to community schools focused on the results achieved in:

- Building of school infrastructure
- School furniture
- Educational supplies
- Teachers training
- PCSC
- PSS for students and life skills training

4.1.1.1 Community School Building Infrastructure

The 10 community schools visited in five districts varied with regard to their background and support structure. The different backgrounds can be described as follows:

- CS set up as a private initiative by the community;
- CS in a church background
 - Pastor acting as headmaster
 - CARITAS building used for classrooms;
- CS initiated and supported by a commercial farm as a worker's incentive
- CS with government support
 - Seconding of trained teachers to the school
 - Support with educational supplies;
- CS with support from other NGOs.

All the schools visited were supported by the BELONG Project using the same strategies according their specific needs, which resulted in different achievements due to their diverse backgrounds.

4.1.1.1.1 Classroom Buildings

In all the places visited, the community was successful in setting up classroom blocks or in renting a building as a basic structure for children's schooling. In most cases, classroom blocks were insufficient for the overwhelming number of students attending school. Teaching in shifts helped to use the existing classrooms more efficiently, but was questionable for higher-level classes as extended hours of instruction were needed. In places where no external support was provided, construction of additional classrooms resulted in semi-permanent structures, which might collapse after a short time.

Improved classroom blocks were built where the community received additional external support through:

- **Employers:** the CS run in a commercial farm setting,
- **Church:** the CS taking advantage of church infrastructure and staff,
- **Government:** the District Educational Board supporting the school by seconding trained teachers and by giving grants for educational supplies, and
- **Other NGOs:** Additional support provided to the CS by other NGOs such as CARE or World Vision; especially for building materials such as roofing sheets, doors, window frames, etc.

Best results were achieved when the PCSC together with the headmaster were able to mobilize the community to contribute items such as sand, moulded bricks, and labour to the building of classrooms. These were all items the community was in the position to contribute, and which were not out of their financial means. The government or other NGOs supplied additional items necessary for construction such as cement, roofing sheets, etc. These community schools were based on the firm foundation of a strong and committed community that took ownership of their school; and the community was in the position to set up a permanent structure for classrooms, as they were not restricted by their limited financial means.

Schools that were using church infrastructures were found to be less dynamic in mobilizing the community to come up with their own classroom buildings, as allowing them to use the church infrastructure didn't make it necessary to get active themselves.

In the place where a commercial farm had taken on the responsibility of building a CS for their workers, the school buildings were very well set up, but community ownership was missing.

4.1.1.1.2 Toilets at the Schools

Most of the CSs visited had insufficient toilet blocks for the high number of students. The average number of available toilets was two for girls and two for boys. In two cases, there was only one toilet for all children available, at one school none at all. The majority of students mentioned that there were toilets for their use, but that they were not safe and clean (40%).

Again, the schools with external support were in a much better position to respond to the sanitation needs of the school than the ones without any support. Community schools with highly dynamic PTA/PCSC were more likely to take on the responsibility of hygienic management of toilets than ones without high buy-in from the community. The provision of toilet blocks without community ownership was rather wasted, as the toilets were not used nor properly maintained.

4.1.1.1.3 Cooking and Dining Facilities

All schools visited had cooking facilities for their feeding programs, although at some schools the facilities were very basic. Pots and cooking utensils were available, as well as plates and spoons for the children to eat.

At most of the schools, women from the community were hired to cook for the children. In other cases, cooking was done by women on a voluntary basis as a community contribution.

Dining facilities only existed at one community school. Children often ate their porridge just outside the school and used any available firewood or stones to sit upon.

4.1.1.2 School Furniture

At most of the CSs visited, school furniture was insufficient for the high numbers of students. This was reflected by the high percentages of OVCs having no desk or not enough space to write (40%). Again, the CSs with high community ownership were able to improve this situation and mobilized local resources for the construction of pupils' desks and teachers' tables and chairs.

In most cases, schools without any external support or community ownership had no furniture at all, with children sitting on the floor or bringing in their own stools from home.

Blackboards were available in most CSs, one of the basic conditions for effective teaching.

4.1.1.3 Educational Supplies

4.1.1.3.1 Textbooks

At most of the CSs visited, the numbers of textbooks were in short supply for all children. Very often, there were enough textbooks for lower grade pupils (e.g., grade 1), but not for higher grades. The lack of educational supplies was reflected by the high percentage of OVCs answering in the individual interviews as having no textbooks for math or English (84%).

The supply of textbooks provided by BELONG was very welcome, but often not adequate for the high numbers of students. Only schools with a dynamic PCSC, high community mobilization, and CS ownership were in the position to plan for a systematic and sufficient supply of textbooks for all pupils. Often, additional textbooks were gathered by a community who generated their own resources or who requested textbooks from the DEBS office.

4.1.1.3.2 Teachers Guides

All of the teachers had access to teacher's guides and were using them. They were stored in school buildings and made available to teachers for lesson planning.

4.1.1.3.3 School Supplies

Chalk, exercise books, pens, and pencils were available at most of the schools for children to use during class. In cases where supplies were not enough for the demand, the money generated by the school (for example, via a school gardening project) was used to buy further supplies.

4.1.1.4 Teaching Staff

As most of the teachers working at community schools were volunteers, training provided by the BELONG Project was highly appreciated and contributed quite a lot to better performance and teaching quality. Teachers in all schools visited were trained in:

- Teaching multiple grades at once
- Classroom management
- Math skills

- English skills
- Assessment of students progress
- Use of government curriculum

Training enabled teachers to keep up with their government counterparts and were, in many cases, the only incentive that they received especially in communities that could not manage to support them financially.

The majority of volunteer teachers in CSs had completed grade 12, but were without any further vocational training or tertiary education. Parents of children attending CSs were asked to support the teachers by paying a small fee (3,000-5,000 ZMK) per term to the school, which was used to pay a monthly incentive and to buy school supplies. However, many of the parents could not manage to pay or had other priorities. As a result, teachers did not get paid regularly or even at all. This left them in the position of looking for work outside the school setting in order to make a living. Besides financial incentives however, a benefit was the experience teachers gained in the CS, which helped them to qualify and to get an advanced placement at the teacher's training college.

In schools where teachers were not paid appropriately, high staff turnover was the result. Teachers were leaving community schools as soon as they could find a paid position of at least minimum wage in order to make a living. Very young volunteer teachers, waiting to get a placement at the teacher's training college, also did not work for very long at the CS; often only until other opportunities opened up for them. The effect was that on average, a volunteer teacher worked in the CS for only one year, before (s)he moved on. In many cases, they worked for even shorter periods of time – often only for a few months.

A much more sustainable situation could be achieved at a community school in Kalomo, where a highly dynamic PCSC succeeded in mobilizing the community to contribute sufficient funds to employ one trained teacher to act as headmaster. As a trained teacher, he was then able to turn around school management and performance, showed improved academic results, and motivated the other teaching staff to perform on a higher and more professional level.

A similar result could be achieved again in Kalomo, where through the facilitation of PCI, it was possible to second trained teachers (who were on the government payroll) to CSs and to get in regular grants for the running of the schools. Conditions for the seconding of trained teachers at CSs is including the provision of teacher accommodation and at least one decent classroom block with three classes, as well as sufficient water and sanitation facilities. As the community was able to put these basic conditions into place, the District Educational Board was willing to support the community schools by providing qualified teaching staff and paying for their monthly salaries, as well as by making available educational supplies such as textbooks and school furniture.

The training of volunteer teachers is a successful strategy when it is imbedded in a school setting where the PCSC is able to mobilize the community to take on the responsibility of creating a sustainable situation within the community school, supported by trained teaching staff and the support granted by the District Educational Board.

4.1.1.5 Parent Community School Committee

In all CSs visited, a PCSC had been established and was operational, meeting on average once a month to discuss ongoing issues such as school planning, management, and supervision. All PCSCs were trained by BELONG, which enabled them to take on more responsibility. The training was fundamental in creating within parents, an understanding of their role and potential for education in general and in the setting up of community schools. Together with a qualified headmaster, a highly dynamic PCSC achieved the best results in setting up a sustainable educational environment for children.

However, at most of the schools the PCSC was not able to set up income generating activities that would have allowed the school to run in the future without any further external support. School gardening projects supported the CS by helping out with extra expenses, but were insufficient for supporting the entire school's maintenance and operational costs. Only in combination with government support from the District Educational Board and other NGOs could a sustainable situation be achieved.

4.1.1.6 Students at Community Schools

The FGDs and individual interviews conducted with the pupils at the CS provided information on their health, emotional attachment to the school, their life skills, and school performance.

4.1.1.6.1 Health Status

Almost 80% of OVC confirmed that they felt very healthy. As they were all receiving one meal at school, almost all of the students did not feel hungry at school and were able to concentrate. The majority (98%) of the children had someone looking after them when they were sick and knew where to find medical attention (91%). Most common illnesses among OVC were linked to their poor living conditions, as a result of insufficient access to clean water and sanitation, and as a lack of effective hygiene to avoid communicable diseases.

- Fever/cold/flu (28%)
- Malaria (22%)
- Diarrhoea (15%)
- Vomiting (15%)
- Eye infection (14%)

Despite this, only a minority of children had missed school within the last two weeks due to illness. For these children, health was often linked to their nutritional status; e.g., coming to school without having eaten anything, or receiving only one or two meals a day at home.

4.1.1.6.2 Attachment of the Students to the School

Almost all of OVC (87%) felt very happy at school every day and felt safe (75%). More than two-thirds of OVC did not feel bullied or were afraid of other children, and 66% felt close to people at school.

More than half of the children mentioned that they went to a teacher when they were upset about something personnel, and that the teacher did something to make them feel better. This can be seen as a direct result of the training teachers received in PSS counselling, enabling them to listen to the needs of OVC and react appropriately.

Almost all of OVC (86%) were not bored and were excited to attend school every day (77%). However, only a quarter of OVC (29%) managed to do extra school work every day, as many of them were involved in duties at home like fetching water or looking after younger siblings. As a result of this, almost two-thirds of OVC felt that school work was too hard for them, at least on some days.

4.1.1.6.3 Life Skills Training

Almost all of OVC (94%) received training in hygiene and on how to lead a healthy life, which included training in nutrition, safe drinking water, etc. Life skills training also included sensitization on HIV and AIDS, as well as on how to prevent pregnancy and STI's, appropriate and according to their age.

More than two-thirds of the students mentioned that they had received information about HIV and AIDS from peer educators or teachers, but only a minority (27%) knew about an HIV and AIDS club at their school. Knowledge of HIV transmission was incomplete, as well as ways on how to avoid infection. This

result was not surprising given the young age of most respondents (10 and 14 years old), which was not the main target group for HIV and AIDS sensitization.

In many cases questions on risk behaviour were not answered sufficiently. This might be as the questions were asked directly and not indirectly, a rather sensitive topic is unusual to discuss with strangers.

4.1.1.6.4 Academic Performance

OVC were assessed in reading skills, both in the local language and in English, as well as in math skills. Although the children showed a lot of interest and were happy to have the opportunity to learn at the CS, the learning environment was, in many cases, so challenging that the academic results of OVC have still to be improved.

More than two-thirds of OVC were not able to read, neither in the local language nor in English. Results in math were better with 40% of the children getting the correct answers. The rather poor results in reading might be linked with the lack of textbooks and books in general, as well as insufficient opportunities to exercise reading and writing skills.

4.1.2 Home Based Care CBO Platform

The HBC CBOs interviewed during the project's life cycle in Zambia were very different with regard to their size and organizational development. While some CBOs were still developing, others had matured into a well-recognized and structured NGO, growing out of the stage where they need ongoing coaching and training support by a facilitating organization.

Positive examples of HBC CBOs having matured during the BELONG Project life cycle are Bwafwano and CBTO. Both of these groups had access to other funding organizations and are now well-prepared for the phasing out of the project. Others are still in a situation where they will need future financial support as well as technical assistance.

Since a majority of HIV positive people are now on ARV treatment due to enormous investments of PEPFAR funding in Zambia, the number of people still in need for HBC has been reduced remarkably. Follow-up of patients with regard to adherence has become much easier, making use of modern technologies such as the internet and cell phones. However, visiting the homes of HIV positive people is still very beneficial with regard to a holistic approach of care and support, and also includes their children who are often overlooked when dealing first with the patients, and not with the affected family.

The HBC CBO platform provided a very effective access point to OVC that were not identified by the community school platform, as CBOs often supported those that were either too young or too old to attend basic school. Services were provided directly to the homes of OVC in areas such as nutrition, education, and medical care; using care givers as link for identification of needs of the children and household.

Although care givers were informed long in advance, they felt quite helpless as to how to cope with the situation of the BELONG Project phasing out and did not know where to get school fees for the next term. Also some of the rather younger and smaller HBC CBOs were not sure how to cope without BELONG support in the future.

- **Biggest successes of the Home Based Care platform:**
 - By the end of the project, all of the HBC CBOs were officially registered as CBOs through BELONG facilitation.
 - As reported by PCI staff, some CBOs achieved an effective cooperative alliance with government clinics by following-up on patients referred to them by the clinic.
 - Services such as payment of school fees were very helpful in preventing children from dropping out of school that would have otherwise ended up on the streets.
 - Training of care givers in nutrition and nutritional support was much appreciated as it resulted in the improved health situation of OVC.

- **Biggest challenges encountered of the Home Based Care platform:**
 - Although there are some encouraging efforts of collaboration, cooperation of the care givers with the government clinics is still weak and services are still not an integral part of the government clinic treatment package (according to information of PCI staff).
 - Annual working plans were missing in the smaller CBOs, and activities were not strategically focussed.
 - Coordination of CBOs could still be improved to foster further mutual learning opportunities.
 - Most of the smaller CBOs did not manage to establish a sustainable situation after the BELONG Project phase-out.
 - Some CBOs complained that OVC households did not trust them to not abuse funds, especially when support services were delayed.
 - The targeting process was often not transparent enough to ensure that the neediest OVCs received BELONG support services. This might be a consequence of communication of selection criteria and non involvement of the community in the selection process.

Keeping up the motivation of care givers was rather difficult, as there were only small incentives as compensation for their time and transportation investments. The revolving fund basket was seen as too small in terms of profits for the number of women in the group and from urban gardening.

4.1.3 Economic Empowerment of Women

About 240 SHGs were established and trained using the WORTH training modules of PACT in Zambia. Close facilitation and coaching of the SHGs took place for 18 months; after this time PACT didn't provide the funds for the coordinator. Nevertheless, almost a third of the groups (about 70 SHG) survived and has established strong savings groups. Due to time and budget constraints, for the evaluation only three SHGs could be visited and interviewed, using FGD and individual member interviews. All SHGs were located in Chongwe District, within urban and rural settings.

4.1.3.1 Economical Empowerment of Households

4.1.3.1.1 Household Status and Situation

Results of individual SHG member interviews showed a significantly higher percentage of households with:

- Improved access to safe drinking water such as piped water, bore hole, protected well
- Improved access to sanitation like a home pit latrine, and
- Housing structures such as roofing sheets.

Pos	Item	Before joining SHG (%)	Current (%)
1	Access to safe drinking water	10.6	52.6
2	Access to sanitation	85	95
3	Improved housing structure	10	15.4

4.1.3.1.2 Spending and Savings per Month

An improved household economic situation was reflected by household spending per month and monthly savings.

Pos	Item	Before joining SHG (%)	Current (%)
1	Spending between 50,000 and 500,000 ZMK	30	85
2	Savings between 50,000 and 5000,000 ZMK	5	70

4.1.3.1.3 Spending of Money

Analyses of monthly spending patterns of household money showed that SHG member invested more money into education, health, and housing than they did before, while the percentage spent on food decreased.

Pos	Money Spent On	Before joining SHG (%)	Current (%)
1	Meals	48.5	29.2
2	Housing	6.1	9.2
3	Health	6.1	12.3
4	Education	21.2	27.7

4.1.3.1.4 Use of Loan

Almost all of the women took out a loan from the SHG, and the majority used the money to start a business and not for personnel expenditures.

Pos	Use of Loan	SHG (%)
1	Expanding business	36.8
2	Starting business	26.3
3	School fees	21.1
4	Agricultural inputs	10.5

4.1.3.1.5 Health Outcome

A significantly higher percentage of women and their children felt much healthier after joining the SHG. They needed less medical attention and invested more in preventive measures like ITN to prevent malaria. Almost all of the women (100%) and their children (95%) slept under an ITN after joining the SHG.

Pos	Health of SHG Members	Before joining SHG (%)	Current (%)
1	Poor/very poor	50	10
2	Average	15	40
3	Good/very good	25	50

Pos	Health of OVC	Before joining SHG (%)	Current (%)
1	Poor/very poor	55	10
2	Average	25	45
3	Good/very good	20	45

4.1.3.1.6 OVC Outcome

One of the most significant outcomes resulting from an improved economic situation for SHG members was the improved educational situation for OVCs. A much higher percentage of women answered that their children were now receiving a quality education and had educational supplies the children needed.

Pos	Item	Before joining SHG (%)	Current (%)
1	Quality education	6.7	32.6
2	Educational supplies	44.2	80.0

4.1.3.2 Social Capital

While economic empowerment was one of the main targets of the SHG, analyses of social cohesion within the SHG and the community showed a significant increase in trust and ability to cooperate. The increase was reflected in indicators such as feeling close to fellow SHG members, happiness to live in the community, and the number of close friends that were willing to help if needed.

Pos	Question	Before joining SHG (%)	Current (%)
1	Do you feel always close to people at your village/town?	20	80
2	Are you always happy to live in your village?	68	95
3	Most of the people in the village are willing to help if you need it?	27	91

4.1.3.2.1 Marriage

Interview results also showed positive consequences of SHG activities with regard to marriages. As husbands felt more supported by spouses that helped to generate enough money to make a living, they were then willing to help to make their spouses' businesses more successful. Increased cooperation within marriages also had positive effects with regard to decision-making concerning the family (e.g., family planning, setting a budget, and educating all the children).

Pos	Question	Before joining SHG (%)	Current (%)
1	How supportive is your husband with regard to your business? Very supportive:	20	46.7
2	How supportive is your husband with regard to ensuring that both daughters and sons are sent to school? Very supportive	26.7	46.7
3	How supportive is your husband with regard to family planning? Very supportive	46.7	60.0
4	How supportive is your husband with regard to making and following a family budget? Supportive	20.0	40.1

4.1.3.3 Self Efficacy

Besides positive outcomes with regard to their decision-making position within the marriage, women involved in the savings groups showed a significant increase in self-efficacy, which was illustrated in positive responses to feeling in the position to change their lives, taking on responsibility within their community, and not accepting what they thought was inappropriate community behaviour.

Pos	Question	Before joining SHG (%)	Current (%)
1	In general, how happy do you consider yourself? Very happy	30	70
2	Do you feel that you have the power to change the courses of your life? Most powerful	5	40
3	Are you taking up any responsibility within your community (leadership)? Yes	15	40
4	Would you stand up, if something would happen in your community you can't accept? Yes	35	85

4.2 Ethiopia

For the analysis of results achieved by the BELONG Project in Ethiopia, information from three platforms – government schools, SHGs, and HBC CBOs – was used. This section summarizes the information gained through individual interviews and FGD of key stakeholders such as PCI project staff, students at the schools, school administrators and PTAs, CBO management and project staff.

Evaluation results from the Economic Empowerment of Women component is mainly based on individual interviews and FGDs of SHG members.

4.2.1 Government Schools

The evaluation of BELONG Project support services to government schools in Ethiopia focused on the results achieved in:

- Building of school infrastructure
- School furniture
- Educational supplies
- Teachers training
- PTA commitment and capacity
- Students emotional situation and academic performance

In Ethiopia, there was no informal educational sector like the community schools in Zambia. To reach out to the most disadvantaged children, the formal government school setting was used in permanently food insecure districts such as Tigray and Amhara. However, BELONG cooperated also with the “Alternative Basic Schools”, which are “satellites” of the formal government schools.

As all of the schools visited were part of the formal educational system, all teaching staff was trained and paid for by the government. All schools received regular grants according to the enrolled number of students and were supervised by the District Education Office with regard to their management and performance. Differences occurred with regard to the support and supervision of school settings between the two districts visited. However, the number of schools involved in the evaluation was not large enough to allow generalized statements.

As an implementing partner, WFP was employed to make the most efficient use of their infrastructure and combining the WFP School Feeding Program with BELONG services. BELONG supported OVC with regard to their most urgent needs in education, medical care, life skills training, and HIV and AIDS sensitization. In addition, the District Educational Board was also used as partner for the implementation of BELONG services.

All activities at BELONG-supported schools were based on community mobilization using the CHILD methodology; a participatory tool that assessed the needs and potential of the community that then came up with activity plans according to capacity assessments.

4.2.1.1 School Building Infrastructure

All schools visited had basic building infrastructures, but like in Zambia, were insufficient for the overwhelming number of children attending school. As a result of PTA training and community mobilization using CHILD methodology, schools were able to extend their configurations by building additional classroom and sanitation blocks as semi-permanent structures using locally available building materials, expertise, and labour.

4.2.1.1.1 Classroom Buildings

Classroom blocks at the schools visited were insufficient to cope with the overwhelming number of attending students. Teaching in shifts was used as means for coping with classroom shortages. However with regard to the extended educational needs of older students, it was rather a questionable solution.

Additional classroom blocks built as community initiatives provided desperately needed teaching space and protected children against the elements; a basic condition for effective teaching. However, the climatic challenges that these semi-permanent structures are exposed to during the rainy season might not make them a sustainable solution in the long-term.

4.2.1.1.2 Toilets at the Schools

Most of the schools visited had separate toilet blocks for boys and girls, but not in sufficient numbers. At some schools, additional toilets had been built as community initiatives and as prototypes to be replicated in student homes. Again built as semi-permanent structures, they were helpful in providing a desperately needed emergency solution, but will certainly not survive many rainy seasons and frequent use.

4.2.1.1.3 Cooking and Dining Facilities

All schools had appropriate cooking and dining facilities for daily school feeding programs. Though basic, pots and cooking utensils were kept clean, with the “kitchen” providing sufficient protection against dust and rain. Plates and spoons used by children were also kept in a clean place. Women from the community provided firewood and helped with the cooking and cleaning.

At one school, the community had provided a shelter in which the children could eat, protecting them against rain, dust, and heat. At the other sites, children had to take their meals outside.

4.2.1.2 School Furniture

All the schools had desks for the children, and some had teacher tables, chairs, and blackboards. At most of the schools visited however, furniture was insufficient for the high number of students. In most cases, three to four children shared a desk, which limited space for writing. As this seemed to be the norm in the government schools found in rather poor areas of Ethiopia, the majority of children answered that they had enough space for sitting in class (72%) and for writing (69%).

4.2.1.3 Educational Supplies

4.2.1.3.1 Textbooks

The supply of textbooks was not enough to provide one book in math or English to every child. However, almost two-thirds of the children answered that they had a textbook to use in class (58% for math, 62% for English). Some of the children without textbooks shared books with other students (53%), other children did not have any textbooks to use at all.

4.2.1.3.2 Teacher’s Guides

All teachers had teacher’s guides available for preparing lessons and used them. Daily lesson plans were supervised by the headmaster and the District Educational Board, ensuring that classes were taught according to the government syllabus and under criteria for academic quality.

4.2.1.3.3 School Supplies

Chalk, exercise books, pens and pencils were available at most schools for children's use during school.

4.2.1.4 Teaching Staff

As all staff members were trained teachers and paid by the government, additional training was not so desperately needed in Ethiopia with regard to academic performance, as was necessary in Zambia. However training in life skills such as HIV and AIDS sensitization, hygiene and PSS counselling added high value to the academic program especially with regard to the special needs of OVC in schools.

Training in PSS counselling seemed important, as the school setting in Ethiopia is still quite formal, focussing more on academics, and less on students' psychological well-being. This is reflected by the results of individual interviews with children, where they were asked if they ever went to an adult at school when they had a problem or were upset with something, and only 48.3% answered yes.

4.2.1.5 Parent Teachers Association

All the schools visited had a PTA that met, on average, once a month. In schools where the District Educational Board was very supportive, the PTA was highly dynamic and able to mobilize the community to be an active part of school management and maintenance. However, within the challenging cultural environment of pastoralists, it was very difficult to get parental and community buy-in as a whole. But also in Ethiopia, training of the PTA contributed much to creating a sense of understanding for their role and potential for the importance of education in general and the support of the school.

Most of the schools started to run income-generating activities to support themselves, in the forms of school gardens, furniture production, and in providing food and drinks during events. The generated funds were very welcome and a needed financial resource for the sustainable school management.

4.2.1.6 Students at the Government Schools

The FGDs and individual interviews conducted with the pupils provided information on their health, emotional attachment to the school, their life skills, and their academic performance.

4.2.1.6.1 Health Status

With regard to their perception of health, 31% of children answered that they felt very healthy, and 62% described their health as good. As all of them received one meal (HEPS porridge) at school, only very few children (16%) felt hungry to the point that they could not concentrate during class. Almost all of the children interviewed had breakfast at home before leaving for school (97%) and all children had someone at home who looked after them when they were sick and who knew where to go for medical attention.

Common diseases were linked to poverty status and exposed children more to communicable diseases like diarrhoea (lack of hygiene and access to clean drinking water, as well as sanitation) and flu, as they did not have enough protection to keep warm during the cold season.

- Fever/flu/cold (37.4%)
- Diarrhoea (25%)
- Malaria (12.5%)

Two-thirds (72%) of the children were able to go to school during the last two weeks, and 82% of them had three meals a day as a very good condition for good health.

4.2.1.6.2 Emotional Status of the Students

Almost all of the children usually felt happy at school, two-thirds of them even every day. The majority felt safe at school (82%) and two-thirds felt close to other people at school.

Two-thirds of OVC (66.5%) were not bored and felt excited to come to school. Half of the children manage to do extra school work at home every day or almost every day (45.5%). Similarities were again reflected by the same percentage of children that felt school work was too hard.

Only a minority of children felt bullied (14%) or were afraid of other children (6.9%) at school. However, 37% of children responded that others made fun of them almost each day.

4.2.1.6.3 Life Skills Training

All of the respondents had training in hygiene and had heard about HIV and AIDS and knew how to avoid transmission of the virus. Ways of transmission that were mentioned included sex, blood transfusion, injection, and mother-to-child transmission; with only a minority answering with misconceptions like kissing. However, only about half of the children knew that a healthy looking person can have the AIDS virus.

More than two-thirds of students interviewed had heard of an anti-AIDS club and had participated in one. The schools visited had effective monitoring tools with regard to student and teachers' attendance to the anti-AIDS club in place, which provided a venue for speaking openly about HIV and AIDS. Two-thirds of children interviewed answered that they had been trained on how to avoid pregnancy by their teachers or peer educators and would go to a clinic for help after falling pregnant (72.7%), before consulting their families or friends.

4.2.1.6.4 Academic Performance

Children were assessed in reading skills, both in the local language and in English, as well as in math. Although almost all of the children were very happy to be at school and have the opportunity to learn, the environment at both school and home seemed to be, in many cases, so challenging that academic results were affected.

Almost two-thirds of the children were not able to read, neither in the local language nor in English. Results in math were better compared with Zambia, with almost two-thirds of the children managing to apply the correct tools and get the correct answer for math problem 1; and almost half of them able to apply their mathematical tools to solve other math problems correctly.

4.2.2 Home Based Care CBO Platform

In Ethiopia, only one HBC CBO was visited. The situation found there showed some similar features with regard to the political environment of the HIV and AIDS scenery, as well as sustainability of interventions and efficiency as already described for Zambia.

As in Zambia, the funding available from PEPFAR for ARV treatment has remarkably changed the situation of HIV positive people needing HBC in Ethiopia. It was difficult for HBC organizations in Ethiopia to identify other resources for continuing with services started under the BELONG Project such as payment of school fees, nutritional support, and payment for medical care.

- **Biggest successes of the Home Based Care platform**
 - Payment of school fees reduced school dropouts.
 - Nutritional support improved the health of OVCs.
 - Some HBC organizations started IGAs.

- **Biggest challenges encountered of the Home Based platform**
 - There was often a shortage in supply of educational materials, making the selection of supported OVC difficult. Care givers would have appreciated the HBC CBO being involved in the distribution of supplies.
 - It was felt that there was misuse of child selection criteria. Involving government institutions such as the Kabele on community level in the identification of OVC might have created more trust.
 - There was mistrust by parents in the fairness of service provision. They had the impression that care givers were holding back supplies and were using them for themselves, especially in situations, when supplies arrived late. This might be a consequence of poor communication of selection criteria and non involvement of the community in the selection process.

4.2.3 Economic Empowerment of Women

Most of the women's savings groups in Ethiopia were established in 2007 and received facilitation and coaching till the end of the BELONG project. The training module, called GROW, was a slightly different version of the PACT training module WORTH, and included aspects of OVC support as well.

During the time of implementation, almost all of the SHGs matured into strong saving groups that supported younger ones. Six to ten SHGs in the same geographical area formed a cluster level. The cluster level association (CLA) effectively undertook activities that could not be carried out by GROW SHGs themselves. On national level, all CLAs are forming an association that represents the views and needs of women on a national level, especially with regard to business expansion, having easier access to markets and resources, and providing a political voice for the majority of uneducated poor women.

4.2.3.1 Economical Empowerment of Households

4.2.3.1.1 Household Status and Situation

The results of the individual SHG member interviews showed a higher percentage of households with improved:

- Access to safe drinking water like piped water or bore hole,
- Access to sanitation like a home pit latrine, and
- Housing structures such as roofing sheets and cement floors.

Pos	Item	Before joining SHG (%)	Current (%)
1	Access to safe drinking water	93	100
2	Access to sanitation	35	47
3	Improved housing structure	19	22

4.2.3.1.2 Spending and Savings per Month

The improved household economic situation was reflected in monthly household spending and savings.

Pos	Item	Before joining SHG (%)	Current (%)
1	Household spending more than 500 Birr per month	8.2	22.4
2	Household savings more than 500 Birr per month	24.5	81.6

(500 Birr corresponds to ca. 38 USD)

4.2.3.1.3 Spending of Money

Analyses of monthly household spending patterns showed that SHG members were investing more money into education and housing than they did before.

Pos	Money spent on	Before joining SHG (%)	Current (%)
1	Education	12.6	15.9
2	Housing	16.8	18.6

4.2.3.1.4 Use of Loan

Almost all of the women took out a loan from the SHG bank. The majority used the money to start a business and not for personnel expenditures. In addition, a majority of women used loans to expand their businesses (72%), while only 20% of them wanted to change their business product.

Pos	Use of Loan	SHG (%)
1	Starting business	75.0
2	Buying food	10.0
3	Agricultural inputs	7.5
4	School fees	2.5

4.2.3.1.5 Health Outcome

A higher percentage of women felt much healthier after joining the SHG, but there were no changes observed for their children. Women often needed less medical attention and had the finances to buy needed medicines. Since malaria is not endemic in all parts of Ethiopia, sleeping under an ITN is not practiced as preventive measure in its avoidance. Only 8% of women and 8% of children slept under an ITN after joining the SHG, as compared with 4% before joining the group.

Pos	Health of SHG members	Before joining SHG (%)	Current (%)
1	Poor/very poor	14.3	8.1
2	Average	51.0	53.1
3	Good/very good	34.7	38.8

However, with regard to nutrition, increased economical capacity of households is showing up in a significantly higher percentage of women, who are eating three meals per day after joining the savings group.

Pos	Number of meals	Before joining SHG (%)	Current (%)
1	One meal	5	2.0
2	Two meals	79.6	22.4
3	Three meals	-	75.5

4.2.3.1.6 OVC Outcome

One of the most positive outcomes of an improved economic situation for SHG members and OVC was their improved educational situation. A much higher percentage of women answered that their children were now receiving a quality education and had the educational supplies they need for school.

Pos	Item	Before joining SHG (%)	Current (%)
1	Quality education	22.4	34.7
2	Educational supplies	65.3	79.6

4.2.3.2 Social Capital

While economic empowerment was one of the main targets of the SHG, analyses of social cohesion within the SHG and the community showed significant increases in trust and ability to cooperate. The increase was reflected in indicators such as feeling close to fellow SHG members, happiness to live in the community, and the number of close friends that were willing to help if needed.

Pos	Question	Before joining SHG (%)	Current (%)
1	Do you feel close to people at your town/village?	28.6	65.3
2	Are you happy to live in your town/village	42.0	65.3
3	How many close friends do you have? More than two	42.9	63.3
4	Most of the people living in your village are willing to help. Strongly agree	20.4	63.3
5	If you are sick, do you have somebody to look after you	77.6	93.9
6	How often are you going to visit somebody in your neighbourhood? <ul style="list-style-type: none"> • Once a month • More than once a week 	10.6 2.1	57.4 19.3

4.2.3.2.1 Marriage

Interview results also showed positive consequences of SHG activities with regard to marriages. As husbands felt more supported by spouses that helped to generate enough money to make a living, they were then willing to help to make their spouses' businesses more successful. Increased cooperation within marriages also had positive effects with regard to decision-making concerning the family (e.g., family planning, setting a budget, and educating all the children).

Pos	Question	Before joining SHG (%)	Current (%)
1	How supportive is your husband with regard to your business? Very supportive:	44.8	58.6
2	How supportive is your husband with regard to ensuring that both daughters and sons are sent to school? Very supportive	55.2	65.5
3	How supportive is your husband with regard to family planning? Very supportive	55.2	65.5
4	How supportive is your husband with regard to making and following a family budget? Supportive	24.1	31.0

4.2.3.3 Self Efficacy

Besides positive outcomes with regard to their decision-making position within the marriage, women involved in the savings groups showed most significant increase in self-efficacy, which was illustrated in positive responses to feeling in the position to change their lives, taking on responsibility within their community, and not accepting what they thought was inappropriate community behaviour.

Pos	Question	Before joining SHG (%)	Current (%)
1	In general, how happy do you consider yourself? Very happy	42.9	61.2
2	Do you feel that you have the power to change the courses of your life? Most powerful / very powerful	18.4	73.5
3	Are you taking up any responsibility within your community (leadership)? Yes	8.2	28.6
4	Would you stand up, if something would happen in your community you can't accept? Yes	44.9	93.9

5. Conclusion and Lessons Learned

The following section summarizes the evaluation results as lessons learned, and tries to answer the following questions:

- Which project approaches have worked well by how they have been implemented?
- How can the strategies applied be improved to achieve even better results?
- What potential do the projects have for further development?
- What project components can be modified to achieve even better results?
- How far has the political and socioeconomic background in Zambia and Ethiopia changed to apply different strategies?

5.1 School Platform

5.1.1 Conclusions

- **Effectiveness of Reaching Out to Target Groups**

Using the school platform in food insecure areas in Ethiopia, as well as in the community school setting in Zambia to reach out to a high number of OVC proved to be very effective. Analyses of the socioeconomic backgrounds of children involved in the program showed that most of them were either orphaned or from a very poor household where their essential needs (e.g., nutrition, education, medical care, and psycho-social support) were not ensured and support was desperately needed.

- **Community Ownership**

In both countries, the most positive results were achieved in settings where the community was very dynamic and took on ownership for the establishment and further development of schools.

In Ethiopia, the CHILD methodology employed for community mobilization was very effective, not only involving the PTA, but also the whole community. They were demonstrating a high degree of commitment in time and labour invested in the development and maintenance of schools.

In Zambia, the results that were achieved at CSs were very dependent on the people involved in the PCSC and their personal commitment. PCSC training was one of the most essential components of CS support, as it laid the foundation for understanding the role and potential that parents play with regard to their children's education. Another very important aspect was the social-economic environment of the school that was, in some cases supportive, in others, rather a hindrance.

The most difficult environment in Ethiopia was found in the Amhara district, where most of the parents were pastoralists. For this population, a rather traditional lifestyle is still predominant, one that directly focuses on crops and livestock as a means for survival. For this group, education is still a kind of luxury; one that they permit their children to invest time in only when the financial situation of the family allows. Efforts of the PTA in sensitizing parents did not yield the results necessary for improving the school situation.

In Zambia, the most difficult environment was a former industrial area, now a medium-sized peri-urban city in Southern Province. Compound dwellers were still living in worker housing built when the company was still productive, but were now without any job or income. Family income is based on casual work, and it is a daily struggle to find any money to ensure survival. In these compounds, there was a kind of depression and social demoralization found, with dwellers somehow stuck between being used to an urban lifestyle with access to services they don't have in rural areas, yet at the same time not having the financial means to cope with the monetized urban lifestyle unlike a rural area where more potential for basic survival is provided.

More time and special targeted strategies may be needed to achieve a significant change in investment in education within these special population groups.

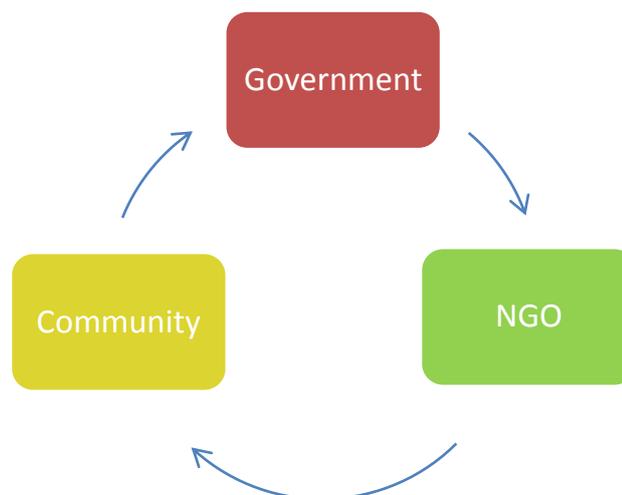
- **Effectiveness and Sustainability of Interventions**

In both countries Zambia and Ethiopia, the effectiveness and sustainability of BELONG interventions were very dependent on the environmental support in which they were implemented. Interventions provided support as critically needed emergency interventions for OVC, but it was difficult, without any further external support, to create permanent school structures only from community resources. In very committed communities, additional classroom blocks built as community initiatives only with local resources, resulted in semi-permanent structures that will collapse in the near future due to high seasonal climactic challenges.

Best results were achieved in schools where community initiatives were combined with further external support and were professionally facilitated and coordinated by PCI project staff in an effort to bring together all available resources from different stakeholders such as government institutions and other NGOs.

5.1.2 Lesson Learned

In an approach based on the coordination of these three resources, an effective and sustainable educational environment for OVC can be achieved using a well-balanced strategy, where each stakeholder contributes the necessary inputs he is responsible for within his expertise.



Picture 1: Cooperation between community, government and NGO to achieve optimised results

- **Government**

In Zambia as well as in Ethiopia, communities with strong government support were much more successful in setting up a sustainable school setting, and providing quality education to children from poor backgrounds.

In Zambia, the Ministry of Education welcomed CSs as a community initiative, which will help to cope with the challenges of providing a quality education for the overwhelming number of children the government system is still not able to absorb. However, when the community initiative is well coordinated with support structures from the government system, it can result in the development of a sustainable educational environment (even for the poorest population groups like OVC) that feed into the government school system after a short transition time.

As representatives from the District Educational Board have made clear, the Ministry of Education in Zambia is willing to second trained teachers in CSs, if basic conditions with regard to school infrastructure (at least one classroom block with three classrooms) and teacher accommodation are made available. With regular government grants coming in for school management, as well as having trained teachers at schools that are on the government payroll, in addition to qualifying for educational supplies (e.g., textbooks, chalk, teacher's guides and training), the financial burden for the community becomes more manageable and creates a sustainable educational environment for all, including OVC.

The same applies for Ethiopia, where in some districts the government is already taking on more responsibility in effectively supporting community efforts. Parent sensitization is made much easier when the Ministry of Education supervises schools with regard to dropout and repeater rates, and follows-up on parents who are not willing to send their children to school because they see it as a financial loss when children cannot contribute to the family income because they are not working.

- **Community Commitment**

Community commitment is as important as the government's; as it is the basis for the dynamic development process of a country with still-limited resources and monitoring/supervision capacity. As "voice from the grass roots", the contribution of civil society is crucial in working out the most efficient strategies according to the existing needs of the poorest of the poor. Only in close cooperation with the community that is making use of locally available resources can the government have a chance to cope with the overwhelming challenges in the educational sector they have committed themselves to improve by adopting MDG goals by 2015.

In-kind contributions such as building sand or moulded bricks; as well as labour, and time invested in planning, construction, and supervision are as important as other components such as cement and roofing sheets, which are more difficult to purchase for communities.

Only if the community takes ownership for the development of its educational institutions will external investments made not be wasted. It is in their own interests, as they will have invested much themselves to ensure a future for their children.

- **NGO Contributions**

If the community and the government work well together using effective communication and networking tools, further support from NGOs will be minimized and used more efficiently. There are a number of NGOs investing in CSs using different goals, strategies, and expertise; coordinated in an effective way, all these efforts will result in an even more efficient use of available resources in order to achieve the best result for vulnerable populations.

- **Exchange of Experiences**

Exchange of experiences between similar school settings has been discussed with the schools as being most helpful, but has not yet been sufficiently explored due to budget and time constraints of the BELONG project. Learning from each other contributes much to facilitate the process of finding a solution within one's own resources and settings, and further does not create another dependency on outside support.

5.2 Home Based Care CBO Platform

5.2.1 Home Based Care as Part of Continuum of Treatment of AIDS Patients

Since the inception of the BELONG Project, the political situation with regard to HIV and AIDS has changed a lot especially with regard to available funding for treatment of HIV positive people and AIDS patients. This has not only had remarkable consequences for government strategies employed on a national level, but also for all NGO activities that support infected people such as HBC organizations, dealing with the effects of HIV on a grass roots level.

From 2000 to 2005, HBC organizations were desperately needed to cope with the high burden of chronically ill people in government clinics as they offered the alternative of quality care at home. With the implementation of the HIV and AIDS Policy in 2005, opportunities and challenges for HIV infected people changed significantly. ARV treatment became available to almost everyone who wanted it and stigmatization, especially in urban areas, was no longer a reason to stay away from ART clinics and start treatment. With the availability of ARVs, it became a choice for most patients to get back to a normal life, which also meant that they were in a position to either work for their family's livelihood or die.

Adherence became easier with innovative communication tools such as the internet and cell phones, making many home visits no longer necessary and again changing the mandate of HBC organizations.

5.2.2 HBC Platform within the BELONG Program

In Zambia especially, the BELONG Project had a high potential in HBC expertise. This was used to create innovative opportunities for HBC organizations, making the needs of affected children of HIV positive patients their primary focus. Complementing the other two platforms of schools and economic empowerment, the HBC CBO platform made sure that no age group of affected children was left out. However the numbers of OVC reached under this platform was not as large as under the other two platforms, as individual follow-up of OVC in their homes was necessary to access this difficult-to-reach target group.

5.2.3 Visibility of Program

The change of focus of the BELONG program in Zambia was also caused by the changes in project staff, especially on management level. Although this was opening new potentials how to reach OVC, it has also contributed to a lot of confusion within the partner organization about the strategic focus of the program, rather perceived as a zig zag path. This was not the case in Ethiopia, where not so much staff turnover was observed. However, lack of visibility was the problem of the BELONG program in Ethiopia, as beneficiaries and even the schools were not aware of PCI than of WFP and the government as service provider.

5.2.4 Sustainability of HBC CBO

The sustainability, especially of smaller and younger HBC organizations, as well as the retention of volunteers was a big problem. Efforts to create a sustainable environment for care givers were often not successful, leading to staff turnover and attrition. Care givers did not feel appreciated sufficiently by the incentives paid to them. Revolving funds were too small to offer valuable incentives. IGA's like urban gardening didn't generate enough funds to ensure continuity of work after BELONG has phased out. However there were also some HBC CBOs that matured to well-funded and organized CBOs, with sustainable staffing and activities. Using the lessons learned from these CBO might help the younger and smaller organizations most, as they are dealing with the same challenges.

5.2.5 **Efficiency of the HBC CBO Components**

Support of OVC using HBC CBOs often used many intermediaries until services reached the beneficiary. Although this process was necessary in many cases (as otherwise children would not have been reached at all) it may also have appeared inefficient and could explain the mistrust reflected by parents that support services were being abused along the way.

5.3 Economic Empowerment of Women

5.3.1 Conclusions

- **Sustainability of Saving Groups**

The results achieved by women's savings groups in both Zambia and Ethiopia have been very impressive. Although the political and socioeconomic environments, as well as the training modules used in each country were different, very positive results were achieved in both countries. But it has shown as being very important that sufficient time for facilitation and coaching is provided to achieve sustainable and strong saving groups. Only a third of all established SHGs survived in Zambia while almost all savings groups in Ethiopia are still operational. It might even be expected that in Zambia the change of mind set, from receiving of development aid to capacity building enabling them for wealth creation, might even take longer than in Ethiopia, as aid mentality is deep engrained in the poor population.

- **Results in Economic Empowerment, , Health, Social Cohesion and Self Efficacy**

As evaluation results have shown, economic empowerment of poor women as a sustainable support structure for OVC has proven to be very effective. The results achieved, not only for women but also for OVC with regard to improved nutrition, housing, health, and the financial means for education, show significant improvement in all targeted areas. Most important improvements are summarized again in the table below:

Pos	Country	Item	Before joining SHG (%)	Current (%) (end of the BELONG project)
1	Household spending and saving per month			
1.1.1	Zambia	Household spending between 10 and 100 USD per month	30	85
1.1.2		Savings between 10 and 100 USD per month	5	70
1.2.1	Ethiopia	Household spending more than 40 USD per month	8.2	22.4
1.2.2		Savings more than 40 USD per month	24.5	81.6
2	Health outcomes: Perception of Health			
2.1.1	Zambia	Poor/very poor	55	10
2.1.2		Average	25	45
2.1.3		Good/very good	20	45
2.2.1	Ethiopia	Poor/very poor	14.3	8.1
2.2.2		Average	51.0	53.1
2.2.3		Good/very good	34.7	38.8
3	Social Capital			
3.1.1	Zambia	Do you feel always close to people at your village?	20	80
3.1.2		Do you think most people at your village are willing to help, if you need it?	27	91
3.2.1	Ethiopia	Do you feel always close to people at your village?	28.6	65.3
3.2.2		Do you think most people at your village are willing to help, if you need it?	20.4	63.3

Pos	Country	Item	Before joining SHG (%)	Current (%) (end of the BELONG project)
4	Self Efficacy			
4.1.1	Zambia	How happy do you consider yourself? Very happy	30	70
4.1.2		Do you have the power to change the course of your life? Most powerful	5	40
4.1.3		Are you taking up any responsibility within the community (leadership)? Yes	15	40
4.1.4		Would you stand up, if something would happen in your community you can't accept? Yes	35	85
4.2.1	Ethiopia	How happy do you consider yourself? Very happy	42.9	61.2
4.2.2		Do you have the power to change the course of your life? Most powerful	18.4	73.5
4.2.3		Are you taking up any responsibility within the community (leadership)? Yes	8.2	28.6
4.2.4		Would you stand up, if something would happen in your community you can't accept? Yes	44.9	93.9

Table 16: Summary Results in Economic Empowerment, , Health, Social Cohesion and Self Efficacy

In addition to economic empowerment, results achieved with regard to social capital in the community and feelings of self-efficacy in women are as impressive as the economic components. Using the village banks as entry points for the training of women in literacy and numeracy, and at the same time facilitating a community process of cooperation using uniting goals among SHG members has resulted in a turnaround for the socioeconomically, politically disadvantaged, and most vulnerable populations. The poverty mind-set, deeply ingrained within poor, uneducated women, and manifesting itself in a lifestyle of passivity and submission, does not allow the use of available resources and skills up to their potential to change their lives and those of their children.



Picture 7: Results from SHG in different areas

5.3.2 Lessons Learned

Many efforts with regard to microfinance have been tried in the past and in most cases, have not shown expected results. The special setting of the village bank seems to stimulate a dynamic creativity within women that sets their potential free and helps them to not remain passive. Although most of the groups have been very successful, there are differences between them that make some groups stronger than others.

5.3.2.1 Successful development of SHGs

For the successful development of SHGs, it is essential that:

- SHG members are living geographically close to one another and are of the same socioeconomic population group (**homogeneous group members**).
- Compulsory commitment of SHG members to weekly meetings and savings, no matter how small, is a precondition to developing strong bonds between the members.
- **Dynamic facilitation of savings groups over a longer period of time** is essential, as most of the women are going through stages of enthusiasm and discouragement that can easily cause a premature end to the successful development of a SHG if not positively facilitated by more mature group members.
- **Conflicts within the group must be addressed** and solutions found that each group member can identify with now and in future.
- Although homogeneous with regard to group composition, SHGs dwell in very different settings (e.g., rural, urban, and peri-urban areas). Potential market opportunities within these settings are very different, as are challenges. Identifying opportunities within peri-urban areas with their rather limited marketing prospects and space for growing vegetables or keeping livestock is much more challenging than in other areas. **SHG facilitators have to be aware of the special challenges** in these settings and help to find solutions that work within these environments.
- The **exchange of experiences between similar SHGs** is very helpful and has not yet been sufficiently explored due to budget and time constraints. Learning from each other contributes much to the process of finding solutions within group resources and settings, and not from an outside source.

When analyzing the individual SHG interviews and FGDs of the two countries, it was very surprising to find such similar results, especially with regard to social cohesion and self-efficacy. It seems that a dynamic is set free by training women in literacy and numeracy skills and establishing saving groups, helping them to overcome traditional obstacles and to escape the long-ingrained cycle of poverty.

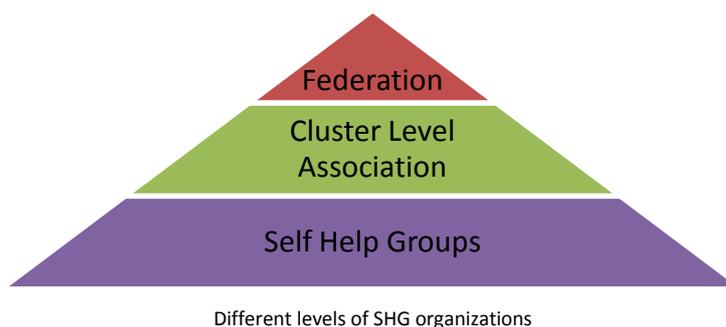
5.3.2.2 Changes in Marriage

The pride women feel in their newly-gained educational skills, and applied to the establishment of their own businesses that substantially contribute to the family income, is not only changing their own mind-set, but also has positive consequences for their marriages, as they learn to make decision together concerning their family life. It is also protecting them against the high degree of physical and sexual abuse in the homes, as the husbands learn to treat them with more respect. With this changed outlook on life, they are also influencing their children's approach to life, which may be even more important than the increased economic resources that can be used for their most essential needs such as nutrition, health care, and education.

5.3.2.3 Political Empowerment of SHGs

The potential for the political empowerment of the SHG is still not yet fully exhausted; especially not in Zambia where the implementation of SHGs is more in a stage of infancy as insufficient time and facilitation has been provided for the groups to mature. The strengthened cluster level can help to make SHGs

more financially sustainable, as they can take on more responsibility for younger groups that still need facilitation to mature.



The Federation level has the potential to establish SHGs on national level, increasing their visibility, empowering them politically, and giving voice to a disadvantaged population group that has great potential for contributing to the socioeconomic development of a country.

For the political establishment of the Federation level, there are several entry points that can be used in Zambia as well as in Ethiopia:

- **Zambia**
 - Ministry of Commerce, the Zambia Development Agency, Small and Medium Enterprise (SME)
 - Ministry for Community Development and Social Support, SME and support in decentralization, Community Development Funds
 - Ministry for Gender in Development (Women Empowerment)
- **Ethiopia**
 - Ministry of Trade and Industry
 - District Cooperative Desk under Rural Development and Agriculture
 - Ministry for Women Affairs on a national level
 - Women Forum on the community (Kebele) level

All these political institutions can support women's groups with regard to their fundraising systems and help them to have easier access to markets and working places.

6. Recommendations

6.1 Potential of the Home Based Care Platforms of the BELONG Program

For all of the platforms employed, there is still great potential for further development and applications for future project strategies and designs. Special potential for reaching out to high numbers of OVCs exists with women's savings groups and school settings. With increasing numbers of HIV positive people on ARV treatment, the number of patients in need of HBC is reduced so that in terms of reaching out to OVC, the HBC CBO setting might be in future the exception rather than the norm.

6.2 Combination of Different Components to Achieve Synergetic Results

As all the platforms deal with the same target group, the OVC, there is also great potential in combining the components of SHGs and school settings. Economic empowerment of OVC home settings will create, at the same time, a win-win situation for schools, as parents/guardians are more able and willing to invest in the education of their children. Improved social cohesion will contribute much in taking on more community initiatives and helping to increase community ownership; making PSCS and PTA mobilization that much easier. As training in literacy and numeracy skills has essentially contributed to gains in parental self-efficacy, they will then be more willing to invest in their children's education. On the other hand, schools will also be in more of a position to provide quality education if parents are willing to pay for (if necessary) the building of infrastructure. In addition, if the availability of educational supplies exists, along with proper working conditions for a motivated and professionally trained staff, then the basis for a sustainable environment providing quality education will be present.

6.3 Strategic Focus of Program Interventions

Especially in Zambia, the changes of human resources especially on management level has been leading to changes of the strategic focus of the BELONG program, causing a lot of confusions among the partner organizations. To achieve sustainable and effective program results, it is important:

- Investing sufficient time before starting a program component to ensure effectiveness and efficiency of program activities, making sure that:
 - All stakeholders involved are on board, especially on political level
 - Effective communication channels are established to keep all stakeholders involved in the program goals and activities.
 - Available resources from all involved stakeholders are used in the most efficient way, in a way of complementing each other's efforts.
- As a result, the focus of the program appears as a sharp profile with consistent strategies and approaches, which will not be changed during the LOP.
- Staff turnover especially in management position should be avoided by all means during the LOP. However, if a change can't be avoided, continuity of the strategic approach is most important.
- Short project interventions with only some month's duration should be avoided, as it is confusing partner organizations as well as beneficiaries. Support services only provided over 6 months is creating hopes, which easily end up nowhere and don't contribute to a sustainable improvement of the situation of OVC.
- Focus of monitoring on quantity (number of beneficiaries, supplies etc.) is helpful for the initial stage of monitoring, but only covers input-output level. However, if it is dominating the monitoring process, it can lead to the shift from quantity on cost of quality, and will not contribute to establishment of sustainable support structures.

6.4 School Setting

6.4.1 Coordination of Contribution of Different Stakeholders

The schools in Zambia and Ethiopia are very different with regard to their access to support from the Ministry of Education, the community, and other NGOs. As already discussed in Section 5, the most effective and sustainable support structures for OVC were achieved in settings where all stakeholder contributions could be coordinated, thus achieving a sustainable school setting as part of the formal educational sector.

6.4.2 Training of Teachers in PSS as integral Part of Teacher's College Training

As the training of teachers in PSS was very appreciated in both countries, it should be made an integral part of teacher training and integrated into the training syllabus of all teachers' colleges; making it much easier to implement and monitor later on. This would also help to deal with the problems of high staff turnover, making the training of teachers at a specific school rather ineffective as they then move on, after a short period of time, to another school or even move out of the educational sector at all as in the cases of volunteers in Zambia. Another way is to focus more on the training of PCSC and PTAs in PSS, as they are the closest and most permanent contact persons to OVCs.

6.4.3 Skills Training of Out of School OVC

Besides the support in school settings in both countries, more attention can still be paid to how skills training can be integrated into OVC support programs. The skills training provided by the BELONG Project was a smaller component of the overall program, with limited resources and monitoring capacity. To implement an effective skills training program for older OVC, it should be based on:

- Continuous market analysis that identifies market niches for young people to later find employment after having finished their training.
- Cooperation opportunities with companies or organizations for the training of older OVC and potential employment later on.

6.4.4 Special Recommendation Zambia

The development scene in Zambia has significantly changed within the last five years. Joint assistance strategies of cooperating partners based on government strategic plans are the norm and basis for all development aid. Project strategies are based on the expressed bottom-up needs of communities, making them a cornerstone for the planning and implementation process of a program. Although these principles have already been employed in the BELONG Project, they can even be further strengthened in future program designs by making sure that:

- Support of CS is based on the sensitization of parents and community mobilization. As the CHILD methodology has proven in Ethiopia as being very effective, interventions in Zambia should in future also employ the CHILD methodology for community mobilization.
- All stakeholders that are willing to contribute to the development of CSs should coordinate their efforts under the leadership of the responsible government institution, e.g. the District Educational Board Office. Technical assistance will be even more helpful and appreciated by the DEBS Office, if provided by an organization that has expertise in community mobilization and at the same time experience in dealing with government institutions; as well as advisory capacity on how to optimize political procedures and policies. As such, technical assistance is bridging the gap between the grass roots level and political bodies, as well as between national and international partners.

- The aim of the next project phase should be to integrate the informal CS educational system into the formal educational system. The success will be dependent on the capacity, how to optimize contributions from all stakeholders, by creating clear and transparent procedures and a common understanding of all involved partners, concerning their roles and responsibilities as a basis for effective planning and achievement of optimized goals.
- It will be easier to concentrate geographically on a specific area; developing process procedures on how to support CS that can easily be replicated in other places. Logistical requirements and communication structures, as well as coordination of partners and experience exchange will be easier when concentrating within a specific area, and then rolling-out approved procedures in a second project phase.

6.4.5 **Special Recommendation Ethiopia**

The school setting in Ethiopia appears to be easier when compared with Zambia, as schools are already part of the formal educational system. However, support by the District Educational Board is not the same in each district, which can reduce the effectiveness of all other contributing partners.

- For community mobilization, the CHILD methodology should also be employed in the future. It has effectively created preconditions for the development of a school system and helps providing basic education for the vulnerable OVC population group.
- In a next project phase, with the government in the lead, the development of a mechanism for ensuring quality education should be attempted.
- Also in Ethiopia, technical assistance might be helpful and appreciated by the Education Office, provided by an organization that has expertise in community mobilization and experience in dealing with government institutions, as well as advisory capacity on how to optimize political procedures and policies. As such, the technical assistance is also in Ethiopia, bridging the gap between the grass roots level and political bodies, as well as between national and international partners.
- Nutritional support of OVC is very helpful, especially with regard to children coming from very poor homes, living far away from school. However, it might not be advisable to use WFP in future again as implementing partner for the OVC support services, as strategies and working cultures are very different.
- Visibility of the program was very poor in Ethiopia, as all support services were perceived as coming from WFP or the Government. Although this is not so important with regard to the beneficiary, it is a problem for PCI, not being identified with the services provided.
- The number of schools involved in the school platform is very high (200 schools). To ensure quality of services it would be better to concentrate on a smaller number of schools, which is realistic to supervise and coach effectively within the limitations of human resources and logistics.

6.5 Economic Empowerment of Women

In both countries Ethiopia and Zambia, the SHGs have shown very positive results with regard to economic empowerment, social cohesion in the community, and have achieved a much higher self-efficacy of poor uneducated women. Using this potential in further project designs and strategies is highly recommended, especially as a synergetic approach combined with other strategies for the same target group.

The survey results have shown, the potential of SHGs can still be increased, dealing with the following areas:

6.5.1 Facilitation of SHG

The development and facilitation of SHGs must be given sufficient time to mature. As all groups go through many stages of enthusiasm and frustration, sustainable development of SHGs is put at risk if stopped after too short a time.

6.5.2 Cluster Level Association

The CLA level can take on more responsibility in the coaching process of younger groups, which will then contribute to strengthening the institutional level of the CLA, and therefore make the coaching process more dynamic as peer to peer approach, and not as facilitation of an external NGO.

The development and further strengthening of the CLA and Federation level has to be paid special attention in Zambia, but also in Ethiopia. The Federation level has great potential for giving a political voice to poor and uneducated women. There is hardly a developing country that can claim having identified an effective way of ensuring that this most vulnerable group is really heard and taken care of. As already described in Section 6, there are several entry points for establishing and institutionalizing the SHG on a political level, using links such as commerce, gender, and social protection.

6.5.3 Exchange Visits of SHG

More funds should be allocated for exchange visits between similar groups, as learning from each other is much more effective than a top-down approach, which may not completely grasp and embrace the actual situation and needs of the target groups.

6.5.4 Differentiated Training Modules

More attention should be paid to the analysis of why some SHGs are doing better than others. Continuous evaluation of the maturing process of established SHGs will provide information on what can be done to make the coaching process of young SHGs most efficient.

It was obvious that the different socioeconomic environments of SHGs were offering different, potential business opportunities, but also challenges such as the poor in peri-urban settings compared with their rural counterparts. It might be necessary to develop different training modules to respond to the challenges of each socioeconomic setting to make the training even more effective. Not one-size-fits-all approach should be applied to SHGs.

6.5.5 The SHG Approach among other Village Bank Approaches

It will be very important to avoid the great potential of putting the SHG approach at risk by diluting the strategy in the future. Many other organizations are using approaches, which at first glance are very similar, but that in reality, are missing the most essential characteristics of the SHG approach. Changing

the poverty mind-set of women is only achieved when they experience their own strength and potential long enough to enjoy also the results of their transformed lifestyle. Within this time period, it is important that the results of the savings that women are able to make are not weakened by other external support such as payment of top-ups, seed money, etc. If it were possible to protect the women for at least one year, where they are only exposed to the SHG approach without any other external support, this might be long enough for them to realize their own potential and to escape the poverty cycle. But this is only possible if they realize that other approaches are not the same and do not provide the same results. This can be difficult for them when other projects are introduced using the same language and product names like the SHG Project from PCI. This might be possible to achieve, by increased cooperation and networking of different development agencies at the national and district level, a strengthening at the government district level in taking the lead regarding development strategies within their area of influence.

7. Success Stories

7.1 Zambia

7.1.1 Home Based Care

Gertrud Mubuta was born in 1956 in Mongu, where she went to school up to Form 3. She worked as a secretary for the Ministry of Forestry till she got married in 1978. She moved together with her husband to Kabwe, where she started a business in selling fish and vegetables.

In 1986, Gertrud's husband passed away. She went back home together with her two children. She got married again and had two more children with her second husband, who working at the Council. He passed away after getting poisoned in 1993.

Care giver Gertrud

Selling her own mattress and bed, Gertrud started a business, selling again dried fish and tomatoes. She also did knitting for sofas. Out of the profits she managed to buy her own plot to build her house on, and another one to rent out. She started living in her own house in 1996 together with her six children, two of them of her sister, who died of AIDS in 1994.



In 1998, Gertrud started to suffer from AIDS related diseases. She went for testing in 2000, where she got to know her positive status. She couldn't manage to buy ARV treatment, as it was still very expensive at that time in Zambia. However, in 2004 she sold the plot she has been renting out and started treatment with her own money. The Government clinic was only able to treat her for opportunistic infections, but not for the underlying HIV infection.

She was adopted by the HBC program of CARITAS in 2005, which helped her with ARV treatment. Soon after getting support by CARITAS, Gertrud started to give back the help she has received by working as a care giver. CARITAS gave her a grant of 150,000 ZMK (ca. 30 USD) to start again a business, selling tomatoes, kapenta (small fish like sardine) and cotton wool for knitting. With the profits of the business Gertrud was able to pay for school fees for her children.

In 2007 Gertrud started to get severe headache. She went to the Government clinic, but nobody could help her and find the right treatment for her disease. As consequence, she developed blindness and wasn't able to work anymore. She is now living from the support from her children, but still is working as a care giver. She has formed a committee for OVC, with children being the chairperson, secretary and publicity secretary. The publicity secretary is going round in the compounds and is asking the children to come to her place once in a month. There are meetings for all different age groups, starting from the very young children with 4-5 years old, up to teenager age.

Gertrud is teaching them on their rights and how to protect themselves. In one case, she helped two girls, which have been sexually abused by their uncles. Gertrud took the two girls to the hospital, where they got examined and a Police report was written. She paid for the transport money of the police to arrest the two men, which are no in prison. "Although it took my last money, I was happy to do it, as

sexual abuse is spoiling the girl's lives," she answered when being asked how she managed to do all these activities.

Children meeting at Gertrud's place

Now, all her money from selling the plot is consumed. She is still living on her own little plot together with her 11 dependants, three children of her own, which are still going to school, four grandchildren and three children from her sisters. She has no money to pay for the transport to go to hospital to get her medication. Her son and daughter are collecting ARV treatment for her, but she should go herself at least every three months for CD4 cell count. Because of her status, she got rejected by her family, but has managed not only to look after herself, but also the 11 dependants, and around 100 children which are coming every month to her place. It's a great joy to see her together with the children, sitting most close to her, as they feel her commitment for them and know, she will do everything to help them, whatever it might cost.



7.1.2 SHG

Margret Chilambwe is a widow of 49 years, living in Chongwe District since 2001 together with her seven children. She is a member of one the very successful SHGs in the rural parts of Chongwe, a living example for many other women in her community, how to survive and to move forward though advertising life circumstances.

Margret together with her family at her house



Margret was born 1960 in North Western Province in a very poor rural area. Her parents only managed to send her to Basic School, where she finished school with Grade 7. She got married in 1982 and had seven children together with her husband. Her husband died in 2001, leaving her alone with the difficulties of how to make a living and to look after all the children, the youngest being just 2 years old.

The family of her deceased husband requested that she moved to Chongwe to stay with them at their homelands. She started to live within the house of her parents in law, but at the same time developing a plan for an independent existence for herself and the children. As her husband has been working as a civil servant, he had some savings with the Zambian Building Society, which she planned to use for building of an own house. However, soon after she had moved to Chongwe Margret found out, that the family has been accessing the funds on her behalf, only leaving a fraction of the savings behind to be used for the planned house building.

Margret went to the Victim Support Unit to get the savings back, but was threatened by the family of her husband not to follow up any more on the savings. She gave in accepting the remaining 270'000 ZMK (ca. 50 USD) as a start capital for her new life, moving out from the house of her husband's family, from where she got evicted. She started setting up a little hut for herself and her children at another place in Chongwe District, where the family had another plot.

Margret started to work for a livelihood, going far into the bush and buying charcoal. She started selling charcoal in small plastic bags from the road side, making a small income of 75,000 ZMK per month, just enough to exchange against food. With the remaining money she only managed to buy another bag of charcoal. Although the charcoal business only allowed her to pay for most essential needs like mealie meal, it was sufficient for her and the children to have enough to eat, but Margret had to sacrifice a lot for that. As all children were still at Primary School, fees for education were still small, otherwise she wouldn't have managed. God blessed them, nobody got sick, so that at that time no other expenses were arising, the money she made just being barely enough.

The charcoal business was rough, money was little, just enough for the bare survival. That was the time, when somebody was coming into their village to inform them about the SHG program. Interested women met in groups of 20 to 25 members on a weekly basis and were trained in how to save money as a group. When the group had managed to save all together 300,000 ZMK, they started to give out small loans to the group members of 50,000 ZMK, to be paid back within 6 months and an interest rate of 10 percent.

Also Margret accessed a loan from the SHG and used it for starting another business than charcoal, selling salt, sardines, kapenta, sugar and tomatoes. She went to the farmers to buy the items in bulk, reselling them in smaller quantities for higher prices. The group was very innovative; helping her in setting up a group of clients she could sell her items to before or after the time of group meetings. The SHG meetings became not only a training centre for how to establish and run a business, but also a market centre at the same time. Even when Margret didn't find the money for to pay back the loan, the group helped her by organizing first a market where she could sell first and then pay back.

Margret's daughter at her new house

The money grew in the group, making giving out loans up to 200,000 ZMK possible. Margret used the opportunity to expand her business, buying items to sell now not in smaller packages, but bales and container like for cooking oil.

With the profits of the selling, she managed to make a little bit of extra money, which she used for buying some cement to mould bricks. With the bricks she started to build her



own house, no longer out of mud but now cement bricks and with a roof of iron roofing sheets instead of grass thatch, with two rooms for her and the children. At her own house, she started rearing village chicken, highly appreciated by many customers from the nearby urban areas. When she came in 2001, she was looking very sick, but now she has got her life together again. She still hardly can believe that she managed to send all her children to High School and is happy with her life. She has 10 goats, is farming maize and groundnuts, securing her household food.

Now she is able to send the two still school going children to High School. Margret is able to pay for the school fees and the transport on her own. The other children are already grown up, the first born has become a Clinical Officer, the other ones being married or just having completed Grade 12.

Margret is telling that the SHG has formed very strong bonds; they are helping each other in all aspects of life like cultivating the field, weeding all together in one day than in two weeks alone, the only incentive being a meal all together when working. When a group member has a wedding or a funeral, they are helping each other, preparing the meals but also helping out with money. Margret has now a lot of friends, she can trust. When they meet they focus on how they can strengthen each other, and not on quarrelling. She decided not to go back to North Western province, as she has found friends in Chongwe which are like family for her.

Margret has started to work as a volunteer for the community. She is teaching literacy to other women and is a cluster leader. She is visiting other nearby SHG, exchanging experiences on how to improve the SHG activities.

“Being in a SHG isn’t without problems”, Margret admitted, “but there are no serious problems, which could lead to break up the group. Sometimes, group members don’t manage to pay back in time. Then the group can decide to extend the payback period by increased interest rate. But there has never been an incidence that group members haven’t paid back at all.”

Margret has taken up a leadership role in her community; she has been identified by other NGOs to take over other responsibilities like conservation farming by the Ministry for agriculture. She will be trained to work as trainer of trainers. This was only possible as she had received the training as a SHG member. Now she has the courage to stand in front of many other women and to teach them.

7.1.3 Community School

The Community School in Simakakata, a small village close to Kalomo in Southern Province, was established in 1998. First pupils started schooling with Grade 1 in 1999, the same year when the school was registered officially as Community School with the District Educational Board. The school was started as community initiative, as Simakakata is too far away for the children to walk all the way to Kalomo, especially for the very young ones.

The community decided to employ one trained teacher at the school for the new established Grade 1, extending the school to higher grades gradually from there. To pay a competitive salary for the teacher the community used the money from their selling of village chicken. An old missionary house was used as building for the school.

However, soon the community realized that the school needed more land to extend their school infrastructure. Through the excellent facilitation of the BELONG project officer in Kalomo and PCI training of the PCSC, the community started planning of the extension of the school. They asked for 3 hectare land nearby the original school building, which was agreed by the Missionary organization. Having the land secured for the new school building, the community started to mould bricks and to crash stones. Contributing with what the community has as resources in kind and labour, they haven't meanwhile almost finished the first classroom block. Other



New classroom blocks at the school Simakakata

contributions like cement and roofing sheets they were able to secure from CARE International and other NGOs supporting Community Schools.

During the time of building, funds were generated from the community to support the families of the workers, investing all their working time in the construction of the classrooms. The community is working hard to contribute what is needed to build the school, fulfilling the minimum requirements to get promoted to a Government School. Beside the classroom block, there is another challenge, the lack of teachers' housings, some of the teachers coming from as far away as 80 km every day.

Now the school has 232 children enrolled, a good number of them OVC from the nearby community of blind people. Although the enormous efforts of the community to contribute what it needs for the school building, they still need external support like for the transport of crashed stones. "What we can do with our own hands, we do. But what we can't do ourselves, we still need support", admitted the headmaster, strong leader of the community initiative since beginning of the school in 1999. "With the community we were thinking what we can do. We started to grow maize and planting trees". Meanwhile 50 Mango trees are planted around the school; the other seedlings are sold on.

Headmaster together with PTA Simkakata



All teachers are now trained and on Government payroll, providing an excellent basis for the stable and sustainable staffing situation at the school and academic performance. With the first teacher being on Government payroll, the community managed to raise the funds for another trained teacher, who was not yet on the payroll. After he got his appointment, the headmaster negotiated with the DEBS Office to leave the teacher at the CS,

as he was already settled there and doing a great job, making it inefficient to move him on. The teacher got seconded to the CS and accepted the appointment, although there was still no accommodation for him.

With beginning of next term, the first three classes will move into the new classroom block. Building of teachers' houses is in process, and the community is aiming to get registered as Government School by end of the year. Their positive example is a strong encouragement for other schools in Kalomo district, showing how with united community forces and a well coordinated approach a community is able to build a school, providing quality education for their children.

7.2 Ethiopia

7.2.1 SHG

Aberash Gebre Silase is 54 years old and joined the SHG in Addis Ababa only two years ago. She has one child, a daughter of 18 years. Her husband died 10 years ago as a soldier. When he was still alive, she contributed to the family income by doing petty trade to make a living, as her husband's income was too small for the family to survive.

Aberash at her new shop

When she joined the SHG two years ago, she only managed to save 5 ETB (ca 40 US cent) per week, but these little savings made to the SHG bank helped her to access after six months a loan of 500 ETB. With the loan she extended her business from selling only some vegetables to include also spices. As she managed to pay back the loan according to the group agreement, she could access a second and third loan, the third one being about 1,000 ETB. Again, she was successful in paying back the



loan within four months including the interest rate agreed by the group of 1 percent. Now Aberash is already planning for the next phase of her business, which she will realize with another loan of about 2,000 Birr. She is planning to invest in maintenance and adding more products to her shop. Already now, she has a lot of customers coming to her shop from town with their cars, and she is sure, with upgraded shop facilities and product offer, she will even attract more customers: "My customers are making the long way out to my shop, not only because I am cheaper than the shops in town. They can try the products at my shop. That's why they are coming, because of the high quality of my products," Aberash is telling proudly.

The profit Aberash makes, she is using for food, as well for the house that she is building to live in when she is getting old, and for school fees for her daughter. The daughter is just about finishing High School. "Yes, I am strong", she is describing herself, "If I am sick, I have enough savings in the SHG bank to pay for the treatment I need." Now she is able to save 60 ETB (ca. 5 USD) per week and has still a lot of plans for her future.

She has good relationships with her neighbours, who want to be like her. "Some are jealous", Aberash admits, "and want to use from my resources". Although she thinks that sharing is her responsibility, she is sure there are limitations to the responsibility towards the extended family. "I am able to contribute to the family and the neighbours. That makes me proud of myself and I can enjoy the friends living around me. Everybody is calling me a friend. I have very good relationship with my neighbours", she is telling, "and I am looking forward to my future, even when I am old and I will not be able to run the shop any more. I am sure, my daughter and friends, I have been able to support when I was still strong, and they will also support me, when I am old". Aberash is appreciated in her community as a strong example, ready to take up responsibility for her life as well as for others, and ready to share what she is able to achieve.

7.2.2 School

The school Endamaino in the District Atsbiwemberta was established in 1998 as a Government School, in Tigray, province in the northern part of Ethiopia. The school is providing Basic Education for all over 631 pupils till Grade 8. As the number of children in need for quality education has been increasing continuously during the last years, the community together with the PTA have been thinking about what they can contribute for the school to extend services according the higher demands.

New classroom block at the school Endamaino

The PTA together with the community have built a committee, aiming at identifying income generating activities, which can support the school in the areas, they need to improve. The school has started a school garden project, planting fruit trees, flowers and vegetables. At PTA events, the women are selling self prepared food and drinks to generate money for the school. Pupils are selling stools they have made, with the raised money again supporting the school.



With the raised money from the community, the school was able to build two more classroom blocks, using local resources like moulded bricks, building sand, crushed stones and labour, and contributions from Government like cement and roofing sheets. Construction of another two classroom blocks was possible by the support of KfW (Kreditanstalt fuer Wiederaufbau), the German development organization for financial support.

Women preparing sorghum for a PTA event



As cooperation between the PTA and the teaching staff is very close, also the teachers have contributed their part in improving the school infrastructure. They have come up with self made learning and teaching materials, which make learning more effective and more fun for the children, making not only some of the classrooms a good practice example for other schools in the district, but also the whole school.

Classroom with self made teaching materials



The school has many plans for the future. The PTA is planning for an auditorium for the school, a library, building of additional latrines for girls and fencing of the whole school campus, they need desperately teacher's tables and chairs, ICT material and a photocopier. But they can be proud of what they have already achieved, only very few drop outs per year, and decreasing repeater rates. With the fair and quality distribution of food at the school, the school has made it possible that also pupils coming from far away can also attend the school and will have continual education up to Grade 8.

They are still many challenges, the school has to find a way how to deal with to continue in improving the quality education for the rising number of pupils. But with the kind of commitment they were able to create within the community, making them a responsible part of the school planning and improvement; the school will also be in future a good practice example for the other schools in the district.



Better Education and Life Opportunities for Vulnerable Children through Networking and Organizational Growth



Proposed Planning Matrix Interviews and FGDs BELONG Project Zambia

Location	Platform /Program	Partner/sites visited	Persons interviewed	Data collection method	Sample size	Team Member	Time allocated for activity (hrs)	Date allocated for trip	
Lusaka	Community Schools	Chiti <ul style="list-style-type: none"> 456 students Distance 7 km Joined program in 2008 In WFP school feeding program 	Students	Individual inter-views	Total 8 interviews (per school): <ul style="list-style-type: none"> 8-12 yrs <ul style="list-style-type: none"> 2 boys 2 girls 13-17 yrs <ul style="list-style-type: none"> 2 boys 2 girls 	4 team members	4 (2 schools)	6.4.-7.4. (1 day)	
				FGD	Total 2 FGDs (per school) <ul style="list-style-type: none"> 8-12 yrs 13-17 yrs 				4 team members
				PCSC	FGD	1 (per school)	4 team members		1 (2 schools)
				Headmaster	Interview	1 (per school)	Senior consultant		2 (2 schools)
		HBC Bafwano	SHGs (12 groups)	Members SHG	Individual inter-view	2 members per SHG	4 team members		6 (12 groups)
	FGD				1 FGD of 4 selected SHGs	4 team members	2 (4 groups)		
			Key informant interviews	Program Director Bwafwano Project staff CBTO, ART, Urban Agriculture	FGD	1 FGD	Senior consultant		1



Better Education and Life Opportunities for Vulnerable Children through Networking and Organizational Growth



Proposed Planning Matrix Interviews and FGDs BELONG Project Zambia

Location	Platform /Program	Partner/sites visited	Persons interviewed	Data collection method	Sample size	Team Member	Time allocated for activity (hrs)	Date allocated for trip				
	PCI Key Project Staff			Individual interviews		Senior consultant						
	USAID					Senior consultant	1					
	Government Officials			DHMT		Senior consultant	1					
				MoE		Senior consultant	1					
Chongwe	Community School	Twatasha	students	Individual interview	Total 8 interviews (per school): <ul style="list-style-type: none"> • 8-12 yrs <ul style="list-style-type: none"> ○ 2 boys ○ 2 girls • 13-17 yrs <ul style="list-style-type: none"> ○ 2 boys ○ 2 girls 	4 team members	4 (2 schools)	8.4.-9.4. (1 day)				
		<ul style="list-style-type: none"> • 656 students • Distance 30 km • Joined 2008 • Not in school feeding program 										
		Madalitso								Total 2 FGDs (per school) <ul style="list-style-type: none"> • 8-12 yrs • 13-17 yrs 	4 team members	2 (2 schools)
		<ul style="list-style-type: none"> • 113 students • Distance 60 km • Joined 2007 • In WFP School Feeding Program 										
		PCSC	FGD	1	4 team members	1 (2 schools)						
	Headmaster	Interview	1	Senior consultant	2 (2 schools)							
	PACT WORTH	7 sites	Members SHG	Individual interviews	2 members per SHG	4 team members	4	8.4.-9.4. (1 day)				
	PCI Key Project			Individual inter-		Senior consultant						



Better Education and Life Opportunities for Vulnerable Children through Networking and Organizational Growth



Proposed Planning Matrix Interviews and FGDs BELONG Project Zambia

Location	Platform /Program	Partner/sites visited	Persons interviewed	Data collection method	Sample size	Team Member	Time allocated for activity (hrs)	Date allocated for trip						
	Staff			view										
	Government Officials			DHMT MoE		Senior consultant	2							
Kafue	Community School	Trinity <ul style="list-style-type: none"> • 318 students • Distance 5 km • Joined 2005 Chikoka <ul style="list-style-type: none"> • 187 students • Distance 5 km • Joined 2008 • Not in school feeding program 	Students	Individual inter-view	Total 8 interviews (per school): <ul style="list-style-type: none"> • 8-12 yrs <ul style="list-style-type: none"> ○ 2 boys ○ 2 girls • 13-17 yrs <ul style="list-style-type: none"> ○ 2 boys ○ 2 girls 	4 team members	4 (2 schools)	12.4.-13.4. (1 day)						
										FGD	Total 2 FGDs (per school) <ul style="list-style-type: none"> • 8-12 yrs • 13-17 yrs 	4 team members	2 (2 schools)	
										PCSC	FGD	1 (per school)	4 team members	1 (2 schools)
										Headmaster	Interviews	1 (per school)	Senior consultant	2 (2 schools)
		PCI Key Project Staff			Individual inter-views		Senior consultant		12.4.-13.4. (1 day)					
		Government Officials			DHMT		Senior consultant	1						
				MoE		Senior consultant	1							
Kalomo	Community School	Namabono <ul style="list-style-type: none"> • 321 students • Distance 17 km 	Students	Individual inter-views	Total 8 interviews (per school): <ul style="list-style-type: none"> • 8-12 yrs 	4 team members	4 (2 schools)	14.4.-16.4 (3days)						



Better Education and Life Opportunities for Vulnerable Children through Networking and Organizational Growth



Proposed Planning Matrix Interviews and FGDs BELONG Project Zambia

Location	Platform /Program	Partner/sites visited	Persons interviewed	Data collection method	Sample size	Team Member	Time allocated for activity (hrs)	Date allocated for trip
		<ul style="list-style-type: none"> Joined 2007 In school feeding program Kinnertone			<ul style="list-style-type: none"> 2 boys 2 girls 			
		<ul style="list-style-type: none"> 100 students Distance 5 km Joined 2007 In school feeding program 			<ul style="list-style-type: none"> 13-17 yrs 2 boys 2 girls 			
				FGD	Total 2 FGDs (per school)	4 team members	2 (2 schools)	
			PCSC	FGD	1	2 team members	1 (2 schools)	
			Headmaster	Interviews	1	Senior consultant	2 (2 schools)	
		PCI Key Project Staff			Individual interviews		Senior consultant	
	Government Officials			DHMT		Senior consultant	1	14.4.-16.4 (3days)
				MoE		Senior consultant	1	
Mongu	Community School	Lioyelo Mulambwa <ul style="list-style-type: none"> 128 students Distance 5 km Joined 2006 with school feeding program, received BELONG services since 	Students	Individual interviews	Total 8 interviews (per school): <ul style="list-style-type: none"> 8-12 yrs <ul style="list-style-type: none"> 2 boys 2 girls 13-17 yrs <ul style="list-style-type: none"> 2 boys 	4 team members	4	19.4.-22.4. (4 days)



Better Education and Life Opportunities for Vulnerable Children through Networking and Organizational Growth



Proposed Planning Matrix Interviews and FGDs BELONG Project Zambia

Location	Platform /Program	Partner/sites visited	Persons interviewed	Data collection method	Sample size	Team Member	Time allocated for activity (hrs)	Date allocated for trip
		2008 St John's (Mongu)			○ 2 girls			19.4.-22.4. (4 days)
		<ul style="list-style-type: none"> • 124 students • Distance 5 km • Joined 2006 with feeding program, received BELONG services since 2008 						
]	FGD	Total 2 FGDs (per school)	4 team members	2	
			PCSC	FGD	1	2 team members	1	
		Headmaster	Interview	1	Senior consultant	1		
	HBC	ART Urban Agriculture	Program Director	FGD	1	Senior consultant	1	
	PCI Key Project Staff			Individual interviews		Senior consultant		
Government Officials				DHMT MoE		Senior consultant	2	



Better Education and Life Opportunities for Vulnerable Children through Networking and Organizational Growth



Proposed Planning Matrix Interviews and FGDs BELONG Project Ethiopia

Location	Platform-Organization	Date/Time	Target Group	Tool/Target	Sample Size	Interviewed by	Time
Addis Ababa	PCI	Monday, 3.5.2010 To be picked up from hotel at 8 hours	PCI staff meeting	<ul style="list-style-type: none"> Schedule 		Barbara	morning
			Meeting with 4 team members	<ul style="list-style-type: none"> Review tools 		Barbara	afternoon
Addis Ababa	HAPSCO	Tuesday, 4.5.2010 To be picked up from hotel at 8 hours	HBC volunteers	FGD HBO Caregivers	1 FGD (10 - 15 members)	Joseph/Befika	9 10 hours
			Guardians	FGD HBO Caregivers	1 FGD (10-15 members)	Yihumie/Tassem	9 10 hours
			OVC project staff: <ul style="list-style-type: none"> Director Coordinator OVC officers (3) 	Individual interview Individual Interview Interview	1 1 3 officers	Barbara	9 - 13 hours
			CBOs	FGD HBC CBOs	FGD (10 - 15 members)		10.30 – 12 hours
			OVC	FGD OVC Individual interviews OVC	FGD 13 -17 year, FGD 7 -12 years' Individual inter-views 2 boys, 2 girls 7-12 years, 2 boys, 2 girls 13-17 years)	Joseph/Befika Yihumie/Tassem	14 - 15 hours 14 – 15 hours 15 – 16 hours
Addis Ababa		Wednesday, 5.5.2010 To be picked up at 9.45 hours	PCI staff: <ul style="list-style-type: none"> Director PCI Women Empowerment Coordinator 		1 1	Barbara Barbara	10 – 12 hours



Better Education and Life Opportunities for Vulnerable Children through Networking and Organizational Growth



Proposed Planning Matrix Interviews and FGDs BELONG Project Ethiopia

Location	Platform-Organization	Date/Time	Target Group	Tool/Target	Sample Size	Interviewed by	Time
Addis Ababa	SWDA	Thursday, 6.5.2010 To be picked up at 8 hours	Project staff				
			Director		1	Barbara	9 - 10 hours
			Project officers		2	Barbara	10 – 11 hours
			Community Facilitators	HBC CBO FGD Guide-line	FGD (1)	Joseph/Befika	9 - 10hours
			Cluster level association	SHG FGD Guideline	FGD (2 groups)	Joseph/Befika Yihumie/Tassem	10.30 -12 hours
SHG members	SHG Individual Interview	Individual interviews (8)	Joseph/Befika Yihumie/Tassem	15.00 -17 hours			
			SHG members	SHG FGD Guideline	FGD (2 groups)	Joseph/Befika Yihumie/Tassem	14 - 15 hours
Addis Ababa	LCO	Friday, 7.5.2010 To be picked up at 8 hours	Project staff:				
			• Director	Individual Interview	1	Barbara	9 – 10 hours
			• Project Officers	Interview	2	Barbara	10 – 11 hours
			Community Facilitators	FGD HBO Caregivers	FGD (1)	Joseph/Befika	9 – 10 hours
			CLA	Questionnaire FGD SHG	FGD (2)	Joseph/Befika Yihumie/Tassem	11-12 hours
SHG members	Questionnaire FGD SHG	FGD (2)	Joseph/Befika Yihumie/Tassem	14-15 hours			
			SHG members	Individual Interview	8 interviews	Joseph/Befika Yihumie/Tassem	15-17 hours
Addis Ababa		Saturday, 8.5.2010 To be picked at 8 hours	SHG members ISAPSO, AFSR	FGD SHG members	2 groups	Joseph/Befika Yihumie/Tassem	9-10 hours
				Individual Interview	16 interviews	Joseph/Befika Yihumie/Tassem	



Better Education and Life Opportunities for Vulnerable Children through Networking and Organizational Growth



Proposed Planning Matrix Interviews and FGDs BELONG Project Ethiopia

Location	Platform-Organization	Date/Time	Target Group	Tool/Target	Sample Size	Interviewed by	Time
Flight to Tigray: Sunday, 9.5.2010							
Tigray	Community School Abreha Atsbeha	Monday, 10.5.2010 9:00-12:00 hours	OVC	Questionnaire FGD OVC	2 groups of 10 OVC each (8-12 yrs and above 12 yrs)	Joseph/Befika Yihumie/Tassem	9-10 hours
			Headmaster	Questionnaire Individual Interview Headmaster	1	Barbara	9-10 hours
			OVC	Questionnaire Individual Interview OVC	8 interviews	Joseph/Befika Yihumie/Tassem	10-12 hours
			PTA	Questionnaire FGD PTA	1 group	Joseph/Befika	11-12 hours
Tigray	Community School- Endamainco	Monday, 10.5.2010 14:00-17:00 hours	OVC	Questionnaire FGD OVC	2 groups of 10 OVC each (8-12 yrs and above 12 yrs)	Joseph/Befika Yihumie/Tassem	14-15 hours
			Headmaster	Questionnaire Individual Interview Headmaster	1	Barbara	14-15 hours
			OVC	Questionnaire Individual Interview OVC	8 interviews	Joseph/Befika Yihumie/Tassem	14-17 hours
			PTA	Questionnaire FGD PTA	1 group	Joseph/Befika	15-16 hours
Tigray	Community School Adiky	Tuesday, 11.5.2010 9:00-13:00 hours	OVC	Questionnaire FGD OVC	2 groups of 10 OVC each (8-12 yrs and above 12 yrs)	Joseph/Befika Yihumie/Tassem	9-10 hours
			Headmaster	Questionnaire Individual Interview Headmaster	1	Barbara	9-10 hours



Better Education and Life Opportunities for Vulnerable Children through Networking and Organizational Growth



Proposed Planning Matrix Interviews and FGDs BELONG Project Ethiopia

Location	Platform-Organization	Date/Time	Target Group	Tool/Target	Sample Size	Interviewed by	Time
			OVC	Questionnaire Individual Interview OVC	8 interviews	Joseph/Befika Yihumie/Tassem	10-12 hours
			PTA	Questionnaire FGD PTA	1 group	Joseph/Befika	11-12 hours
Travelling within Tigray to NPHCC							
Tigray	NHPCC	Wednesday, 12.5.2010 9-13 hours	SHG	Questionnaire FGD	1 group 8 members	Joseph/Befika all	9-10 hours
			SHG	Questionnaire Individual interviews	8 -16 members	Joseph/Befika all	10-12 hours
	Advisory Committee		District Advisory Committee (NHPCC)	Interview	FGD (5 members)	Barbara	9-10 hours
Travel to Amhara							
Amhara	Community School Gerbi	Thursday, 13.5.2010 14:00-17:00 hours	OVC	Questionnaire FGD OVC	2 groups of 10 OVC each (8-12 yrs and above 12 yrs)	Joseph/Befika Yihumie/Tassem	9-10 hours
			Headmaster	Questionnaire Individual Interview Headmaster	1 individual interview	Barbara	9-10 hours
			OVC	Questionnaire Individual Interview OVC	8 individual interviews	Joseph/Befika Yihumie/Tassem	10 - 12 hours
			PTA	Questionnaire FGD PTA	1 FGD	Joseph/Befika	11 - 12 hours
Amhara	DFT	Friday, 14.5.2010	SHG		FGD (2)	Joseph/Befika Yihumie/Tassem	9-12 hours



Better Education and Life Opportunities for Vulnerable Children through Networking and Organizational Growth



Proposed Planning Matrix Interviews and FGDs BELONG Project Ethiopia

Location	Platform-Organization	Date/Time	Target Group	Tool/Target	Sample Size	Interviewed by	Time
					8 Individual interviews	Joseph/Befika Yihumie/Tassem	
Addis Ababa	Friday evening						

Grade 2 Problems

(See how much they can do in 5 minutes)

On Monday you saw 12 birds on one tree and 7 on another. How many birds did you see altogether?

You picked 8 flowers and your friends picked 17 flowers. How many more flowers did your friends pick?

You saved 17 kwacha/birr and your brother saved 8 kwacha/birr. How many more kwacha/birr did you save?

In your class today, only 18 of the 26 students were at school. How many were absent?

Your 8 friends all have 2 wheeled bicycles, how many wheels is that all together?

Grade 5 Maths Problems

- a. A man has to be at work by 9:00 a.m. and it takes him 15 minutes to get dressed, 20 minutes to eat and 35 minutes to walk to work. What time should he get up?
- b. In the first year of business a man sells 1572 boxes of Boom, in his second year he sells 1753 boxes, and in his third year he sells 152 boxes less than in his second year. How many boxes are sold in 3 years?
- c. There are 28 students in Bob's civic's class. One day, $\frac{1}{4}$ of the students were absent. How many students were present?

BELONG Grade 5 Reading exercise

During your operation you will be asleep and you will not feel any pain or be uncomfortable. The doctors will give you medicines so the operation will not hurt. After it is over, you will have some pain, but the nurses will give you more medicine to make you feel better.

Right after the operation you will stay in a special area and get extra attention from all the nurses and doctors, and I will be able to visit you often. After you have gotten stronger, you will go back to the ordinary hospital ward and then I will be able to stay with you and visit you more often. While you are staying in the hospital, you will meet other children who are also getting well from heart surgery. They will have had their operation and be getting ready to go home. You will be able to go home, too, as soon as the doctors say you are ready.

List of Interviews

International

Platform	Locality/Name	Function	Name	Employed Tool	No involved
PCI International Office	Lusaka	Monitoring and Evaluation Technical Officer	Kelly Skrable	Individual interview	1
USAID Washington	Lusaka	Cognizant Technical Officer	Rebekah Krimmel	Individual interview/telephone call	1

Zambia

Platform	Locality/Name	Function	Name	Employed Tool	No involved
PCI Country Office	Lusaka	Africa Regional Director/Interim Zambia Country Director	Kurt Henne	Individual interview	1
	Lusaka	BELONG project staff	Victor Sinyangwe Pule Mudende	Interview	2
	Lusaka		Chiluba Mumba	Individual interview	1
PCI District Office	Chongwe	Project Officer	William Tembo	Individual interview	1
PCI District Office	Kafue	Project Officer	Knox Kalubi	Individual interview	1
PCI District Office	Kalomo	Project Officer	Christopher Syamwenya	Individual interview	1
PCI District Office	Mongu	Project Officer	Penfrida Kulukali	Individual interview	1
District Educational Board	Lusaka	District Education Standard Officer		Individual interview	1
	Chongwe	District Education Standard Officer	Joseph Musoni	Individual interview	1
	Kafue	District Education Standard Officer	Vincent Siambo	Individual interview	1
	Kalomo	District Education Director	Steven Halimemba	Individual interview	1
	Mongu	District Education Standard Officer	Mr Mweene	Individual interview	1
Community School Lusaka	Divine School	Administrator	Pastor Chipesha	Individual interview	1
		PCSC		FGD	7
		OVC (13-17 years)		FGD	7
		OVC (8-12 years)		FGD	8
Community School Lusaka	Chiti	Administrator	E. Mukuka	Individual interview	1
		PCSC		FGD	3
		OVC (13-17 years)		FGD	12
		OVC (8-12 years)		FGD	0
Community School Kafue	Trinity	Administrator	M. Lungu	Individual interview	1
		PCSC		FGD	1
		OVC (13-17 years)		FGD	11
		OVC (8-12 years)		FGD	9
Community School Kafue	Chikoka	Administrator	R. Moomba	Individual interview	1
		PCSC		FGD	0
		OVC (13-17 years)		FGD	0

Platform	Locality/Name	Function	Name	Employed Tool	No involved
		OVC (8-12 years)		FGD	18
Community School Chongwe	Twatasha	Administrator	M. Yuyi	Individual interview	1
		PCSC		FGD	7
		OVC (13-17 years)		FGD	8
		OVC (8-12 years)		FGD	8
Community School Chongwe	Madalitso	Administrator	Deputy	Individual interview	1
		PCSC		FGD	5
		OVC (13-17 years)		FGD	5
		OVC (8-12 years)		FGD	4
Community School Kalomo	Namabondo	Administrator	Mr Sendoi	Individual interview	1
		PCSC		FGD	10
		OVC (13-17 years)		FGD	21
		OVC (8-12 years)		FGD	14
Community School Kalomo	Kinnerton	Administrator	Mrs Euphrasia Makala	Individual interview	1
		PCSC		FGD	5
		OVC (13-17 years)		FGD	0
		OVC (8-12 years)		FGD	29
Community School Mongu	Liyoyelo	Administrator	Mate Maambo	Individual interview	1
		PCSC		FGD	4
		OVC (13-17 years)		FGD	0
		OVC (8-12 years)		FGD	13
Community School Mongu	St. John	Administrator	Mrs Chinseu	Individual interview	1
		PCSC		FGD	2
		OVC (13-17 years)		FGD	0
		OVC (8-12 years)		FGD	20
SHG Chongwe	Chitemalesa	Members		FGD	20
	Chimuzanya	Members		FGD	10
HBC CBO Lusaka	Bwafwano	Program Officer	Isaac Phiri	Individual interview	1
		OVC		FGD	15
	CBTO	Caregiver		FGD	9
		Project staff		FGD	2
	Our Lady's Hospice	Caregiver		FGD	10
	Kalingalinga	Caregiver		FGD	8
	Kalinomute (4 HBC groups)	Caregiver		FGD	10
	Matero (5 HBC groups)	Caregiver		FGD	10
St John (4 HBC groups)	Caregiver		FGD	10	
HBC CBO Mongu	CARITAS	M/E Officer	Mubita Limbuwa	Individual interview	1
	NZP+	Office representative	Preton Chingama	Individual interview	1
	HBC CBO	Caregiver		FGD	10
		Caregiver		FGD	4
		OVC		FGD	8
		OVC		FGD	9

Ethiopia

Platform	Locality/Name	Function	Name	Employed Tool	No involved
PCI Country Office	Addis Ababa	Country Director	Walleigne Beriye	Individual interview	1
		Women Empowerment Coordinator	Adisalem Tesfaye	Individual interview	1
HBC CBO Addis Ababa	HAPSCO	Project Officer	Mr Wandi Frem	Individual interview	1
		Coordinator	Arsema Solongwe	Individual interview	1
		OVC Officer	Maron Nega	Individual interview	1
		HBC CBO		FGD	12
		Caregiver		FGD	8
		Caregiver		FGD	10
		OVC		FGD	7
SHG Addis Ababa	LCO	Director		Individual interview	1
		Project Officer	Tsise Gonfa	Individual interview	1
		Cluster level association		FGD	8
		SHG members		FGD	10
	SWDA	Director		Individual interview	1
		Project Officer		Individual interview	1
		Cluster level association		FGD	8
		SHG members		FGD	12
	ISAPSO	SHG members		FGD	11
	AFSR	SHG members		FGD	10
School Tigray	Abreha Ats-beha	School Administrator		Individual interview	1
		PTA		FGD	2
		OVC (8-12 years)		FGD	12
		OVC (13-17 years)		FGD	17
	Endamayno	School Administrator		Individual interview	1
		PTA		FGD	2
		OVC (8-12 years)		FGD	0
		OVC (13-17 years)		FGD	11
	Adikyh	School Administrator		Individual interview	1
		PTA		FGD	0
		OVC (8-12 years)		FGD	10
		OVC (13-17 years)		FGD	11
School Amhara	Senbete	School Administrator	Samuel Belay	Individual interview	1
		PTA		FGD	5
		OVC (8-12 years)		FGD	9
		OVC (13-17 years)		FGD	11
District Advisory Committee	NHPCC			FGD	5
DTF Amhara				FGD	24