

# CHANGES 2

## SMALL SUB GRANTS IMPACT ASSESSMENT

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REPORT BASED ON 20 SITES

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The study was commissioned by CHANGES 2 and AIR and financed by USAID

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## TABLE OF CONTENTS

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<b>DISCLAIMER.....</b>	<b>3</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>6</b>
<b>EXECUTIVE SUMMARY.....</b>	<b>7</b>
1.1. Background .....	7
1.2. Assessment methods.....	7
1.3. Results of CHANGES Sub granting Activities.....	8
1.3. Results of CHANGES outputs.....	8
1.4. Impact Assessment of the sub granting program.....	9
<b>INTRODUCTION.....</b>	<b>12</b>
<b>IMPACT ASSESSMENT METHODOLOGY.....</b>	<b>16</b>
2.1 Objectives of Impact Assessment.....	16
2.2. Assessment Design.....	16
2.3. Data Collection .....	16
2.4. Respondent Selection .....	18
2.5. Limitation of the Impact Assessment.....	18
<b>PRESENTATION OF FINDINGS .....</b>	<b>19</b>
3.1. Results of CHANGES sub granting processes.....	21
3.2. Results of CHANGES outputs.....	23
<b>IMPACT ASSESSMENT BY FOUR CRITERIA</b>	
4.1. Relevance.....	37
4.2. Effectiveness.....	38
4.3. Impact.....	40
4.4. Sustainability.....	41
<b>LESSONS LEARNT AND RECOMMENDATIONS</b>	
5.1. Lessons Learnt.....	42
5.2. Recommendations.....	43
<b>REFERENCES .....</b>	
<b>APPENDICES .....</b>	

## **DISCLAIMER**

This report does not reflect the views of the financiers American Institute for Research or the United State Agency for International Development (USAID), but is an Impact Assessment of the impact of the small grants disbursed by CHANGES 2 based on data collected from secondary sources and interviews of stakeholders

## **ACRONYMS**

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AATAZ	Anti-AIDS Teachers Association of Zambia
AB	Abstinence and/or Being faithful
ADRA	Adventist Development Relief Agency
AIDS	Acquired Immune Deficiency Syndrome
ARV	Antiretroviral
CAG	Community Action Group
CBO	Community Based Organisation
CHANGES2	Community Health and Nutrition, Gender and Education Support-2
CHEP	Copperbelt Health Education Programme
DAD	Drug Administration Days
DATF	District AIDS Task Force
DEBS	District Education Board Secretary
DRCC	District Resource Center Coordinator
EO	Education Officer
FGD	Focus Group Discussion
FHT	Family Health Trust
FPP	Focal Point Persons
HBC	Home Based Care
HIV	Human Immune-deficiency Syndrome
IEC	Information, Education and Communication
MoCDSS	Ministry of Community Development and Social Services
MOE	Ministry of Education
MOH	Ministry of Health
MoHA	Ministry of Home Affairs
MoSCD	Ministry of Sport and Child Development
NGO	Non Governmental Organisation
OVC	Orphan and Vulnerable Children
PAM	Programme Against Malnutrition
PATF	Provincial AIDS Task Force
PEO	Provincial Education Officer
PEPFAR	President's Emergency Plan for AIDS Relief
PESO	Provincial Standards Education Officer
PLA	Participatory Learning Action
PLWA	People Living with AIDS
PS	Permanent Secretary
PTA	Parents and Teachers' Association
RC	Resource Centre
RED PCV	Rural Education Development Peace Corps Volunteer
RRG	Rapid Response Grants
SADC	Southern African Development Community
SCP	School Community Partnership
SCPC	School Community Partnership Committee

SESO	Senior Education Standards Officer
SHN	School Health and Nutrition
SIA	Sport In Action
SIC	Senior In-service Coordinator
SMC	Sub-grant Management Committee
SPRINT	School Program of In-service for the Term
SPW	Student Partnership Worldwide
TA	Technical Advisor
TCA	Theatre for Community Action
TESS	Teacher Education and Specialised Services
TGM	Teacher Group Meetings
TOR	Terms of Reference
TOT	Trainer of Trainers
USAID	United States Agency for International Development
VCT	Voluntary Counseling and Testing
ZIC	Zonal In-service Coordinator

**LIST OF TABLES**

Table 1: Sites That Where Visited

Table 2: Composition of the SMCs

**LIST OF FIGURES**

Figure 1: Grant Cycle

Figure 2: Sub granting Process

Figure 3: Zambia HIV Prevalence Rates

**LIST OF APPENDICES**

*Appendix I: List of Respondents*

*Appendix II:: List of sites visited*

*Appendix V: Data Collection Tool*

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## EXECUTIVE SUMMARY

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### 1.0. Background

Zambia's population of 11.5 million people is growing at a rate of 2.9% per annum. By 2000, more than 830,000 people over the age of 15 were reported to be living with HIV. There are five main national data sources on HIV and AIDS in Zambia, including the five-yearly *Zambian Demographic and Health Survey*. The second *Zambia Demographic Health Survey (ZDHS 2007-2008)* estimates the prevalence rate for people aged 15 – 49 at 14 %, which is a 2% reduction from 16% recorded in the 2001-2002 ZDHS. In urban areas, the HIV/AIDS prevalence has reduced from 23% in 2001 to 20% in 2007, while in rural areas it has reduced from 11% in 2001 to 10.3% in 2007. Geographically, areas mostly affected by the epidemic include Lusaka (21%), Central (18%), Copperbelt province (17%), Western Province (15%) and Southern Province (14.5%) (ZDHS 2007 – 2008).

While it is evident that the *Zambian population*, in general, has high levels of Knowledge about HIV and AIDS, its transmission and prevention which stands at 99% (ZDHS 2007 -2008), presents evidence that there is still a gap between knowledge and practice in terms of what people do to reduce their risk of contracting HIV and AIDS. The gap lies in people's perception of their own risk to HIV and AIDS infection and what behaviors put them at risk.

The total number of children below the age of 18 years in Zambia is estimated at 5,156,000 while the number of orphans has been estimated at 1,147,614 (23%) *Rapid Assessment, United Nations Children's Emergency Fund (UNICEF), 2004*. The proportion of orphan hood has risen in the past 10 years and is expected to continue, leading up to an estimated number of 1,197,867 orphans by 2005 and a total number of 1,328,000 by 2010. The outbreak of the HIV/AIDS pandemic has had far reaching social ramifications in Zambia. By killing adults in their prime child bearing age group between 15 and 49 years, HIV/AIDS has led to a growing number of orphans. HIV/AIDS has added another toll on the economy, presenting a setback erosion in some areas of the economic development, particularly in the loss of human resources at their most productive age. Productivity losses have also compounded the entire economic burden attributable to HIV/AIDS. In addition, the health care costs have drastically increased with overall expenditures increasing from US\$3.4 million in 1989 to US\$18.3 million in the late 1990s. (*Rapid Assessment, UNICEF*)

The *CHANGES2* programme was aimed at providing technical support to MoE in the provision of improved quality education in schools, by supporting school based projects aimed at empowering pupils, teachers, and community members to improve access to education. *CHANGES2* program also support projects addressing gender equity, and health in schools and the communities.

### 1.2. Impact Assessment Methods

The impact assessment mostly used qualitative methods, while quantitative data was collected from secondary sources. Qualitative data allowed for the investigation of processes in the sub granting mechanism. A questionnaire was used to understand the perceptions of key players and beneficiaries of the sub-granting program. As already alluded to, secondary sources of information were consulted for necessary quantitative data. Primary data was collected mainly through In-depth interviews and Focus Group Discussions (FGD) with staff from the following sources;

1. *CHANGES 2* Provincial staff
2. Granting Management Committees at both provincial and district levels
3. Project partners
4. Lead NGOs
5. Project Committees in selected schools
6. *CHANGES 2* sub-grant beneficiaries

### **1.3. Findings on the CHANGES 2 Sub granting System**

The sub granting system started with community sensitization which was done during the trainings which were held by CHANGES2 with the schools. The schools were sensitized on available grants as well as modalities of accessing these grants. Proposal forms were also given out to schools attending the training and were told to develop proposals together with identified communities and beneficiaries.

The schools normally formed School Community Partnerships and draft a proposal which is submitted to either CHANGES2 provincial offices or the Lead NGOs to be considered for funding. Once the proposals are received they undergo desk and field appraisals by the Sub-grant Management Committees which had been formed at provincial and district levels. The MoE and other key line ministries were part of the screening process of proposals.

Once the proposal was successful, the schools received down payments to implement their proposed projects. It was noted that there was low involvement of Lead NGOs in solicitation and verification of projects and the period of funding to close out was too short to allow for proper planning, monitoring and eventually hand over by the Lead NGOs.

### **1.4. Sub-grants Management Committee**

The findings of the Impact assessment showed that the composition of the Sub-Grants Management Committees was multi-sectoral in nature and played a key role in assessing and awarding of grants to applicants. At provincial level the Provincial Sub-grants Management Committee were established and participated in desk appraising the proposals. In addition, at the district level, the District Sub-grants Management Committees were established and in most cases, these received applications and participated in both desk and field appraising the potential projects.

### **1.5. Assessing CHANGES2 Sub granting Outputs**

Twenty projects sites were assessed and the findings showed that most projects were implementing both HIV/AIDS prevention and OVC support interventions. The OVC support was being done through funding of IGAs which were used to raise income. The income generated was then used to purchase school requisites and other material support. Generally, the number of OVCs supported through these IGAs remained low due to failure of some IGAs, long turn around and low business management skills of the project teams as well as misdirecting the focus of the projects.

Most Project teams received at least some form of training in basic financial and project management. Other linkages with relevant line ministries and professional bodies helped to tap expertise in developing most IGAs. In some projects there was low community and beneficiary involvement or participation.

Most schools also had formed Community Action Groups and Anti-AIDS clubs which were disseminating various HIV prevention messages. These messages helped in reducing misconceptions and in opening up discussions within the communities on sensitive issues that helped the spread of HIV. In certain communities they reported increased VCT uptake and reduced stigma and discrimination of HIV+ people and more people were willing to disclose their HIV status and serve as role models.

## **1.5. Findings of the Impact Assessment of the CHANGES 2 Small Grants (Rapid response, Middle level, wraparounds and special) component**

### **Rapid response**

#### **Relevance**

The CHANGES2 small grants component was relevant in that it targeted the groups of people who were not only mostly affected by HIV/AIDS, but were also highly at risk to HIV infection.

Further relevance of the small grants in relation to HIV prevention was established through the middle level grants that supported HIV prevention activities in Zonal Resource Centers and NGOs. This support had a dual approach in HIV prevention in that it targeted both the teachers and pupils. Teachers were not only empowered with HIV/AIDS information, but also with HIV/AIDS information delivery methodologies for both inside and outside the classroom thereby targeting pupils and the surrounding communities.

The sub grants were also found relevant to OVC support in that supported projects provided an opportunity to targeted OVCs to receive the much needed help that enabled them to access education. The assessment established that all targeted schools had huge numbers of OVC on their registers, a testimony that the small grants may not have any better relevance than that.

#### **Effectiveness**

The assessment established that, as regards HIV prevention interventions, the small grants overall, succeeded in recording positive behaviour change both among the pupils and the at the targeted wider community. The supported projects undertook various prevention activities, including awareness campaigns at community level with various HIV/AIDS messages that had impacted positively in opening up dialogue around sensitive issues such as; sexual abuse of girl pupils in the community and schools and older men having sex with girls. It was noted that there was some general increase in the number of cases reported by community members and children in places where this phenomenon never existed. There was openness in communities discussing issues around gender inequalities, stereotypes which encourage alcohol abuse and multiple sexual partners and men's attitude towards women. This trend could be attributed to the effectiveness of the messages that were undertaken in the targeted communities.

In relation to OVC support, the assessment found out that while the number of OVCS in the targeted schools at the time of application was high, it was noted that only a small fraction of the intended beneficiaries had received any form of support since 2006. It was noted that the form of support was irregular and unpredictable. In most cases, targeted children had only received the one form of support once from 2006. The type of support received included nutritional support, educational support and other basic needs.

#### **Efficiency**

Efficiency was assessed at two levels; 1) at application processing stage and 2) delivery of quality services to the intended beneficiaries. It was noted that the period of processing an application from date of submission ranged from one to six months. On average it was three and a half months.

As regards efficiency in the delivery of services to needy children, the study noted that there was little efficiency if any, as all needs, including children's immediate needs were deferred and dependent upon the success of the supported IGAs.

## **Impact**

It was worthy noting that it was difficult to ascertain with precision the impact of the small grants on HIV Prevention. While there may have been systematic behaviour change as a result of the project, there were many exogenous factors, beyond the project activities, which impacted on behaviour change outcomes in any given community. Consequently impact here was used with reference to the result of supported projects' activities as it related to the target group (OVCs and communities).

In general it would be said that the Small Grants impacted on the community and the target group through the provision of HIV/AIDS messages which raised awareness about HIV/AIDS and opened up dialogue around some sensitive risk factors.

It was evident, however, that OVCs supported in most schools, small as the numbers may have been, resulted in children's increased access to education and classroom attendance as well as children's retention in school. It was reported that the children who had uniforms bought for them were encouraged to attend school as they no longer looked inferior amongst fellow dressed children and as a result of nutritional support through the school based feeding programme, targeted children were encouraged to attend school as they were assured of food at school.

## **Sustainability**

The success and the continued operation of the IGAs in the 20 sites could be attributed to some levels of capacity building in managing the enterprises, especially financial management. More so, this success could be attributed to projects' strategic linkages with professional institutions like Ministry of Agriculture and Cooperatives and other relevant institutions.

It was also noted that all the projects visited were attempting to assist OVCs as well as carrying out HIV prevention activities from the proceeds of the IGAs. The incomes generated from these IGAs were used to acquire needed school requisites, buying costume and props for drama groups, meeting children's transport to access treatment and other needs.

What was worthy noting about the IGAs was that they were being implemented in a participatory manner to the extent of involving both affected pupils as well as those not affected in operating the IGAs. Participation was evident in activities like watering gardens, cleaning poultry houses, feeding chickens and selling the produce. To this extent, IGAs imparted some survival skills in the beneficiaries. However, an in-depth inquiry into the participation of pupils in planning, decision making and financial management activities revealed that a lot more needed to be done to go beyond informatory and mere tokenism of child participation and get children to be part and parcel of project management, taking advantage of their resilience and agency so that they become active participants in the whole process from problem identification to making decisions on the utilization of proceeds from these IGAs.

### **1.6. Lessons Learnt**

- Successful HIV interventions are those that involve the wider community.
- Involvement of decision makers (DEBS, PEO) increases likely hood of success of projects. The DEBS and PEOs offices need to be fully involved from planning to close out stages so that the projects are further supported even after the donor has left.
- Successful HIV prevention interventions are those accompanied by livelihood alternatives aimed at sustaining behavior change.
- Establishing strong networks among key partners is necessary for sustaining project activities. Strategic partnerships are key to successful project implementation.

- The quality of services is compromised once available resources are spread too thinly across the intended beneficiaries. The available resources could not meet the demand due to high numbers of needy OVCs.
- Capacity building at all levels improves project management and the use of lead NGOs also helped to build local capacity, but also promoted transparency in process of funds disbursement. It was however noted that there was need to develop trainings that would incorporate business management skills including marketing.
- IGAs are efficient when immediate needs are addressed to allow them grow. In most cases the findings showed that there were immediate needs that should have been addressed while allowing the IGAs to develop. Most OVCs who were identified at proposal writing stage could not benefit from the support due to the long turn around period for the IGA.

### **1.7. Recommendations**

- Project managers should deepen their engagement with districts in order to start devising mechanisms on how project activities could be continued after principle funder cease providing support.
- More linkages and partnerships at project level need to be formed to improve project efficiency
- There is need for improved feedback mechanisms at all levels of project implementation.
- There is need for project to include business management training for enhanced project performance.
- Need to strengthen the participation at community level, especially OVC guardians in operating IGAs as a means of skills transfer and empowerment
- Need for improved documentation of project management processes, including appraisal documents, activity reports, close out reports and other documents for reference
- Need for coordination of support by various originations at school level to maximize support utilization and help promote comprehensive support for as well as reduce on possible duplication of efforts and promote continuation of support.
- Need to consider giving OVCs support that is holistic, including meeting children's emotional needs through psycho – social support. Child OVCs needs more support beyond material and school requisites which include emotional support and socialization. This can be achieved by training teachers as well as guardians with life skills training.
- Projects needed to focus on sustaining HIV/AIDS intervention which were being implemented. The findings showed that most projects were focusing at sustaining IGAs than HIV prevention or OVC support interventions. Therefore, in most cases IGAs were perceived as an end rather than as a means to an end.

## 1.0. INTRODUCTION

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### 1.1. Status of HIV and AIDS epidemic in Zambia

Zambia's population of 11.5 million people is growing at a rate of 2.9% per annum. By 2000, more than 830,000 people over the age of 15 were reported to be living with HIV. There are five main national data sources on HIV and AIDS in Zambia, including the five-yearly Zambian Demographic and Health Survey. The second Zambia Demographic Health Survey (ZDHS 2007-2008) estimates the prevalence rate for people aged 15 – 49 at 14 %, which is a 2% reduction from 16% recorded in the 2001-2002 ZDHS. In urban areas, the HIV/AIDS prevalence has reduced from 23% in 2001 to 20% in 2007, while in rural areas it has reduced from 11% in 2001 to 10.3% in 2007.

Geographically, areas mostly affected by the epidemic include Lusaka (21%), Central (18%), Copperbelt province (17%), Western Province (15%) and Southern Province (14.5%) (ZDHS 2007 – 2008).

HIV prevalence is higher for women at 18% than for men at 13%. This highlights the particular vulnerability of women, especially young women, to HIV infection. Prevalence in young women is estimated at four times that seen in young men at every age group, except age 40 and older, and varies for both sexes around the country. Overall, 5% of young people aged 15-19 are estimated to have HIV

### 1.2. HIV/AIDS Knowledge and Behavior in Zambia

While it is evident that the Zambian population, in general, has high levels of Knowledge about HIV and AIDS, its transmission and prevention which stands at 99% (ZDHS 2007 -2008), presents evidence that there is still a gap between knowledge and practice in terms of what people do to reduce their risk of contracting HIV and AIDS. The gap lies in people's perception of their own risk to HIV and AIDS infection and what behaviors put them at risk.

Although knowledge about risk is necessary, knowing alone does not lead to changed behavior. Further, efforts to strengthen targeted knowledge, particularly regarding personal risk assessment, are required as part of behavior and social change strategies addressing different population groups.

A rapid impact research on key drivers of HIV transmission conducted for the National Aids/STI/TB Council (NAC) and the United Nations Population Fund (UNFPA) in May 2007, gives us a starting point for understanding some of the issues militating against behavior change in Zambia. Among factors identified as drivers of HIV in Zambia include the following:

- The practice of having multiple and concurrent sexual partnerships
- Not using condoms, including irregular and inconsistent condom use
- The vulnerability of young women and the wide acceptance of sexual and gender based violence
- The presence of other sexually transmitted infections (STIs), such as herpes, Gonorrhoea, Trichomonas, Chlamydia or Syphilis which increases transmission of HIV.
- Low uptake of testing for HIV and AIDS and not knowing HIV status
- Low levels of male circumcision amongst sexually active men
- Alcohol and drug misuse

### 1.3. **Zambian Situational Analysis of Orphans and Vulnerable Children**

The total number of children below the age of 18 years in Zambia is estimated at 5,156,000 while the number of orphans has been estimated at 1,147,614 (23%) Rapid Assessment, United Nations Children's Emergency Fund (UNICEF), 2004. The proportion of orphan hood has risen in the past 10 years and is expected to continue, leading up to an estimated number of 1,197,867 orphans by 2005 and a total number of 1,328,000 by 2010. Orphan hood has increased with age and the age group 10-14 years, contains the highest number of orphans<sup>1</sup>.

According to the Unicef OVC Rapid Assessment Report of 2004, the proportion of orphans living in urban areas is higher than in rural areas. OVCs are also affected in areas of health, education and economic as a result of HIV/AIDS as outlined below;

#### Health

- Child mortality is high: 1 out of 6 children die before the age of 5
- 53% of children less than 5 years are malnourished

#### Education

- 331,000 children (age 7-13) are not enrolled in school
- Maternal orphans drop out of school more than paternal orphans
- Only 9.6% of children less than 5 years have a birth certificate i.e. 1.5 million are not registered

HIV/AIDS, poverty, social and economic decline has led to enhanced vulnerability of the total population, limiting coping mechanisms to face the AIDS and orphan
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#### Social and economic statistics

- 73% of the population lives under the poverty line
- 79% of the population is unemployed
- Zambia is operating a cash based budget of which 41.5% of Zambia's budget is being spent on debt relief.

The outbreak of the HIV/AIDS pandemic has had far reaching social ramifications in Zambia. By killing adults in their prime child bearing age group between 15 and 49 years, HIV/AIDS has led to a growing number of orphans. HIV/AIDS has added another toll on the economy, presenting a setback erosion in some areas of the economic development, particularly in the loss of human resources at their most productive age. Productivity losses have also compounded the entire economic burden attributable to HIV/AIDS. In addition, the health care costs have drastically increased with overall expenditures increasing from US\$3.4 million in 1989 to US\$18.3 million in the late 1990s. (Rapid Assessment, UNICEF)

Additionally, high poverty levels, morbidity and mortality associated with HIV/AIDS, has rendered traditional coping mechanisms completely inadequate. The traditional extended family system is now unable to offer care and support to orphans and vulnerable children without outside help. The increase in the number of OVCs and the extent of their vulnerability is one of the most serious crises attributed to the HIV/AIDS epidemic.

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<sup>1</sup> Rapid Assessment by Unicef, August, 2004

It is well known fact that AIDS also affects children before their parents die. In fact, many of the psycho-social as well as economic stresses that orphan experience begin when they are living with a seriously ill parent. Usually, income and food security begin to fall dramatically when the primary bread winner falls ill or dies. Assets are liquidated to pay for medical expenses. Children often must become the primary care givers in the household, both of sick family members and of younger siblings. Additional responsibilities of children in AIDS affected families may include taking over a parent's agricultural or other income producing duties, cooking, house-keeping, marketing and gathering fire wood and water. The decline in income and increased workload together tends to cause children to drop out of school. Increasing illness and death of parents also creates a void in parental love and supervision. There is no research available on the levels of psychosocial trauma exacerbated by grief and isolation, as well as potentially by stigma and discrimination often associated with HIV/AIDS.

The problem of orphans is that grand parents who are not economically active have an added responsibility of looking after them. Grandparents are the largest group of OVC caregivers, followed by other relatives. Poorest households continue to care for the largest proportion of OVCs, although an increased proportion is being cared for by wealthier households. In addition, there has emerged another social category of child-headed households where both parents have died due to HIV/AIDS. Like grand parents, children who are too young are also economically inactive. Therefore, they all do not have the capacity and financial means to look after themselves and other OVCs. Additionally, the country is experiencing unprecedented levels of child sexual abuse. Communities have to be sensitised to their responsibility in this area and the overall situation of OVCs.

#### **1.4 Brief background to the CHANGES 2 Program**

The CHANGES 2 Program is an expansion and enhancement of the Zambian Ministry of Education's successful CHANGES Program which was designed to strengthen basic education teachers' professional skills, with a special focus on HIV/AIDS prevention and mitigation of its impact on teachers.

##### **1.4.1 Objectives of the CHANGES 2 Program**

In an effort to support the expansion of the Ministry's school health and nutrition activities to new programmatic and geographical areas, CHANGES2 was designed to provide technical support to MoE in the provision of improved quality education in schools, by supporting school based projects aimed at empowering pupils, teachers, and community members to improve access to education. CHANGES2 program also support projects addressing gender equity, and health in schools and the communities.

##### **1.4.2 Strategies**

One of the major components of the program was to provide grants for HIV/AIDS prevention and support to Orphans and other Vulnerable Children. As a result of that a sizable number of grants were provided to support nutritional needs of school children and initiatives that aimed at improving children's access to education.

For administrative purposes, the CHANGES 2 Program categorized its grants as follows:

- (i) Rapid Response grants of up to US \$6000 which were provided to basic and community schools. The grants were administered by lead NGOs who received a special grant of more than US \$140,000 over a period of 2 years.
- (ii) Mid-Level grants of up to US \$10,000 targeted teachers colleges of education, education resource centers and local NGOs. The mid -level grant was directly administered by the CHANGES2 program staff through the District Sub-grants Management Committees (SMCs)

- (iii) Special grants that were provided to Lead NGOs to administer the Rapid Response grants described in (I) above, and
- (iv) OVC Wraparound grants of up to US \$ 700. The grants were to support OVCs to access quality education

However, in 2006 grants were provided for HIV/AIDS prevention and OVCs support activities, Particularly, innovations that would encourage young people to attend and remain in school.

In 2007, grants were provided to support HIV/AIDS prevention related activities only. These included, but not restricted to encouraging young people to abstain from sex, activities that encourage young people to be assertive and protect themselves and their peers from contracting HIV, as well as activities that clearly addressed gender inequity, inter-generational sex, sexual abuse, stigma, discrimination and harmful cultural practices that put young people at risk to HIV infection.

In order to facilitate effective administration of the Rapid Response Grants, 4 local NGOs namely, the Program Against Malnutrition (PAM), the Adventist Relief Agency-Family Health Institute (ADRA-KAFHI), Family Health Trust (FHT) and Copperbelt Health Education Project (CHEP), were sub-contracted to cover the targeted provinces of Zambia namely Central, Copperbelt, Lusaka and Southern. The aim of engaging these local NGOs was to strengthen capacities of local NGOs to support schools with HIV/AIDS prevention and OVC support innovations. Through this arrangement, over 120 small grants were provided to basic and community schools.

From the mid level category, another local NGO, Sports In Action (SIA), received a grant to teach HIV/AIDS life skills and promote good health and nutrition among children and youths through sports and traditional games in Mpongwe and Ndola districts on the Copperbelt.

In order to enhance the capacity of the local NGOs in managing the Rapid Response Grants to schools, the CHANGES 2 Program provided an operational grant coupled with training to strengthen operational capacities of the 4 lead NGOs. It is worthy noting that this training was also extended to all other grant recipients for enhanced fiduciary management.

In an effort to promote transparency as well as the need to promote ownership of the sub granting mechanism, the Program facilitated the establishment of multi-sectoral Sub-Granting Management Committees (SMCs) in 31 districts in the four provinces highlighted above. Among other responsibilities, the SMCs were responsible for receiving and reviewing applications from schools. In addition, the committees were responsible for awarding the grants to successful applicants.

These committees also played a monitoring and supportive role in order to ensure that recipients of grants remained focused and committed to achieving the objectives of the grant.

## **2.0. IMPACT ASSESSMENT METHODOLOGY**

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### **2.1. Objectives of the Impact Assessment**

The objectives of the impact assessment were as follows;

1. Review the effectiveness of CHANGES 2 supported projects involved in HIV/AIDS prevention and OVC support directed at improving access to quality education
2. Review the effectiveness and relevance of the training and capacity building initiatives provided by CHANGES 2 to partner NGOs and other grant recipients.
3. Gather opinions from the Ministry of Education staff at both provincial and district, about the CHANGES 2 sub-granting model
4. Review the sub - granting mechanism and determine its suitability and applicability in provinces where CHANGES 2 is not operating.
5. Document the best practices as a result of the CHANGES 2 programme sub-granting mechanism.

### **2.2. Impact Assessment Design**

The Impact Assessment design was non-experiential and exploratory in nature. The Impact Assessment mostly used qualitative methods, while quantitative data was collected from secondary sources. Qualitative data allowed for the investigation of sub-granting processes, and thus was used to understand the perception of key players and beneficiaries regarding the effectiveness and relevance of the sub-granting mechanism.

### **2.3. Data Collection Method**

As indicated above qualitative and quantitative data were collected for the Impact Assessment. This was done by using both primary and secondary sources of data. The qualitative data were collected through:

- I. Focus group Discussions (FGD) and
- II. In-depth Interviews (IDI).

Stakeholders were interviewed at six different levels;

1. CHANGES 2 Provincial staff
2. District Grants Management Committees at both PEO and DEBS
3. Facilitating or Lead NGOs
4. Partner NGOs
5. Project Committees in selected schools
6. CHANGES 2 sub-grant beneficiaries

### **2.4. Data Collection Tool**

A questionnaire was used for either group discussions or in-depth interviews as the case dictated. In-depth interviews were used to collect data from: CHANGES 2 provincial staff, sub-granting Management Committees, at both PEO and DEBS levels and Lead NGOs. Data from beneficiaries was collected using both Focus group discussions and in-depth interviews. The data collection instrument which was used covered four parts. These were;

#### **2.4.1. Sections of the Data Collection Tool**

The consultants with input from the CHANGES2 Technical Advisors developed a questionnaire which had four sections as outlined below;

### **Section 1: HIV/AIDS prevention.**

This was used to find out how HIV/AIDS prevention messages were developed by the CHANGES 2 supported projects in relation to the HIV/AIDS risk factors that were identified in the selected communities. Further, it was used to explore the extent to which the developed HIV/AIDS prevention interventions impacted on risk sexual behavior and how the prevention messages helped the communities in opening up dialogue on sensitive issues around; Sexual abuse of girls and women, gender inequalities, stereotypes of men which encourage alcohol abuse and multiple sexual partners, men's attitude towards women, young people and alcohol, early marriages and early pregnancies and older men having sex with young girls.

Further, beneficiaries were asked about their sources of information on HIV/AIDS and what they perceived to be the most reliable mode of information delivery. The respondents were also asked to indicate how they obtained information on HIV related services and on how such services were organized. In addition, respondents were asked to make suggestions on how such services could be reorganized to their benefit.

### **Section 2: OVC support**

This sought to find out what support was being provided to the OVCs and how this support had impacted on the children's access to quality education, including retention as well as targeted children's performance in class. In addition, it sought to establish the effectiveness of the supported Income Generating Activities (IGAs) in addressing targeted OVCs' access to quality education and to ascertain whether the support provided through IGAs was both timely and adequate in addressing the needs of these children.

### **Section 3: Sustainability**

This part sought to find out the extent to which intended and direct beneficiaries, (children and community members i.e. parents and guardians) participated in running the IGAs to facilitate both the transfer of survival skills and the sustainability of project initiatives. In addition, the projects were assessed to establish the extent to which children participated in the management of IGAs in relation to planning, implementation, decision making, financial management and reporting processes. This part further sought to establish the extent to which project activities had been integrated within the Ministry of Education. In addition, the supported projects were assessed to establish whether any linkages had been created with relevant line ministries and local HIV/AIDS prevention and OVC support programmes as well as other strategic organizations like those dealing with both the promotion and protection of human rights, and those offering VCT services to facilitate continuation of initiatives started with the support from CHANGES2. Further, the projects were assessed on whether or not any other material or financial support had been mobilized towards the supplementation of activities initiated by CHANGES 2 program support.

### **Section 4: Organizational Capacity building**

This was used to assess the impact of the capacity building initiatives offered by CHANGES 2 program to the Lead NGOs, provincial and district sub-granting committees including project committees. This was to establish whether the training provided was relevant, adequate and whether the training had any added value in the implementation of the project.

In addition to the 4 parts of the data capturing tool, an inquest was made to all the respondents on the overall sub-granting mechanism and all sub-granting organizational arrangements in order to understand the processes including possible challenges that such arrangements may have posed during the process. Respondents were asked to highlight what they knew about the sub-granting system and the possible challenges faced how such arose and how these may have impacted on the

overall implementation of the projects. Further, respondents were asked to suggest possible solutions to such identified challenges.

### 2.5. Sampling Criteria and Sample Size

The Impact Assessment examined all the components of the small grants program vis-à-vis HIV/AIDS prevention and OVC support. The sample size was 20 project sites, 5 from each of the four CHANGES 2 program target provinces namely; Central, Copperbelt, Lusaka and Southern Provinces. A faction of not less than three people at all the four targeted PEOs offices and at the eight sampled DEBS offices i.e. two in each of the 4 provinces above.

In addition, the sample included four Lead NGOs that were involved in the implementation of the Rapid response grants on behalf of the CHANGES 2 program.

**Table 1: Sites that where visited**

Province	CHANGES 2 Provincial Offices/DSMC	PEO	DEBS	HIV/AIDS Prevention projects	OVC Support projects	Other projects i.e. Nutritional support, Sport In Action	NGOs
Central	1	1	2	2	3	1	1 (ADRA-KAFHI)
Copper belt	1	1	2	3	2	1	1 (CHEP)
Lusaka	1	1	2	3	2	1	1 (FHT,PAM and SIA)
Southern	1	1	2	2	3	1	

### 2.6. Timeframe

The consultancy period took place from 19<sup>th</sup> May 2008 to 25<sup>th</sup> June 2008 with a total number of 21 working days.

### 2.7. Limitations of the Impact Assessment

Firstly, the learning period for the consultants was very short and to some extent this affected the review of project documents and preparation of the impact assessment tools.

While logistical arrangements were timely and adequate, the time allotted for the Impact Assessment was rather short, especially considering the distances that had to be covered in between project sites. This happened particularly in Southern province, where the distance from one site to the next was far apart. For instance it took over 5 hours from Maunga Basic School in Kazungula district to Bweengwa Basic School in Monze. Although the teachers and some committee members were interviewed at Bweengwa Basic School, the beneficiaries i.e. the OVCs could not wait for the interview since the consultants only arrived at the project site after 5pm. This had various negative implications on the findings of the assessment.

Thirdly, it was difficult to have adequate time with certain officials at both provincial and district education offices due to their other commitments and busy schedules. In most cases time was lost in efforts to secure participation of some members of DMCS.

Lastly, the Impact Assessment only covered 20 project sites out of the supported 100 projects which may not be a good representative sample. In addition the consultants were not availed with a copy of the sampling frame which was used to select the assessed projects and as such the conclusions may be very specific to the study areas.

### **3.0. FINDINGS ON THE CHANGES 2 SUB GRANTING SYSTEM**

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This section of the report presents findings of the impact assessment on CHANGES 2 sub granting system. The section examines the sub granting guidelines, both the provincial and district Grants Management Committees and the project cycle.

#### **3.1. Sub granting Guidelines**

The assessment found out that there were three types of CHANGES 2 sub grants namely;

a) Rapid response-Grants of up to USD 6,000.

This category was reserved for community based groups. The rapid response grants were administered by Lead NGOs on behalf of CHANGES 2. Recipients of this type of grant were given up to eight months to implement their projects.

b) Mid-Level Grants of up to USD 10,000.

This category of grants was disbursed directly by CHANGES2. It was reserved for colleges of education, teacher's resource centers and NGOs. Recipients of this type of grants were given up to one year to implement their projects

c) Special Grants-of up to USD 64,000.

These grants were awarded to Lead NGOs who would in-turn provide grants to smaller schools and community based organizations. This category was reserved for local NGOs with experience and with established systems of course with interest to operate the Rapid response sub granting mechanism described above in category (a).

#### **3.2. Sub grant Steering Committee**

The findings of the Impact assessment showed that the composition of the Sub-Grants Management Committees was multi-sectoral in nature and played a key role in assessing and awarding of grants to applicants.

At provincial level the Provincial Sub-grants Management Committee were established and participated in desk appraising the proposals. In addition, at the district level, the District Sub-grants Management Committees were established and in most cases, these received applications and participated in both desk and field appraising the potential projects.

The composition of the Sub grant Management Committees are outlined in the table below;

#### **Table 2<sup>2</sup>: Composition of the SMCs**

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<sup>2</sup> CHANGES2 Grants Administration Manual, 2006, pg 3

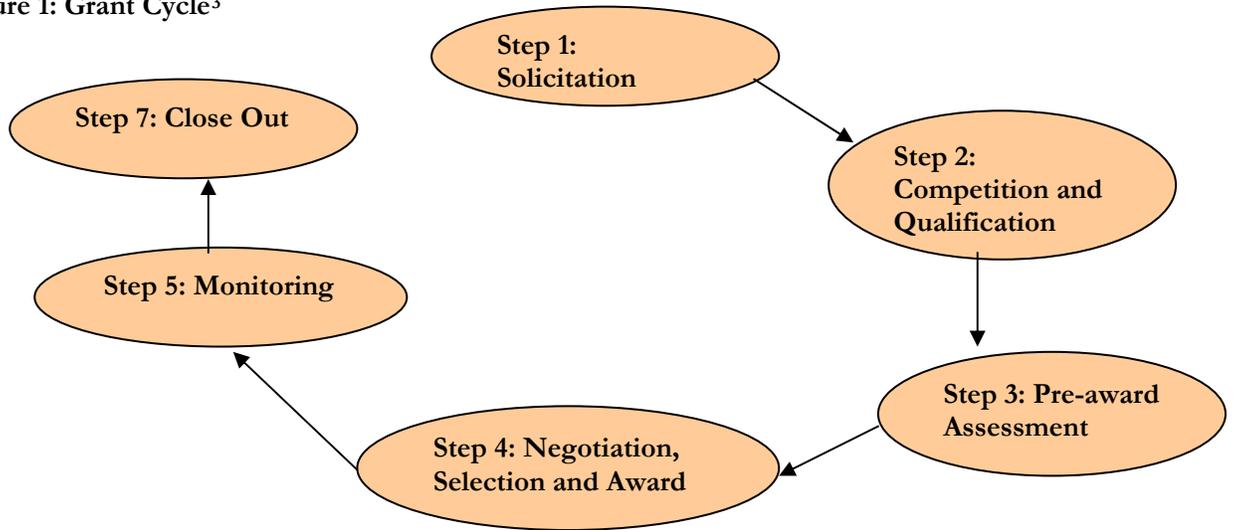
<b>District Sub-grants Management Committee</b>	<b>Provincial Sub grants Management Committee</b>
<i>Composition:</i>	<i>Composition:</i>
Representatives from DEBs office (HIV/AIDS Coordinator, school health and nutrition coordinator, District Resource centre coordinator, Planning officer and standards officer, special education standards officer)	Representatives from DEBs office (HIV/AIDS Coordinator, school health and nutrition coordinator, District Resource centre coordinator, Planning officer and standards officer, special education standards officer)
A representative from District Health Office	A representative from Provincial Health Office
A representative from District Community Development department	A representative from Provincial Community Development department
A representative from Social welfare office	A representative from Social welfare office
A representative from District Agriculture office	A representative from Provincial Agriculture office
CHANGES2 Lead NGO	Representatives from two local NGOs in the province (one from each NGO)
Representatives from 2 active local NGOs (one from each NGO)	CHANGES2 team members
Planning officer from the district council	
CHANGES2 team members	

*NB: The MoE officials chaired both types of SMCs while the CHANGES2 sub grant coordinators provided technical support to SMCs as needed.*

### 3.3. Project Cycle/turnaround

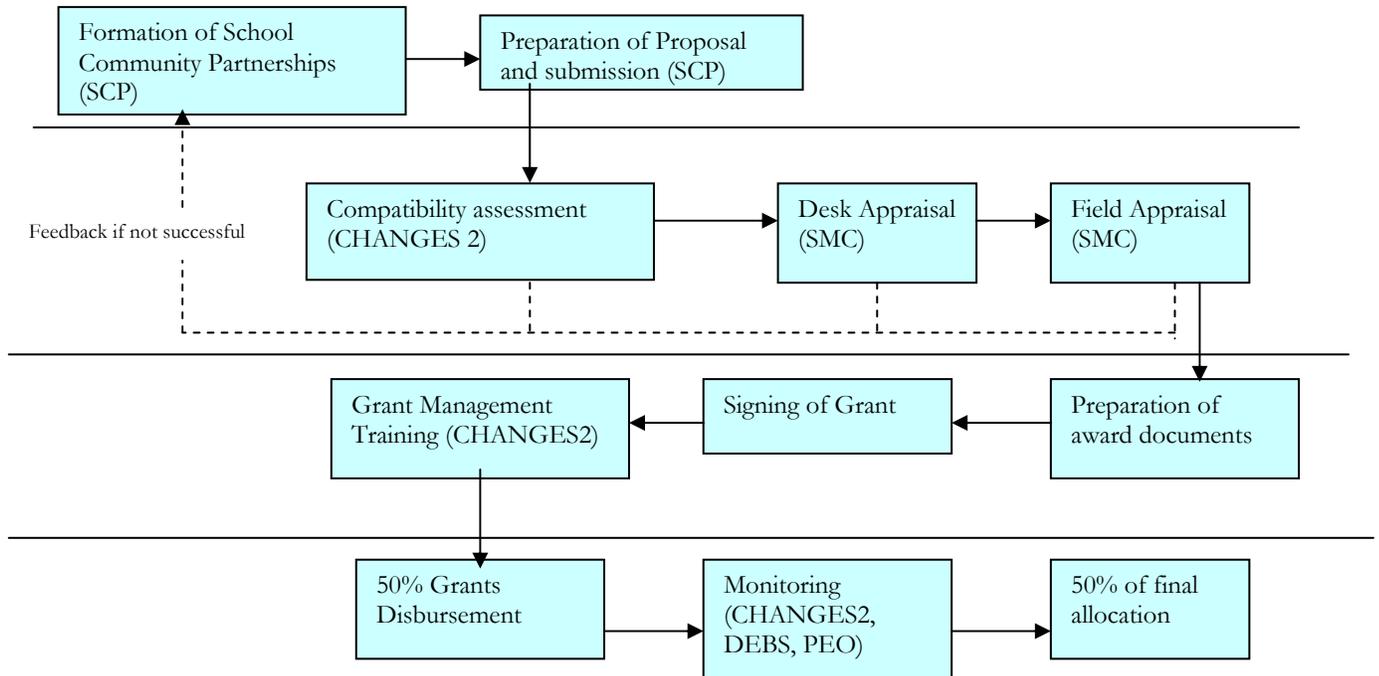
The diagram below shows the six stages of Grant Cycle.

Figure 1: Grant Cycle<sup>3</sup>



#### 3.3.1 Findings on Other Sub granting processes

Figure 2: Sub granting process



<sup>3</sup> CHANGES2 Grants Administration Manual, 2006, pg 2

Figures 1 and 2 illustrate the grant cycle and other steps that were undertaken during the sub granting process.

**Step 1** of the project cycle was Solicitation or the process of raising awareness about the availability of grants to the potential sub recipients. It was learnt that, the small grants were publicized during trainings held by CHANGES 2 in conjunction with the DEBS offices in various districts to the government schools. During these trainings participants were sensitized about the available CHANGES 2 grants and guidelines on how to access the grants were also outlined. The interested schools were then given proposal formats which they could use to apply for the funds. Therefore, guidelines emphasized that the schools developed their proposals with community participation. The schools and the community formed a committee called the School Community Partnership to jointly develop and manage the School projects which were funded by CHANGES2.

**Step 2** was competition and qualification, during which time organizations submitted applications and a series of steps were undertaken to assess the eligibility of each application and chose a set of proposals to be desk appraised. The Impact assessment showed that CHANGES 2 grants management office screened the submitted applications for compliance in line with the guidelines outlined in the Sub Grants Administration Manual. This included checking for completeness of the applications and ensuring that relevant required documentation were attached. Once the compatibility assessment was successful, the proposal forms were passed to the District Sub granting Committee for them to conduct the desk appraisal.

**Step 3** was the Pre-Award Assessment during which CHANGES2 determined the financial and administrative capability of potential sub recipients by conducting a field appraisal. The findings showed that this process provided evidence that the project existed and the needs of the intended beneficiaries had been developed with community involvement since the actual beneficiaries and community members were at this stage, interviewed. This step helped to reduce the risk of misuse of the grant. Once the project had passed the field appraisal then CHANGES2 would prepare documentation for the award.

**Step 4** was negotiation, Selection and Award, during which CHANGES2 decided on any conditions precedent that must be attached to the award. Such conditions may involve key personnel, reporting requirements and whether payment would be done in installments.

The findings further showed that during this process, activities and budgets may be revised upwards or downwards and in most cases, the reduction was done by CHANGES2 sub grant management offices without the involvement of the sub recipients who drafted the proposals. This according to sub recipients meant a reduction in the intended beneficiaries whose numbers had skyrocketed by the time of the Impact Assessment.

For successful projects, once the award documents were ready, contracts were signed with either CHANGES2 for the mid-level grants or the Lead NGO for the Rapid-response grants. It was also learnt that grant management trainings were provided to sub grant recipients and this training had a concentration or bias on basic financial management and project management. The trainings conducted took a maximum of one day while in some cases up to three days. Other technical assistance in setting up various IGAs were provided by members with relevant skills from relevant government line ministries e.g. agriculture etc.

**Step 5** was monitoring and usually occurred during implementation of the funded projects. This process ensured that the conditions of the grant were being met and involved such activities as reviewing project reports, field visits, technical or financial evaluation of expenditures and audit. The findings showed that CHANGES2 district offices were involved in monitoring of projects with less

involvement of the DEBS offices due to unclear schedules for monitoring and limited resources by the DEBS. The DEBS appealed for more funding to allow them perform continuous monitoring even after the close out of the project.

**Step 6** was close –out, during which all advances were liquidated or resolved and the final report was reviewed and accepted. The findings showed that CHANGES2 sub granting was targeted at sustainable livelihood projects most of which continued operating even after close out. The challenge was to ensure that there was ownership and diversification of the IGAs as well as ensuring provision of quality services to increasing numbers of needy children in an equitable manner.

#### **4.0. ASSESSING CHANGES2 SUPPORTED PROJECTS' OUTPUTS**

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The school applied for the grant in December 2006 and received it in May 2007. This grant was disbursed by PAM. The school applied for funds to support 50 OVCs through poultry farming and for HIV prevention interventions.

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

It was noted that the school Anti-AIDS Club was involved in disseminating various prevention messages through drama, sketches and poems within the school community. Further, more HIV prevention messages were being disseminated by the Community Action Group (CAG) in wider community.

It was learnt that, HIV/AIDS prevention discussions preceded every school project meeting and this had helped community members to freely discuss and open up dialogue on sensitive issues like polygamy, early marriages including pregnancies which issues were at the core of spreading HIV/AIDS in the community.

The schools also taught life skills to both girls and boys and the findings showed that these trainings equipped pupils with knowledge on HIV transmission and helped in changing perceptions as well as in being assertive for girls and for boys they gained respect towards girls. According to the school teachers who were interviewed more cases of sexual abuse were being reported by the affected pupils and guardians as well.

##### **OVC Support**

The school had managed to support a total of 21 OVCs by the time of the assessment. Four grades 1 – 4 received uniforms, three grades 5 to 6 received jerseys, four grades 8 to 9 received scholarships, and three received cooking oil and kapenta, while the rest received exercise books and pens.

##### **Income Generating Activities**

The school had embarked on poultry farming and 300 chicks were initially procured although 24 died. The findings showed that from the chicken sales the school raised over ZMK 4 million which enabled them to purchase school requisites for the identified OVCs. It was reported that, this support had helped in reducing absenteeism from school by OVCs and increased retention which resulted in good performance at school among the OVCs who benefited from the support. This change was occasioned by the provision of school requisites. The school sighted the challenges of poor marketing strategies and competition from other nearby poultry projects. This resulted in selling the chickens on credit most of the times, which impacted negatively on income which was being raised. Added to this problem, the school mentioned, the prices of feeds were too high thereby increasing the cost of running the IGA.

### **Capacity Building**

The involvement of OVCs in the management of IGAs imparted good skills in the affected OVCs in that OVCs acquired knowledge in chicken rearing. The head boy and girl were also part of the School partnership committee and as such were assumed to be part of the planning and decision making project team and acquired skills in budgeting.

There was quality education being offered to the pupils by the teachers due to the training the teachers received in new methodologies from CHANGES2

The school had a total population of 691 pupils from grades 1 to 9. After being sensitized about the availability of the CHANGES2 grants, the school formed a School Community Partnership Committee with community members and wrote a proposal to help 150 OVCs. The school applied for the grant in March 2007 and received it in May 2007. The school received over ZMK 18 million. This grant was disbursed by PAM.

### **HIV/AIDS Prevention**

The findings showed that the school had formed an Anti-AIDS club and a drama club which was disseminating various HIV/AIDS prevention messages within the community and school premises and that the messages which were being disseminated included issues of child sexual abuse and alcohol abuse among others. The school indicated that HIV prevention messages were disseminated through drama performances and during special events in the community by the AA and CAG clubs. It was learned that, these messages had helped in improving VCT uptake among community members and there was an increase in cases which were being reported on child sexual abuse and early marriages to relevant authorities. Teachers had also received training through the CHANGES2 project on how to teach life skills and these skills were provided to pupils to equip them with coping strategies.

### **OVC Support**

At the time of the assessment 181 OVCs (103 boys and 78 girls) had received at least one form of help from the school, which included school requisites like books, pens, pencils and school fees.

### **Income Generating Activities**

The findings showed that the school was running a poultry project and had managed to rear 190 birds. Further, it was learnt from the OVCs that, they were involved in the implementation of this IGA, that is they participated in feeding the chickens, drawing water and selling the chickens, and this involvement equipped them with skills in chicken rearing. However the school project team, indicated that the IGA was not raising enough income due to stiffer competition from nearby poultry projects. In addition, the high transport costs to the market increased the running cost of the IGA. Therefore, some of the chickens were sold on credit and a few on cash basis.

### **Capacity Building**

The project team received a one-day training in chicken rearing and financial management. According to the project teams, this training had helped them to improve on record keeping, though it was noted that they needed more skills in marketing

### 4.3. Mugoto Basic School

The school received the grant in 2006 from CHANGES2. The application took 3 months to be funded. The purpose of the grant was to support OVCs and HIV/AIDS prevention interventions. The school has strong partnership with the community including the church.

#### HIV/AIDS Prevention

The school had formed the Anti-AIDS club, which was involved in disseminating various HIV/AIDS messages to the school and wider community. Through the Community Action Group, the project had disseminated various HIV messages at the clinic, the school as well as the community. The project team as well as the community members felt that behaviours were changing due to increased VCT uptake and reduced stigma among community members and that more HIV positive people were freely opening up on their HIV status. The community also felt that there were more open discussions around sensitive and cultural issues that fuel the spread of HIV/AIDS as compared in the past.

#### OVC Support

The project had supported 20 OVCs (10 boys and 10 girls) by the time of the Impact Assessment. This was 12% of the earlier intended target of 156 OVCs. These 20 OVCs benefited from the school feeding program. It was felt that partially the problems among OVCs had been solved though only a few had benefited. In that context it the school project team felt that the quality of the support was low, since more OVCs had not yet accessed any help and still needed books, pens and uniforms.

#### Income Generating Activities

The school initially procured two heifers for purposes of producing milk, which could serve as a nutritional supplement for OVCs as well as a source of income once the excess milk had been sold. The school project was running well since 2006 in that they bought two more cows and they used to sell some milk to realize some funds but along the way the project run out of funds to purchase feeds due to poor marketing skills, so they had resorted to a feeding program.



*A new cow at Mugoto feeding*

The pupils as well as community members were participating in looking after the animals and selling the milk. The head boy and head girl were also part of the School Community Partnership. However, the project team noted that since the animals have multiplied to four, the feeding cost of the animals had become too high and that community members were demanding payment to look after the animals.

#### Capacity Building

The project team received a one day training in project management and financial management. The project team felt that they needed to improve the marketing strategies to realize more income and support more OVCs.

#### **4.4. Bweengwa Basic School**

The school obtained a grant from CHANGES2 through PAM in 2006. The project team indicated that it took five months to receive the grant of ZMK 19 million. The grant was for supporting OVCs and HIV/AIDS sensitization.

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

The school had identified focal point persons in the community to deliver HIV/AIDS messages. The identified HIV/AIDS risk factors included; ritual cleansing, child sexual abuse, the rights of children and early marriages. The sensitization meetings were being organized through headmen. Health talks were held during these meetings and drama was also used to mobilize people and in spreading the HIV prevention messages. The community felt that these activities had brought awareness about HIV/AIDS and had helped in opening up dialogue among community members to discuss various sensitive issues.

##### **OVC Support**

The intended target was 300 OVCs which needed support at the time of the application and 88% or 264 (125 girls and 131 boys) had received support by the time of this Impact Assessment. The OVCs received uniforms, books and some benefited from school fees. In November 2007, the school also provided soap, toothbrush, tooth paste, Vaseline and slippers to the affected OVCs. The project team indicated that the school had HIV positive pupils who were being provided with transport money to get to the clinic to access medical attention although there were no records to support this claim. The OVCs were also receiving psychosocial support which was being provided by the school. However, the project team indicated that there was a growing number of OVCs who needed direct support like school fees, books and shoes, to enable them have access to quality education as well as other material needs like blankets.

##### **Income Generating Activities**

The school project team purchased a hammer mill which they used to raise income which was used to purchase school requisites and other material support for OVCs. The project team indicated that there was a lot of competition for customers in the area, since there was another hammer mill project just a few yards away from the school, therefore, creating competition for the limited market. The hammer mill had broken down earlier and the project team used part of the income generated to buy spares and fix it. The pupils are not involved in the running of the IGA.

##### **Capacity Building**

The project team was trained for three days in financial management and project management. This training had helped in improving record keeping and accounting for the incomes which were being generated from the IGA. The school project team was also able to keep books of account for the profits realized from the sales and at the time of the Impact Assessment, the project team had raised over ZMK 1.8 million net profits which was being kept at the bank. The consultants wondered why such amounts of funds were kept at the bank when there was a growing number of OVCs who needed direct support.

The school applied for support in June 2006 and was funded by CHANGES 2 through Family Health Trust (FHT) in October 2006. The school received a total of ZMK5, 522,250 against a budget they submitted of ZMK 7,103,750 for a poultry. The project had mixed HIV/AIDS interventions as well.

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

The findings revealed that, among the many risk factors in the community was prostitution due to the fact that the community had a number of night clubs, broken homes and too much beer

drinking. In response to these and in an effort to raise awareness on HIV/AIDS, the school conducted open drama and formed a children's rights club. The school also had a guidance and counseling teacher. The project bought drama costume, drums and props for the drama group. It was reported that there was increased knowledge on HIV/AIDS amongst pupils. There was also some increased reporting of cases of child abuse with the school authorities who in turn reported these cases to the law enforcement agents of Government

### **OVC Support**

According to the findings, the school had problems with the rising number of OVCs who needed support to remain in school. In 2006 the school had 225 OVCs, 120 males and 105 girls. Children had no uniforms, shoes and other school requisites. Some could not pay their examinations because they could not pay examination fees. The project supported 5 children in 2007 and 13 in 2008 with various school requisites. Among the beneficiaries were Christine Kunda who had her fees paid by the project, while Chishala Mwansa who had stopped coming to school because she had no shoes, had her shoes bought by the project

### **Income Generating Activity**

At the time of the assessment, the project had some chicks in the poultry house. The project presented a number of challenges. Among these were a small poultry structure, market for chickens due to competition, load shading and negative attitude of some members of the community.

The school applied in August 2006 after a sensitization workshop by CHANGES2.. Initially, the project applied for 2 IGAs, a hummer mill and running a piggery. The hummer mill was shot down and had only the piggery approved. The project received a total of K2, 200,000.00. According to the project team members, the rejection of the request for the hammer mill de-motivated the community.

### **Income Generating Activity**

First it was noted that the community had put the earlier misgiving behind and had accepted the support. Running the piggery started at a bad note because the first batch of the piglets died. This forced the project to forge partnership with the veterinary department for technical support

### **OVC Support**

The findings showed that there was a problem of OVCS and before the application was made 115 girls and 146 boys were identified as OVCs needing immediate support. At the time of the assessment, a total of 8 children were supported; 3 boys and 5 girls with books, uniforms and fees. Among these beneficiaries was Precious Mukuni who confirmed having received a uniform and some books. The committee expressed concern at the low coverage of the number of children who had benefited from the support, although it was noted that this was not deliberate but was as a result of little income being raised from the IGA. This emanated from the high cost of feed for the pigs. Further, the committee said they had no specific training in basic business management to help them manage the piggery as a business. Nonetheless, the children supported so far were still in school

The project applied in July 2007 and was funded in November 2007 to purchase sewing and knitting machines. The objective of the project was to impart life and survival skills in children so that in turn this would help to prevent HIV among the targeted children. At the time of the assessment, 160 girls had been trained in knitting and sewing

### **HIV Prevention**

The project developed materials on HIV Prevention. In addition, the project trained school based counselors to enhance HIV/AIDS education. A number of activities had been undertaken by the project, including roll plays that integrated HIV/AIDS.

The school had seen positive indicators. More and more children were opening up dialogue with teachers around sexual abuse. There also behavioral trends of children helping one another and discussing HIV/AIDS amongst themselves. The school expressed concern on the conflicting messages on HIV prevention, whereas the school promoted abstinence, the media was promoting not only abstinence, but also condom use. It was generally felt that the support from CHANGES 2 had helped to revamp home economics at the school

The school received support from CHANGES 2 through FHT in May 2007 to undertake tailoring and knitting. The project had mixed interventions, HIV Prevention and support to OVC.

### **HIV Prevention**

The component of keeping children busy learning some skills as a way of preventing HIV through operating the IGA had worked well. The school tried raising awareness through drama, but this had failed

### **OVCs Support**

At the time of application, the school had 403 OVCs out of which 197 were boys, while 203 were girls. The findings revealed that a number of OVCs were supported as follows: Through the feeding programme 90 benefited, and with school requisites such as pen, books and uniforms 17 were supported, while 4 were supported with examination fees, and 17 received skills in tailoring

The school had an on going school based feeding programme, which continued to attract children to attend school as most of the children used to come to school on an empty stomach previously. The project was facing a challenge of parental participation in running the IGA. Some were demanding to be paid for their services towards the project.

The school received support amounting to ZMK28 million out of an initial application of ZMK 30 million from CHANGES 2 through ADDRA – KAFHI to undertake mixed HIV/AIDS interventions.

### **HIV Prevention**

The project formed an Anti-AIDS Club and procured costumes and props for the drama group. In addition, the project trained 20 peer educators. Further, the project trained 44 teachers and 10 community members in HIV/AIDS information. The findings showed that HIV prevention activities had helped children and teachers to freely discuss HIV/AIDS. The school had HIV Positive children and those who had lost parents due to HIV/AIDS. These were not attending school as a result of stigma. With the support, this had changed, they were now attending school.

### **OVCs Support**

87 OVCs had benefited from school requisites and the school based feeding programme

#### 4.10. Buseko Basic School

The school received ZMK16 million from CHANGES2 through ADDRA – KAFHI.

##### The IGA

The project applied initially for 3 IGAs, but was requested to prioritize and therefore came up with one priority IGA, poultry. At the time of the assessment, the project was still running. The project committee said the poultry business was preceded by some training in poultry management and that this had helped the business to run smoothly.

##### OVCs Support

The number of OVCs at the school had become high affecting performance because some of these children could not manage to buy school requisites and to pay for school fees. This increased levels of absenteeism at the school. The project targeted to support 50 children. As at the date of the assessment, the 50 children had been supported with school uniforms, 15 children had been trained in poultry management, while an unspecified number of children were supported with examination fees, books and rulers.

The project presented a number of challenges. Among these were the following: The project had high expectations that all the children would be supported from the business, but the number of those not supported was still high. The issue of motivation for community members was still a challenge. The other challenge was that the project committee was not meeting regularly to review activities to see the way forward. The school was happy with the support that it had provided an opportunity for pupils to do agricultural based practical learning as the support had revitalized the school production unit

The project applied for support in May 2006 and received support in August 2006. This was against a background of 670 orphaned children at the school. Some of these could come to school hungry and sometimes ended up collapsing in classrooms due to hunger. Some of the children had no uniforms and shoes and this affected their attendance at school.

##### The IGA

The project applied for ZMK32 million, but only received ZMK18million to rehabilitate a fish pond and stock the pond with fish. Through collaboration and the spirit of cost sharing, the school managed to get trainers in fisheries. At the time of the assessment, the pond had plenty of fish waiting harvesting. The project had adopted integrated farming. There was a banana plantation that depended on fertile water drained from the fish pond and in turn the banana leaves saved as feed for the fish and this was working very well. The school had trained some pupils on how to make fish feed using banana leaves and maize. *(see pictures below)*



## OVC Support

The findings showed that a total of number of 101 OVCs had been supported with school requisites and these were in school. It was reported that out of that number 6 children had qualified to grade 10. The project had some challenges. Among these was the desire to meet children's immediate needs, but this was not possible due to the period it took to harvest fish. In addition, there was growing dependency of the community on the school system

The school applied for support against a background of 150 OVCs. The children had no support forcing them to stay away from school. The school received ZMK8.7 million against an initial request of ZMK14 million which they applied for from CHANGES2 through CHEP to embark on poultry

## THE IGA

There was poultry at the school which was meant to generate funds to support vulnerable children. The school also had a vegetable garden and the OVCs used to receive vegetables to take home after harvesting. The IGA was helping teachers and the children to acquire survival skills and it had become an avenue for practical learning for the children in agricultural sciences. It was mentioned that some OVCs had replicated the vegetable gardens at their homes. The findings further, revealed that there was commitment by the teachers, community members and the pupils towards the IGAs and everyone took responsibility to look after the garden and the poultry.



## OVCs Support

From the sale of chickens, the project had managed to support 4 children with examination fees, 9 with identity cards, 4 with school uniforms, while 58 benefited from the feeding program. Two children; Memory Kunda and David Chiengele both grade pupils attested to the fact that they had received this support from the project. The feeding was an attraction to children and this helped to improve attendance at school.

The project has various challenges. Among these was the cost for feed for chickens which was said to be too high. The other challenge was dishonest among workers resulting in the occurrence of thefts.

## 4.13. Chiwala Basic School

The findings revealed that the project had both HIV prevention and OVC support interventions. The community and the school, in particular, had a problem with the high number of OVCs not attending school due to their incapacity to meet costs for buying school requisites, while others could not attend school because they had no uniforms for fear of being laughed at by friends. The school

therefore applied for support to CHANGES 2 through CHEP to purchase sewing machines and use them as an IGA to realize income to support children. In addition to the problem of OVCs, the community experienced a number of HIV/AIDS risk factors like early marriages and abuse of alcohol. Part of the support therefore was to be channeled to HIV prevention activities.

### **HIV Prevention**

The school had a drama group that incorporates community members. The group had undertaken activities like plays, poems and songs targeted mostly at the youths, but also the community. Part of the support was used to equip the drama group with costume, props and drums.

From the sensitization efforts, the project had managed to change certain community perceptions about HIV/AIDS. It was also reported that there was a reduction in early pregnancies. There was also increased uptake of VCT services in the community because the sensitization had managed to clear fears that community members had on VCT.

There was a challenge of the unavailability of post VCT services in the community. It was also reported there was lack of confidentiality among the health workers in the area, a trend that was discouraging others to go for VCT.

### **OVCs Support**

The project had supported 18 children, 10 females and 8 males with various school requisites against a backlog of 143 OVCs. The supported children had continued with school. The project reported various challenges. One outstanding challenge was the attrition of committee members citing the lack of motivation for members

#### **4.14. Kabwata Basic School**

The school Community Partnership applied for support from CHANGES 2 to deal with the problem of 189 OVCs, 92 boys and 97 girls through poultry as an IGA in March 2007. The project received 16,000,000.00 in September through CHEP, against the initial 23,000,000.00 that the project applied for.

### **OVC Support**

A total number of 104 children had received support once from the project. The support was broken down as follows: 90 children supported with feeding, 4 with school uniforms and fees, including examination fees. The project presented a number of challenges. These were: The long intervals of offering support as children were expectant, low levels of support especially with school requisites compared to the number that was supposed to be helped. The other challenge was the quality of support, which left much to be desired.

#### **4.15 Chitina Basic School**

The school applied for support in March 2006 against a background of a high number of OVCs and HIV/AIDS risk factors such as alcohol drinking and early marriages in the community. The school had a record of 150 OVCs whose attendance at school was irregular due to the fact that children could not afford paying Parents Teachers' Association and other fees. Some of the children had their attendance affected often in that they used to be sent for long distances to for maize grinding.

### **The IGA**

The project received support amounting to K 18,000,000.00 in November 2006 and procured a hummer mill with the hope that proceeds from the business venture would be used to support vulnerable children and to sensitize the community on HIV/AIDS.

### **HIV Prevention**

With the support, the project undertook HIV/AIDS sensitization programmes employing drama and music. In addition to increased levels of knowledge, it was reported that these efforts had helped to address some risk factors such that there was seemingly a reduction in alcohol abuse and reduced occurrences of early pregnancies.

### **OVCs Support**

In 2007, the project assisted 25 children, while another 25 were assisted in 2008 with school requirements such as books, pens and school jerseys. It was reported that attendance of children in school had improved a great deal for targeted children. Ndashi Kashimba, a 14 years grade 9 pupil under the guardianship of a grand parent attested to the fact that she was one of the beneficiaries from the project. The project raised a number of challenges citing poor community participation as one such challenge. There was also increased pressure on the school to always extend support to all village funerals a phenomenon that continued to affect income from the hummer mill. It was also noted that there was high demand for support considering the high number of orphans on the school register. The project also cited competition with other business enterprises with electric hummer mills as these charged less compared with the project. The school complained about over crowding in class rooms.

## **4.16. Maunga Basic School**

After the formation of the School Community Partnership the school received the grant to implement HIV/AIDS prevention interventions and support increasing number of OVCs in 2006. The process of getting the grant took two months.

### **HIV/AIDS Prevention**

The school had a drama group and the CAG who sensitized both the school and the wider community, through plays, songs, poems and posters. It was learnt that most of the HIV dissemination happened when there was a special event in the community and the consultants were shown some photos taken during such meetings. According to the school authorities and some community members, the HIV/AIDS messages had helped in dealing with misconceptions on HIV and in reducing stigma and discrimination in that the even parents were free to discuss sexual issues with their children. Cultural issues that fuel the spread of HIV are also discussed by the communities as well as sexual abuse cases were increasingly being reported. For example; during the visit a teacher narrated how a parent wanted to give pupil into marriage and the case was reported at school a day before the interview. Life skills were also being taught to the pupils

### **OVC Support**

Initially the school intended to support 128 OVCs, but at the time of the visit they had just reached 38 (22 boys and 16 girls) with nutritional support which was being provided through a feeding program at school. The OVCs received uniforms and books including other material support like soap, tooth brush, Vaseline and slippers.

**Success Story**  
**From Maunga Basic School in Southern Province**

Purity Chabula below was a grade 7 pupil and an OVC who gave a word of thanks on behalf of other OVCs when the consultants visited the school.



*'Thank you to the visitors, teachers and CHANGES2 for assisting us. CHANGES2 built a bathing shelter for us. We used to travel long distances to grind our maize when we had to go to town but now the hammer mill has been brought nearer. Maunga has developed because of CHANGES2 support. CHANGES2 bought us shoes, Colgate, patapas and tooth brushes. Initially we used sticks to brush our teeth, now we are looking smart. God bless CHANGES2, Thank you'*

**Income Generating Activities**

The school was running a hammer mill project which generated income to support the OVCs. Initially, the nearest hammer mill to the community was over 20 km away which meant that when a child was sent to grind the maize, he/she had to miss school that day. This resulted in low attendance at school. But after purchasing the hammer mill, the distance was shortened, resulting in increased attendance and retention of pupils which led to improved performance at school. It was however, noted that there was no involvement of OVCs in running the IGA. The school had also diversified to other IGAs using the proceeds raised from the hammer mill. The school had embarked on farming which had a bad yield coupled with fluctuation in the prices of maize which led to huge losses.

**Capacity Building**

The project team was trained in project and financial management by CHANGES2 and this helped the project team in managing the IGA. The school still felt that they needed more skills in business management more especially marketing skills. The frustrations which were expressed were that, the income raised from the IGA did not reflect the plans in that there were no profits realized due to high costs of fuel in running the hammer mill. The school also narrated that some of the intended beneficiaries i.e. the OVCs identified at the time of application had left the school without getting any benefits since the IGA took long to start generating income. Despite this set back the school had a motto 'work first and get results later' which worked well in preserving the IGA up to the time of the visit.

The school applied for a grant against a back ground of the bad situation of OVCs at the school. At the time the application was written, the school had well over 99 OVCs on its register. The school applied to run poultry and a garden as IGAs. Out of the approved ZMK16 million, the school had only received ZMK 8 million at the time of the assessment.

**The IGA**

The poultry house had collapsed due to heavy rains. Nonetheless, the project had a garden and a maize field which was yet to be harvested.

## **OVCs Support**

Some support was reported to have been given to children in form of vegetables and tomatoes. Martha Ngosa, a grade 6 pupil confirmed receipt of tomatoes and rape. There was also a periodic feeding programme at the school which encouraged children to attend school.

One of the challenges highlighted was that certain parts of the project cycle were overlooked. It was reported that financial management training was done belatedly. The other challenge was negative comments against OVCs from children not receiving such support but participated in watering the gardens. This was said to be a threat to the project. There was also inadequate participation of parents in project activities. It was reported that parents demanded payments for their services. The community had prioritized beer drinking.

A proposal for funding was done in 2006, at a middle level to train teachers in interactive methodologies in preventing HIV/AIDS as well as combating child labour. The project received 18,000,000.00 for the following activities:

- I. Planning; preparation for training
- II. Production of materials
- III. Training and reporting
- IV. Distribution of IEC materials

It was reported that a number of sensitization activities had taken place after the training especially in individual schools. Among the entry points mentioned were going through the PTA to facilitate outreach activities, taking advantage of open days and during enrollment and also through churches in various localities.

Children were being sensitized on abstinence, the dangers of having unprotected sex and other ways of avoiding HIV infection. Coupled with this were life skills like teaching children how to be assertive to avoid child sexual abuses.

A number of experiences were shared during the assessment. Among there were that there was increased collaboration with other partners in the communities, the promotion of interaction between boys and girls and that children were now able to report child abuse cases confiding in teachers.

Some challenges were also shared. Among these were: limited coverage due to inadequate logistical support, initial resistance from the community, weak and sometimes unreliable linkages with the clinic, Young Women Christian Association and other partners. Other challenges especially in fighting child sexual abuse were that most abuses occurred within the family structures making reporting and follow up difficult, high poverty levels and stigma associated with child sexual abuse.

Some possible solutions to some of these were suggested. Among others were that Government needed to provide legal aid to abused children and also protection of those who report cases for fear of victimization. There was also need for affirmative action at all levels of society and the promotion of linkages.

The project received support in 2006. It was reported that the process took a while as there was a back and forth engagement with various visits and interaction between CHANGES2 and the NGO. The overall objective of the project was to facilitate the influence of behavior and values among pupils through the use of sport. The project targeted 10 schools in Ndola and 10 schools in

Mpongwe. The selection of project area and project schools was none by CHANGES2. Among other activities funded were mentoring and guidance workshops, training of teachers in processes to enhance capacities in implementing schools. The NGO also received training in financial management.

It was reported that the project recorded a number of successes; increased participation of children in sport, increased knowledge levels on HIV/AIDS and substance abuse as well as health and nutrition. The project reached 5000 children against a target of 3000.

Other successes included the following; the development of a manual in the promotion of hygiene, influence of school administration to include healthy and nutrition in programming and resource allocation, recognition and inclusion of physical education in school time tables, improvement in children's life style through play as a stress reducer and the general perception of the welfare of children. Another success was the integration of HIV/AIDS into school health and nutrition as well as teachers becoming voices for the children, especially girls.

All these successes were attributed to the comprehensiveness in the packaging of the project.

There were some challenges highlighted as well. Among these were the following: That there was more assistance given to individual teachers than mentoring, the programme started without a needs assessment, inadequate involvement of the community in the programme, there was a standardized package of sports equipment before the needs assessment..

The measure of the project success was rather vague due to overlaps in achievements of the school and the project; it was difficult to apportion specific achievements in certain instances

#### **4.20 Kara, Kabwe**

The project was funded in 2006. Among other objectives, the project was to raise HIV/AIDS awareness among teachers and pupils as well as promoting VCT amongst teachers, promote the formation of support groups and in Kabwe district. The project initially applied for ZMK20 million, but only received ZMK10 million

The project was approved to carry out the following activities; conducting a workshop for 20 teachers of which 106 teachers were trained as peer educators; carrying out sensitization in schools and promotion and conducting VCT targeting 200 teachers of which 537 were reached. The project developed tools to assess levels of knowledge before the workshop, middle way through the workshop and a final evaluation. Another strategy was that the project used people living with HIV/AIDS as facilitators to help reduce stigma.

It was reported that the project managed to reduce stigma and managed to raise demand for services. The project also helped teachers to open up around HIV/AIDS.

The project reported various challenges during implementation. Among others were the following: Inadequate motivation of volunteers with transport to reach far places. Volunteers were not given any identity like T – Shirts and above all volunteers had no IEC materials. Another challenge faced was that CHAMP was paying people as a means of attracting clients to attend their VCT services. The project did not have money for such enticement, or even if funds were available, this defeated the concept of VCT. Another challenge faced was that schools were spread far apart in operational zones. It was also difficult to get teachers at the same time due shifts on duty, this meant trainers had to spend more time.

The project suggested that the project would have been more successful if the activities included the involvement of schools in promotion of post test clubs and their formation, carrying out VCT in schools, some component of training of teachers in psycho – social support. It was also going to be helpful if the project covered secondary schools.

#### **4.21. Programme Against Malnutrition**

PAM indicated that the CHANGES2 grants were in line with what PAM was doing and this partnership was a good opportunity that brought out the aspect of gender, nutrition and the community to be part of PAM programming.

Generally PAM was comfortable with the sub granting process although the quarterly funding meant that there was no impact seen for the last funding which come in the last quarter. The period of funding and close out was too short meaning that there was not enough planning, monitoring and handover of the funded projects PAM funded.

Lack of involvement of PAM in the initial orientation, mobilization and verification of the would be sub recipients meant that PAM did not know what the communities wanted since there were not involved in assessing the needs of the sub-recipients. This lead to a lot of proposals being rejected for funding by CHANGES2, and PAM also noticed that there was a poor partnership in certain places between the communities and the schools. E.g., the turn-around for some of the supported IGAs took long, like the Mugoto Basic School project which acquired two cows to provide milk to intended beneficiaries whose numbers had reached over 300 at the time of application. It was noted that it could take ten years for such numbers of people to access a share of the milk from two cows. Maramba School project had a lot of terminally ill people who could not undertake their proposed IGA of gardening since they needed drugs.

However, PAM noted that once they funded a project and provided basic training there was high rate of success. E.g., at Bweengwa community there was an old woman who was looking after twin OVCs who used to receive help from community members, before the school received a grant. But after the school received the grant, the old woman was weaned off to the school project. In certain cases these grants created a lot of demand which could not be met by available resources.

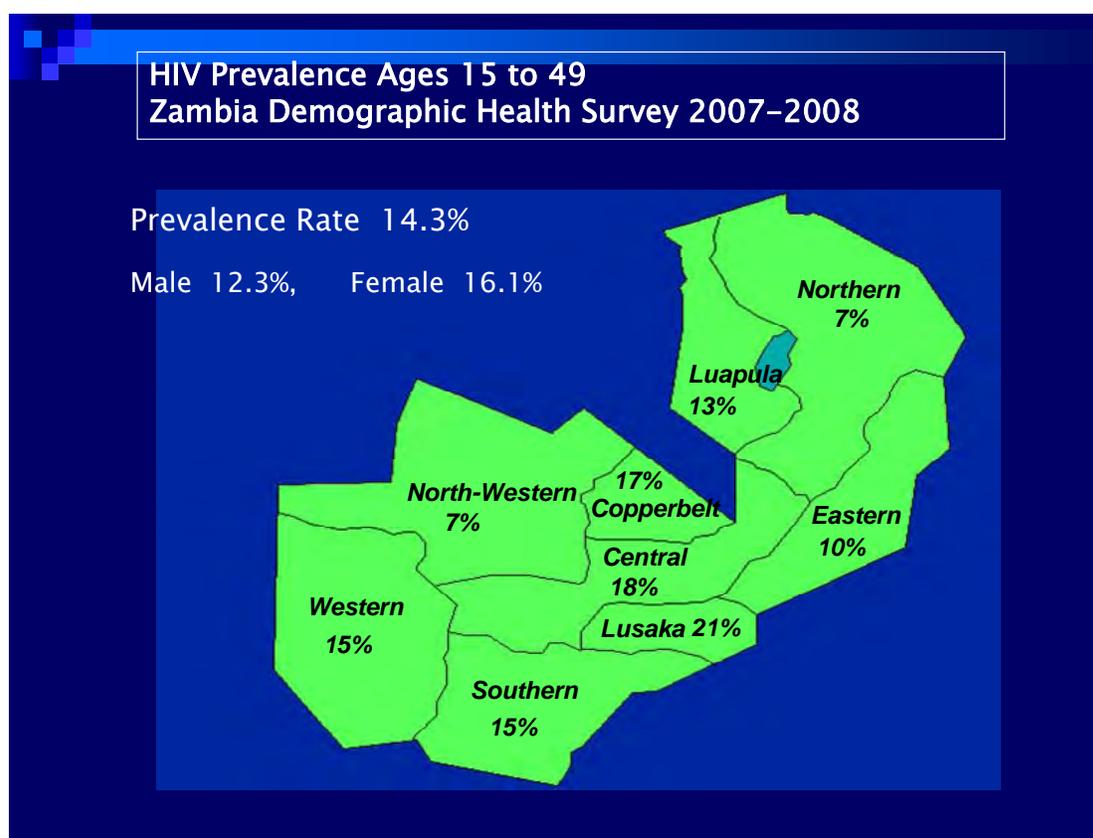
In conclusion it was noted by PAM that the close out should have been done in a phased manner with the intention of weaning off projects to already existing structures with systems in place to help with project continuation.

## 5.0. FINDINGS OF THE IMPACT ASSESSMENT OF THE SMALL GRANTS COMPONENT

### 5.1. Relevance of the Small Grants

The overall HIV prevalence rate in the country for people aged 15 – 49 is estimated at 14.3%, according to the 2007-2008 ZDHS. In urban areas, the HIV/AIDS prevalence is 20% in 2007 as compared to 10% in rural areas (ZDHS 2007-2008). The geographical areas mostly affected by the epidemic include Lusaka (21%), Central (18%), Copperbelt province (17%), Western Province (15%) and Southern Province (14.5%) (ZDHS 2007 – 2008). HIV prevalence is higher for women at 18% than for men at 13%. HIV prevalence in young women is estimated at four times that seen in young men at every age group except age 40 and older, and varies for both sexes around the country. Overall, 5% of young people aged 15-19 are estimated to have HIV. While the knowledge levels about HIV/AIDS has remained high at 99% there is still a gap between knowledge and practices which require strategic interventions to address this gap.

Figure 3: Zambia HIV Prevalence rates



As earlier noted in the introduction, HIV/AIDS pandemic has had far reaching educational, social and economic ramifications in Zambia. By killing adults in their prime child bearing age group between 15 and 49 years, HIV/AIDS has led to a growing number of orphans. HIV/AIDS has added another toll on the economy, presenting a setback erosion in some areas of the economic development, particularly in the loss of human resources at their most productive age. The total number of children below the age of 18 years in Zambia is estimated at 5,156,000 while the number of orphans has been estimated at 1,147,614 (23%) (Rapid Assessment, UNICEF, 2004). The

proportion of orphan hood has risen in the past 10 years and is expected to continue, leading up to an estimated number of 1,197,867 orphans by 2005 and a total number of 1,328,000 by 2010. Orphan hood has increased with age and the age group 10-14 years, contains the highest number of orphans<sup>4</sup>

It is evident from the above situational analysis that the CHANGE 2 small grants component was relevant in that it targeted the groups of people who were not only mostly affected by HIV/AIDS, but were also highly at risk to HIV infection.

The assessment found out that supported projects through the rapid response had a component on HIV/AIDS prevention. It was noted that even OVC supported projects were innovative and committed some proceeds from the IGAs directed at OVC support to HIV/AIDS prevention. These HIV/AIDS prevention activities included disseminated HIV messages through drama performances, including songs, plays and poems by children targeting fellow children and sometimes the surrounding communities. According to the respondents the school and community meetings included discussions of HIV/AIDS issues on their agenda items, and these initiatives served as a channel for opening up dialogue around HIV/AIDS risk factors that fuel the HIV transmission.

Further relevance of the small grants in relation to HIV prevention was established through the middle level grants that supported HIV prevention activities in Zonal Resource Centers. This support had a dual approach in HIV prevention in that it targeted both the teachers and pupils. Teachers were not only empowered with HIV/AIDS information, but also with HIV/AIDS information delivery methodologies for both inside and outside the classroom thereby targeting pupils and the surrounding communities.

The sub grants were also found relevant to OVC support in that supported projects provided an opportunity to targeted OVCs to receive the much needed help that enabled them to access education. The assessment established that all targeted schools had huge numbers of OVC on their registers a testimony that the small grants may not have any better relevance than that.

## **5.2. Effectiveness of small grants**

The assessment noted that most projects succeeded in initiating and running proposed income generating activities in order that proceeds from the small business ventures would either be used towards HIV prevention activities and support to OVCs with school requisites and nutrition towards improved children's accessibility to education. Examples of such initiatives included operating hummer mills, gardening, running tuck shops, fish farming and poultry. This was a testimony that funds released by the CHANGES 2 Programme had reached the beneficiary projects.

An in-depth inquiry into the success and or failure of some projects, at least not from those visited, reviewed that some projects had lamentably failed to operate their proposed IGAs for various reasons. Among the reasons sited especially for agricultural related IGAs were natural like the drying up of water sources to continue watering project gardens. It was noted that some projects had failed due to management problems ensuing from mistrust between the school and the community. In some cases, projects had failed due to thefts, while others had failed due to high expectations of some committee members who may have thought that the project would have direct rewards to individual committee members.

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<sup>4</sup> Rapid Assessment by Unicef, August, 2004

The findings of the study from the interviews with respondents at various levels, including officials at the provincial and district education offices as well as the project committees and the intended beneficiaries indicated that they shared the view that the project had achieved its objectives of addressing the HIV/AIDS pandemic and mitigating the impact of HIV/AIDS among the intended OVCs. This, however, could have been better determined by studying the trajectory of present indicators and how these changed over time.

It was observed that most supported projects had no targets set from inception. Therefore any changes in outputs did not have a reference point. That observed, nonetheless, the trend in outputs showed that there was a general improvement in indicators overtime.

The assessment established that as regards HIV prevention interventions, the small grants overall succeeded in recording positive behaviour change both among the pupils and the at the targeted wider community. According to the respondents the knowledge levels on HIV transmission had improved and VCT uptake was high. The supported projects undertook various prevention activities, including awareness campaigns at community level with various HIV/AIDS messages that had impacted positively in opening up dialogue around sensitive issues such as; sexual abuse of girl pupils in the community and schools and older men having sex with girls. It was noted that there was some general increase in the number of cases reported by community members and children in places where this phenomenon never existed. There is openness in communities discussing issues around gender inequalities, stereotypes which encourage alcohol abuse and multiple sexual partners and men's attitude towards women. This trend could be attributed to the effectiveness of the messages that were undertaken in the targeted communities.

According to the respondents the IGA turn around took long, resulting in delayed support for the intended OVCS identified at application stage. It was noted that, only a small fraction of the intended beneficiaries had received any form of support since 2006 due to low incomes generated by most IGA projects. The low income was as a result of poor business management skills and those who had made some profits saw the IGA as an end rather than a means to sustain OVC support. It was also noted that the form of support received by OVCs was irregular and mostly unpredictable which compromised the quality of support. For instance, in most cases, targeted children had only received support once since the projects started in 2006. The types of support received by OVCs included payment of school and examination fees for selected children, purchasing and distributing school requisites such as pens, books, pencils, uniforms, school bags and nutritional support in form of school based feeding. The other support included giving out garden produce for home consumption and other basic needs such as tropical sandals, Colgate, tooth brushes and bathing soap.

### **5.3. Impact of Small Grants on the beneficiaries and the Community**

#### **5.3.1 Impact of small Grants on HIV Prevention**

It is worthy noting that it is difficult to ascertain with precision the impact of the small grants on HIV Prevention. While there may be systematic and behaviour change as a result of the project, there are many exogenous factors, beyond the project activities, which impact on behaviour change outcomes in any given community. Consequently impact here is used with reference to the result of supported projects' activities as it relates to the target group (OVCs and communities)

In assessing the impact of small grants on the both direct and intended beneficiaries, children and the wider communities, the study gauged the views of both institutional and community respondents.

In general it would be said that the Small Grants impacted on the community and the target group through the provision of IEC/HIV/AIDS messages which raised awareness about HIV/AIDS and opened up dialogue around some sensitive risk factors. These efforts helped to open up free discussions among children, teachers and members of the community around risk factors that fuel the spread of HIV. All the community groups that were interviewed during the study indicated that they had basic facts on HIV/AIDS and this was a positive impact.

What was worthy noting was the consistence in the provision of HIV/AIDS prevention messages resulting from teacher and pupil interaction in class as well as amongst the teachers. In addition, it was worthy noting that there was feedback from individual children and members of the community evidenced by reports on suspected child abuse cases to teachers. This was evidence that there was positive impact as far as opening up dialogue around sensitive issues such as; sexual abuse of girls and women, gender inequalities and stereotypes of men which encourage alcohol abuse and multiple sexual partners, men's attitude towards women, young people and alcohol and older men having sex with girls.

The mere fact that children were able to report cases to their teachers in confidence meant that children had received life skills like assertiveness in response to HIV/AIDS risk factors.

### **5.3.2 Impact of small Grants on OVC Support**

As earlier alluded to, the Small Grants also supported IGAs aimed at supporting OVCs with other needs, especially school requisites and nutrition. Ultimately, the various IGAs benefited selected OVCs with school requisites, nutritional as well as material support, which is a positive impact. However, it was noted that the number of OVCs that benefited from the various forms of support at the time of the study were not so significant compared with the number of OVCs in the various schools targeted with the grants. This was also in relation to the time from which small grants were given to schools.

It was noted that some of the IGAs took long to realize any income to meet children's immediate needs as some needs of children could not be deferred. Some IGAs, like gardens, nonetheless benefited OVCs with vegetables as nutritional support in a short term.

It was evident, however, that the support given to the OVCs in most schools, small as the numbers may be, resulted in increased access to education and classroom attendance as well as children's retention in school. As one teacher said *'It would also be true to say that such children's performance in class improved a great deal due to improved attendance in that absenteeism worsens a child's performance'*. It was also reported that children who had uniforms bought for them, were encouraged to attend school as they no longer looked inferior amongst fellow dressed children and that, as a result of nutritional support through the school based feeding programme, targeted children were encouraged to attend school as they were assured of food at school.

The study interestingly established that children's attendance in some targeted schools improved resulting from the fact that certain services like grinding maize were brought near to the children. This was as a result of the small grants providing support towards the purchase of a hummer mill. It was noted that before the support children would be sent to have maize ground several kilometers from their villages and hence increased absenteeism from school. The fact that there was a hummer mill nearby meant that children would have some fast and easily accessible service after which they would go to school. This also was some positive impact of the small grants.

However, while the provision of the services was appreciated, the demand for support was evidently high and that to a greater extent, expectations from both the OVCs and the communities outstripped available resources. It was noted that sometimes the support given was not only inadequate, but also

untimely such that late in terms delivery, this compared with the various needs of the identified needy OVCs. An example was in schools where children received one exercise book and a pencil instead of the required number of more than 8 exercise books for instance.

#### **5.4. Efficiency of the Small Grants**

The study undertook to analyze efficiency from two perspectives. On the other hand, it looked at the efficiency in relation to the project cycle and the maximum amount of time it took a project to receive support from the time of submission of the application for funding. On the other hand, the study looked at efficiency in relation to the provision of services to the intended beneficiaries.

It was noted that the period of processing an application from date of submission ranged from one to six months. An average was three and a half months. Going by the name of the small grant that straight away targets children in schools, rapid response, and the average period, the small grants were found efficient owing to the various necessary stages like the compatibility assessment, the desk and field appraisals, including the capacity building that the applications had to go through. It was nonetheless, noted that delays in this process ensued due to usually insufficient information and or the incompleteness of the application forms. This meant that forms were deferred for refining by the applicants. It was noted that this was mostly experienced with applications from community schools.

#### **5.5 Sustainability of the Small Grants**

The assessment noted that all the 20 sites for the rapid response had their IGAs still running, at least at the time of the study, even though most of these had various challenges. As indicated in the earlier section, an in-depth inquiry revealed that some IGAs had nonetheless failed due to various reasons. Among the challenges highlighted during the study was the unavailability of ready markets for most things being produced by the projects.

The success and the continued operation of the IGAs in the 20 sites could be attributed to some levels of capacity building in managing the enterprises, especially financial management. More so, this success could be attributed to projects' strategic linkages with professional institutions like Ministry of Agriculture and Cooperatives and other relevant institutions.

It was also noted that all the projects visited were attempting to assist OVCs as well as carrying out HIV prevention activities from the proceeds of the IGAs. The incomes generated from these IGAs were used to acquire needed school requisites, buying costume and props for drama groups, meeting children's transport to access treatment and other needs.

What was worthy noting about the IGAs was that they were being implemented in a participatory manner to the extent of involving both affected pupils as well as those not affected in operating the IGAs. Participation was evident in activities like watering gardens, cleaning poultry houses, feeding chickens and selling the produce. To this extent, IGAs imparted some survival skills in the beneficiaries. However, an in-depth inquiry into the participation of pupils in planning, decision making and other such management activities revealed that a lot more needed to be done to go beyond informatory and mere tokenism of child participation and get children to be part and parcel of project management, taking advantage of their resilience and agency so that they become active participants in the whole process from problem identification to making decisions on the utilization of proceeds from these IGAs.

Another level of participation was that of the community members through the project committee. High levels of participation were evident from some committee members resulting from the passion such parents had for the OVC. Nonetheless, some levels of community apathy were evident owing

to the members' high expectations that the projects would be a source of income for them. This in such cases had left schools literally in charge of the projects, which would be said to be against the spirit of the school community partnership.

As earlier indicated, the management of small grants at project level presented some operational difficulties. Although the projects strove to achieve better collaboration at all levels, operational weaknesses were still prevalent. The weaknesses were particularly evident at the operational level, where the project had not forged long term operational links with strategic partners at community level. It would be envisaged that, in the long run, the MoE would have to take over the supervision of the project activities after CHANGES2 wound up.

While recognizing the existing relationship between the projects and the DEBS particularly in relation to Orphan support, the long term sustainability of the projects would entail that the DEBS improved its monitoring and supervisory role of most project activities. However, the assessment team and respondents observed that the districts were currently not able to take over management of the projects to facilitate the continuity of the levels of quality the CHANGES 2 services had started.

## **6.0. LESSONS LEARNT**

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- I. **Successful HIV interventions are those that involve the wider community.** This is because community involvement and taking the services closer to the community creates ownership and enhances participation. Low community and beneficiary participation in project management negatively affects project implementation, whereas active participation propels effective project implementation
- II. **Involvement of decision makers (DEBS, PEO) increases likely hood of success of projects.** The DEBS and PEOs offices need to be fully involved from planning to close out stages so that the projects are further supported even after the donor has left. In all the DEBS and PEOs offices which were visited all the respondents indicated that other than engaging them in desk and field appraisals, they were not fully involved in planning and monitoring of the supported projects.
- III. **Successful HIV prevention interventions are those accompanied by livelihood alternatives aimed at sustaining behavior change.** The life skills imparted in the pupils worked well, in making them assertive and opened up dialogue and openness on sensitive issues. In addition, the implementation of IGAs in schools saved as a wearing strategy for both the community members and the pupils once they changed their behaviours.
- IV. **Establishing strong networks among key partners is necessary for sustaining project activities.** Strategic partnerships are key to successful project implementation. While recognizing the existing operational links between the project and the MoE, there were some areas where improvement would have been effected. Much more engagement with the other line Ministries and sectors at the community level, especially regarding the continuation of the activities beyond the current funding would have delivered sustainable activities.
- V. **The quality of services is compromised once available resources are spread too thinly across the intended beneficiaries.** The available resources could not meet the demand due to high numbers of needy OVCs.
- VI. **Capacity building at all levels improves project management.** The use of lead NGOs also helped to build local capacity, but also promoted transparency in process of funds disbursement. It was however noted that there was need to develop trainings that would incorporate business management skills including marketing.
- VII. **IGAs are efficient when immediate needs are addressed to allow them grow.** In most cases the findings showed that there were immediate needs that should have been addressed while allowing the IGAs to develop. Most OVCs who were identified at proposal writing stage could not benefit from the support due to the long turn around period for the IGA.

## 7.0. RECOMMENDATIONS

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- The Assessment recognized the important operational links that the project had developed with DEBS offices pertaining to involvement in identification, desk and field appraisals of funded projects. But it was clear that if the current funding partners withdrew their support, the project activities at school level could not be sustained by the districts. Assuming that there was some interim support to continue the project activities, it would be imperative that:
  - **Project managers should deepen their engagement with districts in order to start devising mechanisms on how project activities could be continued after principle funder cease providing support.** The DEBS and lead NGOs noted that they needed more funding to increase monitoring and supervision of the funded projects.
- More linkages and partnerships at project level need to be formed to improve project efficiency
- **There is need for improved feedback mechanisms at all levels of project implementation.** It was noted that there were gaps in information between the DEBS and the planning officer who was involved in the CHANGES2 project. This resulted in lack of the sense of ownership on the part of the DEBS office.
- **There is need for project to include business management training for enhanced project performance.** The trainings which were offered only provided limited skills in managing IGAs and concentrated more in simple book keeping and project management. This failed to equip project teams in dealing with overall business management of the IGAs including marketing. Therefore, most IGAs were not raising enough income to support intended beneficiaries even after one or two years of running the IGA. The value for money was low when one compare the numbers of OVCs supported and the funding which was provided.
- Need to strengthen the participation at community level, especially OVC guardians in operating IGAs as a means of skills transfer and empowerment
- Need for improved documentation of project management processes, including appraisal documents, activity reports, close out reports and other documents for reference
- Need for coordination of support by various originations at school level to maximize support utilization and help promote comprehensive support for as well as reduce on possible duplication of efforts and promote continuation of support.
- **Need to consider giving OVCs support that is holistic,** including meeting children's emotional needs through psycho – social support. Child OVCs needs more support beyond material and school requisites which include emotional support and socialization. This can be achieved by training teachers as well as guardians with life skills training.
- **Projects needed to focus on sustaining HIV/AIDS intervention which were being implemented.** The findings showed that most projects were focusing at sustaining IGAs than HIV prevention or OVC support interventions. Therefore, in most cases IGAs were perceived as an end rather than as a means to an end.

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Zambia Demographic and Health Survey, *Central Statistical Office*, Lusaka, 2007

Zambia UNGASS Country Report 2006 – 2007, *National AIDS Council*, Lusaka, January 31, 2008.

# APPENDICES

## APPENDIX 1: List of respondents

### 1.1. List of Respondents from the Project Sites

Type of grant	Name of organization	Names of respondents
Rapid response	Maunga Basic School	1. K. F. Kashweka 2. B. Muleta 3. E. K. Muleta 4. S. Mudenda
	Bweengwa Basic School	5. Mweene Hachipuka 6. Trust Namwanza 7. Warren Mpande 8. M. M. C. Moola 9. Venrander Chilundika
	Mweemba Basic School	10. Collins Chona 11. Cornwell Mainza
	Mugoto Basic School	12. T. Anguleti 13. N. Banda 14. K. Moyo 15. T. Chimuka
	Ngwelele Basic School	16. Evelyn Kasangula 17. Regina Mumba 18. Chaleka Chikuba 19. Bertha Phiri 20. Clement Mkandawire 21. Givers Nyoni 22. Alex Tyetye 23. J. Sakala
	Kabwata Upper Basic School	24. E.J. Mwanza 25. E.K. Lufungulo 26. C.C. Kanyanta 27. G.M. Mahande 28. P. Mulenga 29. J.M. Peunja
	St. Patrick's Basic School	30. Sr. Namangolwa 31. M.C. Phiri 32. A. Managala 33. R.P. Ndhlovu 34. M. Lifwekelo
	Chitina Basic School	35. Headly Mandanda 36. Monde Himakumbili 37. Felix Maulu
	Angelina Tembo Basic School	38. H.C. Kabamba 39. G.C. Sumena
	Buseko Basic School	40. F.K. Mwansa 41. J.J Chirwa 42. W. Simwinga 43. Haachofwe
	Twafwane Upper Basic	44. H.R. Mbala

	School	45. T. Chileshe 46. A. Nyasoka 47. G. Mupeta 48. A. Musumali 49. S.T. Kunda
	Lulamba Basic School	50. A.B. Kaunda 51. C. Lwando 52. Edwin Simukonde
	Chiwala Upper Basic School	53. Fred Kalukango 54. Agness Mwale 55. Martha Sichone 56. Carol Lwao 57. Violet Malama
	Kabwata Basic School	58. G. Mwenda 59. Abuid Chaya 60. Mutale Kapumpa 61. Beatrice Chandamali 62. Monuca Kayuni 63. M. Muchanga 64. G. Maila 65. Norah Thindwa 66. E.P. Musonda 67. Geoffrey Kasangwa
	Malali Basic School	68. Fred M'twale 69. Kezia Busiku
<b>Middle level Special Grant</b>	Family Health Trust	70. Prisca Chitomfwa 71. Kilby Lungu
	Copperbelt Health Education Project	72. Alvin Nchemba 73. Denis Mulenga 74. Generous Mukanga 75. Lottie Mwale 76. Eric Mulenga 77. Kai Dimingo 78. Evelyn K. Lumba
	ADDRA - KAFHI	77. Y.A. Simutanyi 78. E. Mwenya
	Sport in Action	79. Clement Chileshe 80. Kizito Chileshe 81. Mwape Konsolo
	Kara	82. Billy Sichamba 83. Andrew Chilubula 84. Emmanuel Chiselwa 85. Rose musangala 86. Astridah chembe 87. Darison Sekeleni 88. Daniel Ngoshe
	Programme Against Malnutrition	89. Paul Kapotwe 90. Isabel Lusambo Tembo

**1.2. List of respondents from MOE and Provincial and District Sub-Grants Management Committee**

<b>Province</b>	<b>District</b>	<b>Name</b>	<b>Position</b>
Southern	Livingstone	A. Kambunga A.K Kanondo Regina Siamusiye	SESO – SS SESO – Maths EO - TED
	Kazungula	Mwala Imasiku Wizu Mwanashimbala	DEBS ESO - GI
	Mazabuka	Mujimbwa Mulebule Edward Hakanomba	DRCC Planning Officer
Lusaka	Lusaka	A.M Nzala H.C. Kalwani N.H Mwanapabu	P.E.O PESO SEO
	Lusaka	Prisca Simukonda Josiah Simumbu Oliver Kangulu	DEBS Buildings Officer Planning Officer
	Kafue		
Central	Kabwe	S. Daka Mulenga Simbeye Bessie Tembo Richard Singoyi	SESO – PS Senior Planning Officer Education Officer –TE PRCC – Basic Schools
	Kabwe	J.C Banda C. Miyuta	DEBS D.P.O
Copperbelt	Ndola	Tabeth Chisanga Valentine Yumba Chola Mtonga Chikalekale Adonia Shakabolha D.R.Mulenga Simusa Silwamba	PESO SESO – ODL SEO – ODL DEBS DRCC ESO – ODL D.P.O
	Chillilabombwe		
	Masaiti	Chrispas Chanda Dickson Malambo Fred Chishimba Stephen Nakasamu Henry Mwale Michael Liswaniso Kate Malumo	MACO DEBS ESO – SE D.P.O DESO Ag/DRCC MPD

### 1.3. List of CHANGES2 Staff respondents

<b>Province</b>	<b>Name</b>	<b>Position</b>
Southern	Evans Mumba Davin Nswana Elvera Hamusonde	Provincial Manager Provincial Accountant Admin Assistant
Lusaka	Sampa Juliet Nkunta Mbesha Stephen Kaleya Mwape Marcqueline C. Zulu Phyllis Chisha	Provincial Manager Grants Coordinator Provincial Accountant HIV/AIDS Coordinator SHN Coordinator
Central	Cosmus Mukobe Benedicto Phiri Betty Thewo	Provincial Manager Grants Coordinator Programme Officer
Copperbelt	Ian Milimo Collen Zulu	Provincial Manager Grants Coordinator

## APPENDIX 2: List Of Sites Visited

<b>Central Province</b>
1. CHANGES 2 Provincial Offices
2. The Provincial Education Office, Provincial Grants Management Committee, Kabwe
3. The District Education Board Secretary's Offices, District Grants Management Committee, Kabwe
4. Chitina Basic School
5. Malali Basic School
6. Angelina Tembo Basic School
7. Buseko Basic School
8. Kara, partner NGO
9. ADDRA – KAFHI, lead NGO
<b>Copperbelt Province</b>
10. CHANGES 2 Provincial Offices
11. The Provincial Education Office, Provincial Grants Management Committee, Ndola
12. The District Education Board Secretary's Office, GMC, Chililabombwe district
13. The District Education Board Secretary's Office, GMC Masaiti district
14. Twafwane Upper Basic School
15. Kabwata Basic School
16. Lulamba Basic School
17. Chiwala Upper Basic School
18. Copperbelt Health Education Project, lead NGO
19. Chililabombwe District Resource Centre
<b>Lusaka province</b>
20. CHANGES 2 provincial offices
21. The Provincial Education Office, Provincial Grants Management Committee, Lusaka
22. The District Education Board Secretary's Office, GMC, Lusaka
23. The District Education Board Secretary's Office, GMC, Kafue district
24. Kabwata Upper Basic School
25. St. Patrick's Basic School
26. Ngwelele Basic School
27. Nakatete Basic School
28. Sport In Action, Partner NGO
29. Family Health Trust, lead NGO
30. Chilenje Zonal Resource Centre
<b>Southern Province</b>
31. CHANGES 2 provincial offices
32. The Provincial Education Office, Provincial Grants Management Committee, Livingstone
33. The District Education Board Secretary's Office, GMC, Kazungula
34. The District Education Board Secretary's Office, GMC, Mazabuka district
35. Maunga Basic School
36. Bweengwa Basic School
37. Mweemba Basic School
38. Mugoto Basic School

**CHANGES 2 PROGRAM**  
**IMPACT ASSESSMENT OF SMALL GRANTS**

**ASSESSMENT TOOL**

**May 2008**  
**Lusaka**

## 1. HIV Prevention

### Effectiveness

1. When did you receive the grant?
2. How long did it take for you to receive the grant?
3. How much did you receive or
4. What type of grant did you receive?
4. What specific activities were approved for funding?
5. What actual HIV/AIDS prevention activities do you provide?
6. What was was your intended target group and how many?

### Relevance

7. What are your views on the usefulness of the HIV/AIDS prevention activities that you that you have been implementing under this grant? (**IMPLEMENTER**)
8. How did you develop your HIV/AIDS prevention activities?
9. What risk factors have you have identified in relation to HIV in your community?
10. To what extent would you say HIV/AIDS prevention activities/services have impacted on opening up dialog around sensitive issues such as?
  - 10.1. sexual abuse of girls and women
  - 10.2. Gender inequity
  - 10.3. Gender stereotypes of men which encourage alcohol abuse and multiple sexual partners
  - 10.4. Men's attitude towards women
  - 10.5. Young people & alcohol
  - 10.6. Older men having sex with girls
11. If yes to 10, what specific activities or steps have been taken to address the risk factors?
12. What life skills training have been imparted in order for them to deal with the risk factors
13. How are these life skills addressing the risk factors associated with both girls (assertive) and boys (respect girls/avoid multiple partners)

### Impact

12. What are some of the HIV/AIDS risk behavior patterns and harmful cultural practices that were prevailing in your community before the project was funded?
13. How have these HIV/AIDS prevention activities that were funded benefited the target group?
14. How would you rate the impact of the project activities on what was prevailing before the funding?

## Sustainability

15. Do you have IGAs or any economic empowerment activity in your project?
16. Specify levels of child participation in these IGAs;
  16. 1. Planning
  - 16.2, Implementation
  - 16.3. Decision making
  - 16.4. Financial management
  - 16.5. Reporting/feedback
17. What specific skills has the project imparted in young people to manage the IGA?
18. What benefits are the beneficiaries deriving from the IGAs?
19. To what extent has the project been integrated with existing local HIV/AIDS programmes that are within the Ministry of Education and other line Ministries, including other district plans?
20. Does the project have any formal partnerships?
21. To what extent do these partners participate in running the project?
22. Are there any other formal linkages that have been created to support the project?
23. What other material, human and financial resources have been mobilized to support the project?

## 2. OVC Support

1. When did you receive the grant?
2. How long did it take for you to receive the grant?
3. How much did you receive?
4. What type of grant did you receive?
5. What specific activities were approved for funding?
6. How many Children are you supporting
7. What support/services are the OVCs receiving?

## Relevance

7. Did you receive services you needed?
8. How useful were the services offered and how have they helped the beneficiaries?

### Effectiveness

9. How were the beneficiaries identified?
10. How many male and female benefited from the support?
11. To what extent have the target group been reached and with what services? (Target compare with actual)
12. Are the clients accessing services satisfied with the services provided and if not why are they not?

### Impact

13. What impact has the project had on the beneficiaries and wider community in terms of Assess, performance and retention
14. Was the support adequate or you feel something more could have been done?

### Sustainability

15. Do you have IGAs or any economic empowerment activity in your project?
16. Specify levels of child participation in these IGAs;
  - 16.1. Planning
  - 16.2. Implementation
  - 16.3. Decision making
  - 16.4. Financial management
  - 16.5. Reporting/feedback
17. What specific skills has the project imparted in young people to manage the IGA?
18. What benefits are the beneficiaries deriving from the IGAs?
19. To what extent has the project been integrated with existing local OVC programmes that are within the Ministry of Education and other line Ministries, including other district plans?
20. Does the project have any formal partnerships?
21. To what extent do these partners participate in running the project?
22. Are there any other formal linkages that have been created to support the project?
23. What other material, human and financial resources have been mobilized to support the project?

#### 4. Organization and Capacity building of the project

1. What resources were mobilized for the project and how/why did these change over time?
2. What gaps were identified at the outset of the project and how were these fixed and what impact did this have on the project?
3. What training have you received to help you as an implementer
4. How many were trained? And are they still working with your organization?
5. What was the added value of the training in the implementation of project activities?
6. How was the project designed from the outset and how did this change over time? Or has there been any changes to the focus of the project? How did these changes impact on the operations of the project?
7. How did the funders of the project influence the evolution of the projects
8. Are the levels of output the best that could have been attained given the inputs that went into the project?
9. To what extent were the project activities integrated with local services and how was the use of resources optimized?
10. Other than finances, what other resources did partners mobilize for the project and how did these affect the project outcome?