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USAID/ZAMBIA CHANGES2 PROGRAM
Quarterly Program Report #1 for the Period
July – September 2005



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I. Overview

This CHANGES2 report provides the first Quarterly Report to USAID/Zambia for the EQUIP1 Associate Award (Cooperative Agreement 690-A-00-05-00120-00). Two appendices are included: report of a Consultative Retreat with the MOE, and report of a Global Development Alliance assessment (GDA).

II. Objectives

CHANGES2 is funded by USAID/Zambia and implemented through an EQUIP1 Associate Award that was signed on 20 June 2005. CHANGES2 is an expansion and enhancement of the Ministry of Education's (MOE) CHANGES program that will strengthen Basic Education teachers' professional skills related to health education, with a special focus on HIV/AIDS prevention and mitigation. In addition to support for expansion of the MOE's school health and nutrition activities to new areas, CHANGES2 will also empower pupils, teachers, and community members to improve education and health in schools and communities. CHANGES2's central office is based in Lusaka, delivering strengthened health education in Southern, Lusaka, Central and Copperbelt provinces through existing MOE structures. Provincial program offices will be located in Livingstone, Lusaka, Kabwe and Ndola to coordinate district and zonal activities. CHANGES2 will also deliver scholarship support services in the same four provinces, as well as in Eastern and Northwestern provinces.

USAID/Zambia's Strategic Objective SO6 is "Improved Quality of Basic Education for More School-aged Children." CHANGES2 is designed to respond directly to two Intermediate Results that support SO6:

- Intermediate Result IR6.1 "Improved Quality of Basic Education Delivery Systems." IR6.1 mandated indicators are:
 - Number of teachers trained by USAID programs/funding source
 - Percent of students participating in school health programs
- Intermediate Result IR6.4 "Mitigated Impact of HIV/AIDS on Education." IR6.1 mandated indicators are:
 - Number of OVC served
 - Number of people trained to promote HIV/AIDS prevention through abstinence and/or being faithful (AB)
 - Number of individuals reached through community outreach HIV/AIDS prevention programs that promote abstinence and/or being faithful

Responding to IR indicators and the mandates of funding earmarks, CHANGES2 program activities will deliver the below minimum annual targets, as well as the cumulative targets over the lifespan of the program (through September 2009):

- Schools to be reached: 400 (1,600 over four years) benefiting from enhanced delivery of HIV/AIDS prevention education and improved delivery of basic education in general.
- Teachers to be trained: 800 teachers (including 200 head teachers and 200 senior teachers) trained per year (3,200 over four years) providing targeted HIV/AIDS prevention education in basic schools, and with improved teaching and classroom management skills.
- Pupils to benefit: 200,000 pupils (800,000 over four years) benefiting from SHN, HIV/AIDS, and life skills, and improved pedagogy interventions at the basic school level.
- Communities to be reached: 400 school catchment areas (1,600 over four years)—which will include approximately 2,400 villages per year (9,600 over four years)—benefiting from school-based outreach, HIV/AIDS prevention programs, and improved basic education in their schools.
- Community members to be reached: 260,000 community residents per year (1,040,000 over four years) benefiting from outreach and HIV/AIDS prevention programs.
- Pre-service teachers to be trained: 1,200 College of Education pre-service students per year (4,800 over four years) benefiting from additional health education skills, improved pedagogy, and HIV/AIDS training.
- OVCs benefiting: 3,500 scholarships (bursaries) for secondary school OVCs awarded per year (10,500 over three years); HIV/AIDS and OVC support activities integrated to benefit recipients.
- IEC (Information, Education and Communication) Materials: 200,000 leaflets per year (800,000 over four years) and 70,000 books per year (280,000 over four years) on HIV/AIDS and life skills produced and distributed; radio, TV and other media also utilized.

Sub-grants awarded: Approximately 140 small grants awarded to local NGOs, CBOs, Colleges of Education, Provincial Resource Centers, District Resource Centers, and Zonal Resource Centers to help strengthen basic education and HIV/AIDS prevention and mitigation activities.

III. Specific Activities this Quarter

Start-up Activities July-September 2005

The Cooperative Agreement between USAID/Zambia and AIR for the implementation of the CHANGES2 Program was signed on 20 June 2005. To ensure a timely start-up and a smooth transition from the first CHANGES program (which ended on 31 July 2005) to CHANGES2, AIR fielded a team in early July to begin the set-up work. This section of the Inception Report briefly summarizes progress made during the July-September 2005 quarter by the initial AIR/Washington set-up team and then by the long-term CHANGES2 team as they came on board during July and August.

1. Initial Start-Up: Early July Through Mid-August

Considering the large size of the CHANGES2 Program—involving four field offices (in Central, Copperbelt, Lusaka, and Southern Provinces), a head office in Lusaka, and approximately 45 staff—it was correctly anticipated that start-up would be a lengthy and complex process. As such, AIR fielded a three-person team comprised of Washington, DC-based staff to commence the process of setting up the program soon after the agreement with USAID had been signed in late June. The three-person team arrived in Zambia during the first week of July and immediately set out to accomplish the following set-up tasks:

- Participated in orientation meetings with USAID and the MOE; in particular, met regularly with the Director of Standards and Curriculum in the MOE to plan for an effective start-up and official launch of CHANGES2.
- Secured a lease on a large house in Lusaka that doubles as the head office and the Lusaka provincial office; arranged security services and utilities for the office(s).
- Secured a lease for the Livingstone office in Southern Province; arranged security guard services and utilities for the same.
- Received furniture from the first CHANGES Program; ordered additional furniture required for the head office and Lusaka provincial office; received furniture from the first CHANGES Program for the Livingstone office.
- Ordered and took delivery of new computers, printers, photocopiers, fax machines and required cabling for all five offices.
- Received a vehicle from the first CHANGES Program; ordered nine new vehicles for eventual use by all five offices.
- Working with a local lawyer, established NGO status of AIR in Zambia; developed an employment contract for local staff.

- Recruited four original CHANGES Program staff when their contracts with CHANGES ended on 31 July 2005.
- Opened new program bank accounts in Lusaka.
- Opened new postal account in Lusaka.
- Applied for telephone lines for the Lusaka office(s).

2. Ongoing Start-Up: Mid-August Through September

During late July and into August, the three long-term expatriate staff, including two Technical Advisors and the Chief of Party, arrived in Zambia to start work on CHANGES2. In the meantime, one of the initial start-up team members had departed Zambia, and the remaining two Washington, DC-based team members departed Zambia by the end of August. The following start-up tasks were completed or were ongoing during this period:

- The CHANGES2 Finance Director was trained by AIR's Senior Field Accounting Manager, who had traveled to Zambia, in QUICKBOOKS accounting software and AIR financial systems. In addition financial management systems were put in place and plans made for managing the interface between the Lusaka-based Finance Director and the four accountants who would eventually be posted in the provincial field offices.
- Wireless LAN was installed to connect internal office computers in the Lusaka head and provincial offices.
- Multi-line telephone system was installed in the Lusaka head and provincial offices.
- Wireless broadband internet service was installed in the Lusaka head and provincial offices, which established vital email connectivity.
- Plans were made and work was started on expanding the driveway and parking lot at the Lusaka office(s).
- Office space was secured in Kabwe (Central Province) and in Ndola (Copperbelt Province), and leases were signed. Also, security services were finalized for the Kabwe office. (The Ndola office does not require external security services.)
- Furniture for the Kabwe and Ndola offices was ordered.

- All field positions and remaining head office local staff positions (approximately 40 positions) were advertised in the newspaper; applications were vetted, short-lists for each position were developed, interviews were conducted, and selections were made. By the end of September a number of local staff were under contract with the remaining to be on-board by mid-November.

Programmatic Activities

In addition to the logistical set up activities completed during the first quarter, substantive or programmatic progress accomplished during the quarter—in particular focused on planning—is briefly summarized below in chronological order:

1. Initial Pre-Planning for National-Level Stakeholders' Orientation and Planning Retreat:

After the departure of the AIR Washington staff, start-up work continued managed by the Chief of Party and Field Operations Manager. The technical assistance team turned its attention to starting the development of a work plan through December 2006. This process included regular internal brainstorming and planning sessions, in addition to regular meetings with MOE and MOH counterparts at the national level, as well as meetings with other USAID-funded programs: EQUIP2 (Educational Quality Improvement Program) and QUESTT (Quality Education Support Through Technology). The aim was to do sufficient up-front planning on suggested activities to be prepared for discussion modification, and refinement of a draft work plan during the two-day national-level stakeholders' planning retreat that was planned for 11-12 October.

2. Official CHANGES2 Program Launch:

Recognizing the importance of having a visible, public launch of CHANGES2 to mark the transition from the original CHANGES program to CHANGES2, as well as to celebrate the ongoing collaboration between the Government of Zambia (GRZ) and USAID, considerable efforts were expended to plan and carry out the program's launch on 7 September. Breaking from tradition, the launch was not held in a local hotel but at Kabulonga Girls High School, which proved to be an effective venue. The Minister of Education, Dr. Brian Chituwo, as well as the Permanent Secretary, Mrs. Lillian Kapulu, gave speeches on behalf of the MOE/GRZ, while the US Embassy Charge d'Affaires, Mr. Andrew Passen, spoke on behalf of USAID and the US Government. There were additional speeches as well as music and drama performances—all of which affirmed the good work done by the original CHANGES program, the high expectations for CHANGES2, the ongoing collaboration between the governments of Zambia and the United States, and MOE support for and ownership of the CHANGES2 program.

3. National-Level Planning Retreat:

During 12-13 September the CHANGES2 team was joined by 15 representatives from the MOE, MOH, and MCDSS for an orientation and planning retreat held at Ibis Gardens. The purpose of the retreat was, from the beginning, to design and plan the CHANGES2 Program collaboratively with line ministry colleagues. To this end, the preliminary and provisional ideas for each component area of the program that had been brainstormed beforehand by the CHANGES2 team were presented (per above), and then each presentation was followed by lengthy discussions in focus groups during which those ideas were refined, modified, or dropped, while new, previously un-thought of programmatic ideas and concerns were brought on board. By the end of the two days, considerable progress had been made in mapping out the broad parameters of the program as well as many of the specific activities within each main program area for inclusion in the 2005-2006 Work Plan. For more detail on this planning retreat, see the summary document in Appendix I.

4. Consultations to Explore Global Development Alliance (GDA) Possibilities:

As part of their interest in having its programs establish Global Development Alliances as a way to leverage funding from the private sector, the SO6 team in the USAID mission brought a consultant, Mr. Daniel Ohonde of USAID in Nairobi, to explore GDA possibilities with its implementing partners. The CHANGES2 Chief of Party met with Mr. Ohonde on 19 September, and again on 23 September, to discuss potentially fruitful avenues to pursue in setting up a GDA to support and extend the CHANGES2 Program. While both Mr. Ohonde and the SO6 team agreed that the timing was a bit early to pursue a GDA in earnest because CHANGES2 is in its early planning phase, the discussions were useful and helped to lay a foundation for future work in this regard. For more information on the outcome of these meetings, see Mr. Ohonde's trip report in Appendix II.

5. Lusaka Province Orientation and Planning Meeting:

After the national-level planning retreat was completed (see above), the way forward involved taking the evolving CHANGES2 program design and 2005-2006 work plan—in the draft form that it was at that point—to the provincial level in the four CHANGES2 provinces, and eventually to the district level, for further definition and refinement. To this end, the Lusaka provincial meeting was held in Lusaka on 21 September, and was attended by 21 Lusaka provincial and district officers from the MOE, MOH, and MCDSS. During this meeting, the design, targets, intended outcomes, and illustrative activities of CHANGES2, as defined in the national stakeholders' meeting, were presented to the participants, and considerable discussion ensued. Because the DEBS (District Education Board Secretary—formerly, District Education Officer (DEO)) from each of the province's four districts were present in the meeting, district and zonal level perspectives were also expressed. This laid the groundwork for the follow-up district planning workshop for 2006, which will be held in early November. In that workshop, true to the MOE's decentralized planning

and implementation processes, the CHANGES2 2006 work plan and budget and activities for all four districts of Lusaka Province will be developed and fully integrated with each district's annual work plan and budget.

6. *Southern Province Orientation and Planning Meeting:*

A meeting similar to the one held in Lusaka Province (see preceding) was held in Livingstone, Southern Province, on 26 September for provincial-level stakeholders. In this case, however, district representatives were not present at the meeting. Nevertheless, the CHANGES2 team received valuable feedback and input from the provincial-level officers to incorporate into the emerging design and work plan.

On 30 September, after the USAID retreat (see below), the CHANGES2 team had a follow-up meeting with the same provincial officers during which the matter of funding source limitations and parameters was discussed, leading to a greater appreciation on the part of the provincial officers of the constraints faced by the CHANGES2 team in designing and implementing the program. During this follow-up meeting, it was also decided that a district-level planning workshop would be held in Choma during 17-18 October, attended by district representatives of the three cooperating ministries (MOE, MOH, and MCDSS) to further develop the CHANGES2 2005-2006 work plan in an integrated manner with all district work plans.

7. *USAID SO6 (Education) Retreat:*

A retreat for representatives of the three USAID SO6 (education) programs—CHANGES2, EQUIP2, and QUESTT—and for USAID staff, MOE provincial officers, and representatives from other related projects (LIWOMADI, SPW, Save the Children Norway, etc.) was held in Livingstone during 27-30 September. The primary aim of the workshop was to enhance collaboration and complementarity between the three USAID education programs. In addition, there were some sessions devoted to special issues such as gender and equity, decentralization, sustainability, and monitoring and evaluation. A half day was devoted to school visits, the results of which were processed in the subsequent afternoon session. The retreat represented a good opportunity to learn more about the other USAID programs and to start the process of joint planning and collaboration during 2005-2006 and onward. Follow-up meetings with EQUIP2, QUESTT, and SPW were planned for October immediately following the retreat.

8. *AEI “Wrap Around” Planning:*

Throughout the reporting period, the CHANGES2 HIV/AIDS Advisor worked with USAID and QUESTT to conceptualize and design an activity (or cluster of activities), utilizing \$500,000 in AEI funds, that would integrate or involve “wrapping around,” HIV/AIDS and other activities, funding sources, and implementing partners. The concept paper went through several iterations, and what is currently being worked on

involves three parts: (1) revitalization of the teacher support radio program, “Fastele, Fastele”; (2) community radio about OVC support for listening groups; and (3) VCT workshops for community school teachers. These activities will be implemented in subsequent quarters.

9. Planning for Training of College of Education Staff on Computer Use:

Recently, USAID purchased 53 computers for use in five Colleges of Education throughout Zambia (Mansa, COSETCO, ZAMISE, David Livingstone, and Kitwe College of Education). To enhance the use of the computers, CHANGES2 agreed to provide training for lecturers, administrators, and students (two each) from each of the five colleges: total 30 trainees. The trainees will then pass on the same training to their colleagues in their colleges. The training will focus on basic computer skills such as word processing, keyboard skills, spreadsheets, folder management and basic email. This initiative lays the groundwork for subsequent ICT training in the colleges for using computers for educational materials production, managing information, communication, research, and on-line learning. The 30 trainees will be divided into two cohorts, one to be trained in two sessions during 17-28 October and 16-20 January 2006, and the other during 31 October -11 November and 9-13 January 2006. A third training course for 10 people (two from each college) in hardware maintenance will be delivered during 23-27 January 2006.

10. Printing and Distribution of Teacher Professional Development Materials:

The CHANGES2 Program has a much heavier emphasis on general teacher education and teacher professional development than was the case with the original CHANGES Program. One of the first activities implemented in this regard was the printing of 10,000 copies of the booklet “In My Classroom: A Guide to Reflective Practice.” Distribution of the booklet will commence during the next reporting period, as will the training of head teachers and teachers (in a training of trainers format) on how to effectively train their colleagues to use the ideas and activities contained in the book. Topics include: facilitation skills, classroom management, continuous assessment, gender issues, and life skills.

Pre-planning was also conducted for shipping one or two containers of books from the International Book Bank, for distribution to Colleges of Education and Teacher Resource Centers. Additionally, an order was placed for books from ASCD (Association for Supervision and Curriculum Development), again for placement in colleges and resource centers.

11. Collaborative SHN Planning with the MOE, MOH, and SCI:

On a regular basis throughout the quarter, the CHANGES2 SHN Advisor met with representatives of the MOE, MOH and SCI (Schistosomiasis Control Initiative) to jointly plan SHN-related activities for 2005-2006. Many of the outcomes of these deliberations made their way into the SHN section of the CHANGES2 annual work

plan for 2006 that was being developed throughout the reporting period and that will be submitted to USAID by 31 October.

12. Revision of PEPFAR COP Templates and Targets for 2006:

In addition to attending regular HIV/AIDS and OVC meetings called by USAID, the CHANGES2 HIV/AIDS Advisor worked with the SO6 team at USAID to revise the program's PEPFAR (President's Emergency Plan for AIDS Relief) COP (Country Operational Plan) templates and targets when feedback had been received from the US embassy in Zambia as well as from OGAC (Office of the Global AIDS Coordinator).

13. Consultative Meeting with Potential Scholarship Local Implementing Partners:

Although FAWEZA (Forum for African Women Educationalists of Zambia) did a good job managing the scholarship program (including the integration of HIV/AIDS activities) on behalf of the first CHANGES program, the much larger number of scholarships to be awarded under CHANGES2 as well as the expanded geographical reach of the scholarship provision is likely to require the addition of at least one or two implementing partners, who will work synergistically with FAWEZA to implement the scholarship component of the program. Having more local implementing partners will also enhance CHANGES2's capacity building agenda.

To start this process, CHANGES2 called together interested local NGOs and potential implementing partners to explain the scholarship component of CHANGES2, to discuss the task, and to provide guidance for proposal writing. Several proposals have since been received, and the process of selecting and contracting partners will be carried out next quarter.

14. Planning for Consultants to Assist in M&E Plan Development:

USAID agreed that CHANGES2 will submit its 2005-2006 annual work plan by 31 October as an attachment to the first Quarterly Report (or Inception Report). In addition the Report will include a progress report for July-September (the present section) and a monitoring and evaluation (M&E) plan as attachment. Given the intensity of simultaneously working on set-up, work plan development, and starting activity implementation, it was decided that two consultants from AIR/Washington, DC would come to Zambia to spearhead development of the M&E plan. To this end, a Scope of Work was developed, which included development of the M&E plan as well as assisting with rationalizing the scholarship component of CHANGES2, and advising on an internal and external communications strategy. The two consultants will be in Zambia during approximately 15-31 October.

15. Planning for Activities to Support the Formation of Teacher HIV/AIDS Support Groups:

The original CHANGES Program supported HIV/AIDS peer education training as part of the MOE's HIV/AIDS in the workplace program. At the same time, the EQUIP2 program has been supporting the MOE's VCT (Volunteer Counseling and Testing) program for MOE officers, including teachers. What has been missing however, is ongoing support for teachers who have tested HIV-positive. Support for this type of activity, therefore, was included in the CHANGES2 work plan for 2005-2006 Work Plan, and specific planning was completed to start training support group leaders in Southern Province during the next reporting period.

16. Orientation of Traditional Leaders to the CHANGES2 Program:

One of the seminal lessons learned through implementing the original CHANGES program was that, especially when working with communities in areas related to attitudinal and behavioral change (eg., with regard to HIV/AIDS), it is essential to get local leaders like chiefs and village headmen on board, because they have considerable influence among their constituencies. As such, the CHANGES2 team started planning with the Clerk of the House of Chiefs and the Ministry of Local Government to conduct a consultative meeting with traditional leaders during their next session, which is scheduled for May 2006. The purpose of the meeting will be to orient the leaders to the CHANGES2 program and to lobby them to support CHANGES2 activities in their constituency areas.

IV. Overall Progress on Indicators

Under separate cover to this report is the draft Monitoring and Evaluation Plan for CHANGES2. Pending final approval of the indicators and program monitoring plan, subsequent Quarterly Reports will include progress on indicators in this section.

Appendix I



SUMMARY REPORT

Consultative Retreat Meeting For Ministry of Education and CHANGES2

**HELD AT
IBIS GARDENS - LUSAKA**

12th to 13th September 2005

EXECUTIVE SUMMARY

The first CHANGES2/MOE consultative meeting which was held from 12 – 13th September 2005 was a follow up from the meetings which were held with MOE officers from various departments. The purpose of this report is to provide highlights on what was accomplished from this very important workshop.

The goal of the workshop was to have further consultations on activities of MOE and to see how these could be incorporated in the CHANGES2 action plan.

The proposed activities in all areas of support were presented; Teacher Education, HIV/AIDS, School Health and Nutrition, School Community Partnership, Small grants and Scholarship.

Some of the important observations and proposed inclusion included the following:

- Harmonization of CHANGES2 and MOE indicators.
- Collaborate with Schistosomiasis Control Initiative (SCI) project to harmonize trainings and enhance access of Bill and Melinda Gates Foundation de-worming drugs.
- Scholarship support should go beyond Grade 12.
- Young people should be involved in developing HIV/AIDS Information, Education and Communication (IEC) materials.
- CHANGES2 should work with University of Zambia (UNZA) to review the Basic School pre-service teachers' curriculum and expand existing in-service manuals – SPRINT to include SHN and HIV/AIDS.
- Children with Special Education Needs (CSEN) should be considered when developing educational program and materials.
- School community partnership in supporting educational activities was key to a successful program.
- There was need to conduct a baseline survey before the program starts to ascertain the prevailing situation.

Most of the proposed activities were applauded by the participants and commended CHANGES2 for timely organizing the consultative workshop.

On behalf of CHANGES2, the Chief of Party (CoP), Dr. Edward Graybill assured the participants that their input were valuable and would assist greatly in integrating CHANGES2 activities into MOE action plan.

The Director of Standards and Curriculum (DSC), Mr. Alfred Sikazwe, assured the CHANGES2 project team of continued MOE support and advised that similar consultative planning meetings be organized at Provincial and District level.

I. INTRODUCTION

The acronym CHANGES2 stands for Community, Health and Nutrition, Gender and Education Support. This program has succeeded the previous CHANGES. The first consultative workshop with MOE officials was conducted from 12th to 13th September 2005 at IBIS Gardens lodge in Lusaka. The workshop drew a total number of 22 participants. A detailed list of the participants who attended this workshop is attached to this report.

1. Objectives

The following were the objectives of the workshop.

- Better understanding of the needs of MOE in terms of support by the CHANGES2 team.
- Discuss and identify areas of input for CHANGES2 into MOE policy program
- Better understanding of USAID / CHANGES2 program.

2. Process

The workshop proceedings were moderated by the Director of Standards and Curriculum, Mr. Alfred Sikazwe. The procedure of the workshop took the form of

- Power Point presentations
- Small group discussions and
- Plenary sessions

3. Workshop Proceedings

WELCOME REMARKS

The Director of Standards and Curriculum from Ministry of Education, Mr. Alfred Sikazwe, opened and moderated the workshop proceedings. He welcomed all the participants who had taken this workshop as an important workshop and left their busy schedules to attend this workshop. He pointed out that the workshop could have not come at a better time than that one, as it offered an opportunity to integrate CHANGES2 activities into the overall MOE action plan. He recognized that the workshop was timely as it provided another opportunity for MOE to think through and put together activities necessary to consolidate the 2006 Annual Work Plan. Lastly though not the least he called for utmost participation from all participants in order to derive maximum benefits from the workshop.

After the welcome remarks the CHANGES2 team started their Power Point presentations.

POWER POINT PRESENTATIONS

Background achievements, CHANGES Project

The Chief of Party for CHANGES2, Dr Graybill, gave a briefing on the successes of the earlier CHANGES project that operated from April 2001 to July 2005. To present his paper he used a handout on CHANGES2 fact sheet that highlighted operational parameters of the project. The project was mainly to operate in 4 provinces, namely, Southern, Central, Lusaka and Copperbelt for all CHANGES2 activities. Scholarships were to service 2 additional provinces and these are Northwestern and Eastern.

It was learnt that a target of 400 schools was to be reached every year for the next four years. It was estimated that 1,600 schools were to benefit from the project by the end of the initial project life of 4 years.

It was emphasized that the purpose of the workshop was to consult with MOE and other stakeholders on areas that needed support. Presentations by CHANGES2 staff were not conclusive but merely to steer discussions.

Arising from the Chief of Party's presentations and succeeding discussions, the following observations were made.

- The term “vulnerable” was loosely used and children requiring Special Education Needs may be left out especially at the time of implementation. Children with special needs should be specified and not grouped as vulnerable, during planning.
- CHANGES2 Scholarships will support children from High Schools Grade 10 to 12. CHANGES2 was requested to consider supporting OVCs beyond Grade 12.

Monitoring and Evaluation

The CHANGES2 Operations Manager, Mr. Sitwala Mungunda, presented an overview of CHANGES2 proposed Monitoring and Evaluation strategy. He further highlighted CHANGES2 monitoring process indicators.

The MOE Chief planning officer, Chris Katundu, presented the MOE impact indicators from 2004 through 2007. MOE indicators were categorized as access, quality and equity.

Following those presentations, the participants proposed that apart from adding “# of community action plan implemented” on the list of process indicators, CHANGES2 should also develop impact indicators that should relate to MOE indicators. Participants requested CHANGES2 to cover all Colleges of Education (CoE) in Zambia since they weren't many.

School Health and Nutrition (SHN)

The presentation on SHN was made by Catherine Phiri the CHANGES2 SHN Advisor. In her presentation, she called for viable and sustainable activities. It was learnt that CHANGES2 intends to build on the success of the previous CHANGES project but adopt a broader and inclusive approach apart from de- worming of school children, prevention of eye diseases, malaria, Tuberculosis (TB) and other preventable communicable diseases. The project will promote Physical Education (PE) and sporting activities, which may include traditional games, as they were equally essential in promoting good health among children. School based lunch program will continue under the CHANGES2 to reduce absenteeism.

SHN CHANGES2 guiding principal will remain the global concept of FRESH (Focusing Resources on Effective School Health) with it's four corner stones, namely, (i) School based health policies (ii) Provision of safe drinking water and sanitary facilities (iii) School Based health and nutrition services (iv) Skills based health education.

In the process, the concept of providing “Comfort Kits” to school children especially girls was discussed. A comfort kit is a bag containing body lotion, bathing soap, comb, underpants and sanitary pads. Apart from promoting hygiene, the kits would be an entry point for discussions surrounding myths on menstruation and personal hygiene, adolescent reproductive health and HIV/AIDS prevention. In this way it was hoped that absenteeism during the time of menstruation is expected to reduce.

Psycho-social skills education was another important intervention that CHANGES2 intended to undertake.

Participants applauded the comfort kit initiative and made the following observations.

- The term, “Production units’ which was widely used in the earlier CHANGES project, be replaced by a more friendly term. “Agriculture Food Gardens”.
- SCI and CHANGES2 trainings should be harmonized in terms of scope and content.
- MOE and CHANGES2 should revise modalities that would allow timely access of de-worming drugs donated by Bill and Melinda Gates foundation.

Teacher Education

The discussion on Teacher Education was facilitated by Joy du Plessis who is the Advisor for Teacher Education. Proposed activities included review of Basic School pre-service curriculum, strengthening Teachers’ Resource Centers by providing learning and teaching materials, training Resource Centre Coordinators and Education Support Teams at Provincial, District and Zonal level in design and development of educational materials. Resource Centers Coordinators were to cascade Teacher Education, HIV/AIDS and SHN trainings.

Support to in-service teachers was related to continued professional development; new teaching methodologies, class room management and continuous assessment techniques.

Subsequent discussions resulted in the following observations.

- CHANGES2 should contact UNZA as they were in the process of reviewing Basic School Teacher Education curriculum before the colleges of education are affiliated to the UNZA. It was learnt that at the time the consultative workshop was being held, two workshops were concurrently running on the same in the Copperbelt Province. It was learnt that the consultancy report was to be ready by 8th November 2005.
- There was a critical shortage of teachers in Zambia. As a result, teachers were compelled to handle large classes and some times more than one grade in one class room. Teacher education should therefore consider training teachers in multi-grade teaching and in handling large classes.
- School In-service Records (SIRs) scoring must be revitalized to support teacher motivation strategy.
- Consider developing a strategy to motivate teachers to maximize their performance. For example, publishing of their profiles and their research work, organizing professional symposiums, Headteachers to keep SIRs book. Points obtained from important trainings such as SHN and HIV/AIDS should be linked to certification or admission exemption.
- Professional structure for Primary education.
- Consider revising School Program for In - service Training (SPRINT) manual to incorporate “In My Class Room” manual, HIV/AIDS, SHN Community Outreach and Small Grant component.
- Support inscription educational manuals into brail to cater for the blind students
- Get in touch with Mr. Kaonga a ToT in development of teaching and learning materials using locally available materials. He would be of assistance in the CHANGES2 proposed initiative.

HIV/AIDS

HIV/AIDS CHANGES2 activities were outlined by Dr. Joan Woods, the HIV/AIDS Advisor. It was apparent that the HIV/AIDS activities were to be incorporated into all CHANGES2 components, i.e. Teacher Education, School Health and Nutrition, Scholarships, Community Outreach, Small Grants and in production of Information Education and Communication for Behavior Change (IECBC) materials.

The following HIV/AIDS related activities were proposed to be included in MOE action plan.

- Support teachers living positively with HIV and train them as HIV/AIDS peer educators.
- Incorporate HIV/AIDS prevention strategies into pre service teacher trainings with special focus on Abstinence and Be faithful (AB).
- Assist communities in examining norms and practices which put people at risk of contracting HIV.
- Expand HIV/AIDS component in SHN training activities.

All HIV/AIDS proposed activities were well received by participants.

However, it was felt that some of the IEC materials should be developed by children themselves. It was further felt that, to effectively coordinate HIV/AIDS activities there was need to strengthen special issues management committees at National, Provincial and Districts levels.

School - Community Partnership

The Program Manager for Copperbelt, Delphin Kinkese, gave a diagrammatic presentation of proposed community involvement and participation strategy, to consolidate the entire CHANGES2 initiative. He equally proposed a number of activities that could be implemented in schools and communities to enhance learning of school children. He explained that a combination of Participatory Learning Approach (PLA) and Theatre for Community Action (TCA) as a strategy for community mobilization and sensitization was proposed. The approach recognizes Communities and Schools as resources that should compliment each others efforts in developmental related issues such as promotion of education and prevention and mitigation of the impact of HIV/AIDS.

Participants felt that there was needed to seriously consider involving traditional leaders in community mobilization and sensitization process while Home Based Care (HBC) training should be linked up with local organizations.

Scholarships

Scholarship component was presented by Joy du Plessis, Advisor for Teacher Education. It was learnt that a total of 3,500 scholarships were earmarked for 2006, to support Orphaned and Vulnerable Children in secondary schools (grade 10 to 12).

Scholarship component included HIV/AIDS prevention and mitigation activities such as peer education and linking OVCs to health and social amenities. OVCs would also benefit from the Comfort Kits and subsequent adolescent reproductive health programs.

Participants proposed the following:

- Special consideration for Children with Special Education Needs in provision of scholarships.
- 70 % of the scholarships should be awarded to girls and the remaining 30% to boys.
- Use the term “Bursaries” instead of “Scholarships” to harmonize the usage of the phrase with MOE.
- Train MOE staff and stakeholders in scholarship management, including monitoring and tracking the beneficiaries.
- Strengthen links with FAWEZA.
- Partner with other NGOs in administering scholarships i.e.
 - Ministry of Community Development and Social Services (MCDSS)
 - ZANEC
 - Zambia Open Community Schools (ZOCS)
 - TAHAN
 - AHTAZ
 - CARE International
 - Catholic Relief Service

Small Grants

The Program Manager for Lusaka Province, Josias Enos Zulu, presented the CHANGES2 proposed Sub Granting mechanism. He highlighted that the local NGOs were to be contracted to sub grant to School and Community based organizations while the Zonal Resource Centers and Colleges of Education were to receive grants directly from MOE/CHANGES2. A Multi - Sectoral committee at district level will be selecting deserving grantees.

All grant recipients were to be trained in grant management, record keeping, report writing and project proposal development.

The Participants welcomed the idea of providing sub grants to local initiatives; however, they were skeptical about promotion of condoms in schools. They also proposed the following inclusions:

- Zonal resource centers should be funded directly from the MOE/CHABNGES2 and not through the district resource centers.
- Allocations of grants should be apportioned according to categories, for example, Lead NGO-50%, College of Education 10% and Resource centers 40% to ensure equitable access among the deserving recipients.

IDEAS GAINED FROM GROUP DISCUSSIONS

Monitoring and Evaluation

- Possibility of covering all TTCs
- Some interventions to be national
- Need to track action plans at various levels
- Need to track number of tutors trained
- Link between CHANGES2 indicators and MOE indicators

School Health and Nutrition

- Harmonization of training program and de-worming (SCI and CHANGES Module)
- Accessing de-worming drugs timely from Bill and Melinda Gates Foundations – Agreement on administration of micronutrients

Teacher Education

- Working with UNZA on curriculum
- Adapt and expand existing in-service manuals – SPRINT, monitoring manual
- Assess professional development needs at Colleges of Education

HIV/AIDS

- Strengthen Special Issues Management Team at Headquarters for coordination and harmonization
- Student developed IEC materials
- Better use of HIV/AIDS materials at schools (learning circles, PRP, mobile sets)
- Identify and support HIV+ teachers to speak out about prevention, treatment, VCT, stigma etc.

Scholarships

- Working with MOE
- Support activities for OVCs integrated with MOE activities
- Possible partners
- Monitoring impacts

School Community Partnership

- Community sensitization of community-school on methods of PLA, TCA, FGD
- SAFE Clubs support, anti drugs clubs, CWACs, FBOs and CBOs
- Home-based care training-linking up with local organizations
- Malaria prevention activities

Sub grants

- Sub-grants to ZESTs, DESTs, PESTS and Colleges of Education
- Funded activities to be sustainable
- Allocations
 - Lead NGOs 50 %
 - Colleges of Education 10%
 - PESTS, DESTs, ZESTS 40 %

IMPORTANT QUOTES

- “It is an opportune time for us to integrated CHANGES2 activities into MOE action plan” Alfred Sikazwe, Director of Standards, MOE.
- “ It is a chance to think through and put together activities that would assist in consolidating MOE 2006 action plan” Alfred Sikazwe, Director of standards, MOE.
- “CHANGES was a foundation upon which CHANGES2 can be built..” Edward Graybill, Chief of Party, CHANGES2 project.
- “Our presentations are not our final words; we are here to consult with you...” Edward Graybill, Chief of Party, CHANGES2 project.
- “We need to create a system of networking to avoid double counting and allow ourselves provide access to as many children as possible. Networking can be initiated at district level” MOE Chief planning officer, Mr. Chris Katundu.

WAYS FORWARD

- It was generally felt that joint planning was acceptable and wished that this was going to be an activity to be done every year
- It was accepted that the consultative process that CHANGES2 had adopted was good and wished the same spirit to continue. He also added that consultations should be on-going to provide feedback as well.
- It was emphasized that activities should be implemented within district plans to strengthen them.
- It was proposed that CHANGES2 could provide inactive amounts of funding for broad activities for the provinces and districts in which CHANGES2 is operating.

- It was observed that there was need to have an officer from colleges, or CHANGES2 should take it upon themselves to visit all colleges.
- It was pointed out that indicators should have learning outcome indicators. He cited the under utilization of the Science Tool Kit in schools. He wondered whether this was to deal with methodology or repackaging of the content of the kit.
- The students in Colleges of Education were not performing well. Is this a methodology or content problem that needs to be handled?
- There is also need to be looking at quality issues and how these can be measured.

REMARKS FROM THE USAID SENIOR EDUCATION

The Senior Education Advisor from USAID commented that this was an exciting opportunity for a new program having such a joint planning meeting and to see that good points came out from the presentations. He further high lighted that even SHN that he felt may be thin was also thinking in broader terms. He closed the workshop by applauding the teams for the work which was well done.

CONCLUSIONS

As a result of the workshop and focused group discussions, most of the activities envisioned by CHANGES2 were confirmed and supported by all stake holders present. Needy areas for support were identified and appropriate interventions were enlisted for inclusion in the MOE/CHANGES integrated 2006 action plan. It was a generally resolve that similar consultative workshops be held at provincial and district levels.

By and large, the workshop was not only a success but a consolidated alliance with stakeholders for the implementation of the project.

WORKSHOP PROGRAM

CONSULTATIVE RETREAT MEETING FOR MINISTRY OF EDUCATION

VENUE: Ibis Gardens

DATES: 12th - 13th September 2005

WORKSHOP OBJECTIVES

- Better understanding of the needs of MOE in terms of support by the CHANGES team
- Discuss and identify areas of input for CHANGES into MOE policy programme
- Better understanding of USAID CHANGES programme

AGENDA

DAY 1: Monday 12th September 2005		
TIME	ITEM	RESPONSIBLE OFFICERS
08:30 – 09:00 Hrs	Introductions Welcome remarks Outline of the Programme Objectives	MOE Ed Graybill
09:00 – 9:30 Hrs	Presentations and discussions on (i) Overview of CHANGES2 and USAID indicators (ii) MOE indicators (as related to SHN, HIV/AIDS, TED and OVCs)	Sitwala Alfred Sikazwe / Nelson Nyangu
9:30 – 10:30 Hrs	Short Presentations and discussions <ul style="list-style-type: none"> • School Health and Nutrition • Teacher Education • HIV / AIDS 	TA
10:30 – 11:00 Hrs	Tea /Coffee break	
11:00 – 12:00 Hrs	<ul style="list-style-type: none"> • Community Outreach • Scholarships • Small Grants 	TA
12:00 – 13:00 Hrs	Group work <ul style="list-style-type: none"> • School Health and Nutrition 	Participants

DAY 1: Monday 12th September 2005		
TIME	ITEM	RESPONSIBLE OFFICERS
	<ul style="list-style-type: none"> • Teacher Education • HIV / AIDS 	
13:00 – 14:00 Hrs	LUNCH	
14:00 – 15:30	Group work (cont'd) <ul style="list-style-type: none"> • School Health and Nutrition • Teacher Education • HIV / AIDS 	Participants
15:30 – 16:00 Hrs	Tea /Coffee break	
16:00 – 17:30	Plenary Report back from groups	
DAY 2: Tuesday 13th September 2005		
08:30 – 10:30 Hrs	Group work <ul style="list-style-type: none"> • Community Outreach • Scholarships • Small Grants 	Participants
10:30 – 11:00 Hrs	Tea /Coffee break	
11:00 – 12:00 Hrs	Group work (cont'd) <ul style="list-style-type: none"> • Community Outreach • Scholarships • Small Grants 	Participants
12:00 – 13:00 Hrs	Plenary Report back from groups	
13:00 – 14:00 Hrs	LUNCH	
14:00 – 15:30 Hrs	Next steps / Way forward Closing remarks	CHANGES 2 MOE
DEPARTURE		

PARTICIPANTS ATTENDANCE LIST

S.N.	NAME	ORGANIZATION	DESIGNATION	TELEPHONE	E-MAIL ADDRESS
1	Christopher A. Katundu	MOE Hq	Chief Planning Officer	252768	
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6	T. Mhende	MCDSS Hq	Planning Officer	223319	
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S.N.	NAME	ORGANI- ZATION	DESIGNATION	TELEPHONE	E-MAIL ADDRESS
20	Edward Graybill	CHANGE S 2	Chief of Party		egraybill@changes2.org.zm
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22	Hilda Chishala	MOE Hq	SESO / SHN FPP	251507	hchishala@moe.gov

Appendix II

Report on the Evaluation of GDA Potential for USAID/Zambia SO6 – September 18-24, 2005

EXECUTIVE SUMMARY

As part of efforts towards developing alliances with the private sector, USAID/Zambia Education team decided that an evaluation exercise to look at the potential of forming GDA's within their ongoing projects was the first step to take. To facilitate and assist in the evaluation exercise, the Education Team called on the services of the Regional GDA Advisor, based out of REDSO.

The Regional GDA Advisor met with representatives from QUESST, CHANGES2 and EQUIP2 as part of the evaluation exercise, primarily for discussions on their program components and possible opportunities for collaboration.

For the evaluation to be effective and all encompassing, it was critical to have sessions with the private sector. However, only one very useful meeting with Celtel was on the cards. More meetings with a wider scope of private sector representatives would have been more beneficial to the evaluation.

Areas of potential partnerships and alliances have been identified for each project and these outlined in tables in this report. The potential partners have also been indicated, but clearly acknowledging that those identified here do not form a comprehensive and exhaustive list.

From the evaluation, it is evident that private sector interest in education projects does exist and these can be tapped into. However, the challenge is how to 'market' the projects to the private sector in a way that clearly shows the mutual benefits of cooperation.

This report outlines the next steps and action items that need to follow for realization of alliances in the education sector. The effort will have to be led, coordinated and driven by USAID/Zambia Education Team if these efforts are to bear fruit. The Regional GDA Advisor will be available for consultation as required to support the efforts.

BACKGROUND

The Global Development Alliance (GDA) is USAID's model of engaging the private sector in development activities by leveraging and mobilizing their ideas, efforts and resources to form partnerships.

USAID/Zambia Education team decided to take a look at their ongoing projects to evaluate the potential of forming partnerships with the private sector. To facilitate and assist in the evaluation exercise, the Education Team called on the services of the Regional GDA Advisor, based out of REDSO.

OBJECTIVES

The overall purpose of the TDY was to assist USAID/Zambia Education SO assess and determine the viability of engaging the private sector and developing GDA's within their current projects.

Specifically, the objectives of the exercise included:

1. Meeting with key SO6 staff to discuss and review the overall task objectives
2. Discussions with representatives from EQUIP2, CHANGES2 and QUESST to review in detail their project components and identify potential opportunities for partnerships.
3. Identifying potential GDA focus components within the education sector and review their potential.
4. Meetings and discussions with local private sector organizations to review and discuss potential partnerships in education sector.
5. Preparation of a report that summarizes the findings and way forward.

METHODOLOGY

In order to collect the necessary information to assist with the evaluation, the Regional GDA Advisor met with representatives from the three projects, EQUIP2, QUESST and CHANGES2, for discussions on their program components, the possible opportunities for collaboration and an update on any approaches made to the private sector to date.

For the evaluation to be effective and to give a realistic picture of the potential on the ground, private sector meetings were critical. This would facilitate the initial engagement and provide first hand information relating to the level of interest towards collaborating in education initiatives. Unfortunately, only a meeting with Celtel had been previously organized. It would have been better and more representative to meet a larger number of potential private sector players. However, despite the limited discussions and interaction with the private sector over the week, the evaluation went ahead and utilized prior knowledge on the private sector environment in Zambia.

DESCRIPTION OF FINDINGS

Having had discussions with the three SO6 implementing partners, there clearly is scope for collaboration with the private sector on some aspects of these programs. The interaction with the private sector was not as intensive as envisaged, but the limited interaction and previous partner/private sector discussions illustrates that there is interest in collaboration from the private sector.

Meeting with Celtel

- David Anderson and Daniel Ohonde met with Norman Moyo, Marketing Director for Celtel Zambia.
- Explained the USAID GDA approach.
- QUESTT explained the teacher education component of their program
- Celtel have identified Education as one of their key Corporate Social Investment areas.
- Have been looking at book donations and infrastructure support (classrooms, supports facilities etc), but are keenly interested in new approaches to CSI in the education focus area.
- Plan to be present in all districts in Zambia by December
- Happy to work with USAID and acknowledge that though they have chosen to focus on education, they have no education experts and would like to work with the experts.

However, to be able to proceed and develop mutually beneficial partnership, it is important to get more specific in terms of the potential areas of cooperation.

The tables below indicate the specific potential areas of cooperation identified under each project. The tables also outline some of the potential partners in each of the identified areas. These lists are by no means comprehensive and exhaustive

EQUIP2

IMIS

- Met with Drake Warrick - Integrated Information Management Advisor
- This component of EQUIP2 is focused on enhancing MOE systems to improve educational quality. The program is geared towards strengthening of MOE systems capacity and delivering IT training to build MOE staff capacity.
- Already working with some private sector folks in business relationships, as a lot of the training, support and maintenance activities are outsourced.

HIV AIDS

- Met with Scholastica Williams – HIV/AIDS Technical Advisor
- Key item currently ongoing is the uptake of VCT. Challenges posed by reduced budgets vs. planned activities and hence some clear need to inject resources from the private sector.

- Already had some preliminary discussions with Standard Chartered Bank on potential areas of cooperation.

EQUIP2

Component	Collaboration Opportunities	Potential Partners	Potential Resource Provisions
Integrated Information Management Systems	<p><i>Infrastructure & Hardware</i></p> <p><i>Training and skills building</i></p>	<ul style="list-style-type: none"> • Celtel • MTN/Telecel • Foundations focused on education • Banks e.g. StanChart, Barclays, ZNCB • IT firms e.g. Cisco, HP 	<ul style="list-style-type: none"> • Provision of computers and accessories for computer labs in provincial resource centers. • Offer to train MOE staff – from training services providers
HIV AIDS	<p><i>Mobile VCT services</i></p> <p><i>Diet and Nutrition</i></p> <p><i>Home based care</i></p> <p><i>Comprehensive IEC campaign</i></p> <p><i>Peer Education and Peer mentoring</i></p> <p><i>Information Centers</i></p>	<ul style="list-style-type: none"> • Standard Chartered • Bank Barclays • Zambia Sugar • Shoprite • BP • Kellogg's • Zambia Breweries • Dunavant • Chilanga Cement • Celtel • Telecel/MTN • MultiChoice • UNFPA/UNAIDS/UNDP • Food industries e.g. Nestle etc 	<ul style="list-style-type: none"> • Provision of pilot mobile VCT services and resource centers • Training of psychosocial peer counselors • Development of HIV resource centers • Funding of information, education and communication materials • Facilitation of networks of support groups

QUESST

- Met with David Anderson (Teacher Education Advisor) at EDC.
- An aspect of the program runs a learning program on radio for out of school children. This is ongoing and has been quite successful. David did not see an immediate opportunity for any private sector collaboration on this, given that program is running smoothly and well advanced.

QUESST

Component	Collaboration Opportunities	Potential Partner	Potential Resource Provisions
Teacher Education Program	<p><i>Facilitation of cell phone communication</i></p> <p><i>Provision of hardware</i></p> <p><i>Training and skills building</i></p>	<ul style="list-style-type: none"> • Celtel • Standard Chartered Bank Barclays • Zambia Breweries • Telecel/MTN • MultiChoice • IT companies 	<ul style="list-style-type: none"> • Provision of phones and airtime to facilitate communication to promote teacher education • Provision of computers to teacher resource centers (14 PRC's and 72 DRC's) • Training (both on use and maintenance of computers)

CHANGES2

- Met with Ed Graybill, Chief of Party
- CHANGES2 is in the process of setting up operations and is building on the original CHANGES1 project.
- Previously Gates Foundation has invested \$2m for purchase of de-worming drugs. Drugs provided by GSK.
- GSK previously paid for media consultant to develop communication materials.
- One component of CHANGES2 will provide sub-grants directly to schools and communities, for small local initiatives that help move the community ahead. These sub-grants are critical as they develop community ownership in these programs, allow the communities to prioritize their needs and involve them in the complete process. Have \$1.6m over a four year period.

CHANGES2

Component	Collaboration Opportunities	Potential Partner	Potential Resource Provisions
<i>School health and nutrition</i>	<p><i>De-worming and micro nutrients provision</i></p> <p><i>Water and sanitation</i></p> <p><i>Malaria</i></p> <p><i>Iodine fortification</i></p>	<ul style="list-style-type: none"> • Gates Foundation • GSK • Coca-Cola • Zambia Breweries 	<ul style="list-style-type: none"> • Provision of funds/drugs for de-worming and micro nutrients provision in schools • Development of additional water supply sources e.g. boreholes and • Development of sanitation facilities, e.g. pit latrines • Training for malaria prevention through use of ITN's. • Supply of ITN's to facilitate malaria prevention efforts • Fortification of salt using iodine. Huge problem especially in the border areas where fortified salt is not commonly available.

Component	Collaboration Opportunities	Potential Partner	Potential Resource Provisions
<i>HIV AIDS</i>	<i>Prevention and mitigation efforts through IEC materials</i>	<ul style="list-style-type: none"> • Media and advertising companies • Printing firms • Other firms that can support the communication campaign 	<ul style="list-style-type: none"> • Funding of communications materials development?
<i>Teacher education</i>	<i>IT Infrastructure and hardware</i>	<ul style="list-style-type: none"> • Celtel • Standard Chartered Bank • Barclays • Zambia Breweries • Telecel/MTN • MultiChoice • IT companies 	<ul style="list-style-type: none"> • Establishment of proper computer labs at the teacher resource centers - Pre-service training colleges
<i>Bursaries / Scholarships</i>	<i>Funding of additional bursaries / scholarships</i>	<ul style="list-style-type: none"> • Coca-Cola • Standard Chartered • Bank Barclays • Zambia Sugar • Shoprite • BP • Kellogg's • Zambia Breweries • Dunavant • Chilanga Cement • Celtel • Telecel/MTN • MultiChoice 	<ul style="list-style-type: none"> • Funds for provision of bursaries and scholarships • Funds for training recipients as peer educators

ACTION ITEMS AND NEXT STEPS

Item	Action	Action By	Target
1	Prioritize and narrow down the potential areas of cooperation identified to allow focus on select opportunities	EQUIP2, QUESST, CHANGES2	1 week
2	Develop a 2-3 page concept summary of the selected opportunities. This should be targeted to the private sector and should be specific and clear on the proposed areas of cooperation	EQUIP2, QUESST, CHANGES2	1 week
3	Share the concept summary with GDA Advisor and Education Team for review and comments.	EQUIP2, QUESST, CHANGES2	Mid October
4	QUESST proposal to Celtel to be finalized by David Anderson and reviewed by Daniel Ohonde	QUESST & GDA Advisor	Week of 26 th September 2005
5	USAID/SO6 Team to review level of commitment and required resources / time to ensure follow up as agreed. Discussions to take place with the EQUIP2, CHANGES2 and QUESST Chief's of Party during the Education team meetings this week in Livingstone	SO6 Team	Week of 26 th September 2005
6	Develop a shortlist of potential partners for the selected opportunities. Criteria should be based on capacity of organization to deliver the requested assistance, their corporate social investment approach and philosophy, areas of interest and previous contacts and discussions.	EQUIP2, QUESST, CHANGES2	Ongoing. List agreed by mid- October
7	Make contact with the potential local partners and conduct initial meetings to gauge the level of interest in the specific areas of collaboration.	EQUIP2, QUESST, CHANGES2	Oct – Nov 05
8	As some of the opportunities may end up approaching the same organizations, SO6 should take the lead in coordinating outreach efforts by the implementing partners.	USAID /ZAMBIA	Ongoing

Item	Action	Action By	Target
		/SO6	
9	GDA Advisor will provide contacts of previous / current GDA partners elsewhere, who have partnered in education / IT initiatives in Africa, for the Chefs of party of the three projects to contact them and review any potential participation	GDA Advisor, EQUIP2, QUESST, CHANGES2	By Mid October
10	Once a potential partner indicates interest, it would be critical to have an MOU in place to define the relationship and outline the involvement and level of resource contribution	EQUIP2, QUESST, and CHANGES2	TBD as the discussions proceed

CONCLUSION

Based on the review of the projects, discussions with both SO6 and project teams, plus the meetings with the private sector players, it is evident that the potential for collaboration and development of a GDA does exist. The Corporate interest is there and the challenge is to tap into that interest to develop mutually beneficial partnerships. Both USAID and the private sector partners would benefit from collaboration resulting from shared ideas, provision of financial and other resources, building of relationship networks to grow alliance participation and further resource mobilization and leverage.

However, though GDA's are definitely possible, these can only be brought to fruition if the following is put in place to facilitate the development.

1. Concerted effort and follow up by the partners
2. Keen interest and coordination, including providing the necessary leadership and guidance from SO6
3. Careful selection of the priority areas and potential areas of cooperation
4. Ability to develop a comprehensive and convincing pitch for participation by the organizations

The challenge now is for SO6 and the partners to move this forward and engage the private sector in a specific light. The Regional GDA Advisor will be available to facilitate and provide the required support at different stages of the project, but for this to succeed, it clearly has to be an SO6 driven and coordinated effort.