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USAID/ZAMBIA CHANGES2 PROGRAM MONITORING & EVALUATION PLAN

2007 Revised Submission



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Note on March 23, 2007 Submission:

The first monitoring and evaluation plan for the CHANGES2 program was submitted on November 22, 2005. Since that time core program activities have expanded in scope and the program has broadened its mandate to also focus on community schools as a result of Fast Track Initiative funding. The monitoring and evaluation modifications necessitated by these expansions and enhancements are the impetus for this resubmission of the monitoring and evaluation plan. With this resubmission, CHANGES2 has also taken the chance to increase some indicator targets that were set too low as a result of utilizing an average number of students per school of 300. While this number may indeed reflect the mean number of students per school, work by CHANGES2 to date has included a higher percentage of urban schools, which tend to be significantly larger.

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1. BACKGROUND

CHANGES2 began implementation in August 2005 and will continue through September 2009. Funded by USAID and designed to support the Government of the Republic of Zambia (GRZ), CHANGES2 works with the Ministries of Education, Health, and Community Development and Social Services to improve quality basic education and improve the health status of communities in four of Zambia's provinces: Copperbelt, Central, Lusaka and Southern. HIV/AIDS prevention and mitigation is a major emphasis of the program through messages promoting abstinence and faithfulness, and through support to those infected and affected by the pandemic, especially teachers and orphans and vulnerable children (OVCs).

Professional training for teachers, provision of school health and nutrition interventions, building school/community partnerships, providing OVC scholarships, and implementation of a small grants program are the primary strategies for improving education and health through CHANGES2. These program components were designed to operate in a holistic and integrated fashion to achieve maximum synergy and impact. All of the interventions to date have primarily focused on the four provinces mentioned above, with the scholarship program additionally serving Northwestern and Eastern Provinces.

Funding for CHANGES2 originally linked to three different USAID mechanisms: the President's Emergency Plan for AIDS Relief (PEPFAR), Africa Education Initiative (AEI) and Development Assistance (DA). The integrated program design model, together with the need to track funding from several sources, presented a number of challenges in the area of designing a monitoring and evaluation plan. These challenges related to issues such as properly assigning attribution of training outputs in trainings financed through multiple mechanisms and being responsive to the different reporting schedules mandated by the funding mechanisms.

The FY06 Congressional Statement of Managers (SOM) report directed USAID to program an increase in funding "to achieve the maximum and most dramatic results" accelerating enrolment of out of school youth, so as to help targeted countries make progress in reaching Education For All (EFA) goals by 2015. The additional funds, referred to as Fast Track Initiative funds (FTI), are intended to achieve maximum and immediate results of increasing equitable access to quality basic education through systemic inputs that have sustainable impact, with maximum classroom level impacts.

Toward this end, USAID/Zambia issued a request for information (RFI) dated September 20, 2006 and The American Institutes for Research (AIR) submitted a response in which it proposed to continue the primary components of the existing CHANGES2 program description for Cooperative Agreement No. 690-A-00-05-00120, but, using additional funds allocated by the United States Congress for the Fast Track Initiative (FTI), to modify specific activities to dramatically increase and intensify its impact on the quality of education offered through Zambia's community schools.

As a consequence, the scope of CHANGES2 activities has expanded and there is a resultant need to modify the existing monitoring and evaluation plan. Thus, the monitoring and evaluation plan that follows includes indicators and targets that have



been submitted and approved by USAID for FTI. It also presents modified targets for some indicators mandated by AEI, PEPFAR and DA. For these indicators, CHANGES2 originally estimated targets based on 300 students per school. Because CHANGES2 has operated in a higher percentage of urban schools than is representative of the national average, the figure of 300 students per school has turned out to be too low. Targets for these indicators have been revised to equal the average number of students in year 1 CHANGES2 schools, or approximately 750 students per school.

2. USAID RESULTS FRAMEWORK

The Intermediate Results indicators for IR6.1, “Improved Quality of Basic Education Delivery Systems”, that apply to CHANGES2 are:

- Number of teachers trained by USAID programs/funding source
- Percent of students participating in school health programs

The Intermediate Results indicators for IR6.4, “Mitigated Impact of HIV/AIDS on Education” that apply to CHANGES2 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

Under the Cooperative Agreement specifications for the reporting of mandated indicators under the Monitoring and Evaluation Plan must contain the following information:

- i. The results to be achieved by the cooperative agreement activities;
- ii. The indicators used to measure achievement of the results;
- iii. The method of data collection to be used to obtain indicator data; and
- iv. Targets for each indicator by year.

3. CHANGES2 – MANDATED INDICATORS

The following table presents the required information for the indicators mandated under USAID’s Performance Monitoring Plan. Attachment I contains performance indicator reference sheets for these same mandated indicators, presented in the format utilized in USAID/Zambia’s PMP to demonstrate how CHANGES2 data will feed into USAID’s PMP.

USAID INDICATORS

Objective	Indicator definitions	Targets (Annual)	Data Collection and Data Analysis			
		Targets (Cumulative)	Sources	Disaggregation	Frequency	Methods/ Procedures
IR 6.1 Improved Quality of Basic Education Delivery Systems						
Healthier students, better prepared and able to learn	Percent of students participating in School Health and Nutrition programs (USAID)	13%	School monitoring data	By gender	Quarterly	Schools that, from monitoring data , meet SHN participation criteria will have their pupil enrollment data added to a participation tally
		52%		By gender	Quarterly	
	Number of students participating in School Health and Nutrition programs (USAID)	300,000	School monitoring data	By gender	Quarterly	Schools that, from monitoring data , meet SHN participation criteria will have their pupil enrollment data added to a participation tally
		1,200,000		By gender	Quarterly	
<p>Students in CHANGES2 schools participate in the Health Promoting Schools (HPS) program. This program seeks to strengthen school health around four components: School Health Policies, Water and Sanitation/Physical Environment, Skills-Based Health and Nutrition and School-Based Health and Nutrition Services. As part of the HPS program schools are awarded as they developed stronger programs in each of these areas culminating in a school becoming a ‘Blue’ or model school. CHANGES2 not only supports schools to proceed in the HPS program but assesses schools vis-à-vis HPS goals. Thus, annually CHANGES2 will provide greater context for what ‘participating in School, Health and Nutrition programs’ means for students in CHANGES2 schools in terms of HPS criteria.</p> <p><i>Note on calculation of target: CHANGES2 activities will target 400 schools per year. The average number of students per school is estimated at 750, multiplied by 400 schools equals 300,000 students per year, which gives 1,200,000 students over 4 years participating in CHANGES2 School Health and Nutrition programs. Percentages are calculated from 2,265,145 which is the estimated national total of students in 2005. Thus 300,000 = ~13% and 1,200,000 = ~52%. Calculation of achieved yea- to-date percentages will be based on the enrolment for each current year</i></p>						

AEI INDICATORS

Objective	Indicator definitions	Targets (Annual)	Data Collection and Data Analysis			
		Targets (Cumulative)	Sources	Disaggregation	Frequency	Methods/Procedures
Improved quality of teaching in schools	Number of teachers trained (pre-service) (AEI)	3,400	Training attendance registers.	By gender	Quarterly	Training attendance data will be aggregated and entered into a database
		13,600				
	Number of teachers trained (in-service) (AEI)	1,592	Training attendance registers.	By gender By type of school	Quarterly	Training attendance data will be aggregated and entered into a database
		6,368				
<p>CHANGES2 pre-service training will target student teachers in the ten teacher training colleges. In-service teacher training will target teachers in government and community schools. CHANGES2 will only count teachers as trained if a teacher receives at least 24 hours of training.</p> <p><i>Note on calculation of target: Pre-Service: CHANGES2 will each year implement combined SPRINT, HIV/AIDS, SCP and SHN trainings in 12 colleges (10 basic colleges and 2 other colleges) whose total enrolment is 3,800. Of that total, only 50% will be AEI = 1900. Computer trainings (for which CHANGES2 provided the initial training in 2005) will be going on every year at 5 colleges whose total enrolment is 1,500. The annual target is therefore 1900 + 1500 = 3,400. Over 4 years CHANGES2 will reach 3,400*4=13,600.</i></p> <p><i>In-Service: 1600 in-service teachers (4 teachers per school by 400 schools) will be trained each year giving a cumulative total of 3,200 trained over 4 years. Because in-service teachers trained by CHANGES2 will conduct Teacher Group Meetings to share training lessons with the teachers at their school, these teachers will also be trained. After meeting with AEI representatives, in order to avoid undercounting, CHANGES2 will recognize these teachers in the monitoring plan in years 2, 3 and 4. In the 2006 MOE data, the total number of basic school teachers in our 4 project provinces is 29,000, and the total number of basic schools in the same provinces is 5,635, giving an average of 6 teachers per school. Given the 400 schools to be covered each year over 4 years, this translates to 400 x 6 = 2400 per year, or 1,600 schools x 6 teachers= 9,600 in-service teachers over 4 years, to be trained by CHANGES2 directly and indirectly in SPRINT, HIV/AIDS, SCP, and SHN.</i></p>						
Upgraded teacher skills	Money obligated for teacher training (AEI)	\$800,000	Budget reports	Annually, By activity	Composite of pre and in service teacher training activities funded by AEI	
		\$4,000,000				
<p>Money obligated for teacher training represents AIR's total yearly AEI budget, which will be obligated for the support of teacher training activities.</p> <p><i>Note on calculation of targets: It is projected that for each of the first 3 years of the program USD800,000 will be obligated. But in the 4th year USD1,600,000 will be obligated. Total amount over 4 years will be USD4,000,000.</i></p>						
Improved student learning	Number of Children benefiting from improved classroom teaching as a result of interventions (AEI)	380,000	Enrollment data for CHANGES2 schools (EMIS), interpolated data based on year one schools	By gender	Quarterly	See footnote
		1,520,000				
<p><i>"Improved classroom teaching" for pupils can be achieved in three ways according to AEI: The way CHANGES2 will principally bring about improved learning environments is through a classroom served by a teacher with improved skills, either through in-service training, or having been the recipient of improved instruction at teacher training colleges.</i></p> <p><i>Note on calculation of target: CHANGES2 in-service activities will target 400 schools per year. The average number of students per school is estimated at 750, multiplied by 400 schools equals 300,000 students per year benefiting from in-service teachers. It is also estimated that in each of the 5 CoE (in 4 provinces) 320 pre-service teachers will be teaching as part of their college field work. Given an estimate of 50 children per pre-service teacher, number of children benefiting from pre-service teachers will be 50 pupils for each of the 320 teachers in each of the 5 colleges = 80,000 children per year. The combined totals for children benefiting from in-service and pre-service teachers will be 300,000 plus 80,000 = 380,000 per year or 1,520,000 over 4 years.</i></p>						

PEPFAR INDICATORS

Objective	Indicator definitions	Targets (Annual)	Data Collection and Data Analysis			
		Targets (Cumulative)	Sources	Disaggregation	Frequency	Methods/ Procedures
IR 6.4 Mitigate the Impact of HIV/AIDS on the Education System						
Enhanced support for OVCs	Number of OVC served by OVC programs (PEPFAR)	4,000 6,500	OVC Scholarship recipients database	By gender By grade By age By school	Quarterly	School level tracking sheets will be provided to FAWEZA provincial staff. These numbers will in turn be aggregated
<p>The indicator tracks the number of individuals who benefit from OVC scholarships. It is anticipated that a majority of recipients in grades 10 and 11 will continue receiving scholarships through grade 12, representing a large portion of the annual 3,500 awards.</p> <p><i>Note on calculation of target: 4,000 new individuals will be provided with scholarships in the first year. Given that there will be a carry over of scholarship recipients over the next 2 years, it is expected that only 1500 new students will receive scholarships in year 2 and another 1500 in year 3. Hence a total of 6,500 over three years.</i></p>						
Improved skills for promoting HIV prevention among individuals.	Number of individuals trained to promote HIV/AIDS prevention programs through abstinence and/or being faithful (PEPFAR)	4,740 18,960	Training attendance registers.	By gender By type of training By school or training site	Quarterly	Numbers of teachers trained in pre-service, in-service, and peer education will be aggregated. Data will be entered into a database
<p>Number of individuals trained to promote HIV/AIDS prevention programs includes teachers receiving in-service and pre-service training on prevention programs through abstinence and/or being faithful, community members trained in HIV AB prevention as well as scholarship recipients trained as peer-educators in HIV/AIDS AB prevention programs.</p> <p><i>Note on calculation of targets: Number of individuals trained is constituted from four major groups: number of teachers trained (in-service), number of teacher trained (pre-service) and number of scholarship recipients and number of community members. Because PEPFAR funds account of 2/3 of the funds used to train teachers (in-service) only 2/3 of these teachers are counted as being trained under this indicator. For pre-service teachers, all three cohorts of student-teachers in Year 1 were targeted for participation in an HIV prevention training. In the following years, this leaves only the newly entering student-teachers to receive this training (1,000). In addition, in Year 2, CHANGES2 will pilot test an HIV/AIDS Course which is integrated into the COE curriculum. 600 student teachers will be involved in this course. It will then be rolled out in Years 3 and 4. Thus, for year 2 the indicator is calculated as follows: 66%*4000 teachers trained in-service (2,640)+ 1,600 trained pre-service+500 scholarship recipients.</i></p>						

Objective	Indicator definitions	Targets (Annual)	Data Collection and Data Analysis			
		Targets (Cumulative)	Sources	Disaggregation	Frequency	Methods/ Procedures
Improved knowledge and skills for prevention of HIV/AIDS	Number of community members reached with HIV/AIDS prevention programs that promote abstinence and/or being faithful (PEPFAR)	440,000	District monitoring reports	By gender	Quarterly	Data will be aggregated from school enrollment data, field reports, attendance registers, etc.
		1,760,000				
<p>“Number of community members reached” refers to community beneficiaries of out-reach programs.</p> <p><i>Note on calculation of target: CHANGES2 will target 400 schools per year. The total number of community members reached through HIV/AIDS prevention programs per school community is estimated at 1100. This gives an annual target of $400 \times 1,100 = 440,000$ and a cumulative total of 1,760,000 over 4 years.</i></p>						

While these indicators will be integral in monitoring the scope of CHANGES2, the complexity of CHANGES2 requires additional information to be collected. This additional information is enumerative, quantitative and qualitative and is necessary to explore aspects of the CHANGES2 program not captured by the mandated indicators. Additionally, these monitoring and evaluation activities will further clarify the quality of CHANGES2 interventions, help CHANGES2 adjust program activities as the project progresses and help USAID in assessing how CHANGES2 contributes to IR 6.1 and IR 6.4. While the monitoring of HIV/AIDS activities mandates most of these additional indicators, these further monitoring and evaluation activities can be broken into the main CHANGES2 components:

- Teacher Education and Professional Development
- School Health and Nutrition
- Scholarships to OVCs
- Small Grants
- School Community Partnerships and Outreach

4. CHANGES2 – RECOMMENDED ADDITIONAL INDICATORS

Note: Any activity with a significant HIV/AIDS related focus is designated by a red ribbon.

Objective	Indicator definitions	Targets (Annual)	Data Collection and Data Analysis			
		Targets (Cumulative)	Sources	Disaggregation	Frequency	Methods/ Procedures
Improved access to health and nutrition services resulting in lessened parasite burden	Percent of children self reporting worms and bilharzias in CHANGES2 schools.	Reduction of infestation rate to less than 10%	SHN records	By gender By grade	Semi-annually	Analysis of self reported cases in school SHN records
	<i>Note on calculation of targets: The targets are based on the pre-test and post test measurements done by the Partnership for Child Development and Successful intelligence over a 3 year period in Eastern province under CHANGES which showed a drop in bilharzias infestation rates from >45% to <10%.</i>					
	Percent of teachers from 400 schools correctly using SHN cards	50% of teachers sampled in intervention schools	SHN cards	By teachers By health staff	Semi-annually	Analysis of SHN cards in monitored schools.
<p><i>Note on calculation of targets: Since the indicator is training based it is estimated that prior to training 0% of the teachers will incorporate the content of the training in their work but that after training at least 50% of them will do so. Five SHN cards will be sampled from one class in each CHANGES2 school and all must be correctly filled in according to set criteria. Since each class has one teacher the proportion of teachers correctly filling in SHN cards will be calculated from number of schools with correctly filled in SHN cards. Criteria for being deemed filled in correctly include:</i></p> <ol style="list-style-type: none"> 1. <i>General information must be provided on the cover.</i> 2. <i>Section on physical screening should be completed at the beginning of term 1</i> 3. <i>Section on academic performance should be completed at the end of each term</i> 4. <i>Section on treatment and immunizations given to pupils should be completed by teachers if in that school DAD had taken place. Health workers should complete part on immunizations whenever workers have visited a school and provided immunizations the children</i> 5. <i>The teacher should record a child who has been absent for 1 week or more from school due to illness or other reasons. This should be cross referenced from the attendance register</i> 5. <i>Referral cases should be recorded at the back of the card each time a child is given referral to the clinic or hospital.</i> 						

Objective	Indicator definitions	Targets		Data Collection and Data Analysis			Methods/ Procedures		
		(Annual)	(Cumulative)	Sources	Disaggregation	Frequency			
 Greater OVC support	Number of scholarship recipients benefiting from mentoring support	4,000	6,500	Reports from scholarship scheme implementing partners.	By gender	Quarterly	Data will be aggregated from partners' Reports.		
	<i>Note on calculation of targets: Mentors are teachers and grade 12 graduate former scholarship recipients who are specially trained to provide mentoring to scholarship recipients. The beneficiaries of mentoring are all scholarship recipients. Given that some pupils will receive scholarships over 2 or 3 years while others will graduate the net number of scholarship recipients and hence the number of recipients benefiting from mentoring is estimated at 6,500 as follows: year1=3500 recipients, year2=1500 new recipients, and year 3=1500 new recipients.</i>								
	Percent of scholarship recipients participating in anti-AIDS clubs or other AB prevention activities	85%	Reports from scholarship scheme implementing partners.	By gender	Quarterly				
		85%							
	<i>Note on calculation of targets: A target of 85% of the scholarship recipients are expected to be members of SAFE clubs every year.</i>								
Number of scholarship recipients trained as HIV/AIDS peer educators	2,000	Reports from scholarship scheme implementing partners.	By gender	Quarterly					
	3,250								
<i>Note on calculation of targets: It is estimated that half of the 6,500 scholarship recipients will be trained as peer educators. Hence 3,250 are expected to be trained as peer educators.</i>									
 Support HIV/AIDS prevention and mitigation programs	Number of children benefiting from grant aided services	60,000	Reports from small grant scheme implementing partners.	By province By district By activity By requesting organization type (i.e. NGO, FBO, school)	Quarterly	Narratives and success stories will further demonstrate results of grants			
		240,000	Reports from small grant scheme implementing partners.						
	Number of grants awarded	80	Reports from small grant scheme implementing partners.	By province By district By activity By requesting organization type (i.e. NGO, FBO, school)	Quarterly	Narratives and success stories will further demonstrate results of grants			
		320	Reports from small grant scheme implementing partners.						
<i>Note on calculation of targets: It is estimated that about 20 grants will be given per province per year, or 80 for 4 provinces each year. The total number of grants over 4 years is 320. Given that the school and its catchment area will be the focus of CHANGES2 programmes and that the estimated average number of children per school is approximately 750 children, it is estimated that a minimum of 80*750=60,000 children will benefit from grant aided activities each year, and 240,000 children will benefit over 4 years.</i>									

Objective	Indicator definitions	Targets (Annual)	Data Collection and Data Analysis				
		Targets (Cumulative)	Sources	Disaggregation	Frequency	Methods/ Procedures	
 Improved community support to schools.	Number of communities mobilized to take action concerning HIV/AIDS	400	District monitoring reports	By district	Quarterly	Data will be aggregated from field reports	
		1,600					
	<p>“Mobilization” refers to participation in community focus groups, community action groups, and participation of community leaders in sensitization activities all of which lead to community planning and action.</p> <p><i>Note on calculation of targets: CHANGES2 will target 400 schools per year. Each school catchment area will be considered a single community. Hence 400 communities will be mobilized per year, giving a total of 1,600 over 4 years.</i></p>						
	Number of community leaders participating in HIV/AIDS, SHN, and school improvement support activities.	4,800	Training attendance registers.	By gender By province, By district, By zone	Quarterly	Data will be aggregated from field reports	
		19,200					
	<p>“Community leaders” refers to male and female chiefs, headmen, traditional councilors, and religious leaders and other influential persons. “Support activities” refers to such actions as school feeding for students, dissemination of HIV/AIDS prevention messages, community support for OVC educational requirements etc.</p> <p><i>Note on calculation of targets: Two community leaders will be sensitized in each of the 400 communities each year over 4 years. Each group of two will be responsible for forming a community action group that consists of 8-12 members. Hence 800 community leaders will be sensitized each year, giving a total of 3,200 community leaders over 4 years. As noted, It is expected that each of these leaders will train ~5 other community leaders in turn. Thus, the annual target is $800+(800*5)$ or 4800.</i></p>						
	Number of community actions plans developed	300	District monitoring reports.	By province, By district, By zone	Quarterly	Data will be aggregated from field reports	
1200							
<p><i>Note on calculation of targets: It is estimated that not all communities sensitized will develop action plans. During phase I of the CHANGES program only 46% of communities developed action plans and only 77% of schools developed action plans. Since CHANGES2 is more school focused than community focused, and since it is treating the entire school catchment area as one community, unlike CHANGES which focused on individual villages, it has been decided to project the number of community action plans developed at 75% which given 400 communities works out at 300 action plans per year. Over 4 years that gives 1,200 action plans.</i></p>							
Percent of developed community action plans that are being implemented	80%	District monitoring reports.	By province, By district, By zone	Quarterly	Implemented action plans will be divided by the total number of action plans developed		
<p><i>Note on calculation of targets: Under CHANGES program phase I the percentage of community action plans implemented was 85% and under CHANGES Program phase II it was 77%. Given this experience, Number of developed action plans implemented under CHANGES2 has been projected at 80%.</i></p> <p><i>Definition of “implemented”:</i> As in CHANGES, action plans are expected to have a minimum of one planned activity. Therefore, even if an action plan has several planned activities, it is considered implemented if at least one planned activity has been implemented.</p>							

Objective	Indicator definitions	Targets (Annual)	Data Collection and Data Analysis			
		Targets (Cumulative)	Sources	Disaggregation	Frequency	Methods/ Procedures
 Improved coordination of and capacity for HIV prevention	Number of provincial level, district level, COE staff and other officials trained	300	Training attendance registers.	By gender, By type of training. By district By province	Quarterly	Training attendance data will be aggregated and entered into computer database.
		600	Training attendance registers.	By gender, By type of training. By district By province	Quarterly	Training attendance data will be aggregated and entered into computer database.
<p>On a regular basis, CHANGES2 will provide training to provincial, and district level officials from the Ministry of Education, Ministry of Health, and Ministry of Community Development and Social Services, as well as to senior staff from Colleges of Education, to enable them better coordinate improved education delivery and to mitigate the impact of HIV/AIDS on the education system. These achieved training figures generally will not “fit” neatly under other CHANGES2 mandated or non-mandated indicators. Likewise, the program will also be regularly conducting training of trainers’ workshops and specialized training in SHN, HIV/AIDS support, pedagogy, information technology, library management, and guidance and counseling; CHANGES2 will also be building the capacity of MOE and other staff through involving them in curriculum revision, training manual development, and materials development activities. These figures too will generally not fit neatly under other indicators. Hence, this indicator is a “catch all” table for these important activities and outputs that do not easily fall under other indicators.</p> <p><i>Note on calculation of target: The annual targets for this indicator are estimated, but it is anticipated that after year 2 the number of trainings for these groups will decrease as all individuals will have received sufficient training.</i></p>						

5. FAST TRACK INITIATIVE INDICATORS

Objective	Indicator definitions	Targets (Annual)	Data Collection and Data Analysis			
		Targets (Cumulative)	Sources	Disaggregation	Frequency	Methods/ Procedures
Teacher Education						
Reduced student-teacher ratio.	Number of community schools benefiting from ZATEC student teachers doing school based year and receiving COE support	125	COE records		Annually	COE will maintain records of out of school year student placement of students.
		125				
Description: Indicator tracks number of COE students placed in community schools to improve teacher/ student ratio.						
<i>Note on calculation of target: It is anticipated that 250 students from the 10 COE in Zambia will be deployed in community schools in the ratio of two students per school. In this way 125 community schools are expected to benefit.</i>						
Training of community school teachers	Number of community school teachers participating in teacher education programs	944	Training attendance registers	By gender	Semi-annually	Training attendance data will be aggregated and entered into a database
		944				
Description: Indicator tracks training of community school teachers by CHANGES2.						
<i>Note on calculation of target: One teacher from each of the 944 community schools in the 4 CHANGES2 provinces will be trained.</i>						
Improved teaching practice by community school teachers	Percent of sampled community school teachers with improved teaching methods as a result of CHANGES2 activities	60% of teachers should show improvement in score	Classroom observation checklist	By gender	Yearly	Pre-intervention and post-intervention data will be collected (baseline)
		60% of teachers should show improvement in score				
Description: The indicator tracks translation of teacher training into teacher practices.						
<i>Note on calculation of target: Pre-intervention data will be compared with post intervention data. The data will be collected from 6 community schools in each of the 4 provinces using classroom observations.</i>						
Improved performance among pupils in community schools	Percent of schools with increased pass rates among grade 7 pupils.	25%	MOE monitoring records		Yearly	Monitoring reports by MOE standards officers
		25%				
Description: Indicator tracks translation of improved teaching practices into improved student performance.						
<i>Note on calculation of target: Pass rate data will be collected from schools by the MOE during monitoring. Pre-intervention data will be compared with post intervention data. It is expected that over the one year of FTI implementation 25% of the schools will show improvement. It is difficult to predict improved student performance in this context. The majority of learners in community schools are in the lower grades where there is no national assessment on an annual basis.</i>						

Objective	Indicator definitions	Targets (Annual)	Data Collection and Data Analysis			Methods/ Procedures
		Targets (Cumulative)	Sources	Disaggregation	Frequency	
Sub-grants						
Improved community schools infrastructure	Number of community schools with improved infrastructure	132	Sub-grant agreements		Quarterly	Number of schools receiving infrastructure improvement grants will be counted
		132				
<p><i>Description: Indicator tracks number of schools receiving infrastructure improvement grants.</i></p> <p><i>Note on calculation of target: It is expected that in each of the 4 provinces 33 community schools will benefit from infrastructure improvement grants. Hence $33 \times 4 = 132$</i></p>						
Community school pupils learning in improved school environment.	Number of community school pupils benefiting from improved infrastructure	26,400	School registers	By gender	Quarterly	Enrolment at schools receiving infrastructure improvement grants.
		26,400				
<p><i>Description: Indicator tracks number of pupils benefiting from grants.</i></p> <p><i>Note on calculation of target: The average enrolment in community schools is estimated at 200. Hence $200 \text{ pupils} \times 132 \text{ schools}$ gives 26,400 pupils benefiting from infrastructure support grants.</i></p>						
Improved educational support for OVCs	Number of OVC benefiting from grants to improve community schools	7,920	School registers	By gender	Quarterly	Enrolment at schools receiving infrastructure improvement grants.
		7,920				
<p><i>Description: Indicator tracks number of orphans benefiting from grants.</i></p> <p><i>Note on calculation of target: Average enrolment in community schools is estimated at 200. Expected number of Schools benefiting from grants is 132. Orphans in these schools are estimated at 30 %. Hence number of orphans benefiting is estimated at $200 \times 132 \times 0.3 = 7,920$</i></p>						

Objective	Indicator definitions	Targets (Annual)	Data Collection and Data Analysis			
		Targets (Cumulative)	Sources	Disaggregation	Frequency	Methods/ Procedures
Capacity Building						
Improved support for infrastructure preventive maintenance	Number of support visits to community schools by district Sub-grant Management Committees in CHANGES2's four focus provinces	132 132	MOE monitoring records		Termly	Monitoring reports by MOE standards officers
Description: Indicator tracks MOE support for sustainability of grant aided facilities in community schools.						
<i>Note on calculation of target: Sub-grant committees are expected to visit each of the 132 schools expected to receive sub-grants at least twice a year. Hence $132 \times 2 = 264$</i>						
Strengthened MOE community schools support structure.	Number of standards officers and guidance and counseling officers trained to provide effective support to community schools and their teachers.	101 101	Training attendance registers	By gender	Once	Training attendance data will be aggregated and entered into a database
Description: Indicator tracks capacity building in MOE supervision and support to community schools.						
<i>Note on calculation of target: It is estimated that 2 standards officer and 1 guidance and counseling officer will be trained in each of 31 districts= 93. Together with the district personnel, 2 provincial SOs will be trained in each of the 4 provinces = 8. Total $93+8=101$.</i>						
Improved MOE delivery of support to community schools.	Number of standards officers and guidance and counseling officers providing effective mentoring and support to community schools and their teachers.	101 101	MOE monitoring records	By gender	Termly	Monitoring data will be aggregated and entered into a database
Description: Indicator tracks capacity building in MOE supervision and support to community schools.						
<i>Note on calculation of target: It is estimated that 2 standards officer and 1 guidance and counseling officer will be trained in each of 31 districts= 93. Together with the district personnel, 2 provincial SOs will be trained in each of the 4 provinces = 8. Total $93+8=101$.</i>						

6. CHANGES2 BASELINES

CHANGES2 also focuses beyond monitoring service delivery and activities to measurement of program impact. In this regard CHANGES2 has established baselines in the component areas of Teacher Education and Professional Development, School Health and Nutrition, Scholarships to OVCs, Small Grants, and in School Community Partnerships and Outreach.

Year 1 follow on data is in the process of being collected and will soon be analyzed. Nonetheless, exploration of the baseline data was useful in determining relationships relevant for project implementation as well as for confirming the overall program design. Several key findings included:

- Significant disparities in knowledge of HIV/AIDS between community, government and grant-aided schools
- Lower levels of perception of risk for acquiring HIV/AIDS in urban versus rural areas, despite higher prevalence rates in urban areas
- Large number of orphans (50% of sample) who routinely do not eat both before and during school
- High-levels of parity in self-efficacy among genders in perceived ability to negotiate abstinence
- Importance of providing teacher training to improve pedagogy, SHN and HIV/AIDS outcomes
- Need for increased community engagement to support SHN, especially for OVC

Clear and pressing needs were demonstrated for the spectrum of CHANGES2 activities with those surveyed frequently lacking adequate knowledge, attitudes and practices relevant to HIV/AIDS, SHN and the provision of quality education. The following data reference sheets document the areas of focus for the baseline assessment.

HIV/AIDS

CHANGES2 Baseline Data Reference Sheet	1
Component: HIV /AIDS	
Target Group: Basics school students	
Purpose of Study: Measure CHANGES2's impact on knowledge, attitudes and practices of basic school students relating to HIV/AIDS	
Indicators used for measurement: <ol style="list-style-type: none"> 1. Percent of students who perceive themselves at risk of contracting HIV/AIDS given high risk behavior. 2. Percent of students who express confidence in their ability to protect themselves from HIV/AIDS 3. Percent of students above age 11 who have engaged in high risk behavior in the last month 4. Percent of students who know of teacher-student sexual relationships within their school. 5. Percent of students who correctly answer questions about HIV/AIDS transmission and prevention 6. Percent of students who demonstrate stigma and discrimination against those with HIV/AIDS 	
Related Intervention: Training of teachers in HIV/AIDS and interactive methodologies.	
Data type: quantitative	
Population: Students from CHANGES2 target schools and control schools in Copperbelt, Central, Lusaka and Southern provinces.	
Sample Description and Sampling Criteria	
<p>The following will be the sampling plan:</p> <p>Year 1: 6 Intervention schools (called 'A' schools) and 6 control schools (called 'B' schools) will be chosen in each province for pre-test. Baseline data will be collected from both sets of schools. CHANGES 2 interventions will commence in 'A' schools but not in 'B' schools.</p> <p>Year 2: Data will be collected from 'A' schools and 'B' schools and compared. Then an additional set of 6 control schools (called 'C' schools) will be selected from each province and baseline data collected from them. CHANGES 2 interventions will then be done in 'A' and 'B' schools but not in 'C' schools.</p> <p>Year 3: Data will be collected from 'A' 'B' and 'C' schools and compared. CHANGES 2 interventions will be done in 'A' and 'C' schools but not in 'B' schools.</p> <p>Year 4: Data will be collected from 'A' and 'C' schools and compared.</p> <p>Thus in year one 48 schools consisting of 12 schools from each of the provinces will be involved in the study, broken down in each province as 6 intervention schools and 6 control schools.</p> <p>In year two and three 72 schools consisting of 18 schools from each of the 4 provinces will be involved in the study.</p> <p>In year four 48 schools consisting of 12 schools from each of the 4 provinces will be involved in the study</p> <p>In each selected school each year 5 boys and 5 girls aged 11 or over will be randomly selected from grade 4 to 7 for schools that end at grade 7 or grade 6 to 9 for schools that end at grade 9. Students from post test intervention schools will be drawn from classes that have been taught by a CHANGES2 trained teacher over the course of the previous year.</p>	
Data collection plan: Questionnaires will be used.	
Data analysis plan: Data from the questionnaires will be entered into a computer based database and analyzed for trends.	
Presentation of data: Tables disaggregated by population characteristics.	
Data reporting plan: A data analysis and interpretation report will be produced and kept as baseline data.	
Procedures for follow-on impact study: Each year data will be collected from the intervention and control school and a before and after analysis of intervention schools as well as a comparison of intervention schools with control schools will be done.	

CHANGES2 Baseline Data reference sheet	2
Component: HIV/AIDS	
Target group: Basic school in-service teachers	
Purpose of study: Measure CHANGES2's impact on knowledge, attitudes and practices of in-service basic school teachers relating to HIV/AIDS	
Indicators used for measurement:	
<ol style="list-style-type: none"> 1. Percentage of teachers who perceive themselves at risk of contracting HIV given high risk behavior. 2. Percentage of teachers who express confidence in their ability to protect themselves from HIV/AIDS. 3. Percentage of teachers who have engaged in high risk behavior (unprotected sex) in the past month. 4. Percentage of teachers who have engaged in high risk activity (multiple partners) in the past month. 5. Percent of teachers who know of teacher-student sexual relationships within their school. 6. Percent of teachers who correctly answer questions about HIV/AIDS transmission and prevention. 7. Percent of teachers who demonstrate stigma and discrimination against those with HIV/AIDS 8. Percent of teachers who express confidence in their ability to effectively teach HIV/AIDS 	
Related Intervention: Training of teachers in HIV/AIDS and interactive methodologies.	
Data type: quantitative.	
Population: Teachers from CHANGES2 target schools and control schools in Copperbelt province, Central province, Lusaka province, and Southern province.	
Sample description and sampling criteria:	
The following will be the sampling plan:	
<p>Year 1: 6 Intervention schools (called 'A' schools) and 6 control schools (called 'B' schools) will be chosen in each province for pre-test. Baseline data will be collected from both sets of schools. CHANGES 2 interventions will commence in 'A' schools but not in 'B' schools.</p> <p>Year 2: Data will be collected from 'A' schools and 'B' schools and compared. Then an additional set of 6 control schools (called 'C' schools) will be selected from each province and baseline data collected from them. CHANGES 2 interventions will then be done in 'A' and 'B' schools but not in 'C' schools.</p> <p>Year 3: Data will be collected from 'A' 'B' and 'C' schools and compared. CHANGES 2 interventions will be done in 'A' and 'C' schools but not in 'B' schools.</p> <p>Year 4: Data will be collected from 'A' and 'C' schools and compared.</p> <p>Thus in year one 48 schools consisting of 12 schools from each of the provinces will be involved in the study, broken down in each province as 6 intervention schools and 6 control schools.</p> <p>In year two and three 72 schools consisting of 18 schools from each of the 4 provinces will be involved in the study.</p> <p>In year four 48 schools consisting of 12 schools from each of the 4 provinces will be involved in the study</p> <p>In each selected school each year 2 male teachers and 2 female teachers will be selected. Teachers from post test intervention schools will have to be teachers who had undergone training by CHANGES2.</p>	
Data collection plan: Questionnaires will be used.	
Data analysis plan: Data from the questionnaires will be entered into a computer based database and analyzed for trends.	
Presentation of data: Tables disaggregated by population characteristics.	
Data reporting plan: A data analysis and interpretation report will be produced and kept as baseline data.	
Procedures for follow-on impact study Each year data will be collected from the intervention and control school and a before and after analysis of intervention schools as well as a comparison of intervention schools with control schools will be done.	

CHANGES2 Baseline Data reference sheet	3
Component: Teacher Education	
Target group: Basic school students	
Purpose of study: Measure CHANGES2's impact on student achievement.	
Indicators used for measurement: 1. Comparison of grade 7 pass rate for CHANGES2 schools with non-CHANGES2 schools from year to year.	
Related Intervention: Revision of curriculum, Training of in-service and pre-service teachers in Improved pedagogy, and provision of teacher development materials.	
Data type: Quantitative.	
Population: All grade 7 students enrolled in CHANGES2 schools in Copperbelt province, central province, Lusaka province, and Southern province.	
Sample description and sampling criteria: All grade 7 pupils in the CHANGES2 schools will be included in the sample. All non-CHANGES2 schools in the program provinces will also be included as a control group.	
Data collection plan: Yearly grade 7 examination results will be obtained from the provincial Education Officers office or from the examinations Council.	
Data analysis plan: Data will be compiled and analyzed for trends for individual schools as well as for the cohort of schools.	
Presentation of data: Tables disaggregated by sex, school, district and province.	
Data reporting plan: A data analysis and interpretation report will be produced, showing tables and graphs and kept as baseline data.	
Procedures for follow-on impact study: An identical study will be done once a year and the findings will be compared with the baseline data.	

CHANGES2 Baseline Data reference sheet	4
Component: Teacher Education	
Target group: Basic school In-service Teachers	
Purpose: Measure CHANGES2's impact on teacher classroom practices	
Indicators used for measurement: 1. Use by teachers of key CHANGES 2 content areas, including pedagogical strategies, HIV/AIDS, and SHN, in classroom teaching.	
Related Intervention: Revision of curriculum, Training of in-service and pre-service teachers in Improved pedagogy, and provision of teacher development materials.	
Data type: Both quantitative and qualitative.	
Population: The population of teachers in the CHANGES2 schools in Copperbelt province, central province, Lusaka province, and Southern province.	
Sample description and sampling criteria: The following will be the sampling plan: Year 1: 5 Intervention schools (called 'A' schools) and 5 control schools (called 'B' schools) will be chosen in each province for pre-test. Baseline data will be collected from both sets of schools. Changes 2 interventions will commence in 'A' schools but not in 'B' schools. Year 2: Data will be collected from 'A' schools and 'B' schools and compared. Then an additional set of 5 control schools (called 'C' schools) will be selected from each province and baseline data collected from them. CHANGES 2 interventions will then be done in 'A' and 'B' schools but not in 'C' schools. Year 3: Data will be collected from 'A' 'B' and 'C' schools and compared. CHANGES 2 interventions will be done in 'A' and 'C' schools but not in 'B' schools. Year 4: Data will be collected from 'A' and 'C' schools and compared. Thus in year one 40 schools consisting of 10 schools from each of the provinces will be involved in the study, broken down in each province as 5 intervention schools and 5 control school. In year two and three 60 schools consisting of 15 schools from each of the 4 provinces will be involved in the study.	

In year four 40 schools consisting of 10 schools from each of the 4 provinces will be involved in the study
In each selected school each year 2 male teachers and 2 female teacher selected. Teachers from post test intervention schools will have to be teachers who had undergone training by CHANGES2.
Data collection plan: A classroom observation check list will be created and administered to the teachers who are included in the sample. The checklist will have an in-built rating scale on which teachers will score points based on their practices.
Interviews and focus group discussions will also be used to obtain qualitative data on the rationale for teachers' practices.
Data analysis plan: Qualitative data from the check lists will be entered into a computer based database and analyzed for trends. Qualitative data from interviews and focus group discussions will be analyzed by hand using qualitative data analysis methods.
Presentation of data: Tables disaggregated by population characteristics, as well as descriptive narrative.
Data reporting plan: A data analysis and interpretation report will be produced and kept as baseline data.
Procedures for follow-on impact study: Each year data will be collected from the intervention and control school and a before and after analysis of intervention schools as well as a comparison of intervention schools with control schools will be done.

CHANGES2 Baseline Data reference sheet	5
Component: Teacher Education	
Target group: Colleges of education students (Pre-service teachers)	
Indicators used for measurement:	
1. Extent of incorporation of key HIV/AIDS and SHN subject areas in the CoE curriculum.	
Related Intervention: Revision of curriculum, Training of in-service and pre-service teachers in Improved pedagogy, and provision of teacher development materials.	
Data type: qualitative.	
Population: The study will be non-population based. Rather it will be a desk study of the CoE curriculum.	
Sample description and sampling criteria: A sample is not necessary since this is a desk study.	
Data collection plan: A check list of key HIV/AIDS and SHN content areas will be created and used as a yardstick to assess the extent of incorporation of HIV/AIDS and SHN subjects in the CoE Curriculum. The initial data collection will focus on the ZTC curriculum while subsequent assessments will focus on the new diploma curriculum.	
Data analysis plan: Analysis of the data will be done manually.	
Presentation of data: Tables disaggregated by population characteristics.	
Data reporting plan: A data analysis and interpretation report will be produced and kept as baseline data.	
Procedures for follow-on impact study: An identical study will be done once a year and the findings will be compared with the baseline data.	

SCHOOL HEALTH AND NUTRITION

CHANGES2 Baseline Data reference sheet	6
Component: School Health and Nutrition	
Target group: Basic school pupils	
Indicators used for measurement: 1. % of children who self report intestinal worms and bilharzias in CHANGES2 schools.	
Related Intervention: Support for de-worming and improved sanitation in schools	
Data type: Quantitative.	
Population: All children in CHANGES2 schools in Copperbelt province, Central province, Lusaka province, and southern province.	
Sample description and sampling criteria: The following will be the sampling plan: Year 1: 6 Intervention schools (called 'A' schools) and 6 control schools (called 'B' schools) will be chosen in each province for pre-test. Baseline data will be collected from both sets of schools. CHANGES 2 interventions will commence in 'A' schools but not in 'B' schools. Year 2: Data will be collected from 'A' schools and 'B' schools and compared. Then an additional set of 6 control schools (called 'C' schools) will be selected from each province and baseline data collected from them. CHANGES 2 interventions will then be done in 'A' and 'B' schools but not in 'C' schools. Year 3: Data will be collected from 'A' 'B' and 'C' schools and compared. CHANGES 2 interventions will be done in 'A' and 'C' schools but not in 'B' schools. Year 4: Data will be collected from 'A' and 'C' schools and compared. Thus in year one 48 schools consisting of 12 schools from each of the provinces will be involved in the study, broken down in each province as 6 intervention schools and 6 control schools. In year two and three 72 schools consisting of 18 schools from each of the 4 provinces will be involved in the study. In year four 48 schools consisting of 12 schools from each of the 4 provinces will be involved in the study In each intervention or control school, 10 pupils, 5 boys and 5 girls will be randomly chosen from grades 1, 5, and 7 and included in the sample. This gives a sample per province of 120 pupils in year 1 and 2, and 180 pupils in year 3 and 4.	
Data collection plan: Teachers will administer a questionnaire on pupils in the sample.	
Data analysis plan: Data from the questionnaires will be entered into a computer based database and analyzed for trends.	
Presentation of data: Tables disaggregated by sex, grade, school, district, and province.	
Data reporting plan: A data analysis and interpretation report will be produced and kept as baseline data.	
Procedures for follow-on impact study: Each year data will be collected from the intervention and control school and a before and after analysis of intervention schools as well as a comparison of intervention schools with control schools will be done.	

CHANGES2 Baseline Data reference sheet	7
Component: School Health and nutrition.	
Target group: All CHANGES 2 schools	
Indicators used for measurement:	
1. Rating of CHANGES2 schools on a health promoting school rating scale.	
Related Intervention: Support for school compliance to criteria of health promoting school.	
Data type: Quantitative.	
Population: All CHANGES2 schools.	
Sample description and sampling criteria: The following will be the sampling plan:	
<p>Year 1: 6 Intervention schools (called 'A' schools) and 6 control schools (called 'B' schools) will be chosen in each province for pre-test. Baseline data will be collected from both sets of schools. CHANGES 2 interventions will commence in 'A' schools but not in 'B' schools.</p> <p>Year 2: Data will be collected from 'A' schools and 'B' schools and compared. Then an additional set of 6 control schools (called 'C' schools) will be selected from each province and baseline data collected from them. CHANGES 2 interventions will then be done in 'A' and 'B' schools but not in 'C' schools.</p> <p>Year 3: Data will be collected from 'A' 'B' and 'C' schools and compared. CHANGES 2 interventions will be done in 'A' and 'C' schools but not in 'B' schools.</p> <p>Year 4: Data will be collected from 'A' and 'C' schools and compared.</p> <p>Thus in year one 48 schools consisting of 12 schools from each of the provinces will be involved in the study, broken down in each province as 6 intervention schools and 6 control schools.</p> <p>In year two and three 72 schools consisting of 18 schools from each of the 4 provinces will be involved in the study.</p> <p>In year four 48 schools consisting of 12 schools from each of the 4 provinces will be involved in the study</p>	
Data collection plan: A checklist will be used for interviews and for on-site observations to rate schools' compliance to criteria indicative of a health promoting school.	
Data analysis plan: Data from the checklist will be entered into a computer based database and analyzed for trends.	
Presentation of data: Tables disaggregated by school, district, and province.	
Data reporting plan: A data analysis and interpretation report will be produced and kept as baseline data.	
Procedures for follow-on impact study Each year data will be collected from the intervention and control school and a before and after analysis of intervention schools as well as a comparison of intervention schools with control schools will be done.	

7. SPECIAL STUDIES

For year 2 the following special studies will be conducted:

Study on safety of OVC Scholarship recipients

CHANGES2 will conduct an assessment of the safety issues surfaced by scholarship recipients and provide recommendations for action to the MOE. CHANGES2 intends to use the tool developed by YouthNet to carry out an assessment of the personal security risks scholarship recipients might unwittingly be incurring by staying in school. This assessment will be carried out by local partners, and, as funding allows, recommendations will be included in sub-contract agreements in 2008 for action.

Study on learning achievement of OVC

A study on scholarships and school quality improvement, including the utilization and value of the comfort kit, will be conducted. CHANGES2 believes that while it is important to address access issues through the provision of scholarships, attention also needs to be paid to the dimension of quality and mitigating some of the factors that prevent students, especially girls, from receiving the most out of school.

School-Community Partnerships Study

CHANGES2 uses School-Community Partnerships as a community mobilization strategy to enhance the implementation of its support activities to the Ministry of Education (MoE), Ministry of Health (MoH) and Ministry of Community Development and Social Services (MCDSS). CHANGES2 believes that engaging communities in a dialogue about sensitive issues on HIV/AIDS during community drama would support communities to identify and acknowledge the extent of their HIV problem as well as the community norms, attitudes and behavior that contribute to the spread of the disease.

Importantly, CHANGES2 believes that its SCP strategy motivates communities to effectively participate in identifying and finding solutions to local problems. Therefore, CHANGES2 will conduct a study to determine the nature and type of community participation, impact of community drama and perception of communities about the schools in which CHANGES2 is operating. This will be a qualitative study, involving focus group discussions and possibly interviews with community members. FGDs and interviews will be conducted by CHANGES2 provincial staff.

8. IMPLEMENTATION CONSIDERATIONS AND NEXT STEPS

Explanations of how each indicator and data component in the M&E plan is being collected and analyzed is to be found in each section of the plan. However a general over view of the entire M&E system of the CHANGES2 program has been summarized in Attachment II: CHANGES2 Data Flow Chart, Attachment III: M&E System Design, Attachment IV: Baseline Sampling Plan, and Attachment V: FTI Baseline Sampling Plan. These attachments show how the M&E system is structured, the sources of data and how the data moves through the system to analysis.

The Monitoring and Evaluation Specialist for CHANGES2 is responsible for implementing the monitoring and evaluation plan. He ensures that the provincial staff are properly trained to manage local data collection, and he establishes reporting mechanisms to gather data from the field offices. Once the data arrive in Lusaka, the M&E specialist will systematize it as appropriate. AIR/Washington and the CHANGES2 technical team will assist the M&E specialist in the creation of instruments to establish baselines.

Local capacity building is integrated throughout CHANGES2 and the end goal is that the local Zambian staff will have solid skills to develop and manage a comprehensive monitoring and evaluation system by the time that CHANGES2 concludes.

Attachment I: Performance Indicator Reference Sheets

Performance Indicator Reference Sheet For CHANGES2
Name of Strategic Objective: Improved Quality of Basic Education for more school-aged children II
Name of Intermediate Result:
Name of Indicator: Percent of students participating in School Health and Nutrition programs (USAID)
Is this an Annual Report indicator? Yes
Is this indicator mandated by funding stream? Yes
DESCRIPTION
Precise Definition(s): This is the percentage of children enrolled in basic schools implementing the School Health and Nutrition (SHN) program (as defined by the MOE and USAID project/activity) receiving iron tablets and de-worming tablets for bilharzias and other worms including medications for chronic infections in targeted provinces. The denominator is all the children enrolled in the basic schools in grades 1-9
Unit of Measure: %
Disaggregated by: male/female by grade level and province
Justification & Management Utility: This indicator has been selected as a means of contributing to the quality of basic education. It is believed to be an indicator of an improved quality of basic education as per success of the Eastern Province pilot survey of 2001-2003 which found that there was improved cognitive functioning over a control population with SHN interventions (realizing that micro-nutrients and de-worming are only two of a package of SHN interventions provided in the SH program). Improved cognitive ability leads to increased readiness and ability to learn. There is ample evidence that health education and health interventions contribute towards improved cognitive ability which in turn increases learning performance. For example de-worming and provision of micronutrients improves student's cognitive functions and energy level and or eye examinations and follow up improves students' reading performance. Monitoring this indicator will make it possible to track the performance of the implementing partner and MOE's commitment to improving the learning environment within the basic schools.
PLAN FOR DATA ACQUISITION BY CHANGES2
Data collection method: Pupil enrollment data will be summed across target schools
Data Source: Enrollment data
Method of data acquisition by CHANGES2:
Frequency and timing of data acquisition by CHANGES2: Data collection will coincide with school terms
Estimated Cost of Data Acquisition: No additional cost
Individual responsible at CHANGES2: Sitwala Mungunda
Individual responsible for providing data to CHANGES2: Provincial officers
Location of Data Storage: M&E coordinator's computer
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment:
Known Data Limitations and Significance (if any): All enrolled student are considered to be partaking in SHN. While this should be true for students who are consistently at school, for those students who are frequently absent, they may not be meaningfully participating in SHN.
Actions Taken or Planned to Address Data Limitations: Community outreach activities and IEC campaign will emphasize that SHN increases attendance and participation in education.
Date of Future Data Quality Assessments:
Procedures for Future Data Quality Assessments:
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis: Will occur quarterly
Presentation of Data: In tables disaggregated by the characteristics specified above
Review of Data:
Reporting of Data:
OTHER NOTES
Notes on Baselines/Targets: CHANGES2 activities will target 400 schools per year. The average number of students per school is estimated at 750, multiplied by 400 schools equals 300,000 students per year, which gives 1,200,000 students over 4 years participating in CHANGES2 School Health and Nutrition programs. Percentages are calculated from 2,265,145 which is the estimated national total of students in 2005.
Other Notes:

PERFORMANCE INDICATOR VALUES				
	Targets			Notes
Year	Male	Female	Total	Targets for % of Males & Females have 'Males' or 'Females' respectively as a denominator
2005				
2006	13%	13%	13%	
2007	26%	26%	26%	
2008	39%	39%	39%	
2009	52%	52%	52%	

Performance Indicator Reference Sheet For CHANGES2				
Name of Strategic Objective: Improved Quality of Basic Education for more school-aged children II				
Name of Intermediate Result:				
Name of Indicator: Number of teachers trained with AEI funding (pre-service)				
Is this an Annual Report indicator? Yes.				
Is this indicator mandated by funding stream? Yes. AEI.				
DESCRIPTION				
Precise Definition(s): Teachers will be counted that receive pre-service training through modules/activities that are funded exclusively by AEI. Teachers trained in activities that are co-funded by AEI and PEPFAR will be attributed to AEI proportional with funding (ie. In a training for 100 teachers with 50% AEI funding, 50 teachers will be attributed to AEI)				
Unit of Measure: Number				
Disaggregated by: By gender				
Justification & Management Utility: This indicator both feeds into USAID's SO6 level indicator "Number of teachers trained through USAID programs" and it also provides information required by AEI.				
PLAN FOR DATA ACQUISITION BY CHANGES2				
Data collection method: Training enrollment data at TTCs will be aggregated				
Data Source: TTC enrollment data				
Method of data acquisition by CHANGES2: TTCs in Zambia are believed to keep accurate data on the number of enrollees.				
Frequency and timing of data acquisition by CHANGES2: CHANGES2 will acquire this data per term. It will be reported on quarterly.				
Estimated Cost of Data Acquisition: None				
Individual responsible at CHANGES2: Sitwala Mungunda				
Individual responsible for providing data to CHANGES2: Heads of TTCs				
Location of Data Storage: TTCs, CHANGES2 computers, Trainet system				
DATA QUALITY ISSUES				
Date of Initial Data Quality Assessment:				
Known Data Limitations and Significance (if any): None				
Actions Taken or Planned to Address Data Limitations:				
Date of Future Data Quality Assessments:				
Procedures for Future Data Quality Assessments:				
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING				
Data Analysis: N/A				
Presentation of Data: In tables, disaggregated by gender				
Review of Data:				
Reporting of Data:				
OTHER NOTES				
Notes on Baselines/Targets: 10,000 pre-service students will be trained in the first year , there after in year 2,3, and 4 only 2,300 pre-service teachers will be trained each year giving a cumulative total of 16,900 over 4 years.				
Other Notes: AEI is using the formula that 24 hours (3 days) of training =one training unit. So if teachers are trained for 8 hours this would be 1/3 of a training unit, 3 teachers trained for 8 hours=1 training unit (one teacher trained). It is recognized that AEI is considering revising its definition to ensure teachers are not counted multiple times if they receive more than 24 hours worth of training. CHANGES2 targets are not based on teachers being counted as multiple training units. Thus, this definitional revision would not affect CHANGES2 targets.				
PERFORMANCE INDICATOR VALUES				
	Targets			Notes
Year	Male	Female	Total	
2005				
2006			10,000	
2007			2,300	
2008			2,300	
2009			2,300	

Performance Indicator Reference Sheet For CHANGES2				
Name of Strategic Objective: Improved Quality of Basic Education for more school-aged children II				
Name of Intermediate Result:				
Name of Indicator: Number of teachers trained with AEI funding (in-service)				
Is this an Annual Report indicator? Yes.				
Is this indicator mandated by funding stream? Yes. AEI.				
DESCRIPTION				
Precise Definition(s): Teachers will be counted that receive in-service training through modules/activities that are funded exclusively by AEI. Teachers trained in activities that are co-funded by AEI and PEPFAR will be attributed to AEI proportional with funding (ie. In a training for 100 teachers with 50% AEI funding, 50 teachers will be attributed to AEI)				
Unit of Measure: Number				
Disaggregated by: By gender				
Justification & Management Utility: This indicator both feeds into USAID's SO6 level indicator "Number of teachers trained through USAID programs" and it also provides information required by AEI.				
PLAN FOR DATA ACQUISITION BY CHANGES2				
Data collection method: Number of attendees at CHANGES2 schools will be compiled and aggregated				
Data Source: In-service teacher trainings on SHN				
Method of data acquisition by CHANGES2: Teacher trainers will be required to submit attendance data on trainings.				
Frequency and timing of data acquisition by CHANGES2: CHANGES2 will acquire this data per term. It will be reported on quarterly.				
Estimated Cost of Data Acquisition: None				
Individual responsible at CHANGES2: Sitwala Mungunda				
Individual responsible for providing data to CHANGES2: Teacher trainers, project staff				
Location of Data Storage: CHANGES2 computers				
DATA QUALITY ISSUES				
Date of Initial Data Quality Assessment:				
Known Data Limitations and Significance (if any): None				
Actions Taken or Planned to Address Data Limitations:				
Date of Future Data Quality Assessments:				
Procedures for Future Data Quality Assessments:				
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING				
Data Analysis: N/A				
Presentation of Data: In tables, disaggregated by gender				
Review of Data:				
Reporting of Data:				
OTHER NOTES				
Notes on Baselines/Targets: 1600 in-service teachers (4 teachers per school by 400 schools) will be trained each year giving a cumulative total of 3,200 trained over 4 years. Because in-service teachers trained by CHANGES2 will conduct Teacher Group Meetings to share training lessons with the teachers at their school, these teachers will also be trained. After meeting with AEI representatives, in order to avoid undercounting, CHANGES2 will recognize these teachers in the monitoring plan in years 2, 3 and 4. Teachers, accordingly, will be counted as trained if they attend 4 TGMs and 1 additional IST activity in the course of the semester for both semesters. In year 1, 1600 teachers were directly trained. Because AEI financed 33% of these trainings this is counted as 528 teachers. In year2, 3 and 4 1600 teachers will be directly trained and each of these teachers will train 4 teachers through TGMs. Thus $(528+1064)*4=6,368$				
Other Notes: AEI is using the formula that 24 hours (3 days) of training =one training unit. So if teachers are trained for 8 hours this would be 1/3 of a training unit, 3 teachers trained for 8 hours=1 training unit (one teacher trained). If the same teachers attend different trainings (different content areas, etc), they can be counted more than once.				
Targets				
Year	Male	Female	Total	Notes
2005				
2006	tbd	tbd	1592	
2007			1592	
2008			1592	
2009			1592	

Performance Indicator Reference Sheet For CHANGES2							
Name of Strategic Objective: Improved Quality of Basic Education for more school-aged children II							
Name of Intermediate Result:							
Name of Indicator: Number of African Children who have improved learning environments as a result of AEI interventions							
Is this an Annual Report indicator? Yes. It is also quarterly							
Is this indicator mandated by funding stream? Yes. AEI							
DESCRIPTION							
Precise Definition(s): The number of children (males and females) who have been directly impacted by AEI interventions improving the learning environment through 1) a newly trained teacher or a teacher with upgraded skills, or 2) the number of children benefiting from a textbook.							
Unit of Measure: Number							
Disaggregated by: Gender							
Justification & Management Utility: Provides AEI with statistical quantification of AEI improvements in pupil learning environments.							
PLAN FOR DATA ACQUISITION BY CHANGES2							
Data collection method: Data will be based on enrollment data in target schools							
Data Source: Enrollment data in targeted schools							
Method of data acquisition by CHANGES2: EMIS data provides enrollment levels for all MOE schools							
Frequency and timing of data acquisition by CHANGES2: By term							
Estimated Cost of Data Acquisition: None							
Individual responsible at CHANGES2: Sitwala Mungunda							
Individual responsible for providing data to CHANGES2: CHANGES2 provincial staff							
Location of Data Storage: EMIS, CHANGES2 computers							
DATA QUALITY ISSUES							
Date of Initial Data Quality Assessment:							
Known Data Limitations and Significance (if any): Some of the teachers trained during the course of pre-service (which utilizes AEI funds) will become employed in the course CHANGES2. If these individuals are employed in schools not targeted by CHANGES2, the students they teach would represent additional "African Children who have improved learning environments as a result of AEI interventions" beyond what is contained in the targets.							
Actions Taken or Planned to Address Data Limitations: TTCs can provide estimations of employability of student teachers trained using AEI funds. Data can be interpolated based on this estimation.							
Date of Future Data Quality Assessments:							
Procedures for Future Data Quality Assessments:							
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING							
Data Analysis:							
Presentation of Data: In tables, disaggregated by gender							
Review of Data:							
Reporting of Data: Data analysis will take place quarterly							
OTHER NOTES							
Notes on Baselines/Targets: CHANGES2 in-service activities will target 400 schools per year. The average number of students per school is estimated at 750, multiplied by 400 schools equals 300,000 students per year benefiting from in-service teachers. It is also estimated that in each of the 5 CoE (in 4 provinces) 320 pre-service teachers will be teaching as part of their college field work. Given an estimate of 50 children per pre-service teacher, number of children benefiting from pre-service teachers will be 50 pupils for each of the 320 teachers in each of the 5 colleges = 80,000 children per year. The combined totals for children benefiting from in-service and pre-service teachers will be 300,000 plus 80,000 = 380,000 per year or 1,520,000 over 4 years.							
Other Notes:							
PERFORMANCE INDICATOR VALUES							
Year	Targets			Actual			Notes
	Male	Female	Total	Male	Female	Total	
2005							
2006	tbd	tbd	380,000				
2007			380,000				
2008			380,000				
2009			380,000				

Performance Indicator Reference Sheet For CHANGES2
Name of Strategic Objective: SO6: Improved Quality of Basic Education for more school-aged children II
Name of Intermediate Result: 6.4: Mitigated Impact of HIV/AIDS on Education
Name of Indicator: Number of Orphans and Vulnerable Children (OVCs) served
Is this an Annual Report indicator? Yes. It will also be reported on quarterly.
Is this indicator mandated by funding stream? Yes. PEPFAR
DESCRIPTION
Precise Definition(s): OVC activities are aimed at improving the lives of children (and families) directly affected by AIDS-related morbidity and/or mortality. The emphasis is on strengthening communities to meet the needs of orphans and vulnerable children affected by HIV/AIDS, supporting community-based responses, helping children and adolescents meet their own needs, creating a supportive social environment. Activities could be increasing access to education, economic support and other social and material support among others. Orphans are defined as children under 18 who have lost either a mother or father, or both. Vulnerable children are those affected by HIV through the illness of a parent or principle caretaker. The OVC program in SO6 aims at providing scholarships to OVCs. Scholarships meet associated educational costs (board, uniforms, books, supplies and transport) for upper basic (grades 8-9) and high school (grades 10-12) orphans and vulnerable children especially girls. The scholarship covers formal school costs and fees none of which are covered by Free Basic Education (FBE). In Zambia FBE only covers primary grades 1-7 where costs are already minimal.
Unit of Measure: Number
Disaggregated by: Gender, Age, Grade and Orphan Status (ie. 'vulnerable', or 1 or both parents lost to HIV/AIDS)
Justification & Management Utility: The scholarship will help needy children stay in school. Reporting on this will provide needed data to the USAID/Mission and PEPFAR.
PLAN FOR DATA ACQUISITION BY CHANGES2
Data collection method: CHANGES2's implementing partner for scholarships, FAWEZA, has school, district, provincial and national representatives. CHANGES2 has assisted FAWEZA in designing tracking forms that will capture the number of scholarships provided, disaggregated by the criteria listed above.
Data Source: FAWEZA school level representatives
Method of data acquisition by CHANGES2: FAWEZA will provide CHANGES2 reports from FAWEZA's Access Database
Frequency and timing of data acquisition by CHANGES2: CHANGES2 will receive reports by term
Estimated Cost of Data Acquisition: None
Individual responsible at CHANGES2: Sitwala Mungunda, CHANGES2 Scholarship Technical Advisor
Individual responsible for providing data to CHANGES2: Dorothy Kasanda
Location of Data Storage: FAWEZA
DATA QUALITY ISSUES
Date of Initial Data Quality Assessment: Initial examination of FAWEZA's reporting system between October 15 and November 15, 2005. TA was provided to help FAWEZA manage the Access system.
Known Data Limitations and Significance (if any): Learning whether a child's parents died of HIV/AIDS is difficult in the Zambian context. The MOE's EMIS system does not list 'HIV/AIDS' as a cause of death in its annual survey.
Actions Taken or Planned to Address Data Limitations: CHANGES2 will rely on the relevant knowledge of the school selection committee members to identify those children within a community that have been affected by HIV/AIDS.
Date of Future Data Quality Assessments:
Procedures for Future Data Quality Assessments:
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING
Data Analysis:
Presentation of Data: In tables, disaggregated as described above.
Review of Data:
Reporting of Data:
OTHER NOTES
Notes on Baselines/Targets: A total of 11,500 1-year scholarships will be awarded during the course of CHANGES2. It is expected that approximately 6,500 children will receive these scholarships due to many children receiving multiple scholarships for different grades.
Other Notes:

PERFORMANCE INDICATOR VALUES				
	Targets			Notes
Year	Male	Female	Total	
2005				
2006	tbd	tbd	3,500	
2007			4,000	
2008			4,000	
2009				

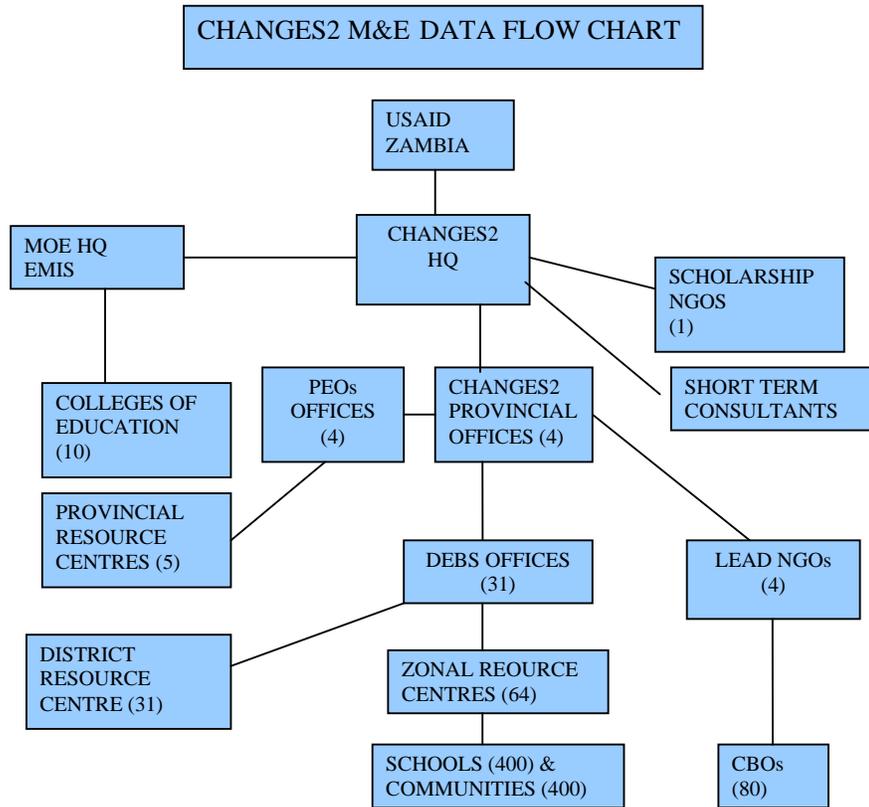
Performance Indicator Reference Sheet For CHANGES2			
Name of Strategic Objective: SO6: Improved Quality of Basic Education for more school-aged children II			
Name of Intermediate Result:			
Name of Indicator: Money obligated for teacher training			
Is this an Annual Report indicator? Yes.			
Is this indicator mandated by funding stream? Yes. AEI			
DESCRIPTION			
Precise Definition(s): Money obligated for teacher training represents AIR's total yearly AEI budget, which will be obligated for the support of teacher training activities.			
Unit of Measure: Dollars			
Disaggregated by: Money will be disaggregated according to general accounting classifications			
Justification & Management Utility: Mandated by funding stream; AIR corporate office supplies to Mission through regular CA requirements and processes.			
PLAN FOR DATA ACQUISITION BY CHANGES2			
Data collection method: Money obligated by AEI will be provided by AIR's corporate business office			
Data Source:			
Method of data acquisition by CHANGES2:			
Frequency and timing of data acquisition by CHANGES2: Yearly			
Estimated Cost of Data Acquisition: None			
Individual responsible at CHANGES2: Sitwala Mungunda			
Individual responsible for providing data to CHANGES2: Carolyn Carpenter			
Location of Data Storage: AIR corporate business office			
DATA QUALITY ISSUES			
Date of Initial Data Quality Assessment:			
Known Data Limitations and Significance (if any): None			
Actions Taken or Planned to Address Data Limitations:			
Date of Future Data Quality Assessments:			
Procedures for Future Data Quality Assessments:			
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING			
Data Analysis: Not applicable			
Presentation of Data: See above			
Review of Data:			
Reporting of Data:			
OTHER NOTES			
Notes on Baselines/Targets:			
Other Notes:			
PERFORMANCE INDICATOR VALUES			
Year	Targets	Actuals	
2005	800,000		
2006	800,000		
2007	800,000		
2008	800,000		
2009	800,000		

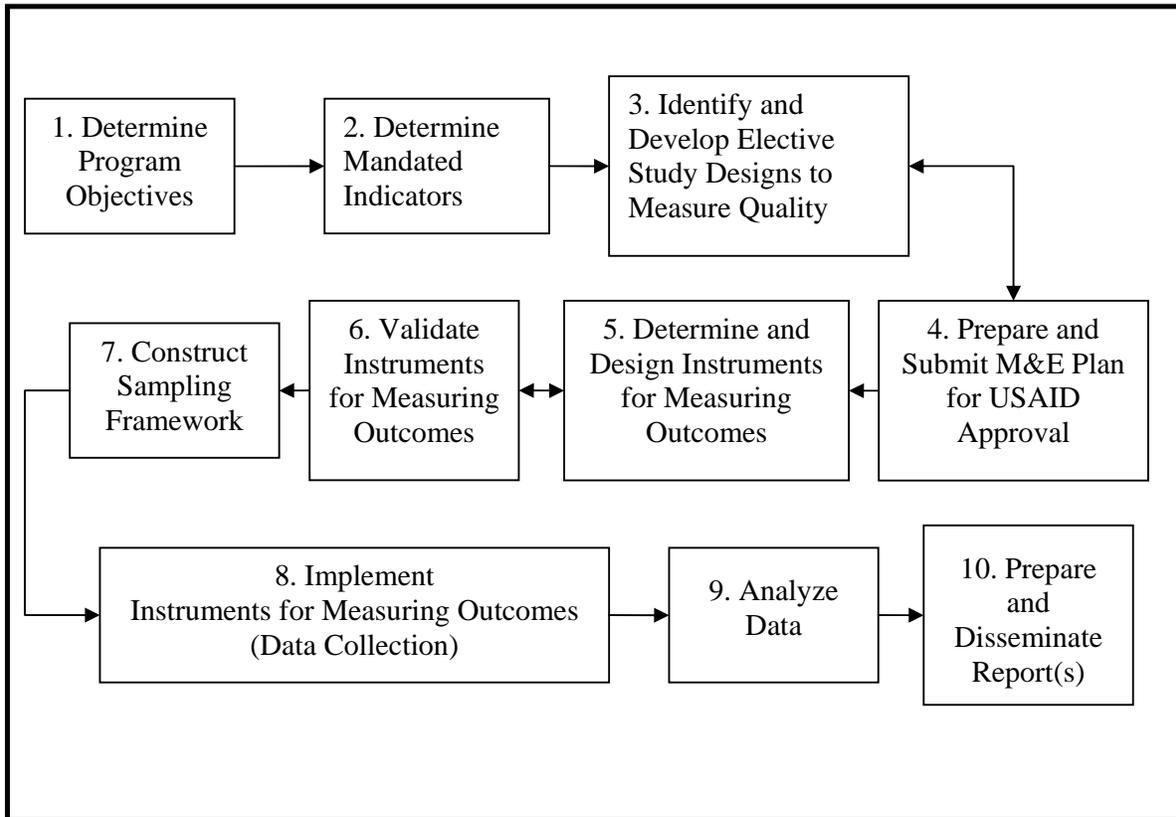
Performance Indicator Reference Sheet For CHANGES2				
Name of Strategic Objective: SO6: Improved Quality of Basic Education for more school-aged children II				
Name of Intermediate Result: IR6.4 Mitigated Impact of HIV/AIDS on Education				
Name of Indicator: Number of individuals trained to promote HIV/AIDS prevention programs through abstinence and/or being faithful				
Is this an Annual Report indicator? Yes. Also a quarterly indicator				
Is this indicator mandated by funding stream? Yes. PEPFAR				
DESCRIPTION				
Precise Definition(s): Number of individuals trained to promote HIV/AIDS prevention programs through abstinence and/or being faithful in the context of the CHANGES2 program will refer to the number of teachers trained through in-service activities at CHANGES2 target schools in A/B according to the criteria laid out in the "Guidance to United States Government In-Country Staff and Implementing Partners Applying the ABC Approach To Preventing Sexually-Transmitted HIV Infections Within The President's Emergency Plan for AIDS Relief"				
Unit of Measure: Number				
Disaggregated by: By gender, by type of school				
Justification & Management Utility: Number trained in A/B gives an indication of the magnitude of the activity and the number of individuals who will be reached through those trainers.				
PLAN FOR DATA ACQUISITION BY CHANGES2				
Data collection method: Numbers will be aggregated from CHANGES2 target schools and TTCs				
Data Source: Target schools (in-service) and TTCs (pre-service)				
Method of data acquisition by CHANGES2: CHANGES2 staff and MOE counterparts will collect numbers trained during in-service. TTC enrolment data will be provided to CHANGES2 to calculate numbers trained in pre-service.				
Frequency and timing of data acquisition by CHANGES2: This will be reported on quarterly.				
Estimated Cost of Data Acquisition: None				
Individual responsible at CHANGES2: Sitwala Mungunda				
Individual responsible for providing data to CHANGES2: See Above				
Location of Data Storage: TTCs, CHANGES2 provincial files, CHANGES2 computers				
DATA QUALITY ISSUES				
Date of Initial Data Quality Assessment:				
Known Data Limitations and Significance (if any): None				
Actions Taken or Planned to Address Data Limitations:				
Date of Future Data Quality Assessments:				
Procedures for Future Data Quality Assessments:				
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING				
Data Analysis: Not applicable				
Presentation of Data: In tables, disaggregated by gender and type of school				
Review of Data:				
Reporting of Data:				
OTHER NOTES				
Notes on Baselines/Targets: Number of individuals trained is constituted from four major groups: number of teachers trained (in-service), number of teacher trained (pre-service) and number of scholarship recipients and number of community members. Because PEPFAR funds account of 2/3 of the funds used to train teachers (in-service) only 2/3 of these teachers are counted as being trained under this indicator. For pre-service teachers, all three cohorts of student-teachers in Year 1 were targeted for participation in an HIV prevention training. In the following years, this leaves only the newly entering student-teachers to receive this training (1,000). In addition, in Year 2, CHANGES2 will pilot test an HIV/AIDS Course which is integrated into the COE curriculum. 600 student				
Other Notes:				
PERFORMANCE INDICATOR VALUES				
Year	Targets			Notes
	Male	Female	Total	
2005				
2006			4740	
2007			4740	
2008			4740	
2009			4740	

Performance Indicator Reference Sheet For CHANGES2				
Name of Strategic Objective: SO6: Improved Quality of Basic Education for more school-aged children II				
Name of Intermediate Result: IR6.4 Mitigated Impact of HIV/AIDS on Education				
Name of Indicator: Number of community members reached with HIV/AIDS prevention programs that promote abstinence and/or being faithful				
Is this an Annual Report indicator? Yes. Also quarterly.				
Is this indicator mandated by funding stream? Yes. PEPFAR				
DESCRIPTION				
Precise Definition(s): The primary behavioral objective of community outreach programmes is the dissemination of abstinence and/or being faithful messages. Community outreach programmes could include community mobilization, peer education, classroom, small group and/or one-on-one information, education, and communication (IEC) and behaviour change communication (BCC) messages/programmes to promote abstinence and/or being faithful. If program content primarily addresses being faithful messages (i.e., a program for married men) it would count here. Again see "Guidance to United States Government In-Country Staff and Implementing Partners Applying the ABC Approach To Preventing Sexually-Transmitted HIV Infections Within The President's Emergency Plan for AIDS Relief" for further detail.				
Unit of Measure: Number				
Disaggregated by: By province, by gender				
Justification & Management Utility: This indicator will measure the number of community members that will be reached by teachers and students participating in community outreach HIV/AIDS prevention programs that promote abstinence and/or being faithful.				
PLAN FOR DATA ACQUISITION BY CHANGES2				
Data collection method: Data will be collected by CHANGES2 staff on workshop attendance, school enrollment, TTC enrollment, etc.				
Data Source: This number will be a composite of all activities carried out by CHANGES2 that promote A/B				
Method of data acquisition by CHANGES2:				
Frequency and timing of data acquisition by CHANGES2: Quarterly				
Estimated Cost of Data Acquisition: None				
Individual responsible at CHANGES2: Sitwala Mungunda				
Individual responsible for providing data to CHANGES2: CHANGES2 provincial office staff				
Location of Data Storage:				
DATA QUALITY ISSUES				
Date of Initial Data Quality Assessment:				
Known Data Limitations and Significance (if any): none				
Actions Taken or Planned to Address Data Limitations:				
Date of Future Data Quality Assessments:				
Procedures for Future Data Quality Assessments:				
PLAN FOR DATA ANALYSIS, REVIEW, & REPORTING				
Data Analysis:				
Presentation of Data:				
Review of Data:				
Reporting of Data:				
OTHER NOTES				
Notes on Baselines/Targets: CHANGES2 will target 400 schools per year. The total number of community members reached through HIV/AIDS prevention programs per school community is estimated at 1100. This gives an annual target of 400 x 1100 =440,000 and a cumulative total of 1,760,000 over 4 years.				
Other Notes:				
PERFORMANCE INDICATOR VALUES				
Year	Targets			Notes
	Male	Female	Total	
2005				
2006	TBD	TBD	440,000	
2007	TBD	TBD	440,000	
2008	TBD	TBD	440,000	
2009	TBD	TBD	440,000	



Attachment II: Data Flow Chart



Attachment III: M&E System Design

Attachment IV: Baseline Sampling Plan

CHANGES2 will deal with the following populations:

- 100 schools per province, by 4 province = 400 schools
- 350 pupils per school by 400 schools = 140,000
- 2 teachers per school by 400 schools = 800
- 650 community members per school catchment area by 400 schools = 260,000

To establish the baselines for the program the following criteria are used in the M&E plan:

A. Sampling of teachers for interviews

2 male teacher from each of 6 intervention schools per province by 4 provinces	= 48
2 female teacher from each of 6 intervention schools per province by 4 provinces	= 48
Sub-total	= 96
2 male teacher from each of 6 control schools per province by 4 provinces	= 48
2 Female teacher from each of 6 control schools per province by 4 provinces	= 48
Sub-total	= 96
Total	= 192

B. Sampling of pupils

5 male students from each of 6 intervention schools per province by 4 provinces	= 120
5 female students from each of 6 intervention schools per province by 4 provinces	= 120
Sub-total	= 240
5 male students from each of 6 control schools per province by 4 provinces	= 120
5 Female student from each of 6 control schools per province by 4 provinces	= 120
Sub-total	= 240
Total	= 480

C. Focus group discussions

(8-10 participants per focus group)

1 focus group for male pupils from 1 intervention school per province by 4 provinces	= 4
1 focus group for female pupils from 1 intervention school per province by 4 provinces	= 4
Sub-total	= 8
1 focus group for male pupils from 1 control school per province by 4 provinces	= 4
1 focus group for female pupils from 1 control school per province by 4 provinces	= 4
Sub-total	= 8
1 focus group for parents from 1 intervention school per province by 4 provinces	= 4
1 focus group for male pupils from 1 intervention school per province by 4 provinces	= 4
Sub-total	= 8
Total	= 24



D. School Health and Nutrition Environmental Checklist

6 intervention schools per province by 4 provinces	= 24
6 control schools per province by 4 province	= 24
Total	= 48

E. Classroom observations

6 intervention schools per province by 3 classroom observations per school by 4 provinces	= 72
6 control schools per province by 3 classroom observations per school by 4 provinces	= 72.
Total classroom observations	= 144

Attachment V: FTI Baseline Sampling Plan

CHANGES2 will deal with a total of 944 Community schools in all 4 provinces, which is the total number of schools found in the MOE EMIS database for the four provinces.

To establish the baselines for the FTI interventions CHANGES2 will sample 6 schools per province for a total sample of 24 schools. Control schools are not being used. Analysis will be simply a comparison of pre-intervention and post intervention data. For data collection within schools the following sampling procedures are used:

A. Sampling of teachers for interviews

2 male teachers from each of 6 community schools per province by 4 provinces = 48
 2 female teachers from each of 6 community schools per province by 4 provinces = 48
 Total = 96

B. Sampling of pupils (Age 16 years and over)

5 male students from each of 6 community schools per province by 4 provinces = 120
 5 female students from each of 6 community schools per province by 4 provinces = 120
 Total = 240

C. Focus group discussions

1 mixed gender focus group for parents from 1 community school per province by 4 provinces = 4

D. School Health and Nutrition Environmental Checklist

6 community schools per province by 4 provinces = 24

E. Classroom observations

6 community schools per province by 3 classroom observations per school by 4 provinces = 72