

AMBASSADORS GIRLS SCHOLARSHIP PROGRAM, REGION 3

Annual Report, PY7: October 1, 2010 to September 30, 2011
Contract No: RLA-C-00-04-00074-00

Prepared for Catherine Powell Miles, CTO
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Prepared by
Winrock International
2101 Riverfront Dr.
Little Rock AR 72202-1748
www.winrock.org
phone 501.280.3000 | fax 501.280.3090



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Africa Education Initiative (AEI)

Initiative pour l'Education en Afrique ❖ Iniciativa Educacional na Africa

ANNUAL REPORT Project Year Seven



AMBASSADORS GIRLS SCHOLARSHIP PROGRAM (AGSP)

Programme des Ambassadeurs des Etats-Unis d'Amérique en faveur de la Scolarisation des Filles

Programa de Bolsas dos Embaixadores Americanos para Meninas

October 1, 2010 - September 30, 2011

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Prime Contractor's Officer Representative:

Martha Saldinger

1st Sub-Contractor's Officer Representative (inactive):

Kate Fleming

2nd Sub-Contractor's Officer Representative:

Jordene Hale

Outside cover photo:

AGSP scholars at the EPC de Guara-Guara in Sofala Province receive blankets as part of their scholarship package.

ADPP Mozambique, 2011

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Africa Education Initiative (AEI)

AMBASSADORS GIRLS SCHOLARSHIP PROGRAM (AGSP)

Annual Report

October 1, 2010–September 30, 2011

Executive Summary

Winrock International continued to manage the implementation of the Africa Education Initiative – AMBASSADORS GIRLS SCHOLARSHIP PROGRAM (AEI-AGSP) funded by the United States Agency for International Development (USAID). Winrock has partnered with local nongovernmental organizations (NGOs) to implement AGSP throughout AGSP Region 3. During the Project Year 7 (PY7) reporting period, Winrock partnered with 22 NGOs in 10 countries to ensure access to education for vulnerable girls and boys in Sub-Saharan Africa: Angola, Botswana, Gabon, Lesotho, Malawi, Mozambique, Namibia, São Tomé and Príncipe, South Africa, and Swaziland.

Winrock awarded these 22 partners a total of \$3,920,170 in funding (through subrecipient agreements and amendments) to provide scholarship packages and mentoring to an estimated 11,214 girls and 4,317 boys who remained in the program from prior years. During PY7, a total of 14,760 scholars actually received assistance (10,605 girls and 4,155 boys). The difference between the target number and the actual number of scholars assisted reflects the program policy that does not allow a new scholar to take the place of a scholar who has left the program. Therefore, scholars who moved away, died, or dropped out of school by the end of PY6 were not replaced with new scholars (except in the case of the schools working with two partners that replaced a total of 19 scholars with new children, counter to policy). On the other hand, in some cases partners actually served more scholars than anticipated because some students had to repeat the terminal grade of AGSP and remained in the program unexpectedly.

Two cross-cutting themes—HIV/AIDS prevention and parent and community engagement—remained central to AGSP implementation in PY7, particularly through the ongoing mentoring provided for the scholars. Parents and community members continued to support and participate in mentoring activities, which often addressed HIV/AIDS prevention and mitigation. Even when not explicitly addressing HIV/AIDS, by putting scholars in contact with a caring adult the mentoring helped them to cope with the impact of the epidemic on their lives. Partners reported increased use of the USAID *Girls' Mentoring Resource Guide* modules.

Yet again, Winrock greatly exceeded its targets to mentor 75% of scholars and to mentor 75% of scholars on HIV/AIDS. During the year, Winrock reached 96.8% of scholars with general mentoring and 95% of scholars with mentoring on HIV/AIDS prevention and mitigation.

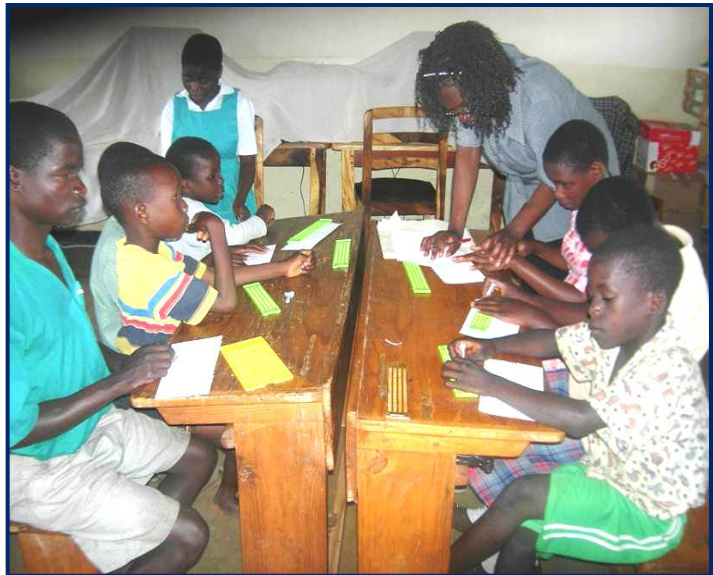
With the final obligation of funds by USAID for implementation delayed until mid-September, Winrock decided to extend seven partners' agreements into October to enable them to complete scheduled activities. Therefore, final financial figures for partner expenses will be reported to USAID in the report covering the October 1–December 31, 2011 period. This adjustment has shortened the time frame for close-out with partners as the contract is scheduled to end on December 31, 2011.

Spotlight Focus

Impairment Is Not Impediment—Thanks to AGSP

Born visually impaired, 17-year-old Inasi Maseya of James Village, in Makwangwala Traditional Authority in Ntcheu has lived most of her life with her grandmother. Her parents separated when she was three, and Inasi's mother moved to Balaka Township to work as a housemaid in order to support her children. Her meager salary could not meet the family's needs, including costs related to Inasi's schooling at Nsiyaludzu School for the Blind. It was a daily struggle to come up with school items like writing materials and personal items such as laundry soap.

In 2006 all 15 girls at Nsiyaludzu School for the Blind were selected for AGSP scholarships, which included support for their school needs and mentoring. Since that time, Inasi has been a star at the school. She says, "I am working very hard because there is support for my education. The writing materials, clothes, and food have been a relief, both at home and at school." As testament to Inasi's determination, last term she was second in her integrated class. "Despite having this disability, only one person beat me last term. I feel encouraged to achieve that position. I am working hard so that I may get selected for Blantyre Secondary School and possibly study law in the future," she said. AGSP expanded support to Nsiyaludzu School for the Blind to reach 15 students in project year three, who receive scholarship items as well as support from teachers and community members trained by CRECCOM to act as mentors.



Thirty students from Nsiyaludzu School for the Blind receive support from AGSP to help them learn. (CRECCOM, 2011)

Annual Report

I. Introduction

This report covers the seventh and final year of implementation of the AEI-AGSP by Winrock International. In 2004, USAID provided funding through a contract awarded to Winrock to provide 83,333 scholarships to vulnerable girls in up to 15 countries in Sub-Saharan Africa (Region 3) over four years. In the fourth year of the contract, USAID expanded the scope of work to support the inclusion of boys in the program. USAID exercised the contract's Option Year 1 and provided additional funds to continue serving boys during that fifth year of implementation. Before the close of Option Year 1, USAID provided funding to Winrock to provide an additional 35,000 scholarships over two years to those children remaining in the program from the fifth year. This funding was not sufficient to support the remaining scholars, and in August of 2010, USAID increased Winrock's funding to fully support scholars remaining in AGSP in PY7. The final obligation of funds from USAID was secured in two modifications signed on September 9 and September 23, 2011.

The geographic scope of implementation has evolved over the life of the project. During the first five years, Winrock implemented the program in 13 countries, as directed by USAID. In addition to the countries mentioned in the Executive Summary of this report, Winrock initially implemented AEI-AGSP in the Republic of Congo, Madagascar, and Zambia. However, during the two-year cost extension, USAID directed Winrock not to add any new scholars. This led to the closure of the program in Zambia, where all scholars had completed ninth grade, the highest grade of scholars receiving AGSP support in Zambia. Similarly, all the scholars served by one of Winrock's partners in the Republic of Congo had completed secondary school. In Madagascar, the political instability that had prompted the early closure of AGSP activities in May of 2009 persisted, and USAID directed Winrock not to resume activities there. At the end of PY6, concerns about the remaining partner in Congo led to a decision not to continue implementation with that partner. Therefore, in the seventh year of the program, 22 partners remained active in ten countries. USAID has never instructed Winrock to implement the program in either the Comoros or Mauritius, and no activities have been carried out in those countries.

AEI-AGSP is designed to help girls and boys who are not in school or who are at risk of dropping out to enroll and stay in school and obtain a basic education through the provision of scholarships and mentoring. This combination of support—and the engagement of community members in carrying out the program—helps vulnerable children overcome economic and socio-cultural barriers to school attendance and performance while cushioning the devastating impact of the HIV/AIDS epidemic that has left so many orphans in its wake.

All of the 22 nongovernmental organizations (NGOs) have been Winrock partners for at least four years, and 18 have worked on AGSP since the outset of the program. Winrock did not renew its agreement with Aide à l'Enfance in the Republic of Congo due to concerns about its management of AGSP. Winrock signed new subrecipient agreements with all remaining 22 NGOs who had worked on AGSP in PY6.

No new scholars were authorized in PY7; however, during monitoring visits Winrock learned that in the case of two partners—Kulima in Mozambique and Media in Education Trust Africa in South Africa (MiET)—school authorities substituted new scholars for those who had dropped out or moved away without informing the partner. A total of 19 new scholars at eight schools received scholarships and mentoring in PY7. In the case of MiET, recent turnover in staff in Eastern Cape Province, where these new scholars were enrolled, allowed teachers to falsely represent new scholars as returning scholars when the new staff conducted monitoring visits. When the deceit was uncovered (after scholarship materials had been distributed) the teachers rather defiantly indicated that they felt justified in making substitutions because the needs of these children were so great.

The rest of the AGSP scholars are girls and boys who were selected in previous years. Girls continue to constitute nearly three quarters of the scholars receiving support (71.8%). Most scholars are in primary school; however, there are also 3,400 girls and boys in secondary school (23%) who received assistance during the year in Angola, Lesotho, Mozambique, São Tomé and Príncipe, South Africa, and Swaziland. In Botswana, AGSP helped 26 Basarwa San children (15 girls and 11 boys) to attend two preschools designed to support these marginalized children as they prepare for primary school and entry into the formal education system.

Scholars were selected for participation in AGSP based upon four criteria denoting vulnerability: scholars are children who are from economically disadvantaged households and who may also be handicapped, affected (not necessarily infected) by HIV/AIDS, and/or orphaned by the death of one or both parents. Many scholars fall into multiple categories. Of the scholars renewed into PY7 in FieldLink (the AGSP database), approximately 2% are described as handicapped, 15% as affected by HIV/AIDS, and the majority—54%—as orphaned.

Based upon discussions held with scholars, mentors, NGO partner staff, volunteers, and other AGSP stakeholders, Winrock believes that these percentages likely understate both the true number of orphans and the number of children affected by HIV/AIDS due to the lingering stigma associated with the epidemic. In some cases, children who have been orphaned may not have been told the cause of death of their parent(s). In other cases, community members shy away from naming the underlying cause of death as HIV/AIDS, preferring to attribute the death to any one of the opportunistic infections that typically take the lives of AIDS patients. That said, AGSP scholars have been selected by community members for these very real vulnerabilities, even when people do not feel comfortable naming the true nature of the vulnerability.

AGSP scholars living with grandparents or even in child-headed households are not uncommon in the region. These scholars often bear enormous responsibility for the care of their younger siblings, as well as for household tasks normally performed by a parent. The scholarships have eased the economic burden on these households while the mentoring has provided psychosocial support and adult guidance that may be sorely needed by children who have experienced tremendous loss and the accompanying hardship. The rising cost of fuel and food in the region has put additional pressures on already-marginalized households and has made the scholarship assistance (which often includes a food component) all the more vital.

Scholarship components vary greatly from partner to partner, and sometimes even from scholar to scholar, depending upon the identified needs. Typically, scholarship packages included the payment of school fees (where fees are required) and the provision of uniforms and school supplies. Partners have also provided toiletries (including sanitary pads for girls), food, mosquito nets, support for transportation to and from school, boarding fees, and other essentials. The process of paying fees and procuring and delivering scholarship materials is a long and complex one. As the new academic year begins, partners start by verifying each scholar's continued enrollment in school and current grade and then gather information on each individual such as fee amounts, uniform and shoe sizes, and what specific school supplies and/or books are required for the grade and class the scholar is attending. Since fees can vary greatly from school to school and from grade to grade within a school, payments can require considerable follow up to ensure accuracy. As a scholar transitions from primary into secondary school, it can be difficult to keep track of the scholar's whereabouts. In São Tomé and Príncipe, students move from school to school even midyear, making it an arduous task to track down each scholar.

While many partners had in the past attempted to provide tailored packages to scholars, Winrock advised a few of its partners to adopt a more uniform approach in an effort to simplify the process and ensure equity and transparency. This approach was adopted by Lesotho Save the Children and by Heartbeat and Life Centre, both in South Africa. In Malawi, however, the Creative Centre for Community Mobilisation (CRECCOM) decided to provide extra food rations to those scholars in poor health (many of whom were thought to be living with HIV). The flexibility of AGSP has been one of its hallmarks and its strengths, allowing key stakeholders on the ground to determine the greatest barriers to education and how to overcome them with scholarship support.

The two cross-cutting themes of the Africa Education Initiative (parent/guardian and community involvement, and HIV/AIDS prevention and mitigation) have benefited from the flexibility of the initiative, allowing Winrock's partners to capitalize upon their strengths and respond to expressed needs.

In most cases, community members first became involved in AGSP as members of community-based scholarship selection committees created to identify appropriate children for inclusion in AGSP. Subsequently, parents, guardians, educators, local government officials, community leaders, religious authorities, social workers, and social service providers joined in the effort to mentor the girls (and later on, the boys) and oversee the scholarship award process. For instance, in Namibia, schools selected focal teachers to work with AGSP scholars to purchase their uniforms and scholarship materials and offer mentoring. This in turn fostered stronger links between parents or guardians and the schools and built the awareness of and sensitivity of teachers to the vulnerabilities of their student population. Adopting a different model, Humana People to People in South Africa has operated a child aid center and engaged community members to work with the AGSP scholars at their center. In more recent years, these mentors have reached out to school authorities to provide more integrated support to AGSP scholars, while the center continued to provide a safe haven for marginalized children after school.

Likewise, Winrock’s integration of HIV/AIDS into AGSP has been shaped by local capacities and needs. For example, in Angola, Ajuda de Desenvolvimento de Povo para Povo (ADPP) has gone beyond educating scholars about the prevention and transmission of HIV, offering counseling and HIV testing (which a number of scholars underwent) and mobilizing scholars to participate in community education days. In South Africa, Masoyi Home-Based Care’s approach to addressing the epidemic has been not only to conduct workshops on HIV but also to make home visits to check on scholars living in households affected by HIV and where scholars may be caring for ailing relatives. Masoyi’s mentors offered psychosocial support to the scholars, mitigating the impact of the disease.

II. Scholars by Country, Current Year, and Cumulative

The number of scholars who have participated in AGSP in Region 3, disaggregated by sex and country, is provided in Table I below, both for the reporting period and cumulatively to date. These figures have changed since the semi-annual report as partners completed scholarship distribution in PY7 and updated or corrected data from all project years.

Table I: Scholarship Awards and Scholars, by Country

Current School Year (PY7 Actual Awards)					(PY1–PY7) Cumulative		
Country	School Year	Scholarships			Individuals		
		Girls	Boys	Total	Girls	Boys	Total
Angola	Feb 11–Dec 11	1895	300	2195	8,875	488	9,363
Botswana	Jan 11–Dec 11	117	88	205	344	133	477
Congo (no longer an AGSP site)	N/A	-	-	-	901	200	1,101
Gabon	Oct 10–Jul 11	150	27	177	1,608	110	1,718
Lesotho	Jan 11–Nov 11	63	51	114	297	103	400
Madagascar (no longer an AGSP site)	N/A	-	-	-	2,579	156	2,735
Malawi	Sep 10–Jul 11	1474	1349	2823	5,578	2,155	7,733
Mozambique	Jan 11–Nov 11	3791	1018	4809	12,750	1,929	14,679
Namibia*	Jan 11–Dec 11	613	115	728	2,303	260	2,563
São Tomé and Príncipe	Sep 10–Jun 11	571	382	953	1,385	557	1,942
South Africa	Jan 11–Dec 11	981	604	1585	3,919	1,035	4,954
Swaziland	Jan 11–Dec 11	950	221	1171	2,111	341	2,452
Zambia (no longer an AGSP site)	N/A	-	-	-	7,347	909	8,256
Totals		10,605	4,155	14,760	49,997	8,376	58,373

* Number of individuals may be overstated as some scholars were re-entered in FieldLink when transferred from one partner to another.

The next three tables present data on project results and on progress toward targets for scholarships and mentoring. All tables reflect ongoing efforts to clean partner data in the

database. Minor changes may still be made as partners complete the final data cleaning and data entry for the project. Mentored scholars are counted annually.

Table 2 summarizes achievements for the life of the project (PY1–7). Winrock’s contract stipulates that at least 75% of scholars be mentored, a target far exceeded by Winrock.

Table 2: Results for Life of Project (PY1–PY7)

Region 3 Results	October 1, 2004–March 31, 2011	
Girls’ Scholarships Awarded	131,201	
Boys’ Scholarships Awarded	23,572	
Total Girls’ and Boys’ Scholarships Awarded	154,773	
Mentoring Results	Mentored Scholars	Mentored as Percent of Awarded Scholarships
Girls Mentored	127,298	97.0%
Boys Mentored	22,541	95.6%
Girls Mentored on HIV/AIDS	122,988	93.7%
Boys Mentored on HIV/AIDS	21,991	93.3%

Table 3 illustrates results from the initial four-year contract period and Option Year 1 (PY1–5). All targets have been exceeded, most notably the targets for mentoring and mentoring on HIV/AIDS.

Table 3: Years 1–5 Progress towards Targets (Revised)

Region 3 Results versus Targets	Target for First Five Years (2004–2009)	Progress towards Target for Life of Project through 9/30/09
Girls’ Scholarships Awarded	104,166	106,788
Boys’ Scholarships Awarded	14,000	14,111
Girl Scholars Mentored	75%	103,615 (97.0%)
Boy Scholars Mentored	75%	13,417 (95.1%)
Girl Scholars Receiving HIV/AIDS Mentoring	75%	99,611 (93.3%)
Boy Scholars Receiving HIV/AIDS Mentoring	75%	13,040 (92.4%)

Table 4 presents the results achieved during the two-year cost extension, when the overall target (to provide 35,000 scholarships to girls and boys) could not be disaggregated by sex since all scholars were to be supported from the pool of continuing scholars. Winrock did not reach the target of 35,000 scholarships because the policy did not allow replacement of outgoing scholars.

Table 4: Years 6–7 Progress towards Targets

Region 3 Results versus Targets	Target for Two-Year Cost Extension (2009–2011)	Progress towards Target for Two-Year Cost Extension as of 9/30/11
Girls' and Boys' Scholarships in Agreements	35,000	34,927
Girls' Scholarships in Agreements	No target set for girls	25,229
Boys' Scholarships in Agreements	No target set for boys	9,698
Girls' and Boys' Scholarships Awarded, Actual	35,000	33,874
Girls' Scholarships Awarded, Actual	No target set for girls	24,413
Boys' Scholarships Awarded, Actual	No target set for boys	9,461
Girl Scholars Mentored	75%	23,683 (97.0%)
Boy Scholars Mentored	75%	9,124 (96.4%)
Girl Scholars Receiving HIV/AIDS Mentoring	75%	23,377 (95.8%)
Boy Scholars Receiving HIV/AIDS Mentoring	75%	8,951 (94.6%)

III. Program Milestones

Winrock's Milestones/Activities for PY7

- Renewed subrecipient agreements valued at \$3,750,953 with 22 local NGOs in 10 countries to deliver scholarships to 11,186 girls and 4,303 boys
- Amended 12 subrecipient agreements, adjusting the value of agreements to a total of \$3,920,170, a net increase in funding of \$169,217 for partners
- Verified continued enrollment and awarded scholarships to 10,605 girls and 4,155 boys in 10 countries
- Exceeded the mentoring targets of 75% and worked intensively with partners to improve the scope and quality of the mentoring
- Hand-carried the *Girls' Mentoring Resource Guide* in binders and CD format to three partners in Congo, Gabon, and São Tomé and provided additional copies to seven partners in Botswana, Lesotho, Namibia, South Africa, and Swaziland
- Conducted 22 monitoring visits to 23 partners in Angola, Botswana, Congo, Gabon, Lesotho, Malawi, Mozambique, Namibia, São Tomé and Príncipe, South Africa, and Swaziland
- Helped USAID and Morgan Borszcz Consulting (MBC) organize and facilitate two AGSP Lessons Learned and Best Practices Review meetings (one in Johannesburg, South Africa and the second in Maputo, Mozambique), attended by representatives from 13 partners from Angola, Malawi, Mozambique, Namibia, South Africa, and Zambia
- Supported partners as they renewed 14,741 scholarships in FieldLink

- Improved functionality of FieldLink Southern Africa to allow partners to identify possible errors using management reports and to enable Winrock to see the grade sequence of scholars and the rate of promotions over the life of the project
- Continued to make corrections to data for all project years
- Provided electronic copies of all semi-annual, annual, and trip reports to MBC to support its work on an assessment of AGSP

IV. Program Milestones by Country

Angola Milestones/Activities

Impact on Learning

- According to Centro Horizonte Azul (CHA), “The children staying at school every day and the reinforcement classes were catalysts that helped to reduce the failure rate of children.”
- ADPP Angola reported that “the scholars feel [at] ‘home’ at their school, which gives them the best learning environment,” and that the program “has strengthened each and every scholar and they have adopted a good attitude in learning, which is crucial for their learning performance.”
- Obra de Caridade da Criança Santa Isabel (OCSI) reported that AGSP had a positive impact on learning and performance on the 77% of scholars who completed the academic year 2010 with passing grades, the result of assistance and tutoring provided by the program.

Access

- CHA wrote, “With the guarantee of a daily meal, it was possible to maintain students longer in school [each day], reducing in this way the drop-out rate.”
- According to the Salesianos de Dom Bosco, “With the chats [organized through the mentoring program], education becomes attractive and dynamic and this increases access.”

Quality

- CHA reports that by giving small financial incentives “to help teachers solve some of their problems, it was possible to reduce the number of absences of teachers,” which improved the quality of education for scholars.
- According to ADPP Angola, teachers directly involved in AGSP activities have benefited from them, while even teachers who are not directly involved have been “inspired and have put more focus on each scholar.”
- OCSI reported that the program increased the quality of education by providing personalized mentoring in schools and support in the form of educational materials, home visits, educational field trips, and mentoring seminars.

Equity

- ADPP Angola writes that “by involving the teachers in the program and by inspiring the girls and boys to bring what they learn into the classes, there has been an even better equity at the school in general. . . .”

Community and Parent Participation

- OCSI reported that the participation of parents improved over the years, as evidenced by their increased attendance at meetings and lectures, involvement in monitoring and

scholarship activities, and their sharing with OCSI about the behavior and attitudes of the scholars.

- According to CHA, its strategy of involving parents in mentoring sessions contributed to improvements in the behavior of scholars given that it is the parents who make the decisions that contribute most directly to the welfare of the children.

Botswana Milestones/Activities

Impact on Learning

- In January, Skillshare reported a 100% pass rate for seventh-grade students taking the Primary School Leaving Examination (PSLE) at the end of 2010. Skillshare has continued to prepare scholars for these exams by offering after-school tutoring geared towards the seventh grade PSLE exams.
- In addition, scholars' scores on the PSLE improved. In 2009, only one scholar earned a C on the PSLE; the other eight scholars earned a grade of D. In 2010, 28 scholars took the exam and 13 scholars earned a C, the remaining passed with a D. This represents an increase from 11% to 46% of the scholars earning a grade of C from 2009 to 2010.
- Skillshare reported that home visits from mentors allowed time for conversations with scholars about their school work and led to an increase in scholar attendance and improvement in academic performance.

Access

- In Botswana, AGSP has promoted scholar retention in school and made education accessible to Basarwa San scholars by involving community members and families. Working with community mentors, teachers teach scholars about the importance of education as well as about their rich cultural heritage.
- The preschool program prepares Basarwa San children to enter the national education system. In 2010, all 26 graduates of the two preschools successfully entered local primary schools.
- After-school academic mentoring with teachers ensures that all scholars have increased access to resources and materials such as textbooks, and teaching aids.
- Skillshare reported on the impact of self-esteem of marginalized groups on school attendance. Ms. Keithatile Tholwane, a Phuduhudu mentor, stated, "The program restored confidence and built back self-esteem among the San children, who have always been looked down upon. Now everyone has access to education, even the San kids!"

Quality

- Increased quality of education was ensured through after-school tutoring that incorporated enhanced teaching materials and teaching methods such as group work exercises, class discussions, and group and pair assignments. Tutoring sessions that use these approaches help students retain what they learn during the school day.
- AGSP scholars attending preschool gained valuable language skills, preparing them to be successful in primary school.

Equity

- Skillshare mentoring activities engaged both girls and boys. Girls and boys received the same scholarship items.

Community and Parent Participation

- Community members collaborated with teachers to implement AGSP. Parents and guardians helped organize events, participated in graduation celebrations, and attended meetings to show their support for AGSP.
- According to Skillshare, community outreach events like the HIV/AIDS children’s rights workshop were successful because of massive community support. Not only did community members attend, but they participated in an awareness-raising march, as well as quiz games and other activities. Skillshare also achieved large turnouts for the exit workshops organized to link AGSP communities with government resources.
- Skillshare also reported that as a result of community outreach and home visits by mentors, community members in Central and Kgalagadi districts are educated on important issues. As a result, parents have encouraged their children to participate in mentoring events, and more scholars have demonstrated positive behavioral change, such as improved academic performance and increased attendance.

Gabon Milestones/Activities

Impact on Learning

- The school supplies, clothing, and footwear awarded to the scholarship recipients created better conditions that have allowed many of them to pursue their education.

Access

- Femmes Gabonaises (FEGAB), in collaboration with AGSP, gave the scholars the chance to go to school— many of them would never have stepped foot in a school without the program.

Equity

- The program has allowed some children to have the same opportunities as others in terms of access to school supplies and accessories such as bags and raincoats.

Community and Parent Participation

- The media coverage of FEGAB’s scholarship distribution helped spread the message to the public about the importance of education for all.

Lesotho Milestones/Activities

Impact on Learning

- Results from the 2010 Junior Certificate (JC) exam show AGSP scholars performing above the national average. Lesotho Save the Children reports that 85% of Form C scholars passed the JC exam, with 81% of those who passed receiving a second-class pass or better. The Ministry of Education reported a national pass rate of 70%, with only 60.2% receiving a second-class pass or better.
- Of the 15 AGSP scholars who took the Primary School Leaving Examination (PSLE), LSC reported that 12 scholars passed—an 80% pass rate as compared to an 87.5% national pass rate. Of the three scholars who failed, one had lost her mother in the weeks leading up to the exam. None of the three scholars who failed the exam dropped out— all returned to continue their studies for the 2011 school year.
- According to LSC, the provision of school supplies, school bags, and clothing was instrumental to the academic success of scholars, allowing them to study and focus on school rather than worrying about coming up with school items.

- LSC explains that the garden project in Mokhotlong, the herd boys are learning new skills and have been very excited about gaining skills that they can use throughout their lives.

Access

- The payment of school fees and the provision of school uniforms have made school attendance possible for AGSP scholars in Lesotho. Without this support, the scholars would not be able to stay in school.

Quality

- Parents report that the mentoring workshops have resulted in AGSP scholars feeling an increased sense of responsibility for their studies.
- The teacher at Paneng herd boys' school has encouraged her students to bring their books with them when they are watching the cattle during the day and has urged them to form impromptu study groups when possible. She reports that this has strengthened their literacy skills.
- During the mentoring workshops, scholars learned about study skills. LSC reported that this has had a positive impact, equipping scholars with new ways to study that they are applying to their daily school work.

Equity

- AGSP is supporting six disabled scholars at two specialized schools: Phelisanong Disabled School and the Resource Center for the Blind. The payment of school fees and provision of a tailored stationery package, including a braille slate for the visually impaired students, has allowed these scholars to receive educational instruction appropriate to their learning needs.
- The herd boy program provided educational opportunities to this marginalized group that cannot attend formal school because of work demands.

Community and Parent Participation

- At the parents' meeting held in January, LSC staff encouraged parents to take a more active role in supporting their scholars in school by monitoring homework and showing interest in what their children are studying.
- Communities in the areas of Lebopo and Paneng donated land for two gardens to support AGSP scholars. AGSP provided garden tools and seeds. LSC staff spoke with community members at a meeting in March regarding their responsibility to maintain the garden and rotate cooking responsibilities at the two herd boys' schools.
- LSC continued to organize meetings with the herd boys, ranchers, and community members to help formalize and improve the working conditions of herd boys.

Malawi Milestones/Activities

Impact on Learning

- From PY6 to PY7, 85% of AGSP scholars continuing in AGSP in Malawi were promoted to the next grade (this does not include scholars who dropped out of the program between PY6 and PY7, or who completed their primary education cycle).
- For PY7, CRECCOM reported that 93.7% of the AGSP grade-seven learners passed the term-three examinations, far better than the national average pass rate of about 74%. CRECCOM attributes both the promotions and strong exam results to scholars having

the materials necessary to go to school, including uniforms and exercise books. Without these items, children often miss school, and their academic performance suffers.

Access

- According to CRECCOM, most of the scholars supported by AGSP were either double or single orphans lacking necessities. The provision of scholarships and mentoring has improved their access to school. CRECCOM believes that without AGSP support, some scholars would have dropped out.
- CRECCOM reported that the provision of scholarship items and mentoring support has contributed to retention of girls in primary school in Malawi.

Quality

- According to CRECCOM, school visits by both male and female mentors have had a positive impact on the quality of the learners' experience in school. CRECCOM reported that mentors monitored scholar performance, discussed any instances of poor performance with school authorities, and then followed up with scholars.
- Mentors throughout Malawi conducted remedial lessons to support learners. In PY7, mentors in 43 out of 92 zones (47% of zones) conducted remedial lessons that resulted in the improved academic performance of scholars during the year.

Equity

- CRECCOM reported that the inclusion of boys in the program brought changes in attitude among the scholars. Boys had felt sidelined and unimportant because the program supported only girls. With the inclusion of boys, however, both boys and girls are striving to work hard in school.
- Mentoring activities in the communities have focused attention on the importance of education for all, especially the importance of education for girls.

Community and Parent Participation

- CRECCOM's greatest programming strength has been the engagement of the community in most aspects of program implementation. Communities participate in the awarding of scholarship items, fundraising for AGSP community-based retreats, and in the organization of mentoring events.
- In several schools, parents, guardians, and community members have participated in AGSP meetings and the distribution of scholarship items. According to CRECCOM, the retreats organized and supported by communities for the mentoring program have created a sense of ownership.
- Communities in zones all over the country have raised funds to support other orphans and vulnerable children (non-AGSP OVCs) as well as secondary scholars who completed primary school with AGSP funding.

Mozambique Milestones/Activities

Impact on Learning

- Kulima reports that AGSP scholars stand out as the students who do the best job on homework. Scholars, in addition to the encouragement they receive from teachers to apply themselves in school, hear the same message reinforced by Kulima mentors, focal point teachers, and parents as a form of psychosocial support.
- According to Associação Moçambicana para a Ajuda de Desenvolvimento de Povo para Povo (ADPP Mozambique), all the schools reported that the program had a positive

impact on learning as evidenced by the higher results registered at the end of this trimester in Nhamatanda (93% pass rate, compared to 74% in the previous trimester) and 95% in Nacala.

Access

- Kulima writes, “Evaluated from the perspective of enrollment and retention of scholars, we managed to keep ourselves below a double-digit drop-out rate, at 7.5%.” Kulima noted that scholars transferring to schools outside of the AGSP program accounted for most of those leaving the program, which Kulima suggests may mean a real drop-out rate of 2%.
- Cáritas Regional de Chokwé reported that AGSP mentoring and provision of supplies discouraged early marriage and helped girls to stay in school.

Quality

- According to ADPP Mozambique, key to the improvement of scholars’ reading and writing skills has been the provision of educational materials and the dedication of those mentors who have helped girls catch up with peers through remedial sessions.
- According to Kulima, AGSP has aimed to strengthen the institutional capacity of the education sector in Mozambique, encouraged schools to consistently carry out recreational activities, trained teachers and representatives of parents (*madrinhas*), allocated materials for mentoring, and allowed for the implementation of skill-building activities and life skills on a variety of themes and crafts, including basketry, sewing, animal husbandry, and horticulture.

Equity

- World Relief reported that the mentors in Mahumane remarked in the last month of implementation this year that “before, some girls did not attend school, their parents/guardians forced them to work in the field/garden, and for the girls who went to school, by the end of the trimester some of them would have dropped out of school; some had to leave their homes to seek jobs in other cities, while others got married. This was a challenge in the school and in the community. These problems have been reduced; in other words they [the problems] are no longer noticeable.”

Community and Parent Participation

- Kulima writes that as part of AGSP, they were able to mobilize the district government in Inharrime to celebrate International Women's Day on March 8, 2011 at the EPC Chongola, with the participation of leaders from local government, civil society organizations, parents, and children. Kulima noted that AGSP scholars “shone in the eyes of all present” through their singing, dancing, and public education work on preventing HIV/AIDS, domestic violence, drugs and the importance of education, especially of girls. In addition, AGSP parents/guardians put on a skit about domestic violence.
- Cáritas reported that “parents are directly involved in planning mentoring activities to be undertaken by the program” and that the parents are “the real actors of the AGSP.”
- ADPP Mozambique reports that one strategy that they found to be effective to involve the community was to invite the parents of the beneficiaries to participate in cleaning events at the school and in the surrounding neighborhoods. ADPP writes that when they organized an environmental day, they were “surprised to see [that] many people in the community joined [in].” ADPP considered this “a good example for the people that live in the neighboring areas of the schools.”

Namibia Milestones/Activities

Impact on Learning

- FAWENA reported that 86 % of the AGSP scholars were promoted to the next grade from 2010 to 2011.
- FAWENA also reported that 99 % of seventh-grade AGSP students in 2010 graduated from primary to secondary school; only 1 % returned to repeat grade seven (with AGSP support).
- Several individual scholars received awards for their academic performance. Jacobina lipadhi from Ondiamande Combined School was first in her class and singled out as overall best learner in grade five. Raymond Simon Swartz in grade seven from Augeikhas Primary School was in the top ten learners (ranked seventh) for grade seven during the first term.
- Ms. Teopo Taapopi from Ondiamande Combined School in Oshana region stated that after receiving funding from the USAID through AEI-AGSP, she noted “a number of changes: girls became well dressed and clean, they associate themselves with the school, zero percent absenteeism of beneficiaries, and academic performance has improved....”
- The program has improved the academic performance and self-confidence of learners while reducing dropout rates, according to the focal teachers from 89 schools that attended focal teachers’ training workshops in February and March.

Access

- The focal teachers attending the teacher-training workshops report that the drop-out rate in AGSP schools nationwide has declined.
- FAWENA provides scholarships to scholars attending schools that serve students with disabilities, making education accessible for children with special needs.
- Historically, Namibia’s most marginalized ethnic minority groups, the Himba and the San, have had limited access to basic formal education. With AGSP, San and Himba scholars are attending and succeeding in formal schools.

Quality

- AGSP in Namibia ensured that a total of 728 scholars (613 girls and 115 boys) received school supplies to assist them in their learning.
- Focal teachers reported that through the focal teacher workshops, they learned new methods and approaches for working with youth and have grown professionally, improving their teaching of all students.

Equity

- Through scholarships to children in the Omaheke, Kunene, Kavango, Khomas, and Otjozondjupa regions of Namibia, AEI-AGSP has reached marginalized groups, in particular, the San (nomadic), the Himba (cattle farmers and pastoralists), and the children of farm laborers.
- FAWENA reported that many focal teachers, such as Mrs. Kandetu from Rakutuka Primary School in Omaheke region, indicated that AGSP has made orphans and vulnerable children feel equal with other learners at school.

Community and Parent Participation

- In general, parental involvement in children’s education is low in Namibia, according to FAWENA. However, through AGSP mentoring activities to sensitize parents and

guardians, their support for education has improved. This has led to a greater understanding of the importance of education in general, and particularly for girls.

- In many communities, professionals from the police, social services, and health sectors participated in mentoring activities with scholars. FAWENA reported that through interaction with role models from the community, scholars were motivated to set new career goals.

São Tomé and Príncipe Milestones/Activities

Impact on Learning

- Some STeP UP mentors provided extra classes to support student learning.

Access

- STeP UP reports that “the government’s objective is to provide education for all children of this country, so the AGSP fits inside this program by providing the conditions for its implementation.”

Quality

- Some of STeP UP’s mentoring activities reinforced priority themes of the Ministry of Education in São Tomé, such as the importance of environmental protection and reforestation.

Equity

- STeP UP writes: “Supplying scholars with school materials, uniform fabric, and other things gives the children the opportunity to pursue their studies parallel to the wealthy children in their classes.”

Community and Parent Participation

- According to STeP UP, parents/guardians at certain schools have raised some matching funds for scholar field trips and exchanges.

South Africa Milestones/Activities

Impact on Learning

- AGSP partners Heartbeat, Natural Botanicals, and Masoyi reported on the positive impact of tutoring and homework assistance on scholar performance. By providing out-of-school assistance with academic work, AGSP partners in South Africa helped scholars come to class prepared to learn.
- Mentors and teachers worked together to monitor scholar performance and keep families updated on scholars’ achievements or challenges in school, according to Humana. Scholars were motivated to perform their best because they were aware that mentors were monitoring their performance.
- According to Natural Botanicals, a letter-writing activity that paired AGSP scholars from the farming communities with their AGSP peers in nearby villages helped scholars improve their reading and writing skills.
- Masoyi reported a 90% pass rate for the 2010 academic year. Masoyi credits the mentors, who provided homework help at the After-School Support Program (ASSP) as a critical factor in achieving these strong results.
- According to MiET, teachers have reported that the students receiving AGSP support are doing better than their peers. Reading in particular seems to have improved, with one scholar noting, “I never used to like books. After being part of the mentoring

session where my mentor read me a story about role models, it made me look for books to read, especially those about Bafana soccer players.”

- Life Centre reported that by having mentors make school visits and talk with scholars about their performance in school, scholars were motivated to work hard and do well.

Access

- All partners in South Africa reported that the provision of school supplies and uniforms positively influenced attendance. Without these items, scholars might not have come to school or have been able to participate actively. Specifically, Life Centre noted that AGSP’s provision of textbooks enabled scholars to have the learning materials that they needed.
- MiET reported that scholars enjoyed being at school because they had their school uniforms and school supplies. According to MiET, “They felt free to participate in school activities without being stigmatized as poor.”
- Masoyi explained that because of AGSP, Masoyi staff was motivated to follow up on scholars that had “graduated out” of the program. Masoyi worked with schools to make sure that those scholars who had completed grade seven were able to access secondary school, even in difficult cases where former AGSP scholars had moved to new communities.
- Life Centre worked closely with scholars as they transitioned from primary school to secondary school. Concerted efforts were made to assist AGSP secondary scholars to attend the best secondary schools in the area.
- Humana reported that in Doornkop, there has been an increase of parents enrolling their children in grade one because they had heard that scholarship opportunities were available.

Quality

- All partners in South Africa reported that providing scholars with the necessary learning tools and supplies increased the quality of the scholars’ education.
- Masoyi reported that before AGSP, the orphaned scholars did not understand the importance and value of going to school because they felt discriminated against and uncomfortable in school. With the scholarships, they were proud to go to school and valued the opportunity to learn.
- Humana helped scholars improve their reading by encouraging them to use the refurbished library at Humana’s child aid center. Humana reported that by making books and texts available, scholars’ interest in reading increased.
- Partners such as Humana reported on the impact of mentoring activities on scholars’ understanding of a range of topics. Through knowledge gained through mentoring, scholars gained new ideas to share with their peers, thus improving the quality of education for both AGSP and non-AGSP students.
- MiET reported that within the schools that hosted AGSP, there had been a shift in teachers’ attitude towards children. While some teachers may have stigmatized poor children in the past, mentors have built awareness among the teachers about orphans and vulnerable children. MiET explained that as a result, “The children appear to be happier to attend school.”

- Humana reported that AGSP learners can express themselves and are self-assured. This increased self-esteem carried over into the classroom, where AGSP scholars are confident in speaking in front of their peers and asking questions in class.

Equity

- Most partners in South Africa provided girls and boys with similar scholarship packages. However, many partners, including Humana and Masoyi, recognized the needs of girls and provided female scholars of the appropriate age with sanitary pads.
- Partners such as MiET, Masoyi, Heartbeat, and Humana mentored scholars on human rights, including girls' rights and empowerment. Scholars learned about gender issues and were empowered to speak up for themselves and their peers.

Community and Parent Participation

- Humana, MiET, and Masoyi organized parent/guardian meetings throughout the school year to build program transparency and answer questions about AGSP. These meetings also fostered strong relationships between schools and communities.
- MiET met with teachers, families, and guardians to sensitize communities on the care of orphans and vulnerable children and to discuss human rights issues.
- Humana planned activities throughout the year to engage families and community members. Community members helped pack scholarship items, distributed items to scholars, and attended sensitization events at the Humana Child Aid Centers at both of its sites.
- Life Centre worked hand in hand with child welfare, social services, and other organizations to protect and assist scholars.

Swaziland Milestones/Activities

Impact on Learning

- According to Caritas Orphanaid, the program's payment of school fees can mean the difference between a teacher harassing children, leaving them worried and unable to concentrate on their studies, and students who are able to focus on their studies.
- When school fees are not paid, scholars are frequently sent home. By paying school fees, AGSP has greatly improved the attendance of scholars, which in turn has an impact on their academic performance.

Access

- Most AGSP scholars are single or double orphans living in difficult conditions; without AGSP they would not be able to pay fees required to attend school.

Quality

- Caritas noted that school fees often include fees associated with the upkeep of libraries, labs, and other school resources. According to Caritas, the paying of school fees contributes to the ability of schools to maintain facilities and purchase teaching materials, which improves the quality of education as teachers have the tools they need.
- The purchase of school supplies and books increases the quality of education because learners have the necessary learning materials.

Equity

- Many girls were awarded scholarships, which increased the access to education of girls who were in the past marginalized. The program also ensured that disadvantaged boys were given the opportunity to access education.

Community and Parent Participation

- According to Caritas, community mentors worked directly with scholars, providing scholars emotional support from a caring adult. Home visits and time with families and guardians also fostered community participation in AGSP.
- Caritas mentors enlisted well-respected community members to speak to AGSP scholars on different topics and serve as role models.
- Several schools across the country provided venues for AGSP mentoring workshops.

V. Public Diplomacy, Advocacy, and Assistance from US Missions, US Embassies, and Peace Corps, by Country

In PY7, the US embassies, USAID missions, and Peace Corps offices provided important support for the implementation of AEI-AGSP.

Angola: A Winrock representative met with Ambassador Christopher J. McMullen and USAID Mission Director Randall Peterson during the last monitoring trip in February. The representative also attended a partner meeting convened by USAID/Angola. Nunes Chionga, the former principal of ADPP Angola's Escola Formigas do Futuro, attended the workshop on lessons learned under AGSP convened by USAID in Maputo, Mozambique in July. Zulmira Madalena, an assistant who works on AGSP for CHA, attended the lessons-learned workshop in South Africa.

Botswana: In April, US Embassy representatives Shrevie Sheperd, Heather Merritt, and Michelle Wilson traveled to Phuduhudu to meet with community AGSP stakeholders to discuss AGSP and the US Embassy's Small Grants Program. Later in July, AGSP staff met with Catherine Powell Miles, a USAID senior education advisor, and the AGSP COTR to discuss lessons learned through AGSP implementation.

Congo-Brazzaville: Winrock representatives met twice with Ambassador Christopher W. Murray and Political and Economic Officer Jason Conroy during the last monitoring trip in December. Public Diplomacy and Economic Officer Shayna Cram attended the first meeting. Winrock discussed concerns about Aide à l'Enfance's financial irregularities.

Gabon: The Winrock representative met during her monitoring visit with Political and Economic Officer Christopher Gunning to discuss implementation challenges and successes in Gabon and São Tomé.

Lesotho: Winrock made three monitoring visits to Lesotho this year and met with US Embassy Self-Help Coordinator Jacob Gauthier and 'Malipholo Sepitla, special projects assistant, on two visits. During these briefings, Winrock provided the embassy team with updates on the program's successes and challenges. Embassy staff expressed a desire to participate in the AGSP mentoring workshop held later in the year. LSC coordinated with the US Embassy, and Ambassador Michelle Theron Bond, Mr. Gauthier, and Ms. Sepitla attended the mentoring workshop in Maseru in July. During the event, Ambassador Bond encouraged the scholars in their studies and emphasized the impact of education on their futures.

Malawi: CRECCOM and the USAID mission in Malawi worked closely together, with CRECCOM staff regularly attending the USAID Education Team meetings. USAID staff and embassy representatives, including Mr. Craig Anderson, the US Embassy deputy chief of mission, awarded scholarships to 42 AGSP scholars at an event on May 5 in Chikanga Zone in Lilongwe Rural East Education District. During a Winrock monitoring visit in July, the Winrock representative (Julia Miller) met with US Mission staff, including Aabira Sher Afgan, Kevin Smith, Joanne Hale, and Ben Canavan, to update the USAID team on AGSP developments.

Mozambique: During a monitoring trip in July, the Winrock representative briefed the mission education team and a member of the HIV team on the project. Members of the education team attended the workshop on lessons learned under AGSP that was convened by USAID in Maputo Mozambique in July. The Mozambican AGSP partners who attended the workshop expressed appreciation for the opportunity to meet and discuss the project with the mission team.

Namibia: A Winrock representative met with USAID Assistant Mission Director Debra Mosel and USAID Program Development Specialist Shireen Strauss to discuss AGSP programming. The Forum for African Women Educationalists in Namibia (FAWENA) also continued to collaborate with the USAID/Namibia mission on AGSP and other scholarship activities. In February, FAWENA AGSP Manager Rauha Haufiku and a Winrock representative met with USAID staff to discuss various implementation issues. In addition, the Winrock representative briefed Ambassador Nesbitt on AGSP in Namibia. In July, Ambassador Wanda Nesbitt, Ms. Mosel, and Mrs. Strauss attended the launch of the San Conference. Ambassador Nesbitt greeted the scholars and delivered an inspiring message about the importance of education. USAID played an important role in assisting FAWENA in the logistics of a scholar visit to the Namibian State House. In July, FAWENA Program Officer Sylvia Mahoto attended the USAID AGSP Lessons Learned and Best Practices Review in Johannesburg, South Africa, where she met with other implementing partners and shared lessons learned with AGSP COTR Catherine Powell Miles, a senior education advisor at USAID. FAWENA attended trainings to build organizational capacity for local NGOs funded by USAID. USAID reviewed financial management procedures and worked with the organizations to improve financial management.

São Tomé and Príncipe: In early September, Eric Chehoski, a representative of the US Embassy in Libreville, Gabon, met with Roberta dos Santos, the coordinator of STeP UP and AGSP. Isilda Pinto, the US Embassy assistant in Sao Tomé, was also present. At the meeting, Mr. Chehoski was briefed on STeP UP's implementation of AGSP, including mentoring, distribution, and day-to-day administration of the project. After the meeting, Mr. Chehoski visited a scholar's home in Conde and met the scholar's family. Following the home visit, he went to Guadalupe School and met mentor Adilson Pontes, who described his experience mentoring AGSP scholars. Mr. Chehoski also met with Quintino Quade, the STeP UP program assistant, and discussed financial matters related to the program.

South Africa: AGSP partners in South Africa are supported by USAID in South Africa through site visits and USAID and embassy participation in AGSP activities. Humana reported that in February, US Embassy public relations staff Laura Santini and Peter Ritter and Cultural Specialist

Ramoleta Selaelo organized a mentoring activity with AGSP scholars on the American civil rights movement. A Winrock representative met with USAID South Africa Education Advisor Mathata Madibane and Senior Education Advisor Elizabeth Gips in March. During this meeting, Winrock provided an update of AGSP activities in the country and subsequently provided a list of upcoming AGSP events. During a Natural Botanicals field trip to Cape Town, a photographer from the US Embassy attended to document the AGSP activity and scholarship distribution. Several partners were represented at the July 18–21 meeting in Johannesburg, South Africa with AGSP COTR Catherine Powell Miles, a senior education advisor at USAID, to discuss lessons learned in AGSP implementation. South African organizations that sent representatives included Humana, Life Centre, Masoyi, and MiET.

Swaziland: The US Embassy supported AGSP throughout the year. During a monitoring trip in February, a Winrock representative met with Self-Help Coordinator Vicky Mboka-Boyer, the PEPFAR (President’s Emergency Plan for AIDS Relief) Impact Mitigation Specialist Natalie Kruse-Levy, and Political and Economic Officer Craig T. Pike. Winrock provided the embassy team with updates on the program’s successes and challenges. Also during this Winrock monitoring visit, Ms. Mboka-Boyer joined the Winrock representative on school visits to meet AGSP scholars. Ms. Mboka-Boyer and Ms. Kruse-Levy attended an AGSP mentoring event on April 15 in Piggs Peak. Later in the year, on June 18, three US Peace Corps volunteers provided assistance at a mentoring workshop in Manzini. During Winrock’s July monitoring visit, the representative met with Ambassador Earl Michael Irving, Deputy Chief of Mission Craig Cloud, Political and Economic Officer Holly Mackey, Ms. Kruse-Levy, and Ms. Mboka-Boyer.

VI. Mentoring Program

Winrock’s partners continued to deliver general mentoring and mentoring on HIV/AIDS to scholars in the final year of the program, reaching 96.8% of girl and boy scholars with mentoring, and 95% of girls and boys with mentoring on HIV/AIDS. Partners exercised their judgment regarding the most suitable material and approaches for the scholars. In many cases, partners chose to tailor the topics and kinds of mentoring depending on the sex, age, grade, background, or needs of the scholars. For instance, in February in South Africa, MiET’s mentors in all three regions mentored girl and boy scholars at separate sessions. Girls participated in activities on friendship and peer pressure while boys learned about drug and alcohol abuse. In Namibia, FAWENA organized an All San Conference held July 13–16 for 44 AGSP scholars from the Himba and San ethnic groups. The Himba (pastoralists) and San (hunter-gatherers) are nomadic peoples whose children historically have not been enrolled in school. Over the four-day event, the scholars participated in mentoring sessions on HIV/AIDS, culture, and planning for the future. Scholars also met individually with counselors and mentors to discuss problems. Scholars presented a skit based on stories they had created to demonstrate challenges related to school attendance. They also created artwork based on their goals. On the final day of the conference, scholars visited the Namibian State House.

Many partners focused on raising academic performance of scholars by offering after-school tutoring and examination preparation sessions or trips to the library to learn how to check out books. Some partners organized activities such as debates, quiz events, and poetry contests to

stimulate critical thinking and communication skills. Winrock also disseminated a new mentoring module on learning and study skills that complemented this aspect of the work of partners.

Partners throughout the region used modules from the USAID *Girls' Mentoring Resource Guide* to address key topics affecting scholars, including: gender and girls' rights; the importance of girls' education and empowerment; leaders and leadership; coping with stress; adolescence, reproduction, and relationships; marriage and family; HIV/AIDS; jobs, professions, and careers; drugs and alcohol; and boys' and men's health. Some partners transitioned from using the guide as a content resource to using it as resource for how to deliver the content, making their



This scholar at Mangeti Dune Primary School in Otjozondjupa, Namibia has the right idea. (FAWENA, 2011)

sessions more interactive and less focused on lectures.

In addition to the sessions in the mentoring guide, partners used a variety of approaches to reach scholars with life skills and psychosocial support, including group activities, field trips, sporting events, day and overnight camps, one-on-one counseling, visits from guest speakers and role models, and home visits. Many scholars had the opportunity to learn about their own country's history, milestones, and culture through visits to museums, parliament, and other notable sites. In Botswana, Lesotho, Malawi, Namibia, South Africa, and Swaziland, US government officials interacted with AGSP scholars at mentoring events and inspired them with their personal stories and heartfelt encouragement.

The cadre of mentors in the region ranged from partner staff (Centro Horizonte Azul in Angola and MiET in South Africa, for example), to community activists (Cáritas Regional de Chokwé in Mozambique and Caritas Orphanaid in Swaziland), to teachers (FAWENA in Namibia and Heartbeat in South Africa), to "godmothers" and "godfathers" (ADPP in Mozambique), to a combination of teachers and community members (CRECCOM in Malawi, for example). Mentors have been able to develop a deep rapport with scholars when they have regular ongoing contact and are able to gain insights into their home environment. For instance, OCSI's mentors in Angola and World Relief's mentors in Mozambique conducted regular home visits and talked to parents and guardians, counseling them on parenting and guiding the mentees and their families towards the development of healthier relationships. In some cases, mentors have intervened to place a newly orphaned scholar with a relative, to urge that a sick scholar get care, to mobilize the community to help build a hut for a child-headed household, or to prevent an early marriage. Some mentors have gone so far as to walk a scholar to school each day to make sure she gets there. Because mentors are members of the community who take on a

leadership role, they have the ability to influence people and directly impact the lives of the scholars.

In some programs mentors have been paid; however, most have been volunteers, receiving no remuneration for their efforts or a token stipend or allowance. World Relief has acknowledged the efforts of its mentors with the provision of cooking pots in the past, while STeP UP has provided mentors with a modest transportation allowance.

Partners provided training and support to their mentors. Caritas Orphanaid in Swaziland translated the mentoring guide into SiSwati and conducted monthly meetings to refresh mentors' familiarity with topics to be covered in upcoming sessions. CRECCOM in Malawi translated the guide into Chichewa so that the tool would be accessible to a wider range of mentors and delivered copies to mentors nationwide during refresher trainings towards the end of the year. They expect that mentors will continue to work with orphans and vulnerable children in their communities using the translated guide as a tool. In order to monitor the quality and effectiveness of mentoring activities, a number of partners, including Caritas Orphanaid and ADPP in Angola, developed evaluation forms. Feedback from these forms helped shape decisions about priority topics for subsequent mentoring sessions. Early in the year, Heartbeat conducted an evaluation inquiry into the mentoring program to learn more about why the attendance of older scholars had diminished. Based upon the results, they decided to add new activities to the program.

The impact of HIV/AIDS on the region is enormous, and AGSP mentors worked to mitigate the impact and prevent the continued spread of the epidemic. Mentoring sessions have conveyed to scholars the modes of HIV transmission and means of prevention, providing accurate information that may be lacking at home and at school.

In addition, mentors have helped scholars develop the life skills and resilience to safely navigate the peer pressures of adolescence. The emotional and economic vulnerability of AGSP scholars puts them at high risk for unsafe behavior, such as intergenerational and/or transactional sex. Girls in particular may feel that a relationship with an older man provides a lifeline, not recognizing that the support they may receive might come at the great cost of HIV infection. According to the UNICEF Fact Sheet "Opportunity in Crisis: Preventing HIV from early adolescence to young adulthood," dated June

**USAID HIV/AIDS Health Profile
Southern Africa
February 2011**

More than 10 percent of all children (0 to 17 years of age) have lost one or both parents to HIV in **Zimbabwe** (16 percent), **Lesotho** (13 percent), **Botswana** (12 percent), and **Swaziland** (12 percent). Many of these children are raised by their grandparents or live in households headed by other children. As more parents die, the effects of HIV/AIDS on the region's children cannot be overstated. Many children orphaned by HIV/AIDS lose their childhoods and are forced by circumstances to become producers of income or food, or caregivers for sick family members. They suffer their own increased health problems related to inadequate nutrition, housing, clothing, and basic care. They are also less able than other children to attend school regularly, and [their] lower school attendance reduces the potential to develop human capital in future generations. Though school attendance among children orphaned by HIV/AIDS has been increasing in recent years due to scale up in basic health and social service programs for orphans, they are still less able than other children to attend school regularly.

http://www.usaid.gov/our_work/global_health/aids/Countries/afri ca/southernafrica_profile.pdf accessed on October 26, 2011

2011: “In several regions, the number of adolescent girls aged 10–19 living with HIV is about double that of adolescent boys. In Eastern and Southern Africa, an estimated 760,000 girls are living with the virus, compared to 430,000 boys. In West and Central Africa, the figure is 330,000 for girls and 190,000 for boys.”

Many partners have used a center-based approach to mentoring, ensuring a protected location for scholars after school, where they are kept busy and engaged in appropriate activities. In addition, mentors have intervened when scholars have been placed at risk by adults in whose care they have been placed. In one recent situation, a mentor noticed a decline in an AGSP scholar’s attendance at school. When the mentor investigated, she learned that the scholar’s grandmother (and her guardian) had died, and the scholar was living without adult supervision. The mentor was able to find the scholar’s aunt, who agreed to have the scholar live with her.

Whether serving as an advocate for education, a conduit of information, a role model for behavior, a guidance counselor, or simply a caring adult, mentors have made a crucial difference in scholars’ lives, supporting them to stay in school and to find fulfilling and safe pathways to adulthood.

VII. Local Partner Capacity Development

Winrock conducted monitoring and capacity-building visits during the reporting period to the following partners in each country:

Angola: February (ADPP, Centro Horizonte Azul, OCSI, and the Salesianos de Dom Bosco)

Botswana: March (Skillshare International)

Congo: December (Aide à l’Enfance)

Gabon: February–March (FEGAB)

Lesotho: March, June, and July (Lesotho Save the Children)

Malawi: July (CRECCOM)

Mozambique: July (ADPP, Cáritas Regional de Chokwé, FAWEMO, Kulima, and World Relief)

Namibia: February (FAWENA)

São Tomé and Príncipe: February (STeP UP)

South Africa: January–February (Life Centre, MiET, and Natural Botanicals), February (MiET), February–March (Masoyi Home-Based Care), June (Heartbeat), July (MiET, done by SageFox Consulting Group), July (Humana People to People and Life Centre), July (Heartbeat)

Swaziland: February, June, and July (Caritas Orphanaid)

Over the course of the project year, Winrock staff visited each partner at least one time, and in some cases conducted multiple visits. Site visits had four primary purposes: program monitoring and verification; capacity building and support; FieldLink database verification, monitoring, and training; and working with the AGSP contacts at US government posts. The July visits to Mozambique and South Africa were combined with the AGSP Lessons Learned and Best Practices Review convened in these countries. (See the following section for more information about those meetings.)

Winrock staff and one representative of SageFox Consulting Group working on AGSP conducted monitoring visits during the reporting period and met with the US government post representatives, local implementing partners, and stakeholders, including the scholars and mentors. The visits provided Winrock the opportunity to observe the challenges and successes of implementation directly and to uncover issues that partner staff were either unaware of or were unable to handle. For instance, Winrock staff devoted considerable time and energy to assisting partners in Botswana, Lesotho, São Tomé and Príncipe, South Africa, and Swaziland to improve their scholarship distribution processes.

In the cases of Skillshare International in Botswana, Lesotho Save the Children, STeP UP in São Tomé, Caritas Orphanaid in Swaziland, and Heartbeat and Life Centre in South Africa, the emphasis was on ensuring that all scholars received at least the minimum required scholarships, thereby improving equity and transparency. For instance, Skillshare International had not budgeted to provide clothing and scholarship items for the scholars in Central District. Working with Winrock, Skillshare planned additional distributions so that those scholars' needs would be met. In Lesotho, Winrock observed a general level of disorganization in planning school visits that led to inefficiencies and inequities. Winrock helped Lesotho Save the Children set up a tracking system, and worked with staff to ensure that they were utilizing it. This resulted in a more complete coverage of scholar needs than would have been achieved. In São Tomé, Winrock required that STeP UP take a number of steps to improve its implementation. While STeP UP complied with some of these requests, it resisted others. Winrock ultimately requested a shifting of duties among staff, got the director of the organization more involved in the program, and instituted weekly conference calls as a means of providing more responsiveness and transparency.

As partners gained competence in utilizing the AGSP database, FieldLink (see Section IX, "Data Management," below), they were able to make greater use of the forms and reports for scholar verification and scholarship distribution during field visits. During monitoring visits, Winrock staff worked extensively with the Heartbeat staff at their headquarters and in Free State Province to model data verification procedures. On the first day of the visit to Botshabelo, the Winrock staff member conducted the verification, and on the next day, Heartbeat staff, having observed the process, successfully conducted all the verifications.

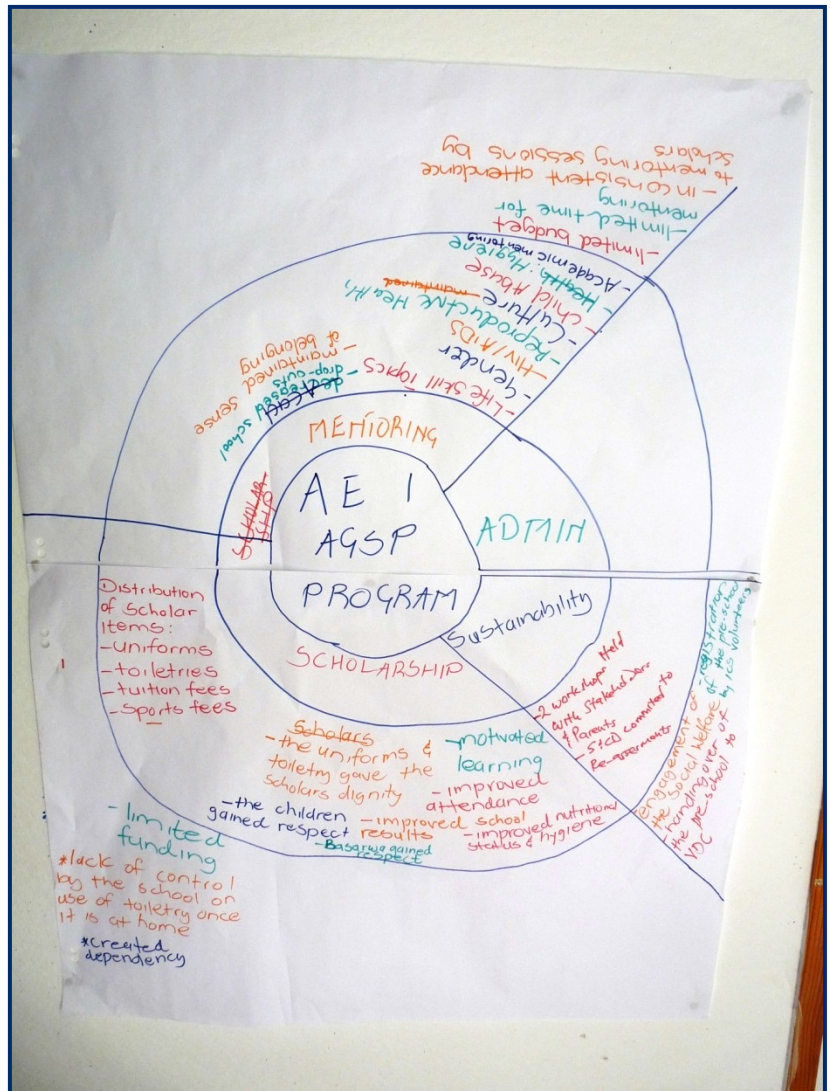
Apart from the site visits, Winrock maintained close ongoing contact with all partners, following up on issues that emerged during site visits and on any reporting anomalies or issues raised by partners in the course of implementation. Two program officers (Julia Miller and Sandra Holmberg) have had primary responsibility for monitoring partners in specific countries. They have carefully reviewed reports; regularly communicated with partners via email, phone, and Skype; and addressed issues as they arose. Financial Program Associate Kate Torre has had responsibility for reviewing partner financial reports and providing feedback and corrections to partners. She alerted partners that were at risk of over- or under-spending in specific categories and monitored to ensure that school-fee payments were made only to schools attended by scholars in the AGSP database. Some of the corrections to the database were made by Winrock staff directly as a result of reviewing school-fee or scholarship payments and matching scholar names and grades to the records in FieldLink. Ms. Torre also provided

updates on spending in the month of June to all partners, noting any divergences from the planned pace of spending.

Winrock offered extra support to partners when they experience staff turnover, a particularly noticeable phenomenon this year. Winrock also responded to this turnover by disseminating AGSP implementation guidelines, reviewing and providing feedback on financial and narrative reports, offering additional guidance and training during monitoring visits, and maintaining frequent email and telephone contact.

VIII. AGSP Lessons Learned and Best Practices Review

In the spring, the USAID COTR asked Winrock to support an effort being undertaken by USAID’s contractor, Morgan Borszcz Consulting (MBC), to conduct a review of AGSP’s best practices and lessons learned. Initially, Winrock was asked to set up meetings for the COTR with Winrock’s partners during a visit she was planning to the region. However, this request was later expanded and revised so that both the COTR and MBC could meet with a larger number of Winrock’s partners. In close consultation with USAID and MBC, Winrock ultimately planned two meetings: one in South Africa for representatives of eight AGSP partners from Angola, Malawi, Namibia, South Africa, and Zambia, and a second meeting in Mozambique for representatives of the five AGSP partners operating in that country plus one representative from Angola. In addition, with funding from her project, the gender advisor for USAID’s Gender Equity through Education (GEE) in South Sudan attended the meeting in South Africa in order to learn about the AGSP experience with mentoring, an important component of GEE. In addition to the COTR who attended the meeting in South Africa, three representatives from the education office at the USAID/Mozambique mission attended portions of the meeting and met with the implementing partners with an eye towards possible future cooperation with USAID in Mozambique.



Making an honest assessment of AGSP involves looking at all aspects of the program. (Skillshare International, 2011)

Participants attending the AGSP Lessons Learned and Best Practices Review July 19–21, 2011 in Johannesburg, South Africa were as follows:

Ms. Catherine Powell Miles, AGSP COTR, Education Advisor, USAID, United States
Mr. Alex Amenabar, Principal, MBC, United States
Ms. Zulmira Madalena, Assistant, Centro Horizonte Azul, Angola
Ms. Madalo Samati, Deputy Director, CRECCOM, Malawi
Ms. Sylvia Mahoto, Programme Officer, FAWENA, Namibia
Mr. Roland Ngoh, AGSP Program Manager, Humana People to People, South Africa
Ms. Eunice Matyolo, Program Manager, Doornkop, Humana People to People, South Africa
Ms. Mathildah Lindeni Nkonyane, Field Supervisor & Mentor, Masoyi Home-Based Care, South Africa
Mr. Jasper Marisa, Director of Life Centre and AGSP Program Coordinator, South Africa
Mr. Brian Siphon Ndlovu, AGSP Program Manager, MiET Africa, South Africa
Mr. Chris Ramdas, Senior Manager, School-Based Care and Support, MiET Africa, South Africa
Ms. Daphne Nawa-Chimuka, National Director, FAWENZA, Zambia
Ms. Margaret Ayite, GEE Gender Advisor, Winrock International, Republic of South Sudan
Ms. Jordene Hale, Director, SageFox Consulting Group, United States
Ms. Kate Torre, Financial Program Associate, Winrock International, United States

In Maputo, Mozambique, the participants attending the review July 25–26, 2011 were as follows:

Mr. António Francisco Mizé, Education Project Advisor, USAID, Mozambique
Ms. Jannie Kwok, Junior Education Officer, USAID, Mozambique
Ms. Teresa Robinson, Education Specialist, USAID, Mozambique
Mr. Nate Johnson, MBC, United States
Mr. Abdul Latif Sacoor, Consultant & Facilitator, EUROSIS, Mozambique
Mr. Nunes Correia Bali Chionga, ADPP, Angola
Ms. Anne Fisker, AGSP Program Manager, ADPP, Mozambique
Mr. Eracel Monteiro, AGSP Project Leader in Sofala, ADPP, Mozambique
Mr. Américo Tomás Nhalungo, Principal and AGSP Program Coordinator at Cidadela, ADPP, Mozambique
Mr. Elísio Moisés, AGSP Project Manager, Cáritas Regional de Chokwé, Mozambique
Ms. Francisca Nobre, AGSP Program Manager, FAWEMO, Mozambique
Mr. Dique João Tamimo, Financial Officer and Data-Entry, FAWEMO, Mozambique
Mr. Eric Perrin, Director, Kulima, Mozambique
Mr. António Rodão, AGSP Coordinator, Kulima, Mozambique
Ms. Arnetta M. Guambe, Data Clerk and Administrative Assistant, World Relief, Mozambique
Dr. Julia Miller, Winrock International, United States

These two meetings shared the same objective, goal, and planned outcomes:

Objective: To gather information directly from field partners on lessons learned and best practices from the implementation of the Ambassadors' Girls' Scholarship Program (AGSP).

Goal: USAID will have a set of information directly from field implementers in the countries represented by partners. Combined with information from all countries in Sub-Saharan Africa, this will facilitate future programming opportunities directly with African NGOs.

Outcomes: The participants and facilitators will conclude sessions having completed the following items:

- A summary of best practices in scholarship implementation including but not limited to scholar identification, identification of scholar's needs, tutoring, retention, financing logistics, record keeping, and community and parental involvement.
- Summary of lessons learned in implementing scholarship programs including but not limited to scholar identification, identification of scholar's needs, tutoring, retention, financing and logistics, record keeping/data management, and community/parental involvement.
- Set of best practices from NGOs on mentoring programs, including identification, recruitment, selection, training/coaching, management, monitoring, and sustainability of mentoring programs.
- Summary of lessons learned and best practices in NGO capacity building including but not limited to skills sets needed to implement and manage scholarship programs, challenges faced in project implementation, strategies to overcome challenges, training, and support needed to assure capacity and sustainability of NGOs for implementation of AGSP.

Winrock was responsible for the logistical arrangements of these meetings, securing meeting space, arranging meals, and making all travel arrangements for partners. The USAID and MBC representatives made their own travel arrangements. The Winrock and SageFox representatives actively participated in the discussions, supporting efforts to draw out comments from partners, while careful not to dominate, unduly influence, or stifle the dialogue. In addition, Winrock provided all notes taken during the review sessions to MBC for its report.

Highlights of the meetings included frank discussions about the challenges and achievements of AGSP and a focus on partner capacity that had been built over the years as partners implemented the program. Partners appreciated the opportunity to participate in the discussion and were pleased that USAID had a desire to learn directly from them.

IX. Data Management

With the program coming to a close, Winrock International has placed a premium on the final clean up and accuracy of AGSP data. To that end, SageFox Consulting Group, under its subcontract with Winrock, continued to provide services to Winrock and Region 3 partners relating to data management in PY7. Initially contracted to create and manage the AGSP Region 3 database, FieldLink Southern Africa, SageFox's PY7 scope of work focused on providing the following services: 1) database maintenance and revisions to FieldLink; 2) monitoring of PY7 data entry; 3) development of a data-management protocol for guiding partner data entry; and

4) special projects related to close-out. During the year, with Winrock's direction and approval, SageFox enhanced the performance of the database by making some modifications.

- SageFox added new reporting functions that allow users to view data as follows:
 - Grade Progression Report. This is a FieldLink report that presents the number of scholars whose are promoted from one year to the next. A percent is expressed as the number of scholars promoted from one year to the next divided by the number of scholars who remain in AGSP from one year to the next. It is in the Forms and Reports window, and includes drop-down menus that filter the data according to gender, grade, project year, partner, and country.
 - Dashboard Report. This provides a summary of data for the selected partner(s), making it easier to quickly identify potential data problems and monitor progress towards their resolution.
 - Grade Sequence Report. This report shows each scholar's history of schools and grades for every year she or he was an AGSP scholar. This has proven to be useful in ensuring that corrections are made for all years of a scholar's records.
- SageFox made it possible for partners to have direct access to the nine following management reports (rather than partners having to request them from Winrock or SageFox):
 - Grade Sequence Report
 - Grade Progression Report
 - Dashboard
 - Age Outliers
 - Grade Outliers
 - Potential Duplicates
 - Grade Distribution
 - Non-Sequential Grades
 - Non-Sequential Grades 2

These reports have enabled partners to see anomalies for themselves, thus supporting data correction efforts.

- SageFox removed the School Level option from the query window because not all of the schools in FieldLink fall neatly into one of the possible choices (primary, secondary, or primary and secondary). In a related change, the primary- or secondary-scholars query in FieldLink now uses the country-level maximum primary grade value so as to avoid confusion within countries with varying educational-level requirements.
- SageFox modified the database to enable users to select a range of years to query (i.e., PY3–PY6).

- Winrock and SageFox have continued ongoing efforts to identify and remove from reports and records corrupt characters and replace them with the correct foreign characters (such as “ã”, “ç”, “é”, etc.).
- SageFox altered all FieldLink-generated spreadsheet reports to include the name of the report and a time stamp. This function eliminates confusion when multiple reports have been requested by the same user.
- Winrock and SageFox collaborated to produce a FieldLink-generated replica of the spreadsheet Winrock uses as a master list for aggregating data from each partner for all years of implementation during semi-annual and annual reporting periods. This report allows users to view PY1–PY7 FieldLink data (scholars by sex, scholars by primary or secondary level, and schools) for each NGO in one spreadsheet.

All of these modifications supported continuing efforts by Winrock and SageFox to closely monitor partner data entry for PY7 and cleaning for prior years. Through ongoing communication, site visits, and the distribution of the *Using Management Reports* manual that SageFox created, partners have become skilled at using FieldLink as a management tool to guide implementation. Winrock and SageFox communication with partners has centered on achieving high quality data.

As anomalies were uncovered during the year, Winrock and SageFox staff members consistently conveyed the primacy of data accuracy, even when it means revealing programmatic problems such as the admittance of 19 new scholars into the program in PY7 by two partners (Kulima in Mozambique and MiET in South Africa). Likewise, partners’ “targets” in FieldLink were updated as partners confirmed that their data is complete. This reduced the temptation for partners to try to “meet the target” by recruiting new scholars when the numbers of retained scholars fell short of expectations.

Malawi is an example of a significant effort to improve data quality. Winrock’s monitoring visit in July revealed a significant degree of inaccuracy, in scholar grades in particular. Winrock, SageFox, and CRECCOM worked together to address these inaccuracies. Winrock extended CRECCOM’s agreement and provided some additional funding so that CRECCOM could conduct final scholar and scholarship data verification through meetings with representatives in most of the zones where AGSP has been implemented. As of the writing of this annual report, CRECCOM had verified scholar records for 1,018 out of 1,219 schools (83.5% of PY7 schools). CRECCOM sent the data corrections to SageFox to be updated in FieldLink. This effort is expected to continue until CRECCOM has verified scholars at all 1,219 schools.

Partners undertook other data verification efforts, including researching possible duplicate scholar entries, confirming non-sequential grade progressions of scholars, and confirming schools’ maximum grade levels. Partners and Winrock staff have found very useful the “Grade Sequence Report,” which allows information for all seven years of scholarships for a scholar to be viewed in a linear format. From this data, the school and grade level progressions are evident and accessible, allowing field staff to then verify data with the school and the scholar during site visits. Many of the modifications to the database focused on correcting data entry or collection errors within grade-level progressions.

SageFox verified data with mentors from MiET in Eastern Cape, South Africa in July 2011. SageFox and mentors visited seven out of the eight schools in that region. Unfortunately the eighth school was closed because of heavy snow in the area. At each of the open schools, SageFox met with school officials and scholars to verify the data entered into FieldLink. SageFox instructed one of the mentors in correcting data entry errors in FieldLink so that the mentor could continue to make corrections.



Unusual snows in Eastern Cape cancelled school in July. (SageFox Consulting Group, 2011)

SageFox planned to conduct a final trip to São Tomé in October 2011 to carry out a similar verification exercise with partner STeP UP. A SageFox representative will visit schools to confirm scholarships and scholar data and work with STeP UP staff to correct any found errors in FieldLink.

SageFox has been involved in various discussions and activities related to AGSP close-out in this final project year. In response to meetings between USAID and all AGSP contractors in November 2010 and January 2011, SageFox worked with Winrock to provide USAID with data requested for strategic planning and analysis. At USAID's request, SageFox generated a list of Region 3 AGSP partners and contact information. In addition, SageFox worked on an analysis of AGSP scholars who would not complete their educational cycle by the end of the program. During the reporting period, SageFox also conducted an orientation and training on FieldLink for staff from MBC, the firm contracted by USAID to conduct a best practices review of AGSP. Winrock's regional director participated in the training and provided additional perspectives on the use of the database and the nature of the data in Region 3. Subsequently, SageFox participated in the AGSP Lessons Learned and Best Practices Review partner meeting in Johannesburg, South Africa in July 2011. SageFox's representative facilitated a session, participated in discussions, and assisted with the taking of notes for the sessions. The meeting provided SageFox a valuable opportunity to check in with partners regarding data concerns.

X. Program Administration (Including Staff Changes, Subrecipient Agreements, and Selection of Scholars and Partners)

During the reporting period, most partners experienced staff turnover or other changes. Some of these staff departures were likely linked to the upcoming termination of the program and people's desire for more secure employment.

In Angola, all partners experienced some staff changes. When the principal at ADPP's school, Nunes Chionga, transferred to work at ADPP's training center, life-skills teacher and mentor Avelino João Cau assumed greater responsibility for AGSP scholars, and Project Leader Gitte Kjaer took on a greater role in mentoring ADPP's scholars. At CHA, the person who had managed data in FieldLink, Sandra Falcão, left to become the vice-principal of a school. CHA Director Maria-Esperança Pires dos Santos had to assume greater responsibility for data entry and maintenance. Ms. dos Santos would have liked to hire a deputy to assume some of the day-to-day responsibilities of running the center (and AGSP) but did not find a qualified assistant. Zulmira Madalena stepped in to provide support. OCSI's AGSP Project Manager Pedro Matos, who was on the job for less than one year, resigned and was replaced by Julieta Goi Bernardin, who was promoted from field worker and mentor. Brother Agostinho Anisio de Gouvea moved into a new role with the Salesianos de Dom Bosco, and Brother Vicente de Paula Fonseca Junior assumed responsibility for AGSP program management. Winrock amended CHA's subrecipient agreement to add \$7,880 to address budget pressures from the rising costs of clothing, food, and fuel.

In Botswana, Skillshare International's Development Worker Kudzanai Buhlungu was posted to a new project. She was replaced by Project Officer Liberty Shelton. Mr. Shelton was then assigned to other programs and his AGSP responsibilities were transferred to Gaone Paula Dikobe. Winrock amended Skillshare's agreement to add \$4,444 in order to ensure that all scholars received full packages of scholarship support. The original budget had not arranged for that assistance.

In Gabon, FEGAB hired an intern, Suzie Avome Evoung, to provide part-time administrative support for AGSP.

Lesotho Save the Children's finance officer, Polo Adoro, resigned and was replaced by Thapelo Holoane. This is the third finance officer in two years, and Winrock has had to provide significant support to train the succession of staff members filling that role. With her new baby making field work more difficult, AGSP Program Officer Palesa Lesia has benefited from the support of a new assistant assigned to AGSP, Tlokotsti Rankone.

In Malawi, Winrock increased CRECCOM's budget by \$127,702 to print and distribute a Chichewa language version of the *Girls' Mentoring Resource Guide* and train mentors in its use. In addition, the amendment enabled CRECCOM to conduct a final data verification exercise to identify and correct scholar grade progressions. Since scholars are attending 1,219 schools in all regions of Malawi, the agreement was extended to October 15, 2011 to allow time to complete the exercise.

In Mozambique, ADPP hired Jone Queniasse in October to replace Melanie Antonik, who left the organization. Nazário Gabriel, Cáritas Regional de Chokwé's field monitor, resigned to pursue a university degree and was replaced by Antonieta Chongo. Meanwhile, World Relief created four new *animadores* (animator) positions based in the field to oversee and strengthen the work of the mentors.

Winrock amended the agreements of three partners in Mozambique, in large part due to inflation in the country. ADPP required an additional \$3,955 to cover the cost of the school lunches in Chimoio. FAWEMO received an additional \$8,574 for food and hygiene supplies that were planned for scholars, and Kulima received an additional \$10,561 for planned hygiene supplies.

Writer Neshani Andreas died

May 17, 2011

One of Namibia's foremost writers, Neshani Andreas, died at the age of 46. Andreas had been diagnosed with lung cancer in 2010. Born in Walvis Bay, Andreas worked in a clothing factory before studying in to be a teacher at the Ongwediva Teachers' College, where she taught for five years before completing a Bachelor of Arts and Postgraduate Diploma in Education at the University of Namibia (Unam). She then became associate director of the US Peace Corps in Namibia, a position she held for four years. At the time of her death, Andreas was working for the Forum of African Women Educationalists in Namibia (FAWENA) as programme officer. She also volunteered at the National Archives, in the 'Archives of Anti-colonial Resistance and the Liberation Struggle' Publication Committee, where she helped develop several publications. Andreas was also politically active during the period just before Namibia's Independence.

Her first novel 'The Purple Violet of Oshaantu' was published by Heinemann in the prestigious African Writers Series in 2001; and by Weaver Press in Zimbabwe in 2004. The book, about the struggle of women in northern Namibia for equality and against patriarchal practices, is already a classic of Namibian literature and will be a lasting monument to Neshani Andreas. Her wish to have it published in Oshiwambo was not realised during her lifetime. According to a report in the May edition of Prime Focus magazine, Andreas had completed the manuscript for her second novel before her death. (*The Namibian*)

<http://www.sadocc.at/news/2011/2011-094.shtml> accessed on October 25, 2011

In Namibia, FAWENA's accounting assistant Tuwilika Ashipala resigned to take another position. She was replaced by Ndilimeke Kaulinge in March. However, Ms. Kaulinge resigned on April 21 and Mr. Theo Shitaleni was tasked with managing AGSP finances and reporting. The long-term illness of National Chapter Coordinator Neshani Andreas led the board of trustees to name Rauha Haufiku as Acting National Chapter Coordinator on April 1. Program Assistant Sylvia Mahoto assumed the role of acting programme officer. Ms. Mahoto was on maternity leave from November 2010 to January 2011, and during her leave Edwardt Kuhanga assisted on AGSP monitoring trips. Sadly, Ms. Andreas died in May. She had been a champion of girls' education and a strong advocate for OVCs as well as a writer and a leading light in AGSP implementation in Namibia. Her death was keenly felt among AGSP staff at FAWENA and Winrock, and was noted in the press (see text box).

Winrock increased FAWENA's budget by \$27,927 to allow for purchase of additional scholarship materials and to convene a final mentoring event for the San learners in Namibia.

STeP UP Director Ned Seligman returned to São Tomé and Príncipe after a protracted absence for health reasons. To address ongoing implementation challenges, STeP UP proposed that Quintino Quade assume responsibility for AGSP management, supported by advice and guidance from Roberta dos Santos, who had previously carried out the principal management role. In fact, the roles did not change dramatically; however, Mr. Quade became Winrock's principal point of contact, which helped in resolving issues on a more timely basis. Winrock amended STeP UP's agreement in order to allow them time in October for a final data verification exercise conducted with a SageFox Consulting Group representative.

In South Africa, Heartbeat continued to experience high turnover in staffing. Education Manager Charlotte Lombaard resigned and was replaced by Sydney Mabuza, who reported to Finance Officer Sannetjie Marais, thus expanding her duties. Masoyi Home-Based Care's AGSP Program Coordinator Hlengiwe Mkhabela resigned, and the Gold Peer Educator Program Manager Audrey Mndawa took over. Lindeni Nkonyane was promoted to field supervisor and mentor. Life Centre hired Charity Modiakgotla to replace Thabiso Konile (who resigned at the end of 2010) to work on mentoring and administrative tasks under Jasper Marisa's direction. MiET fired Mandisa Maduna and appointed Sipho Ndlovu AGSP program manager. The staff in Eastern Cape Province resigned, and MiET appointed new mentors there.



South African scholars from Sigagane Junior Secondary School in AGSP-supplied track suits and uniforms. (SageFox Consulting Group, 2011)

Winrock amended three partner agreements in South Africa. Humana People to People requested additional funds for mentoring activities and to cover some administrative costs. A total of \$19,392 was added to their agreement in two amendments with an extension through October 15, 2011. Life Centre requested \$37,803 to conduct a final mentoring camp with all their scholars. Winrock increased their agreement by that amount and extended it until October 15, 2011 to enable them to hold the camp. Winrock amended Masoyi Home-Based Care's agreement, increasing their award amount by \$1,700 to cover additional scholarship distribution activity and administrative expenses, and extending the agreement until October 28, 2011.

In Swaziland, Caritas Orphanaid recruited and hired a new AGSP program manager, Princess Fakudze (no relation to the former manager Patrick Fakudze). Caritas added a temporary field officer, Mzanywa Shabalala, to their team to help during the busy scholarship distribution season. Caritas Orphanaid served 150 fewer scholars than planned for a variety of reasons, including scholar drop-outs, relocations, marriage, pregnancy, and in a few cases, because scholars found alternate sources of support. Given this drop in scholarship expenses, Winrock amended the agreement with Caritas by reducing funding in the amount of \$78,721. Winrock also extended the period of implementation through October 31, 2011 to accommodate final program activities, some of which were delayed by teachers' strikes in September.

Winrock had planned to solicit partner program plans and budgets for PY7 two months before the start of the final year of the program. However, Winrock wanted to provide clear guidance to partners as to whether they would need to cut scholars who would otherwise be eligible for a final year of support in PY7. Once assured that a modification would be forthcoming with additional funds, Winrock in the third week of August sent out PY7 proposal forms to partners. The contract modification signed by USAID on August 31, 2010 provided funding that allowed all eligible scholars to be supported for a final year, and Winrock provided funding guidance to partners and conducted reviews of all partners' submissions on an expedited basis. Throughout negotiations, Winrock maintained pressure on partners to provide more specificity and respond to questions about proposed program plans and budgets in order to conclude subrecipient agreements as rapidly and thoroughly as possible. The first three subrecipient agreements (SRAs) for PY7 were signed in October. Another eight SRAs were fully executed by the end of November, and by December, all but one agreement had been negotiated with partners. The last agreement (with Natural Botanicals in South Africa, which had threatened to withdraw from implementation in PY7) was renegotiated based upon a more limited scope of work and was finalized after the holidays, on January 14, 2011.



These current (left) and former (right) AGSP scholars perform traditional drumming in Namandie Zone, Malawi. (Winrock International)

Although no new scholars were allowed in PY7, a small number of new scholars were admitted to the program by accident the previous year, leading Winrock to strengthen the language in guidance to partners, including the SRAs, clearly directing partners not to recruit new scholars or replace any scholars who might not return to school in PY7 or who might drop out for any reason. In spite of these actions, 19 new scholars were admitted to AGSP by school officials acting without the permission of partners. In both cases, when the new scholars' admission came to light, scholarships had already been distributed.

XI. Constraints/Challenges

In discussions with the COTR in May regarding the desired AGSP Lessons Learned and Best Practices Review, Winrock learned that the final obligation of \$463,647 was unlikely to be made by USAID. This news came as a surprise and caused great concern, not only about how Winrock would be able to fund the requested review meetings but also how partners would be able to complete implementation for the year. The COTR had communicated in April that the review would have to be done "without any other funding added to your contract." However, Winrock understood this request to mean that Winrock was to implement the review and that Winrock would be receiving the final obligation. Once the confusion became evident, Winrock

and USAID worked to resolve the matter as efficiently as possible. Winrock outlined the importance of the final obligation, and the COTR worked hard to secure the final funds. These were provided in two tranches, on September 9 and September 23. Although arriving very late in the program, the funds were critical for meeting final partner costs, and it is certain that scholars would have suffered without the remaining funds.

As noted in the semi-annual report, the economic downturn and the resulting devaluation of the dollar, rising food and fuel costs, and economic uncertainty placed many pressures on partners' budgets, which are prepared in US dollars. A number of partners reported that they were unable to complete planned scholarship purchases. Winrock was able to provide additional funds to the following ten partners: Centro Horizonte Azul in Angola, Skillshare International Botswana, CRECCOM in Malawi, ADPP Mozambique, FAWEMO in Mozambique, Kulima in Mozambique, FAWENA in Namibia, Humana People to People in South Africa, Life Centre in South Africa, and Masoyi Home-Based Care in South Africa. The cost of increasing these budgets was partially offset by a decrease in Caritas Orphanaid's budget for the program in Swaziland (because they were serving 89 % of the anticipated scholars). As the program draws to a close, Winrock will review partners' final financial reports and may need to make further amendments to agreements to cover legitimate program expenses incurred by partners.

In the Republic of Congo, Winrock's concerns about the financial reports of Aide à l'Enfance in PY6 led to a formal review of expenses. Winrock retained the firm Deloitte, Touche, Tohmatsu to conduct an investigation of AGSP expenses as reported by Aide à l'Enfance. While the investigation resolved some matters, other issues remained unclear, and Winrock followed up by deploying two AGSP staff to Congo to conduct further inquiries. Based upon the investigations and in consultation with USAID, Winrock determined that it could not in good



AGSP scholars at ADPP Angola's Escola Formigas do Futuro pose in their AGSP t-shirts. (ADPP Angola, 2011)

conscience renew the partnership. Rather, Winrock reported the concerns to the USAID Office of the Inspector General and reversed expenses that had been charged to the contract and were found not to be supported by legitimate receipts. While it would have been preferable to have continued to provide support to the AGSP scholars for a final year, no suitable substitute partners with capacity to implement in the four AGSP sites were identified; thus the program ceased operations in PY7 in the Republic of Congo.

During monitoring visits, Winrock performed spot checks on receipts of partners to verify their validity and to signal to partners that Winrock would continue rigorous review of all partner reports through the end of the program. Coupled with the spot checks, Winrock has been able to verify scholarship payments in FieldLink. If a corresponding scholarship record was not located in FieldLink for a scholarship payment, Winrock placed the expense into a pending file until the partner demonstrated that the payment was made for an AGSP scholar whose record was located in FieldLink. This served to underscore to partners Winrock’s commitment to rigorous review of data.

XII. Expected Results for the Next Three Months by Country

Country	Milestones/Activities
US/Winrock	<ul style="list-style-type: none"> • Review and approve remaining financial reports • Wire funds to partners for remaining expenses related to PY7 AGSP implementation • Reconcile partner financial reports with Winrock accounting records • Conclude amendments with partners as necessary based upon reconciled records • Monitor partner implementation through narrative reporting, FieldLink data, and financial reporting • Continue to work with partners to clean data in FieldLink, with an emphasis on capturing all scholars who received support in any year, eliminating remaining duplicate scholars, ensuring grade levels are correctly recorded, and completing all required data points • Finalize SageFox Consulting Group data monitoring visit to São Tomé and Príncipe • Forward country annexes to US embassies and USAID missions to share information on AGSP activities and achievements • Prepare final quarterly report • Proceed with close-out activities
Angola	<ul style="list-style-type: none"> • ADPP, CHA, OCSI, and the Salesianos de Dom Bosco will submit final monthly narrative and financial reports to Winrock International
Botswana	<ul style="list-style-type: none"> • Skillshare International will submit final monthly narrative and financial reports to Winrock International

Country	Milestones/Activities
Gabon	<ul style="list-style-type: none"> • FEGAB will submit final monthly narrative and financial reports to Winrock International
Lesotho	<ul style="list-style-type: none"> • Lesotho Save the Children will submit final monthly narrative and financial reports to Winrock International
Malawi	<ul style="list-style-type: none"> • CRECCOM will complete a series of mentor trainings, while verifying data for FieldLink • CRECCOM will submit to SageFox Consulting Group required corrections on data, as identified during trainings • CRECCOM will submit final monthly narrative and financial reports to Winrock International
Mozambique	<ul style="list-style-type: none"> • ADPP, Cáritas Regional de Chokwé, FAWEMO, Kulima, and World Relief will submit final monthly narrative and financial reports
Namibia	<ul style="list-style-type: none"> • FAWENA will submit final monthly narrative and financial reports • FAWENA will review and respond to the USAID/Namibia solicitation for partners to implement a continuation of AGSP in Namibia with Mission funding
São Tomé and Príncipe	<ul style="list-style-type: none"> • STeP UP will host a monitoring visit from SageFox Consulting Group to work on final data verification and corrections in FieldLink • STeP will complete scholarship distribution • STeP UP will submit final monthly narrative and financial reports
South Africa	<ul style="list-style-type: none"> • Humana People to People, Life Centre, and Masoyi Home-Based Care will complete implementation activities by October 15, 2011, per their amended agreements • Heartbeat, Humana People to People, Life Centre, Masoyi Home-Based Care, Media in Education Trust Africa, and Natural Botanicals will submit final monthly narrative and financial reports • As necessary, partners will clean or update data in FieldLink
Swaziland	<ul style="list-style-type: none"> • Caritas Orphanaid will complete scholarship distribution • Caritas Orphanaid will complete delivery to schools of letters addressed to parents and guardians informing them of the end of AGSP, as requested by the US Embassy • Caritas Orphanaid will complete FieldLink clean up • Caritas Orphanaid will submit final monthly narrative and financial reports

Annex Introduction

Annex A provides a profile of AGSP for each country, including detailed information on scholarships, mentoring, community participation, solutions and lessons learned, as well as spotlight stories about project beneficiaries and participants. The maps illustrate provinces or districts in which a given program was active (in hues of blue) and the location of Region 3 partner headquarters (indicated by red diamonds). The data in tables is presented by school year. Data for prior years (i.e., Project Years 1–6) are the actual figures, sometimes adjusted to reflect data cleaning and adjustments to financial reports that have occurred since the previous report. The data given for the current year denote what partners planned to achieve at the time their subrecipient agreements (and subsequent amendments) were signed. The number of scholarships awarded during the year differs in many cases from the number anticipated due to a number of factors: no new scholars may be recruited to replace scholars who have left the program; scholars who were expected to graduate from an AGSP-supported grade level but had to repeat a grade were in many cases retained in the program; some scholars did not return to school in the current year; still other scholars moved to schools outside an AGSP catchment area served by a partner, died, or secured support from other sources and no longer required AGSP assistance. The actual number of scholarships awarded in PY7 will be reported in the final report covering the quarter October 1–December 31, 2011.

Annex B provides information on the value of PY7 subrecipient agreements, advances made to partners for the seventh year of the program, and the number of scholarships awarded during the reporting period. Final figures will change for PY7 as the remaining funds are advanced to partners, unused funds are returned by partners to Winrock, and scholarship records are finalized in FieldLink.

Annex C is the Partner and Mentor Contact Directory.

Annex D is the School Directory, a list of all schools at which AGSP scholars have been renewed in FieldLink into PY7.

Annex E is the Scholar List for each year of the program. Due to its length, this list is not printed out but is submitted electronically as Excel files.

Annex A: Country Profiles for Angola, Botswana, Gabon, Lesotho, Malawi, Mozambique, Namibia, São Tomé and Príncipe, South Africa, and Swaziland

AEI-AGSP Profile ANGOLA



USAID
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October 2010 through September 2011



Elizabeth António Manuel receives her AGSP certificate of participation in front of fellow scholars and parents at ADPP's closing event. (ADPP, 2011)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Partners	Total Funds Approved	Total Scholarships	Total Schools
Year 1 Girls Only	4	\$271,964	4,149	69
Year 2 Girls Only	3	\$201,579	3,606	59
Year 3 Girls Only	3	\$296,318	3,656	62
Year 4 Girls & Boys	4	\$289,560 Girls: \$226,543 Boys: \$63,017	4,147 Girls: 3,736 Boys: 411	70
Year 5 Girls & Boys	4	\$304,406 Girls: \$230,781 Boys: \$73,625	2,469 Girls: 2,084 Boys: 385	45
Year 6 Girls & Boys	4	\$289,960 Girls: \$218,869 Boys: \$71,091	2,387 Girls: 2,044 Boys: 343	51
Year 7 Girls & Boys (approved)	4	\$300,547 Girls: \$226,915 Boys: \$73,632	2,270 Girls: 1,958 Boys: 312	54

Special note: Scholar numbers and financial information for PY7 in the table to the left are based on the agreements between Winrock and its partners. However, the narrative portion of this report reflects number of scholarships actually awarded as reported by partners on September 30. Final actual scholar numbers and financial totals will be recorded in Winrock's last report to USAID.

Scholarships (School Year January–November)

For the seventh year of project implementation Winrock International continued its partnership with four local nongovernmental organizations in Angola. These partners provided 2,195 scholarships: 1,895 to girls and 300 to boys.

Ajuda de Desenvolvimento de Povo para Povo (ADPP) provided scholarships to 101 girls and 18 boys in the municipality of Cazenga in the province of the Angolan capital, Luanda. All scholars are enrolled in grades 7

through 9 at ADPP's Formigas do Futuro school. These scholars received 12 notebooks, the payment of school and exam fees, and a hygiene kit that included a toothbrush, toothpaste, and soap. Particularly needy scholars received a photocopied course packet. ADPP was also able to purchase t-shirts for each scholar that were included in the final distribution in September.

Centro Horizonte Azul (CHA) distributed scholarships to 362 girls and 234 boys enrolled at their school "Horizonte Azul" and secondary schools in the surrounding community. All scholars received lunch in addition to the payment of school and exam fees. Some families provided a contribution to support the provision of uniforms, books, and school supplies to scholars. Orphans living at the center received room and board and additional clothing items. Some of the older scholars also received transport funds, which allowed them to get to and from school. Rising costs in Angola resulted in CHA requiring additional funds midway through the year to support their scholarship package. (See the "Solutions and Lessons Learned" section.)

Obra de Caridade da Criança Santa Isabel (OCSI) awarded scholarships to 93 girls and 48 boys in Luanda and Bengo. Scholars received uniforms and school supplies including books, stationery, pencils, erasers, pencil sharpeners, and a compass. Orphaned scholars living at OCSI's children's home received room and board. Tuition and exam fees were covered by AGSP. Given the rising food prices and the higher fees associated with some secondary schools, OCSI could not offer food rations to non-boarding scholars. These scholars received a hygiene kit instead.

The **Salesianos de Dom Bosco (SDB)** supported 1,339 girls in Luanda and the provinces of Cuanza Sul and Cuanza Norte in the interior of the country. The Salesians used scholarship funds to pay for school and exam fees that are required to attend the Salesian schools.

Mentoring (including HIV/AIDS)

ADPP's mentoring structure underwent numerous revisions after scheduling changes at a nearby nursing school that had provided many mentors to the program made it impossible for the majority of those volunteers to continue with AGSP. After reaching out to former AGSP scholars and trying to work within the constraints of the schedule changes faced by the nursing students without much success, ADPP was able to bring together seven mentors to work with the AGSP program. The partnership of an experienced life-skills teacher and a nursing student who had previously served as a mentor was the foundation for ADPP's restructured program. The remaining mentors were drawn from ADPP teachers and a handful of nursing students who, despite their schedule, could participate. Each mentor was assigned a group of 12

to 15 scholars to work with as opposed to the lower scholar-to-mentor ratio in prior years. Despite these challenges, ADPP staff reported that the final group of mentors was quite dynamic and worked together to identify the topics they wanted to focus on for the remainder of the year. They built the schedule of mentoring and life-skills activities around the topics of HIV/AIDS, early pregnancy and early marriage, vaccinations, health and hygiene, professionalism and career choices, peer pressure, and malaria. ADPP offered both life-skills lessons and mentoring to its scholars. Life-skills sessions and mentoring sessions were offered every Saturday for the majority of students and for a smaller group on Wednesdays. One of the objectives of the mentoring sessions was to discuss the topics of the life-skills sessions in smaller groups. ADPP reported that these smaller group discussions fostered more engaged participation from the students.



Three of OCSI's scholars display their scholarship items following a distribution. (OCSI, 2011)



Scholars participate in cooking classes as part of CHA's extended school day. (CHA, 2011)

In Project Year 6 (PY6), ADPP established a strong relationship with professionals in the health sector in Cazenga, and this link was further developed in PY7. Following an HIV/AIDS counseling session in early October 2010, the municipal mobile testing center conducted voluntary HIV/AIDS testing and offered polio and measles vaccinations to scholars at the Formigas do Futuro school. The activity was so well received by scholars, parents, and community members that ADPP worked to maintain and strengthen this partnership in 2011 through a variety of events in which AGSP activities were coordinated with the objectives of the health sector (including upcoming screening and vaccination activities). On November 27, AGSP scholars and other ADPP students participated in a march in anticipation of World AIDS Day. Along the march route ADPP also hosted an information booth, which allowed the students and scholars to speak with roughly 1,000 people about the disease. On August 13 ADPP worked with their colleagues in the health sector to sponsor a community action day on malaria and HIV/AIDS. Eighty-four AGSP scholars participated in the action day, which reached more than 800 people. Information on malaria, HIV/AIDS, condoms were distributed to members of the community, and scholars shared relevant information they had learned through AGSP. ADPP hopes to establish monthly events with the mobile testing center and to work together on future health campaigns.

In May, ADPP reported that the planned life-skills session on early pregnancy became more relevant given the situation of one of their scholars. One of ADPP's AGSP scholars had recently gotten pregnant and given birth, but managed to remain in school through the support of her family, ADPP, and the AGSP program. It was a challenging lesson for the mentors and life-skills teachers as they emphasized the importance of completing school and waiting until you are older before having a child while they still showed support to the new mother. They were able to use her as a positive example of someone who is remaining in school while the majority of students who become pregnant drop out. ADPP reported that the lesson was well received and taken very seriously by the 65 girls and 10 boys who attended the mentoring session.



AGSP scholars speak to community members in Cazenga about HIV/AIDS and malaria. (ADPP, 2011)

ADPP scholars continued to be active in extracurricular activities including sports teams and the school theater group. Started under AGSP, the basketball club also encourages the participation of former scholars and ADPP students, a small group of youth from the community, in addition to the current scholars and students. Following their participation in the national basketball competition in which the girls' team placed third and the boys' fourth, ADPP concluded that the team will continue despite the close of AGSP. ADPP hopes to find local partnerships to support the club. In addition, there has been increased interest in soccer among the girl scholars, who went on to participate in the school tournament in Cazenga, which Formigas do Futuro was selected to host in June. The theater group performed throughout the year, including on March 8 in celebration of International Women's Day. An AGSP scholar was selected to play the female lead for the group's performance at the National Theater Festival in Luanda on July 16. Twenty-four AGSP scholars were in attendance for her performance at the festival, in which the group placed third.

CHA utilizes sixteen teachers at its school to implement its mentoring program. Additional classes in sewing and embroidery, pastry preparation, environmental education and gardening, and sports and culture are offered Monday–Saturday as part of CHA's extended school day. In addition, remedial classes are also offered on a daily basis to assist struggling scholars in their normal coursework. CHA reports that more than 300 girls and 200 boys participated in remedial classes regularly in PY7. These additional courses have proven to be very popular and are well received by both scholars and their guardians. Rosalina Cledia Cutungha, who has been attending CHA's school since 2005 and

joined AGSP in Project Year 3, stated, “I have been coming here these years to learn cooking, baking, and English. I really like it here because it’s where I learned to read, write, do math, and much more.”



CHA scholars and mentors demonstrate good hygiene practices at a parents' meeting at the center. (CHA, 2011)

AGSP scholars also have the opportunity to participate in field trips and special events at the center. CHA celebrated its 10th anniversary in November and hosted an event attended by AGSP scholars, community members, and local officials from the Ministry of the Family and the Promotion of Women. In January 55 AGSP girls attended summer camp hosted by CHA. In April a volunteer was recruited to discuss the importance of educating women. During this session the impact of women on the development of their country was discussed, and the volunteer emphasized that “educated women are prepared to defend their rights when they are violated.” In addition to the scholars, 23 guardians also participated in this event. Other mentoring topics included sexually transmitted infections (STIs) including HIV/AIDS, child abuse, and personal hygiene. In July 200 guardians participated in the session on personal hygiene. CHA staff report that scholars have been coming to school with a cleaner appearance following the event.

facilitated by a specialist in child-adult interaction. Over the course of five sessions, OCSI’s mentors were trained on how to tutor and support scholars in their school work. The facilitator also encouraged the mentors to take each individual scholar’s background into account when providing this support so that the needs of each student are considered.

With the support of their five mentors, OCSI also convened large mentoring sessions on a variety of topics. In April the theme of the session was HIV/AIDS and other STIs. The 106 scholars in attendance were split up by age group and they discussed methods of transmission and prevention. The older students participated in group discussions and debates that enhanced their understanding of the topic in addition to their public-speaking skills. In May the session focused on careers and professions. OCSI staff reported that teenage girls are more likely to be the ones performing housework at the expense of their studies and often are not aware of vocational training centers and career options, hence the organization of a session focusing on career planning. One hundred and twenty scholars attended lectures in the zones of Grafanil, Gindungo, Nguitalele, and Sapú. The lectures included a discussion of different types of professions, how one begins to build a career, and the evolution of women’s professional opportunities. Groups created different posters on the topic, asked questions, and explored possible job creation in their communities. In the same month, 18 younger scholars attended a similar mentoring session that was more appropriate for a younger audience and focused on defining terms like “occupation” and “career.” The month’s theme was capped off by a study visit to the Escolas Rurais de Capacitação de Artes e Ofícios Cidadela Jovens de Sucesso [Rural Schools for Capacity Building in Arts and Trade, Citadel of Youth Success] in Cabiri and Kalakala. Scholars had the opportunity to visit the computer lab, livestock



Scholars arrive at the Citadel of Youth Success for a study visit as part of OCSI’s mentoring program. (OCSI, 2011)

facilities, greenhouse, a yogurt production facility, and the dormitories. Finally, in June scholars learned about children's rights and a former AGSP scholar shared his story after graduating from AGSP and continuing onto high school.

On July 27 Population Services International held a four-day training for peer educators. Scholars from sixth grade and above were targeted to be peer educators in the area of HIV/AIDS. The training covered modes of transmission and prevention, correct condom usage, defining characteristics of the disease, populations most vulnerable to contracting HIV, and HIV and pregnancy. Drama and role playing were used throughout the training, and OCSI reports that the 18 peer educators are already disseminating information to other scholars and their family members.

The Salesians focus the majority of their AGSP funds on scholarship items. They provided mentoring to AGSP scholars on HIV/AIDS, malaria, and children's rights through their existing activities. Scholars also participated in extracurricular activities such as sports, theater, and dance. On African Women's Day the Salesians held a lecture at their school in Luanda entitled "African Women and the Challenges for the Future." The five speakers present included teachers from the school, two community members working on issues related to women's empowerment, and a female doctor. The speakers highlighted advances such as female representation in the Angolan government as indications of progress. They reminded students that they are the future of Angola and need to be dedicated to their education in order to make further progress.

Community Participation

ADPP's theatre group has been very involved in community performances this year. In addition to the skits they perform for special events, starting in August 2010 the group began appearing at a church near the Formigas school on the second Sunday of each month. Their shows are well attended, with more than 400 audience members at some performances.



The Formigas do Futuro's school's theater group performed in July at the National Theatre Festival. They placed third overall. (ADPP, 2011)

Since the formation of the parents' committee in PY6, parental involvement has increased. Fifty parents (including the president of the parents' committee) and 100 fellow ADPP students attended the closing event for AGSP held on August 20. Two representatives from the Cazenga health sector were also present. ADPP Program Manager Gitte Kjaer spoke about the outcomes of AGSP and ten scholars shared what they had learned through their participation in the program. One of the ADPP mentors also spoke to the families about violence prevention, and the theater group performed a skit about HIV/AIDS followed by a dance routine from a local group. At the close of the event each scholar was then presented with a certificate of participation. Just a few days later, ADPP and their work was featured in the *Jornal de Angola*, and interviews with an AGSP scholar and life skills teacher were broadcast on Radio Cazenga.

CHA frequently has visitors to the center ranging from government officials to members of the Angolan business community. As CHA relies on external support in order to finance its operations, these visits serve as an opportunity for CHA to showcase their activities to potential donors while increasing their students' awareness of government departments and corporations. In May, representatives from BP spent three hours touring the facilities, and in June Dr. Margarida de Barros, Vice Minister of the Department of the Interior in the area of Administration and Finance, visited for the second time. She was accompanied by a delegation including members of the Viana Fire and Police departments. Other visits are aimed at exposing CHA scholars to different career opportunities. In July twelve students from the law school at Agostinho Neto University spoke with AGSP scholars and CHA students about their experiences. In addition, residents of the surrounding community are often invited to events held on CHA grounds such as the celebration for International Women's Day.

Parents and guardians are also invited to attend meetings and information sessions at the center periodically. The themes of the information sessions focused on strengthening parenting skills in various areas to better support the scholars. Topics have included personal hygiene and monitoring school work. During caregiver meetings, participants are also able to voice their concerns about challenges they are having at home.

OCSI regularly interacts with the families of AGSP scholars during their scheduled home visits. In addition, parents interact with OCSI and school officials at larger meetings throughout the school year. In anticipation of the closure of AGSP, OCSI is working to create a network of godmothers who will assist the children living at their orphanage. They are simultaneously looking for financial support from individual donors and international organizations.

The Salesian schools interact with the surrounding communities by opening their campus to local children on the weekends. Attendees are able to participate in sports activities sponsored by the missions' recreational student clubs.

All partners met with the parents of AGSP scholars over the course of the year to inform them that the project was ending.

Solutions and Lessons Learned

In addition to the challenges that ADPP faced with their mentoring program, they also had fewer scholars than anticipated at the outset of the year. The drop in numbers was due to a variety of factors including the displacement of families due to construction in the area and drop-outs due to scholars failing and having to repeat a grade. ADPP reported that other schools are often willing to accept students who have failed and not make them repeat the grade, so the temptation for scholars to change schools is strong. Formigas do Futuro staff made intense efforts to convince scholars and families to stay and repeat the grade, but were unable to persuade many to return. ADPP made the best of the situation, however, by using the extra funds that resulted from a lower-than-anticipated number of scholars to provide t-shirts to all scholars and to provide course textbooks to the neediest scholars.

CHA reported problems with teacher absenteeism, but was able to provide small subsidies to help teachers resolve some of the financial issues that were responsible for their absences. CHA also reported problems with electricity at the school, which resulted in increased fuel costs to power a generator. This increased fuel consumption—coupled with rising costs of fuel, clothing, and food—meant that Winrock needed to increase CHA's budget midyear so that a complete scholarship package could be provided to all scholars.

OCSI had to contend with staffing problems following the departure of the AGSP Program Manager halfway through the year after a fairly poor performance in the position. An experienced field worker was quickly selected to fill the position, and she proved more effective and responsive. Although she was out of the office on maternity leave for a few months, OCSI was able to provide the necessary coverage during her absence.

As mentioned in previous reports, the Salesians have faced numerous challenges in correcting their scholar data in FieldLink, the AGSP database. Considering the large number of scholars they have served over the course of the project and the number of mistakes initially identified, the Salesians have made remarkable progress in correcting the errors identified. Winrock worked closely with SageFox Consulting Group to monitor the Salesians' progress in resolving the data concerns. Much of the credit is due to the dedication of AGSP Administrator Lila Massango Barreto Lopes, who worked consistently over the course of the year to ensure that the final data was as accurate as possible.



Lila Massango Barreto Lopes, AGSP Administrator for the Salesianos de Dom Bosco, confirms that the biographical information in FieldLink is correct for scholar Maura Antônia João Fernandes (middle).
(Winrock International, 2011)



Enoque Tchilembo Sandalo is a regular volunteer at OCSI's office and mentoring events. He hopes to become a community organizer one day. *(Winrock International, 2011)*

In the Spotlight

AGSP Inspires Activism

Tenth-grade AGSP scholar Enoque Tchilembo Sandalo attends the Instituto de Ciências Religiosas (ICRA) de Angola, an institution that trains community development workers on issues including human rights, peace and conflict resolution, gender, and HIV. Enoque is pursuing a social work track there.

Enoque was born in the province of Bié, one of the worst-hit areas of Angola during its long civil war in terms of fighting and forced migration of populations. He lived there until 2001. A year later, his father, a soldier, died during the last year of the war, and his mother later died of illness. Enoque now lives with an aunt and uncle in the Grafamil neighborhood of Viana, a large suburb of the capital that sprang up during the war. His three younger siblings live with other aunts.

Enoque entered the program in 2008. He reports enjoying attending trainings held through OCSI's mentoring program. Asked why, he responds that he likes to learn new things, citing as an example the talk they had on

HIV/AIDS and how to avoid sicknesses. He likes to learn about AIDS because, he says, "it's in all countries and there is no cure." In school, Enoque likes geography, math, Portuguese, and English. In his spare time, he enjoys playing soccer, running, and going to the internet café to investigate subjects for school and to read the news from foreign countries.

Enoque says that he feels different since entering the program: he is doing better in school and has never had to repeat a year in school since joining the program. According to OCSI staff, Enoque comes every day to OCSI's center to spend time with another older AGSP scholar who lives at the OSCI center and was also displaced during the war. Enoque volunteers at the center, putting together scholarship kits and helping to distribute them. He helps at mentoring events, too. Enoque wants to be a community organizer and work as a literacy teacher because, he explains, he wants to "increase the knowledge of those people who already have a little." In addition to the experience he has gained through his volunteering at OCSI, he is going to start community work next year as part of an internship for his studies in social work.

In the Spotlight

Sporting Event Attracts Community Support

On August 20–21 ADPP hosted the "Formigas Olympic Games," which started in 2010 with assistance from AGSP. Both current and former AGSP scholars volunteered their time organizing the event, which was open to all ADPP students as well as to children from the surrounding community. Local merchants also contributed resources to ensure the success of the event, including food for the lunch each day. Sports competitions were held for both girls and boys in handball, soccer, volleyball, basketball, badminton, and track. In the two weeks leading up to the event, initial qualifying competitions were held so that only the semi-finals and finals were held during the Games. In addition to the sporting events, there was a sack race, tug-of-war competition, chess match, and spaghetti-eating contest.



ADPP scholars participate in a tug-of-war competition during the two-day sports competition, "Formigas Olympic Games." (ADPP, 2011)

A highlight of the weekend was the five-kilometer race that was held in conjunction with the 25th anniversary celebration of ADPP Angola. The race course wound through the streets surrounding ADPP's Escola Formigas do Futuro, and the local police department assisted in securing the route. Two hundred thirty-seven participants including AGSP scholars, ADPP students, teachers, and community members entered the race and a former AGSP scholar was one of the first to cross the finish line. ADPP staff reported that the involvement and support of the surrounding community contributed to the great success of the event.

AEI-AGSP Profile BOTSWANA

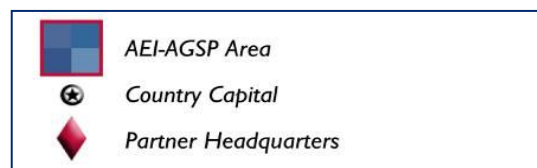
October 2010 through September 2011



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AGSP scholars from Mannathoko Primary School in Central District take a break from class with their guidance teacher Mrs. Maramosweu to speak with a Winrock representative about support from the Botshelo Center. (Winrock International, 2011)



Special note: Scholar numbers and financial information for PY7 in the table to the left are based on the agreements between Winrock and its partners. However, the narrative portion of this report reflects number of scholarships actually awarded as reported by partners on September 30. Final actual scholar numbers and financial totals will be recorded in Winrock's last report to USAID.

Scholarships (School Year January–December)

For the seventh year of implementation, Winrock International partnered with Skillshare International to provide scholarships and mentoring to vulnerable children in Botswana. Two hundred and five girls and boys were awarded AGSP scholarships in two districts in Botswana: Central and Kgalagadi. This year scholarships were awarded to 15 preschool girls, 11 preschool boys, 102 primary school girls, and 77 primary school boys. The scholarships for the preschool scholars covered a lunchtime meal at the school and

Project Data	Partners	Total Funds Approved	Total Scholarships	Total Schools
Year 1 Girls Only		\$36,373	150	4
Year 2 Girls Only		\$23,569	149	6
Year 3 Girls Only		\$26,652	151	6
Year 4 Girls & Boys		\$33,660 Girls: \$20,305 Boys: \$13,355	247 Girls: 149 Boys: 98	6
Year 5 Girls & Boys		\$49,536 Girls: \$29,653 Boys: \$19,883	251 Girls: 144 Boys: 107	8
Year 6 Girls & Boys		\$45,409 Girls: \$26,098 Boys: \$19,311	233 Girls: 134 Boys: 99	8
Year 7 Girls & Boys (approved)		\$58,413 Girls: \$33,666 Boys: \$24,747	206 Girls: 118 Boys: 88	9

Skillshare reported the following improvements in academics: "Standard 7 (seventh grade) results came out [and] analysis showed that scholars did better this year as compared to the previous year. AGSP mentors and school authorities have attributed this improvement to the increased focus on academic performance by AEI-AGSP during project year six."

teaching materials for the preschool teachers. Scholars attending primary school received a school uniform, toiletries, and casual clothing for after school. School uniform components included a tracksuit, shirt, pants, socks, and shoes. Scholars received school supplies, including pens, pencils, notepads, exercise books, and school bags. Scholars in higher grades were also provided with a math kit. With some delays, uniform distribution began in February, a month into the school year, and scholars received school items and toiletries throughout the year. Later in the program year, additional funds were provided to Skillshare to purchase winter clothing for scholars in both Central and Kgalagadi districts. In August, community members participated in the final distribution of school supplies to AGSP scholars.

To implement AGSP, Skillshare International partnered with local organizations in the two districts. The partner in Kgalagadi, Tquii Xu Yani (TXY), is a Basarwa San organization dedicated to working within Basarwa San communities near Kang. TXY aims to preserve and celebrate cultural practices while promoting education and improving living conditions for the Basarwa San. Through its links with local communities, TXY encouraged participation in AGSP and school activities. In Central District, AGSP scholars were supported by community extension agents from the Botshelo Center in Serowe. Scholars attended the center after school to participate in study activities, games, and to receive a healthy meal. In the past, through a partnership with UNICEF, Skillshare provided funding to the Botshelo Center to support vulnerable children; however, this year the UNICEF funding ended. In June, Winrock was able to provide additional funds that allowed the Botshelo Center to provide additional clothing to scholars and purchase a water-capture system for the center's garden.

Mentoring (including HIV/AIDS)

Skillshare carried out AGSP mentoring activities by collaborating with local community mentors. The Skillshare community development worker in Kang coordinated mentoring with TXY community volunteers and teachers from Kang and Phuduhudu. When early in the project year, the community development officer position moved to Gaborone, the teachers and TXY continued to build on the mentoring foundation laid by the development workers from past years. Formal mentoring sessions on topics such as the importance of education, reproductive health, and HIV/AIDS were based on modules from the USAID *Girls' Mentoring Resource Guide*. In addition to mentoring sessions on life skills, TXY volunteers and teachers worked together to teach Basarwa San culture, such as dance and crafts, while also working with families and community members to build awareness on the value of education and attending school.

In Central District, the Skillshare field officer worked with extension workers at the Botshelo Center to provide mentoring to AGSP scholars every Friday after school. At the center, scholars played games, reviewed homework assignments, and participated in interactive mentoring sessions. Scholars were also selected to attend structured tutoring classes. Extension workers at the center ensured that scholars were taken care of and had all the materials they needed in order to attend school. AGSP scholars at both locations received one-on-one mentoring; mentors visited scholars in their homes to talk with scholars and caregivers on a regular basis. Home visits provided scholars with emotional support and by connecting with families and guardians, mentors were able to talk with them about the importance of education.

AGSP mentoring in Botswana focused on a range of themes throughout the year. Academics, children's rights, and HIV/AIDS were paramount, and mentoring activities often addressed these themes. The importance of education, academics, and study habits were addressed throughout the project year. In October, Ms. Mavis Nkukula from



AGSP preschool scholar Botlhe Pego (in orange jersey) alongside his friends at Kang Preschool. (Skillshare International, 2011)

Phuduhudu Primary School taught scholars various study tips and reviewed different subjects. Skillshare reported that in November, scholars in Kang and Phuduhudu met at Kang Preschool and Phuduhudu Primary School to talk about study habits and prepare for the end-of-year exams. TXY provided transportation for the scholars, and refreshments were served. Later in the year, Skillshare reported that the efforts and preparation of the seventh-grade scholars had paid off, with the seventh-grade students achieving a 100 percent pass rate on their end-of-year exams in 2010. Scholars in Serowe in Central District also participated in mentoring activities that focused on academics. In February, the Skillshare field officer who organized the activities at the Botshelo Center learned that scholars had been arriving late to school. In response to this issue, the mentors organized a mentoring session on the importance of education and arriving at school on time. The Botshelo Center also collaborated with a local Catholic mission to provide academic assistance to scholars. Sister Elizabeth Markham, who has a background in teaching children with reading disabilities, provided scholars in Central District structured tutoring in literacy and numeracy throughout the school year.

Mentors and teachers were proud of female scholars when, during a mentoring session, the girls challenged the boys and expressed their determination to venture into male-dominated fields such as engineering.



Scholars at the Botshelo Center wait in line for their snack after mentoring activities. (Winrock International, 2011)

Academics continued to be a mentoring focus throughout the year, and much informal mentoring time was dedicated to helping scholars with homework. Scholars also learned about how school habits can impact their futures. In March, in discussions with scholars about career choices, Skillshare reported, “After the lessons, most scholars noted that they wanted to go to university and pursue careers in medicine, teaching, finance, and engineering.” Later in May at a session held at Kang Preschool, 21 scholars participated in mentoring activities from module three of the resource guide, *The Importance of Girls’ Education and Empowerment*. Skillshare reported that the girls were empowered and excited to talk about how they can “look after themselves and not rely on male counterparts.” Skillshare noted that the female scholars talked freely about other challenges that they had observed at their school, such as friends having boyfriends and losing focus on their schoolwork. Also in May, scholars in Central District participated in mentoring activities from module three. During the mentoring session in Serowe, Skillshare reported that scholars connected with ideas on how strong school performance can lead to career opportunities in the future.

In addition to academics, AGSP scholars participated in mentoring topics related to children’s rights and gender-based violence (GBV). In March in Kang, 38 girls and 24 boys attended a mentoring session on GBV. During this session the group discussed the definition of GBV and learned how to report violence. Skillshare reported that the social worker urged scholars to report cases of violence and abuse to responsible authorities, such as teachers at schools and the traditional leaders in their communities. Also in March, scholars at the Botshelo Center learned about children’s rights. The mentor involved students in a role-playing exercise to underscore the relevance of the concept.

Education and sensitization on HIV/AIDS was a central theme for AGSP mentoring activities in both Central District and in Kgalagadi District. On June 17 at the Botshelo Center, 28 scholars were mentored on the dangers of alcohol abuse and HIV/AIDS. Skillshare reported, “The mentoring session helped in raising awareness and educating the scholars on the dangers of drugs and alcohol and how it can disrupt their learning and harm their health, how alcohol and drugs can fuel HIV infection, and the importance of not discriminating against others based on their HIV/AIDS status.” Throughout the month of June, scholars in Kang and Phuduhudu talked about HIV/AIDS and prepared for the annual HIV/AIDS awareness-raising event.

On June 23, Skillshare, in collaboration with TXY, AGSP mentors, community members, and AGSP scholars, held the annual HIV/AIDS community outreach event in Phuduhudu. The theme for the day was *HIV/AIDS Free and Equality for All*. One hundred and twenty-one AGSP scholars attended the event, alongside their non-AGSP peers, community members, and caregivers. Skillshare reported that the workshop theme served as a platform for talking with the community about children's rights as well as HIV/AIDS. Activities that day included an awareness-building march through the Phuduhudu community and surrounding areas. Scholars carried signs, chanted, and sang about the dangers of HIV/AIDS, gender equality issues, and child rights. A highlight of the day was a competition between the children and their caregivers on children's rights. The participants were tasked with listing all of the different rights, and the children won the contest; their list encompassed more rights from the UN Convention on Children's Rights. Throughout the day, scholars demonstrated their knowledge on the theme and sensitized their community through various performances. Scholars from Kang Primary School performed a drama on HIV/AIDS and gender discrimination, and scholars from Mahusane Primary School and Phuduhudu Primary School recited poems and delivered speeches about the HIV/AIDS pandemic, its relationship with alcohol and substance abuse, and the importance of giving care to the affected. Scholars from Kang Primary School also wrote and performed a song on gender equality. Throughout the performances, Basarwa San culture was incorporated and celebrated through, for example, dance, and many wore traditional clothing. Skillshare reported that the day concluded with thank-you presentations. Skillshare thanked the people of the Kgalagadi District for their teamwork in implementing AGSP and urged them to continue to support their children's education. Mr. Boemo Segwagwe, the vice chairperson for the Parents-Teacher Association, delivered the closing remarks. He expressed special thanks to USAID for seven years of project activity in Botswana and to Winrock International and Skillshare International for working with the communities in Botswana.



Community extension worker Orutegile "Sepongar" Taunyane (in purple) smiles with her team of mentors and volunteers at the Botshelo Project. Together, they mentor scholars from Serowe and make sure that the children have what they need to attend school. (Winrock International, 2011)

Community Participation

Skillshare continued to rely on community participation and engagement to implement AGSP. In Kgalagadi, community members and caregivers actively participated in mentoring activities to teach the Basarwa San scholars about their cultural heritage and to pass on skills in handicrafts, music, and dance. Early in the project year, the community development officer in Kang held meetings with AGSP stakeholders, including community members and teachers, to build awareness on mentoring topics and communicate with parents and family members about AGSP. Skillshare reported that teachers, community members, and TXY board members attended the meeting and decided that in addition to topics such as HIV/AIDS and the importance of education, scholars would also learn about child abuse and gender-based violence. Other planning meetings occurred throughout the year. During a January meeting, mentors, caregivers, and teachers gathered to review scholars' progress in school and analyze test results. The scholars were improving in school, and the group decided that in order to continue this trend, more time should be dedicated to tutoring and homework help. Community members also provided assistance during an AGSP data verification activity in January. Skillshare appreciated the assistance of teachers, family members, and caregivers to help clarify data questions on birthdays and grade levels.

In May, Skillshare reported that on a community clean-up day, 24 AGSP parents and guardians participated in clean-up activities around Kang Primary School, Kang Preschool, and Mahusane and Phuduhudu primary schools.

In order to build program transparency, the community development officer in Serowe organized a community meeting in March. Seventeen community members attended, and Skillshare clarified questions on AGSP as well as the close-out of the project. A Winrock representative was also present and urged the caregivers to take advantage of Social Welfare Department support. During this discussion, the caregivers shared how AGSP had assisted their families. They were



US Embassy representatives met with AGSP stakeholders in Phuduhudu to discuss follow-on support opportunities. (Skillshare International, 2011)

thankful for the uniforms and clothing provided through the scholarships, and they said that they appreciated the home visits by Botshelo mentors.

Skillshare organized two large community outreach events that demonstrated community involvement in AGSP. At the end of 2010, families and communities gathered for the graduation of the preschool students. Scholars received certificates, and celebrations took place in both Kang and Phuduhudu at the preschools. Skillshare reported that village chief Joseph Phori in Phuduhudu encouraged the community to enroll their children in preschool. Ms. Mothibamele, the head teacher at Phuduhudu Primary School, emphasized the importance of the preschool scholars entering primary school with the skills necessary to succeed. Skillshare reported that the councilor of Phuduhudu, Oatlotse Piet, donated 500 pula (approximately \$75 USD) to the preschool because he was impressed by its success. All 2010 graduating AGSP preschool scholars were enrolled in grade one for 2011 and received AGSP scholarships at

their primary schools. The second large community event was the *HIV/AIDS-Free and Equality for All* event held in June. AGSP scholars, along with their peers, mentors, and teachers, took to the streets to build awareness of HIV/AIDS and children's rights. The march concluded at Phuduhudu Primary School, where caregivers and community members participated in games and competitions.

On April 4, US Embassy representatives attended a community meeting in Phuduhudu. During this meeting, the AGSP stakeholders, including teachers, mentors and Skillshare staff, shared the positive impacts that AGSP has had on the community. Skillshare reported that the embassy team provided important information about the US Embassy Small Grants program with the community.

In both Central District and Kgalagadi, community members and teachers worked closely with the Social Welfare Department to plan the AGSP Exit Workshop held in June. The aim of the workshop was to connect families and guardians with support available from the Social Welfare Department. Skillshare reported that 56 community members attended the meeting in Kang on June 23, and 47 people attended the meeting in Serowe on June 27. During the two meetings, Skillshare staff and representatives from the Social Welfare Office explained the government mechanisms that provide support for orphans and vulnerable children to go to school. The social welfare officers also gave a presentation that outlined step-by-step the process of registering children for the government program, and parents were encouraged to visit the Social Welfare offices to facilitate the process. The meeting closed with community members asking questions about the system and the assistance that it offers.

Skillshare organized an annual HIV/AIDS community outreach event in Phuduhudu, empowering scholars to educate their community on HIV/AIDS and children's rights. During a march, scholars sang songs on freeing the world of HIV/AIDS and striving for gender equality. The scholars marched carrying posters featuring messages on gender equality and children's rights. One of the messages read: *Together we can stop HIV/AIDS, Child Abuse & Inequality*. Skillshare reported that the event was intended "to encourage the community to unite in the fight against the spread of HIV/AIDS and also to recognize that whether female or male, both genders stand for equal opportunities and treatment."

Solutions and Lessons Learned

Skillshare experienced some administrative difficulties that had an impact on AGSP programming, in particular, a slow start to project implementation this project year. By the end of November, Skillshare and Winrock had come to agreement on the budget and programming activities for project year seven. However, after Winrock sent the subrecipient agreement in November, it was not signed and returned until late in January. Without the signed agreement, Winrock could not send funds. This negatively impacted programming at the two sites, although volunteers

and the community development officer still managed to carry out most of the scheduled mentoring activities in the last few months of the academic year.

Access to funds in Central District was also a problem. While in the past Skillshare had no difficulty sending funds from its office in Gaborone to the field, this year obtaining the signatures required for the Skillshare bank account proved to be difficult. This resulted in delays in purchasing clothing for scholars. Winrock and Skillshare staff talked about different solutions over the phone and revised the program calendar to ensure that the delay would not prevent scholars from receiving their full scholarship package. Also, during a Winrock monitoring visit in March, the Winrock representative learned that Skillshare did not request enough funds to provide scholars in Botshelo with a full uniform. Because the shortfall was preventing AGSP scholars from receiving their scholarship items, Winrock increased the budget to ensure that scholars' needs would be met.

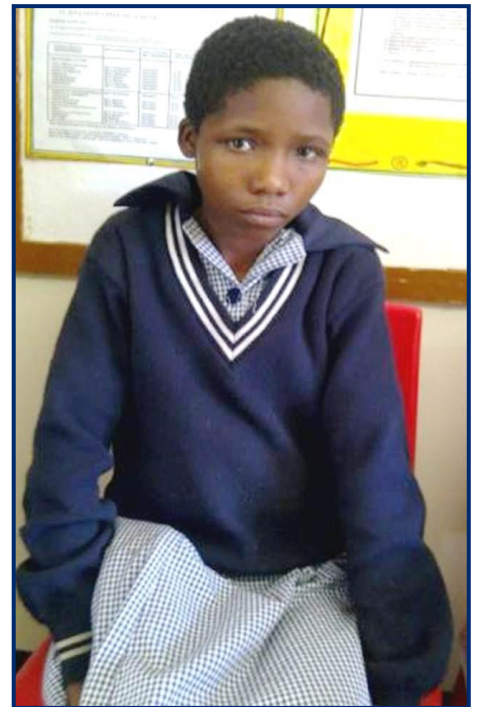
Later in the school year, in May and June, civil strikes caused significant difficulties in AGSP implementation. Skillshare reported that the strikes affected mentoring activities, and not all the planned mentoring sessions occurred. The strikes also delayed scholarship distribution. Once the strikes subsided and the schools re-opened, Skillshare successfully completed the scholarship distribution for the year.

In the Spotlight

AGSP Mentoring Empowers Scholar as She Returns to School

Ontiretse Bathobakae is a 12-year-old girl in Central District. Ontiretse is part of a large family; she lives with her mother, father, sister, two brothers, and a nephew in a shack made of plastic tarps and zinc in Marulamantsi area, in Serowe. A grade-four student at St. Augustine Primary School, she has been an AGSP scholar for the last three years. Before receiving her scholarship, Ontiretse had dropped out of school. There wasn't enough food at home, and Ontiretse did not have a proper school uniform; her street clothes were in tattered rags, and she thought that attending school would be humiliating. Because of the scholarship, Ontiretse has been able to return to school. When staff at the Boshelo Project reached out to Ontiretse, the mentors saw a young girl with no confidence. Returning to school was difficult. The other students her age were in grade six, while she was in grade three. She did not pass grade three the first year of her scholarship and needed to repeat it; however, Ontiretse liked school and her mentor provided her with the emotional support to keep trying.

Over the last three years, AGSP community extension worker Orutegile "Sepongari" Taunyane worked closely with Ontiretse to build her confidence and support her as she returned to school. Through mentoring at home and participation in after-school activities every Friday at the Botshelo Center, Ontiretse gradually developed a sense of hope, and her confidence improved. This year, she is in grade four and her school performance is strong. The deputy school head at St. Augustine said, "Ontiretse has greatly improved in her performance since she started coming to school. She was quiet and lonely in her first days, but now she can speak well and ask for help. Her academic performance has also improved greatly. She received an 'A' in cultural studies."



Ontiretse Bathobakae is a serious student at St. Augustine's Primary School. Ontiretse had dropped out of school, but was able to return when she was awarded an AGSP scholarship in 2008. (Skillshare International, 2011)



Ontiretse Bathobakae's sister stands outside the family's home in Marulamantsi. (*Skillshare International, 2011*)

When asked about how mentoring has helped her, Ontiretse explains, "I have learned a lot of things at the Botshelo Center and also at school. Academic mentoring has helped me to read and write, and with the help of the scholarship, I have received uniforms and shoes every year, and I also go for after-school mentoring at Botshelo Center, where I eat food. This helped me to focus on my school work, because sometimes there isn't any food at home after school." Ontiretse said that she liked mathematics because it is a difficult subject, and she is determined to do well. She explained that she wants to be a teacher when she finishes school so that she can serve as a role model and mentor people from her community. When asked what advice she would give to other vulnerable children, she said, "No matter how old you are, you can still get educated."

AEI-AGSP Profile

GABON

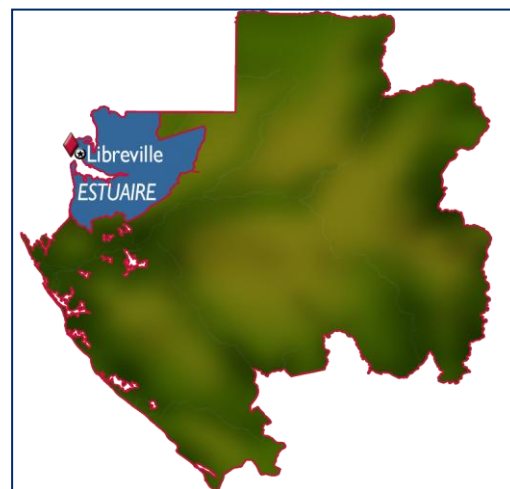
October 2010 through September 2011



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AGSP scholars and sisters Sarah and Erica Etogho live with their mother, aunt, and two siblings in a poor neighborhood in Libreville. Erica would like to be a teacher and Sarah aspires to be a doctor. (Winrock International, 2011)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Partners	Total Funds Approved	Total Scholarships	Total Schools
Year 1 Girls Only	2	\$39,587	161	58
Year 2 Girls Only	3	\$57,508	516	131
Year 3 Girls Only	3	\$73,682	655	88
Year 4 Girls & Boys	2	\$117,541 Girls: \$104,200 Boys: \$13,341	650 Girls: 600 Boys: 50	95
Year 5 Girls & Boys	2	\$104,837 Girls: \$87,697 Boys: \$17,140	700 Girls: 600 Boys: 100	100
Year 6 Girls & Boys	1	\$53,168 Girls: \$44,284 Boys: \$8,884	249 Girls: 208 Boys: 41	74
Year 7 (approved) Girls & Boys	1	\$40,338 Girls: \$33,715 Boys: \$6,623	177 Girls: 150 Boys: 27	58

Special note: Scholar numbers and financial information for PY7 in the table to the left are based on the agreements between Winrock and its partners. However, the narrative portion of this report reflects number of scholarships actually awarded as reported by partners on September 30. Final actual scholar numbers and financial totals will be recorded in Winrock's last report to USAID.

Scholarships (School Year October–July)

In year seven of AGSP, Winrock continued its partnership with **Femmes Gabonaises (FEGAB)** to award scholarships to 150 girls and 27 boys at 58 primary schools in the Gabonese capital of Libreville, in the province of Estuaire. This year scholarships included a book bag, a raincoat, books required for each class, a dictionary for those in fifth grade (who have not received one previously), and school supplies. Scholars also received a shirt and a pair of pants, or a skirt and a pair of shoes. Snacks were provided to the scholars during mentoring activities.

Teachers' strikes closed schools, thereby impeding FEGAB's ability to contact scholars and begin project implementation. The FEGAB staff made efforts to maintain contact with the scholars through their parents. FEGAB began their AGSP activities in November with the collection of information forms from returning scholars and the collection of scholars' academic results from the previous year. School principals, mentors, and parents were involved in the month-long process.

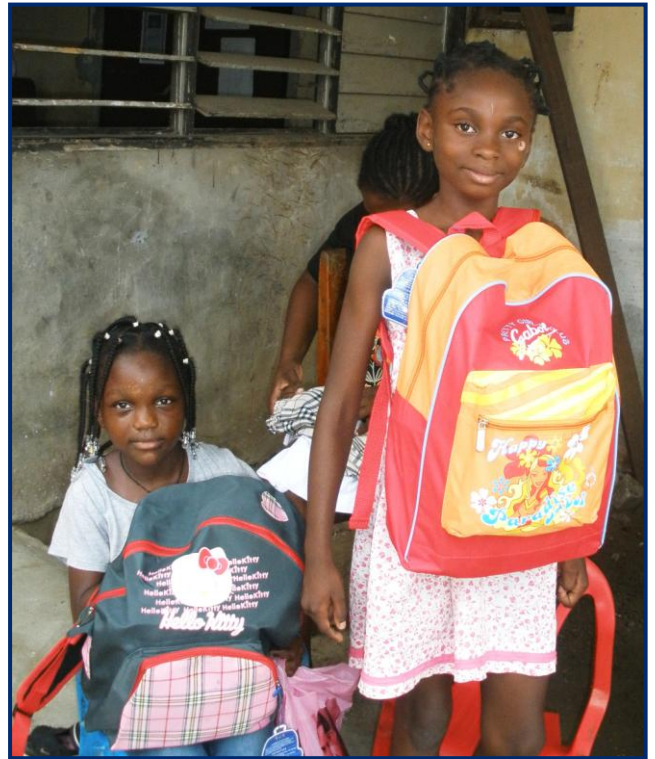
FEGAB's procurement of clothing and school supplies for the scholars also started in November and ran through December. In order to make purchases, FEGAB volunteers created lists of scholars organized by age, sex, and size. They also created lists of books and school supplies needed by each class. They visited different suppliers to ensure stock availability and to compare prices. On February 5–6 FEGAB began assembling scholarship kits of school supplies, clothing, and footwear for its 177 scholars. On February 11, scholarship distribution took place at the École Martine Oulabou. FEGAB reached out to any scholars that missed the distribution and made sure that those scholars received their scholarship kits. Unfortunately, even with the input of parents regarding the height and size of their children, some scholars reported receiving clothing and shoes of good quality, but incorrectly sized. Scholars reported that incorrectly sized clothing went to siblings, as parents and scholars were reluctant to report the problem to FEGAB.

Mentoring (including HIV/AIDS)

On February 11 the mentors held a training session in which they learned about HIV/AIDS and alcoholism. The 13 mentors found the seminar informative and agreed to create a brochure describing the negative consequences of the use of drugs and tobacco, and alcohol abuse. This brochure was given to scholars at the scholarship distribution ceremony. The mentors had another seminar on May 6 in order to discuss the details of the mini-mentoring sessions that would take place later in the month. FEGAB maintained the focus on HIV/AIDS, one of three cross-cutting themes in AGSP, and continued with the themes of substance abuse. Roles were assigned, and the FEGAB president wrote a skit addressing alcohol abuse for the mentoring events. Mentors were designated to train the scholars to perform the sketch. It was also determined that songs children knew would be used as an icebreaker, and the topic of HIV/AIDS would be broached through a discussion.

The FEGAB mentors wrote a brochure to explain the consequences of drug, alcohol, and tobacco use. The brochure is colorful and easy for young learners to understand. The pamphlet defines drugs and gives examples of alcoholic beverages, details possible reasons that one might engage in substance abuse, and gives statistics about substance abuse by Gabonese youth. Most importantly, the brochure outlines the physical and social costs of engaging in substance abuse.

In May, the mini-mentoring sessions were held. One session, which took place on May 14 at the headquarters of the *Fédération Nationale des Associations des Personnes Handicapées du Gabon* (National Federation of Associations of People with Disabilities), lasted several hours and addressed both HIV/AIDS and alcoholism. Twenty girls, including one who is handicapped, and 13 boys attended. The theme of HIV/AIDS was explored through discussion, while issues surrounding alcoholism were represented through a skit. The role play was directed by a mentor, with seven scholars playing the roles of father, mother, children, doctor, and guests. The session also included ice breaker activities of singing and dancing, followed by mentors explaining the risks of HIV/AIDS and alcoholism. During the session, some of the scholars shared that they had abused alcohol. A local public school director and parents of scholars also attended the event. FEGAB used the session as an opportunity to check scholar birthdates in order to collect reliable data for the AGSP database, FieldLink.



Two AGSP scholars show off their backpacks. (Winrock International, 2011)

A second mini-mentoring session, also held on May 14, followed the same format as the first mini-mentoring. It took place at Akébé 2 School in the Akébé district. The participating scholars came from the following schools: Batavéa 1, 2, and 3; Mairie de Plaine Niger; Sainte Thérèse de Lalala; Baraka Mission; and Damas. Forty girls and 25 boys participated in the mentoring event. The director and the head supervisor of the Akébé 2 School, parents, and other guests attended the session. For both sessions, scholars were transported to the events by mentors in order to avoid any delays and to ensure the safety of the children. The president of FEGAB worked to ensure that all activities for both mini-mentoring sessions were well coordinated and that the events ran as planned.



FEGAB mentors and officers hold a mentor training in order to choose mentoring topics from the *Girls' Mentoring Resource Guide* and to discuss their approach. (FEGAB, 2011)

Community Participation

FEGAB involved parents and guardians in a range of tasks, from renewing scholarship requests to assisting with the distribution of scholarship kits. School principals and directors also played a part in these activities. FEGAB reached out to a different segment of the community by holding the first mini-mentoring session at the head office of the *Fédération Nationale des Associations des Personnes Handicapées du Gabon*. A handicapped student also participated in the mentoring session.

Solutions and Lessons Learned

FEGAB indicated that one of their greatest challenges was scholars' parents and guardians incorrectly filling out AGSP forms in order to receive books from higher grades for their children. Because textbooks become more expensive for higher grades, parents tried to obtain these books instead of the books that were appropriate for their child's grade level. FEGAB then used the information from the forms rather than gathering scholar data from schools. This practice led to problems with FEGAB's data, especially incorrect grade levels for the scholars.

Realizing the importance of accurate, clean data, FEGAB ceased their practice of using handwritten lists the volunteers and mentors created, and found new ways to verify their FieldLink data, including having data checks at mentoring events and sending mentors to schools to check data. Ultimately FEGAB found the use of FieldLink lists to be easier than the handwritten lists. SageFox Consulting Group, Winrock's subcontractor for data management, provided support and monitoring in order to ensure that FEGAB's data is as accurate as possible.



AGSP scholars at the École Martine Oulabou. (Winrock International, 2011)

FEGAB continued to have some issues preparing detailed narrative reports. Winrock therefore suggested the FEGAB hire an intern and the costs were built into the FEGAB budget. The intern joined FEGAB at the beginning of the project year to assist with administrative and program duties. She was made responsible for narrative reporting starting in November, and also assisted with work in FieldLink and the execution of scholarship and mentoring events.

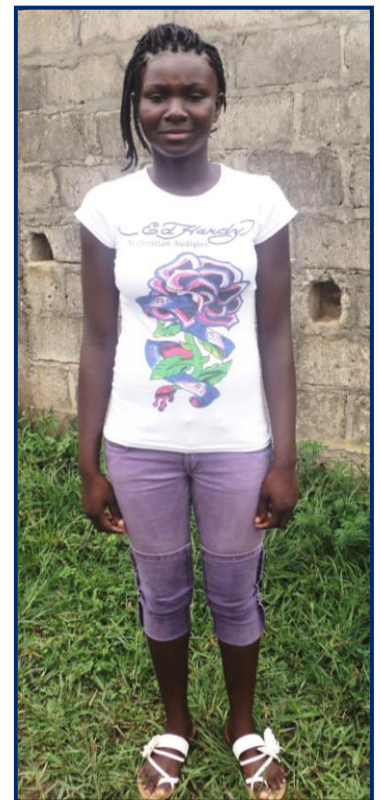
In their final report, FEGAB noted that AGSP strengthened the capacities of its members, especially in terms of potential future programs and financial management. They learned how to work with stakeholders including children, parents, families, and school personnel. FEGAB indicated that they believe they can run any project within the scope of the mission of their association.

In the Spotlight

AGSP Helps an Older Student to Overcome Obstacles

Dorcia Massounga Moulomba is much older than her classmates. Due to her family's poverty, she did not begin school until the age of eight. Dorcia is now 14 years old and in the fourth grade at École Alliance Chrétienne PK8. Both her mother and father are illiterate and unemployed. In addition to completing her schoolwork, Dorcia cares for her brothers and sisters and does chores in her home including fetching water, washing dishes, cleaning, and cooking.

FEGAB mentor Sylvie Mapessi came across Dorcia after a mentoring event in Dorcia's neighborhood. Sylvie asked Dorcia if she wanted to join AGSP, and Dorcia obtained the consent of her father. Before AGSP, Dorcia was often made to leave her classes because she did not have the proper school supplies. Since participating in AGSP, her grades have improved and she is excited to go to school. Through FEGAB's mentoring, Dorcia has learned about the modes of transmission of HIV/AIDS and the dangers of alcohol and tobacco use. She also understands the importance of not having sex at an early age. Despite her social situation, her familial obligations, and failing some classes, Dorcia continues to work hard in school.



AGSP scholar Dorcia Massounga Moulomba is grateful for the assistance she has received through the program. (FEGAB, 2011)

AEI-AGSP Profile

LESOTHO

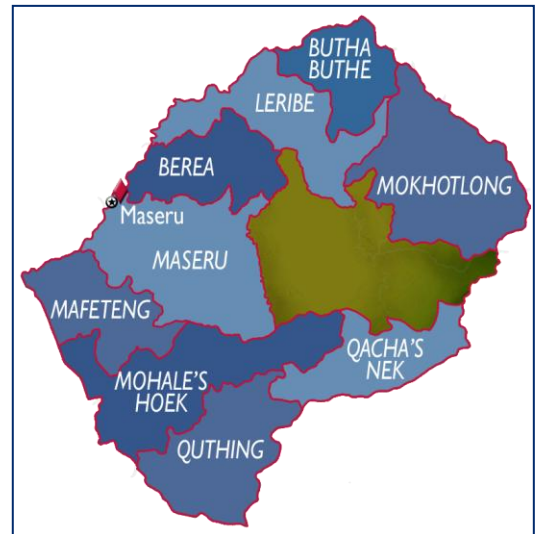
October 2010 through September 2011



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Ambassador Bond with two AGSP scholars (Lesotho Save the Children, 2011)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Partners	Total Funds Approved	Total Scholarships	Total Schools
Year 1 Girls Only		\$54,840	162	37
Year 2 Girls Only		\$61,185	167	42
Year 3 Girls Only		\$70,333	172	58
Year 4 Girls & Boys		\$129,084 Girls: \$92,258 Boys: \$36,826	273 Girls: 172 Boys: 101	81
Year 5 Girls & Boys		\$139,823 Girls: \$86,914 Boys: \$52,909	216 Girls: 121 Boys: 95	68
Year 6 Girls & Boys		\$117,031 Girls: \$65,056 Boys: \$51,975	165 Girls: 82 Boys: 83	47
Year 7 (approved) Girls & Boys		\$116,451 Girls: \$72,754 Boys: \$43,697	109 Girls: 60 Boys: 49	29

Special note: Scholar numbers and financial information for PY7 in the table to the left are based on the agreements between Winrock and its partners. However, the narrative portion of this report reflects number of scholarships actually awarded as reported by partners on September 30. Final actual scholar numbers and financial totals will be recorded in Winrock's last report to USAID.

Scholarships (School Year January–November)

For the seventh year, Winrock International partnered with **Lesotho Save the Children (LSC)** to provide AGSP scholarships to scholars in eight provinces countrywide through Form C, the equivalent of tenth grade. This year, 63 girls and 51 boys in primary and secondary schools received scholarships.

In Lesotho, primary education is free; however, LSC paid school fees for six students in special education facilities at the primary level and for 60 students in secondary school. Secondary school fees

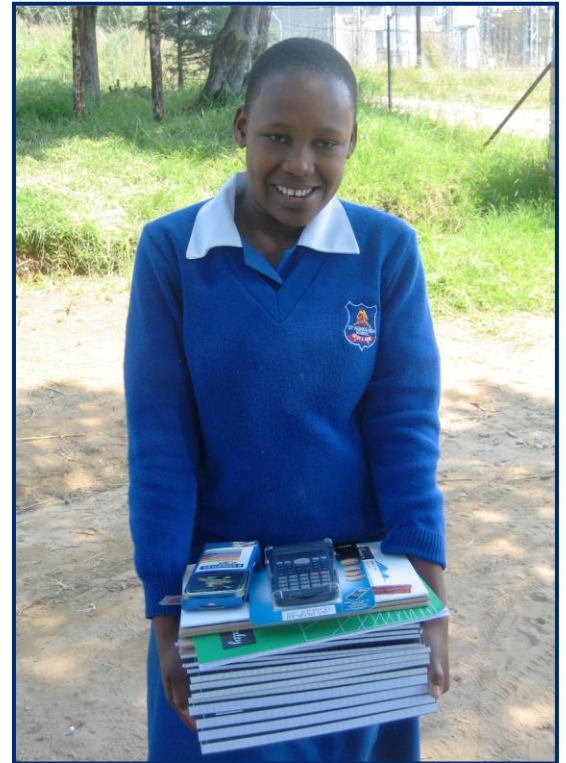


included tuition, book fees, junior certificate exam fees for 20 scholars in grade 10, and some uniform components. In addition, LSC paid the boarding fees for a select number of students.

All scholars received uniforms including shirts, skirts, trousers, and jerseys. In some cases, schools provided components of the uniform, while in other cases LSC purchased the items and delivered them to scholars. LSC purchased underwear, socks, and shoes for all scholars. Scholars attending the July and August mentoring workshops in Maseru received a school bag and a blanket.

Of the 51 boys active in AGSP this year, 20 are herd boys from the mountainous Mokhotlong province. Due to the special circumstances of the herd boys and the severe cold weather in the region, each herd boy received underwear, socks, trousers, toiletries, a blanket, and rubber boots. The herd boy schools were supplied a lantern, fuel for the lantern, corn meal, peas, beans, cooking oil, salt, and matches. Four extremely destitute non-herd boy scholars received the same foodstuffs.

Items provided in the stationery package varied by grade level but generally included pens, pencils, an eraser, a ruler, a calculator, other math instruments when required by the school, and notebooks. LSC further tailored the stationery package to students' courses and included items such as a flash drive for those scholars enrolled in computer classes. LSC also gave scholars at the Resource Center for the Blind Braille slates, a stylus, and paper. The toiletries package included bath soap, lotion, glycerin, Vaseline, toothpaste, deodorant, laundry soap, and shoe polish. Girls also received sanitary pads. LSC completed distribution of scholarship items on August 20.



Keneuoe Lebetla, attending St. Agnes High School, gladly juggles the items in her stationery package from AGSP. (Winrock International, 2011)

Mentoring (including HIV/AIDS)

This year LSC organized three mentoring workshops for all its scholars. At the end of the previous school year, Winrock encouraged LSC to move away from the teacher mentor model and focus its mentoring activities on larger multi-day mentoring events, making these the cornerstone of their mentoring program. This change was due in part to declining scholar numbers at schools where there were trained mentors and challenges in monitoring the teacher mentors.

During a monitoring visit in June, a Winrock International representative conducted a training for LSC social workers and volunteers. The fifteen staff members and volunteers in attendance learned how to mentor more effectively and the Winrock representative provided them with examples of interactive activities on various topics. They were also instructed on how to lead a mentoring session on study skills. LSC held a mentoring workshop June 24–26 for primary school scholars in Mokhotlong at Senkoase High School. Eighteen students were mentored on self-esteem, friendship and peer pressure, children's rights, HIV/AIDS, and human trafficking. LSC was able to dovetail one of their existing initiatives—the Child HelpLine—with the children's rights and human trafficking topics. The Child HelpLine is an LSC project that provides youths with access to 24-hour counseling, support and protection services. LSC urged scholars to call the HelpLine and report suspected cases of child abuse and trafficking.

While in Mokhotlong in June, LSC also conducted a meeting for parents and a mentoring session with the herd boys. LSC taught the boys about modes of transmission, means of prevention, and myths surrounding HIV/AIDS. In the parents' meeting, LSC reviewed the purpose of AGSP, the items covered by the AGSP scholarship, and the close-out of the project. LSC staff answered questions, many of which dealt with parents' concerns about the end of AGSP. LSC encouraged parents to find ways to keep their children in school and support them in continuing on to the university level. LSC also indicated it would request that the Ministry of Education provide scholarships to allow the scholars to continue their educations.



AGSP scholars from Lebopo and Paneng Herdboys Schools stand next to Ms. Mgaleka, the teacher at the Paneng school. The herd boys have written their names on the chalkboard behind them. (Winrock International, 2011)

LSC held a mentoring workshop July 14–16 in Maseru for 41 girls and 11 boys. Participants included secondary school scholarship recipients and five primary school scholars from Mazenod Primary School, Maseru LEC Primary School, and the Resource Center for the Blind. US Ambassador Michele Thoren Bond opened the workshop, delighting the AGSP scholars with her speech, the beginning of which was given in Sesotho. The ambassador emphasized the importance of education as the key to future opportunities. She also conveyed to the scholars that AGSP participants are among a lucky few and should take full advantage of the program. Ambassador Bond was accompanied by Self Help Coordinator Jacob Gauthier and Special Projects Assistant ‘Malipholo Sepitla, both from the embassy. Mr. Gauthier and Ms. Sepitla conducted a quiz following

Ambassador Bond’s speech, asking the scholars questions such as “How far is Washington, DC from Lesotho?” Scholars answered this question and others correctly, receiving small prizes such as pens, pencils, and booklets on human trafficking in return. The ambassador delivered uniforms and school bags at the event.

Ambassador Bond’s presence excited the children and set the tone for the rest of the workshop, which continued with sessions on study skills, self-esteem, HIV/AIDS, and children’s rights. The Anglican Church coordinator for HIV/AIDS facilitated a mentoring session focused on HIV/AIDS and gave scholars booklets with detailed information on the disease. In addition, the scholars discussed the Lesotho HIV/AIDS epidemic. They gained a deeper understanding of the importance of prevention and of how quickly HIV can spread in a community if precautions are not taken.

LSC staff noted in their reports that the July mentoring event was the most successful they held. “It was successful,” they remarked, “because this year we did things differently. The role plays, the dramas, the songs, the drawings, and the participation of scholars made it a success. Moreover, the scholars enjoyed learning the study skills that are going to help them perform better in school.”

For those scholars who were unable to attend the July workshop, an additional workshop was held August 26–28. Fourteen scholars (seven girls and seven boys) attended the event, including scholars from Resource School for the Blind and Phelisanong Disabled School. Integrating the disabled students was a success; however, at times these scholars were shy with the other students. LSC reported that the disabled scholars were very active during the workshop, especially one female scholar from Resource School for the Blind and another from Phelisanong. This mentoring event highlighted the issues of self-esteem, team building, study skills, HIV/AIDS, human trafficking, and the importance of education. Blankets were also distributed at this workshop.

Tsireletso Mphafi is a 14 year old student at Seeiso High School in Mokhotlong. She and two classmates have been in AGSP since they were in the second grade at Lebopo Primary School in PYI. Now, all three are completing the eighth grade at Seeiso High School.

Tsireletso explained that she is very grateful to LSC and AGSP for her scholarship. “If not for this scholarship programme, I do not know what would have become of me... The scholarship prevented me from being a domestic worker or living at other people’s home just for food and clothing once in a while.”

Since participating in AGSP, Tsireletso has excelled in school, passing her June exams with a first class ranking.

LSC invited professionals to present at the workshops to motivate scholars about the importance of education. For example, Makhosi Mahasa, a consultant for the Millennium Challenge Corporation who holds master's degrees in performance management and community development (in addition to a degree in nursing), stressed the importance of overcoming life's challenges and obstacles and encouraged the scholars to study and take advantage of the AGSP scholarship. By relating her own story of growing up as an orphan from a poor family, Mrs. Mahasa demonstrated to the children that circumstances should not prevent them from attaining their dreams. After the presentation, the scholars verbalized what they had learned. They said they realized that even those born into poverty should persist in getting an education because it can deliver them from poverty.



Scholars at Senkoase Primary School in Mokhotlong are happy to receive their school supplies from AGSP. (Winrock International, 2011)

Community Participation

LSC held two parents' meetings, one in Maseru on January 21 and another in Mokhotlong in the last week of June. At both meetings, LSC informed parents about the end of AGSP. The January meeting addressed the importance of family involvement in the scholars' lives. The rights and responsibilities of children were also discussed. The June meeting centered on steps parents can take to support their children's studies after the close of AGSP, such as encouraging children to complete homework assignments. Over the course of the scholarship program, the meetings have served as a resource for parents, providing them with information about HIV/AIDS, income-generating activities, child behavior, the LSC Child HelpLine, and other programs and services available through LSC.

The community in Mokhotlong has benefitted from AGSP in a number of ways. LSC has organized several meetings with ranchers, community members, and herd boys from the Paneng and Lebopo herd boys' schools. These meetings have served as forums where the herd boys could voice their concerns—such as poor quality food provided by the ranchers they board with and not being paid on time. AGSP provided both of the schools for herd boys with food staples, matches, and a lantern to support their evening classes. School teachers and community members have taken responsibility to cook the boys' evening meals when they come to school after herding. These evening meals were instituted at the start of this project year after a teacher at the Paneng School observed that the boys were too hungry to concentrate in class after the workday.



While waiting to go shopping for uniform items, Matooane Matooane and Limpho Moshoeshoe point to Maseru province on a map of Lesotho in the LSC office. Both scholars are in grade 10 at Khubetsoana High School. (Winrock International, 2011)

Community members also agreed to help tend garden plots for the herd boys. Poor weather conditions, including snow and heavy rains that washed out a bridge, prevented LSC staff from delivering gardening tools at the beginning of the year. In April, LSC purchased rakes, digging forks, spades, watering cans, and other garden materials, but again had to delay implementation due to rain and cold. It was feared that plants would not survive because of the bad weather. On August 11, LSC Program Assistant Tlokotsi Rankone participated in the plowing and planting of the

gardens. At Lebopo Herdboys School, eight herd boys and Mr. Rankone planted peas. Community members made two fields available for the use of the herd boys. Only peas were planted as peas are the one vegetable that can withstand snow and the cold season. (Normally at the end of September, radish, spinach, pumpkin, and onions are planted.) On August 12, Mr. Rankone went to Paneng School to plant the garden there. Two fields were dedicated by the village chief and given to the herd boys for the garden. Thirteen livestock owners assisted with the planting as they insisted it was a work day and sent their herd boys to tend animals. Again only peas were planted due to the cold.

Solutions and Lessons Learned

LSC contended with a range of difficulties and challenges this year. Snow and heavy rains destroyed bridges and washed out roads, delaying LSC visits to Butha Buthe, Mokhotlong, and Qacha's Nek. These unforeseeable problems led to late scholar renewals and distributions. Ongoing bad weather also impeded the planting of gardens in Mokhotlong. However, once roads were repaired and the weather improved, LSC carried out its planned activities in the affected areas.

In project year six (PY6), in order to improve the system for documenting what scholars receive, Winrock and LSC developed inventory forms that required the signatures of scholars and LSC staff upon receipt of scholarship items. The forms detailed the items being distributed and served as a means for each scholar to confirm that s/he actually received the items listed. In PY7, LSC continued to customize stationery and uniform packages in accordance with individual school requirements. While documenting the items each student received continued to be a challenge and distributions were complicated, the new forms assisted staff in their efforts to record what was given to each scholar.

LSC purchased uniforms from PEP stores or had them sewn. LSC continued the practice of calling scholars to their office to collect uniforms. As some scholars could not travel to the office, they did not receive the necessary uniform components in a timely manner. At Winrock's urging, LSC started meeting the scholars at their schools and taking them to the seamstress to be measured for the uniform and jersey.



LSC takes AGSP scholars to the PEP Store to purchase uniform items. (Winrock International, 2011)

AGSP—Lifeline for a Mentor and His Daughter

Mr. Kearabeng (not his real name) has advanced AIDS. He became sick and unable to work, and although he received food and clothing from various NGOs, he could not afford to send his daughter, Tsholefelo (not her name), to school. Mr. Kearabeng became involved with LSC, assisting in a support group for people living with HIV/AIDS. He then became a member of the group "Ha re Bolaeng Sekhobo (Let us end the stigma)."

At that time, Tsholefelo was entering primary school and was awarded an AGSP scholarship. Had it not been for AGSP, she could not have attended school. Tsholefelo is now 14 years old and in grade seven at a primary school in Mokhotlong. She has been an AGSP scholar since the first year of the project.

Mr. Kearabeng received training in HIV/AIDS counseling, and LSC invited him to lead the session on HIV/AIDS at a mentoring event for the herd boys in June.

Mr. Kearabeng shares the story of his journey with HIV/AIDS to caution others and promote the end of discrimination against those living with the illness. Both father and daughter are grateful for the AGSP support Tsholefelo has received and the opportunity for a brighter future.

Getting uniforms to the scholars became a time-consuming and problematic process for LSC because of the number of steps involved, including: scholar measurement, collection of invoices, confirmation that uniforms had been started or completed by seamstresses, and delivery of the uniforms to scholars. Due to the complexity of this process, LSC distributed scholarship items in an inefficient manner, providing items as they were ready or available. This made it difficult for staff to track what items scholars had already received and what items were still outstanding. To ensure that scholars received all necessary items LSC staff made multiple trips to the same schools, which was complicated this year by poor weather conditions.

Communication with scholars was also challenging as schools did not consistently relay messages from LSC

to scholars nor inform LSC when scholars were lacking items required to attend class. LSC reported non-functioning cell phone numbers and lack of network coverage also had an impact on communication with scholars at three schools in Qacha's Nek.

LSC was not able to adhere to its original work plan, such as providing food rations to the herd boys on a monthly basis, due to both the weather and poor organization. The accelerated pace of distribution later in the year allowed LSC to compensate for the delays earlier in the year, and LSC did work to finalize distributions in June and July, completing the work in August.

In the Spotlight

Gardens and Goodwill Flourish, Thanks to AGSP

The herd boys at Lebopo and Paneng Schools began their gardens in August with the help of the community and a LSC staff member. Cold weather prevented the planting of any vegetables other than peas. Since August, the garden has flourished and become a source of pride for the herd boys, ranchers, and other community members.

Through working in the garden, the boys have learned that they can use the earth to produce food to sustain them, there are many ways to provide for oneself, livestock is not the only asset worth having, and herding is not the sole means of earning a livelihood. The boys have already considered ways to improve the gardens, including establishing a method of irrigation in order to scale up vegetable production. They would also like to plant different kinds of vegetables such as carrots, beetroots, and mushrooms and see if the vegetable garden can become profitable.

By working with the community, the herd boys have been able to maintain the gardens and resolve difficulties. Animals not under careful watch were grazing in the gardens and eating vegetables. Through the intervention of the committee consisting of ranchers, herd boys, parents and guardians, and community councilors, the issue was addressed. Community members agreed to be more vigilant and keep animals out of the gardens. Parents and ranchers consistently helped the herd boys with the gardens. They tilled soil, planted vegetables, removed weeds, watered gardens, and prevented animals from destroying the crops.

According to LSC Program Assistant Tlokotsi Rankone, the ranchers were happy to have the opportunity to support the herd boys through the garden and suggested that herd boys in other villages should also start gardens. "This work [the gardening project] is good, not only for us but for all livestock owners and shepherds. It helps us to be focused and think productively. It can also help to sustain the livelihood of herd boys and to also attract other herders and ranchers in other villages in order to eradicate poverty amongst themselves, their families, and the whole community."

In September, spinach, rape, and cabbage were planted. By the end of the month, the rape was ready for harvesting as it took only a month to grow. The herd boys are enthusiastic to continue their work in the gardens because the vegetables are a source of nourishment. Through AGSP, the herd boys have discovered an alternative vocation and a new way to interact with their communities.



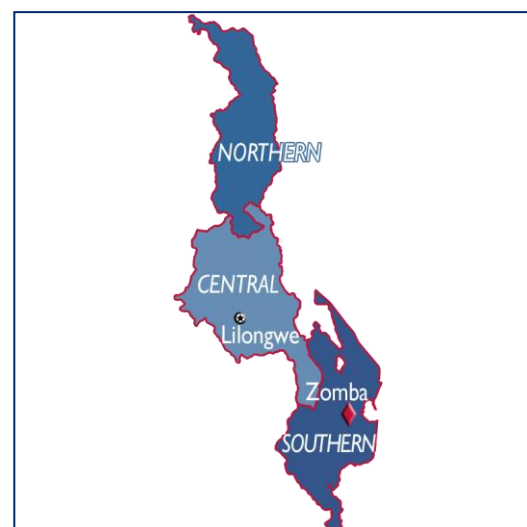
Herd boys and members of the community prepare plots for school gardens in Mokhotlong. (Lesotho Save the Children, 2011)

AEI-AGSP Profile MALAWI

October 2010 through September 2011



More than 1,000 people attended the distribution ceremony in Chikanga Zone of Lilongwe Rural East District. Officials from USAID and the National Ministry of Education presented 42 AGSP scholars with school supplies and other assistance to support their academic endeavors. (CRECCOM, 2011)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Partners	Total Funds Approved	Total Scholarships	Total Schools
Year 1 Girls Only	1	\$471,975	3,304	1,392
Year 2 Girls Only	1	\$516,977	3,254	1,386
Year 3 Girls Only	1	\$549,012	3,321	1,390
Year 4 Girls & Boys	1	\$961,604 Girls: \$571,554 Boys: \$390,050	5,282 Girls: 3,271 Boys: 2,011	1,405
Year 5 Girls & Boys	1	\$838,835 Girls: \$530,785 Boys: \$308,050	5,332 Girls: 3,320 Boys: 2,012	1,386
Year 6 Girls & Boys	1	\$616,389 Girls: \$344,709 Boys: \$271,680	4,179 Girls: 2,386 Boys: 1,793	1,349
Year 7 (approved) Girls & Boys	1	\$746,623 Girls: \$401,181 Boys: \$345,442	3,081 Girls: 1,637 Boys: 1,444	1,219

Special note: Scholar numbers and financial information for PY7 in the table to the left are based on the agreements between Winrock and its partners. However, the narrative portion of this report reflects number of scholarships actually awarded as reported by partners on September 30. Final actual scholar numbers and financial totals will be recorded in Winrock's last report to USAID.

Scholarships (School Year September-July)

For the final year of project implementation Winrock International continued to partner with the **Creative Centre for Community Mobilisation (CRECCOM)** to provide mentoring and scholarships to 1,474 girls and 1,349 boys in 1,219 primary schools in all 92 zones within the 34 educational districts in Malawi. CRECCOM reported that 430 AGSP girl and 308 boy scholars (more than 96% of the eighth-grade AGSP scholars) took the Primary School-Leaving Certificate Exam (PSLCE) this year.



In Malawi there are no school fees for primary education so scholarships provide items essential to school attendance and performance. Chosen in consultation with the communities and school officials, the package of assistance included school uniforms, a blanket, underwear, shoes, socks, bath soap, laundry soap, a toothbrush, toothpaste, exercise books, pencils, pens, and a ruler. Corn was also distributed to scholars, with additional food parcels given to the extremely vulnerable (such as those living with HIV/AIDS).

CRECCOM relied on mentors, teachers, community leaders, and guardians to assist in scholarship distribution. The distribution began in March in the Southern Region when 869 scholars received their scholarship packages. CRECCOM reported that in April, scholarships were awarded to 1,275 scholars in the remaining zones in the Southern Region and in the Central Region. More than 3,900 people, including the scholars, participated in these distribution events. The final round of scholarships was fully disbursed in May 2011 in public ceremonies attended by more than 3,500 people, including parents, teachers, community leaders, and extension agents in the Northern Region.



Mercy Kachingwe, a former AGSP scholar, just completed Form 4, the highest grade in high school in Malawi and is waiting to hear whether she has been selected for university. Here she is pictured with her high school diploma. (Winrock International, 2011)

In collaboration with USAID, CRECCOM organized a special scholarship distribution on May 5. Representatives from the US Government and Malawi's Ministry of Education, Science and Technology attended the scholarship award ceremony in Lilongwe Rural East. Attendees included the US Embassy's Deputy Chief of Mission Craig Anderson, USAID/Malawi Education Team Leader Kristine Herrmann, Senior Education Advisor Aabira Sher Afgan, MOEST Principal Secretary, and the Director of Basic Education, as well as the local Member of Parliament Geoffrey Kamanya. As the program came to a close, CRECCOM provided additional food parcels to the more than 380 of the neediest AGSP scholars.

Mentoring (including HIV/AIDS)

AGSP scholars participated in rich mentoring activities organized by CRECCOM in collaboration with mentors from the schools and communities. CRECCOM's approach to mentoring scholars incorporated three strategies. Scholars attended large mentoring retreats, communities initiated outreach events, and local mentors provided ongoing support to AGSP scholars. Mentors were recruited from area schools and local communities. Each of the 92 zones reached by CRECCOM was served by 12 mentors (six teachers and six community members, with equal numbers of men and women), for a grand total of more than 1,100 mentors. The teacher and community mentors worked together to ensure that AGSP scholars received assistance both in and out of school and facilitated communication among

Fourteen-year-old Sekerani Navaya from Mpatza primary school in Nsanje District knows she can count on her mentors: "They have been so helpful to me. They have been so open to me that whenever I have a problem, I always go to the mentors. They are like my parents. Their advice and guidance are what have kept me going."

parents/guardians, teachers, and school officials. Teacher mentors conducted remedial lessons for scholars and offered guidance to scholars taking their Primary School-Leaving Certificate Examination (PSLCE). Community mentors provided emotional and social support to the scholars and they often took the lead organizing community-based retreats. Both teacher and community mentors engaged the scholars through one-on-one home and school visits and group sessions. During home visits, scholars met with their mentors, who often acted as advocates for the scholars and spoke with families and caregivers, encouraging them to support their children's education.

CRECCOM used USAID's *Girls' Mentoring Resource Guide* to train mentors to interact effectively with the scholars and help mentors talk about important subjects like education, leadership, and goal setting; HIV/AIDS and reproductive health; and life skills for developing healthy interpersonal relationships. To ensure the sustainability of the achievements of AGSP, CRECCOM translated the resource guide into Malawi's predominant local language, Chichewa. In August 2011 a national team of facilitators were deployed to train mentors to use the new guide, new facilitation techniques, share best and promising practices, and develop plans of action for after the end of the project. More than 900 participants, including 828 mentors from 73 zones in 27 educational districts were trained to use the new guide. The day before the training, facilitators reviewed activities with mentors and verified scholar data, which was used to update the AGSP database. Trainings were planned to continue through October 2011 to reach the remaining mentors.

CRECCOM also organized a total of seven "Most Improved Scholars" regional retreats. These retreats were designed to reward and encourage scholars making great strides in improving their academic performance. Most Improved Scholars were nominated by their schools and mentors to participate in the camps. Scholars met peers from other communities, participated in games and activities, and engaged in mentoring sessions on selected topics from the *Girls' Resource Mentoring Guide*, such as life skills; leadership and goal setting; and adolescent reproductive health. The retreats included field trips to a variety of workplaces, including international hotels, Parliament, a district education office, and a district high court. This was very exciting for the scholars, as this was the first visit to a city for most of them. These field trips allowed the scholars to meet successful local professionals and to hear their stories of struggle and success. Nurses, educators, police officers, government officials, hospitality industry specialists, and other professionals welcomed the scholars, answered their questions, and served as role models.

Three regional retreats were held during the December 2010 school holidays. Fifty-eight scholars participated in the retreat for the Southern Region held in Blantyre; 40 scholars in the North were brought to Mzuzu and 62 scholars from the Central Region visited Lilongwe. Each group of scholars was joined by 10 to 15 mentors, for a total of 36 mentors. As part of the retreat, scholars visited Sunbird Mount Soche Hotel in Blantyre, and Mzuzu Hotel and Mzimba South District Education office in the North. Scholars in Lilongwe visited the Sunbird Capital Hotel and met Ireen Nkhwazi, a guest relations officer. Ms. Nkhwazi inspired the scholars, who were impressed that she had succeeded in her career despite growing up in a situation similar to theirs. She challenged the scholars to work hard in class and aspire to greatness.



As part of the field trip for the Most Improved Scholars retreat for the Central Region, Protocol Officer Sunge Kalumo explains to scholars how seats are arranged in the National Assembly. (CRECCOM, 2011)

A second round of regional retreats was held in April 2011 in the same cities. Sixty-eight scholars participated in the Southern Region, 40 scholars in the North and 56 scholars from the Central Region visited Lilongwe. The scholars were joined by a total of 40 mentors. CRECCOM reported that scholars participated in mentoring activities from various modules, with a focus on HIV/AIDS, gender and gender based violence, reproductive health and adolescence. Activities included energizers, small and large group discussions, singing and dancing, and question/answer sessions. As with previous retreats, scholars visited workplaces and met professionals who acted as role models for the aspiring students. Sunge Kalumo, a young Protocol Officer at New Parliament Building is a single university graduate who plans to further his education. When speaking with the scholars from the Central Region, he reminded them that young people do not need to marry before completing primary education. Constable Mercy Kampota, a police officer at Bangwe, encouraged girls in the South, sharing that her childhood had been difficult as her father died when she was very young and her mother struggled to meet the family's basic needs. Mrs. Gladys Gondwe, the youngest senior resident magistrate in Malawi sitting at Mzuzu High Court, met with scholars from the Northern region and described her challenges and triumphs growing up as an orphan and pursuing a male-dominated career. She

CRECCOM mentors have worked with scholars to develop vocational and income-generating skills, such as the making of mats, brooms, and hoes. For example, Dzunga Zone in Blantyre Rural held a community-based retreat in July during which scholars were taught how to make banana cakes and popcorn as a way of generating income for their education needs.

encouraged the scholars to work hard in class and aspire to challenging professions in society. CRECCOM reported that the scholars were greatly inspired by Magistrate Gondwe. A final Most Improved Scholar retreat was held in August 2011 at Soche Technical College for 63 scholars from the Southern region. CRECCOM reported that the aim of this retreat was to encourage scholars to be role-models themselves and to continue to work hard in school. During the retreat, girls and boys focused on the topics of self-esteem, goal-setting and decision making, friendship and sexual relationships.

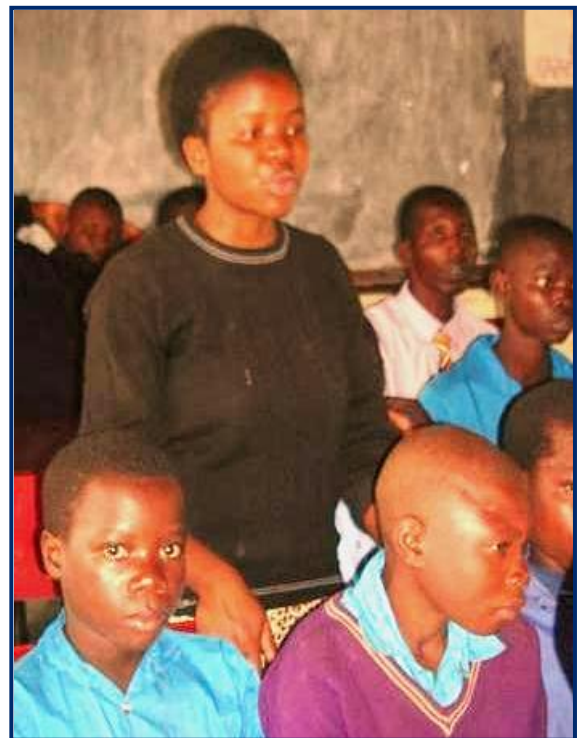
Mentors organized additional field trips outside the Most Improved Scholar retreats. In April, community members and mentors in Dzunga zone of Blantyre Rural District pooled money to pay for a visit to Blantyre International Airport to complement the Jobs and Careers training module. The visit gave 33 scholars a chance to see and touch weather instruments that they'd previously only read about, such as wind mills, rain gauge, wind socks, and barometers. The scholars boarded an airplane for the first time and interacted with cabin crew and airport staff.

The impact of mentoring has prompted communities to expand the reach of AGSP. In over 80 percent of AGSP intervention sites, mentoring was extended to former AGSP scholars enrolled in secondary schools and to hundreds of non-AGSP scholars. More than 90 percent of the zones engaged AGSP "graduates" who are enrolled in secondary schools to act as peer mentors for younger scholars and provided the secondary school scholars with additional mentoring to support them as they continue their studies.

Mentors have also reached out to other non-AGSP scholars to provide them with academic and emotional support. Community mentors in Ilengo Zone in Chitipa reported that they visited and mentored 186 non-AGSP girls. In May, CRECCOM reported on mentoring activities in Nkhando Zone of Karonga District. Despite the many challenges they faced to reach scholars, mentors went the extra mile to visit all schools even those in mountainous areas inaccessible by road. Mentors spent the night in communities to ensure that scholars received adequate mentoring time and made home visits to talk one-on-one with beneficiaries. According to CRECCOM, the mentors learned that in these communities, located close to the Tanzania border, many girls drop out of school before grade seven because of early marriages and pregnancies due to business men traveling through the area. The community mentors also learned that thus far in the school year, no AGSP-scholars had dropped out of the schools in Nkhando. Inspired by a 100 percent retention rate among AGSP scholars in Karonga, mentors worked to boost overall retention rates among non-AGSP girls in the communities and to encourage young female dropouts to return to school. Through a village-to-village sensitization campaign conducted in April 2011, mentors identified and encouraged three teen mothers to re-enroll in school. As a result, two of the three girls sat for the 2011 PSCLE and the third girl re-enrolled in grade six. Starting in June 2011, mentors in Kalambo Zone in Chikwawa District collaborated with local mother groups to mentor all girls from grades four to eight through meetings held twice a term at all of the schools. CRECCOM reported that six girls from the zone (not in AGSP) who were on the verge of dropping decided to remain in school, thanks to AGSP community mentors.

Community Participation

AGSP scholars in Malawi benefitted from CRECCOM's community-centered approach to implementation. Communities were engaged in all AGSP activities, inspiring villages across the country to take over AGSP activities and provide support for vulnerable children in their communities. CRECCOM reported many instances of local communities coming together to find resources to support education.



Local communities recruit AGSP 'graduates' to act as peer mentors for the current crop of AGSP scholars. In this photo, one of them speaks to AGSP scholars in Dzunga Zone during a community-based retreat. (CRECCOM, 2011)

In the final year of the project, CRECCOM focused on building the links between communities and AGSP scholars to ensure the scholars will continue to receive support beyond the life of the project. The roots of this work have firmly taken hold: in PY7, community mentors reported to CRECCOM over 70 community-based retreats that brought together scholars and parents/guardians, teachers, government field extension workers, local leaders, and community members to discuss topics of interest such as education, health, and gender issues. The retreats used a variety of approaches, including skits, songs, and educational talks. All but a handful of these retreats were independently organized and completely funded by the communities themselves, and CRECCOM believes that many communities organized retreats but did not report them. The retreats also created opportunities for role models to encourage scholars and their guardians to continue their efforts to achieve educational excellence. Based on attendance reports from November 2010 to July 2011, more than 1,650 community members joined over 2,000 AGSP scholars at these retreats.

In Southern Region, communities such as Chimbende, Chembera, and Khongoloni conducted community-based retreats during the month of November 2010. These retreats were supported by community members through food donations. Mentors invited community leaders to make presentations and serve as role models. In Khongoloni zone a medical clinical officer from Mkhwayi Health Centre, Mr. Mweleya, spoke about his career and the importance of education.



An AGSP scholar gives a speech at a ceremony in Khongoloni Zone, where the AGSP local committee has received donations of corn (in white bags on the right) from the community that they will sell in order to help support 14 vulnerable students (six of whom are former AGSP scholars) who are now in secondary school and must pay school fees. (Winrock International, 2011)

In December, CRECCOM reported on a community-based retreat in Mchere zone in Nsanje District. Twenty-nine AGSP scholars were joined by 44 community members to listen to a role model, Miss Chikapa, a nurse at Mbenje Health Centre. She encouraged the scholars to work hard in class and set goals for the future. She went on to tell the scholars her personal story about being an orphan and how education was the key to her success. She is employed and supports her two sisters who are both at secondary school. Ms. Chikapa felt that supporting her sisters to go to school is something that may have never occurred had she not worked hard in school.

Nineteen scholars and thirteen community members listened to a community leader, Mr. Kamaliza who spoke at the community retreat held in May in Mtende Zone of Mzimba North. He encouraged girls and boys to work hard in class and

condemned traditions that negatively impact education in the zone, including early marriage and migration to South Africa. He advised scholars to set goals for their lives and work to achieve their goals. In some cases, community-based retreats included skill-building. Reports from mentors in Dzunga Zone in Blantyre Rural, for example, organized a community-based retreat in July, 2011 and taught scholars how to make banana cakes, pop corn, and doughnuts as ways to generate income.

Similar to community-based retreats, communities also organized "Open Days." Several local schools and communities came together and made donations to support education. The events built awareness on the importance of education and often both AGSP scholars and especially other students received school items. In June 2011, Mzalangwe Zone in Mzimba North organized an Open Day to distribute lamps, school uniforms, and tablets of soap to 40 orphans in the zone, purchased by selling corn that was donated by the each village in the zone. The local Member of Parliament, Reverend Ngwira donated an additional 40 lamps so that scholars could study at night. Communities in Chikangawa Zone in Mzimba South organized an Open Day in July 2011 and raised more than \$540 USD to support orphans at

Kasangazi Primary School. The local Member of Parliament, Honourable Abbie Shawa, donated an additional \$600 USD to the fund.

CRECCOM reported that most communities had initiated fundraising activities to support the scholars and sustain the project's achievements, as well as to support former AGSP scholars in secondary school. Twenty communities in the Southern region raised more than \$2,100 USD to support more than 70 scholars to attend secondary school. In Namandanje Zone of Machinga District, communities contributed 1,200 kg (2,640 pounds) of corn, sold it, and used the profits to pay school fees for nine AGSP scholars (three boys and six girls) in secondary schools. Communities from Khongoloni Zone in Phalombe District contributed 4,000 kg (8,800 pounds) of corn to support AGSP scholars. A walkathon organized by Mponda Zone in the Zomba Urban District raised funds for the school fees of two former AGSP scholars to attend Malindi Secondary School in November 2010.



AGSP Scholar Titus Kasamba can study at any time because his mother has money to fill his lamp after receiving a small loan from the AGSP mentors' loan initiative. (CRECCOM, 2011)

CRECCOM project staff met with more than 20 individuals and businesses to request their direct financial or material support for AGSP beneficiaries. Bata Shoe Company, Toyota Malawi, Siku Transport, Fegs Distributor, Game Chain Store, and The Gift of Givers Foundation have expressed willingness to support the scholars through the donation of blankets, foodstuff, and mosquito nets, for example. Eastern Produce of Malawi committed almost \$1,800 USD, and an additional five proposals are pending with other private-sector entities.

CRECCOM also met with the district councils in Mzimba South and Mzimba North to educate them on AGSP and the needs of orphans. At these meetings—attended by district education managers, directors of planning and development, district social welfare officers, district community development officers, and district commissioners—participants discussed a range of innovative strategies, including collaboration with other NGOs and businesses and establishing alumni funds that encourage graduates to support the schools they attended.

Solutions and Lessons Learned

In project year seven, some of CRECCOM's administrative oversight seemed lax, and small mistakes resulted in unexpected challenges. Reporting was occasionally late, and in some cases, financial records required corrections. In the third quarter of the project year, CRECCOM requested additional funding to translate the mentoring resource guide into Chichewa, and provide additional training for mentors. Winrock was prepared to accommodate the increase in funding. However, later, CRECCOM found that they had not factored in one month's expenses when calculating the additional funds they would need and the balance of funds that they had on hand. When corrected, the additional funds needed for the translations and trainings were significantly more than the original request. To further complicate the matter, in July Winrock remained uncertain if USAID would be issuing the final obligation of funds. This uncertainty about receiving the final obligation from USAID forced Winrock to delay the decision on CRECCOM's additional funding request. Once it was confirmed that Winrock would receive the obligated funds in mid-September, CRECCOM's agreement was amended to reflect the new dollar amount and the trainings got underway. Because CRECCOM works in 92 zones in the country, programming activities were extended through mid-October so that the trainings could be completed.

While the mentor trainings were not part of the initial program plan, the trainings provided an additional opportunity for CRECCOM staff to meet with mentors and verify data. During a monitoring visit in July, a Winrock representative found errors in FieldLink (the AGSP database) related to scholars' grades and birthdays. Because CRECCOM mentors track scholars by zone, and at the time FieldLink could only generate lists by district, CRECCOM had been using an Excel list of scholars organized by zone that was not generated by FieldLink. Birthday and grade level data on the zone lists was

usually correct for the individual scholars; however, there were discrepancies between the zone lists and the data in database. This prompted discussions between CRECCOM, Winrock, and Winrock's data management subcontractor, SageFox, on changes to the database that would accommodate mentors' system of tracking scholars by zone. SageFox created a report so that the lists of scholars could be generated by zone (instead of by district). During the mentor trainings, CRECCOM staff worked with mentors to correct the data. Spreadsheets with corrected data were then sent electronically to SageFox, and SageFox efficiently made the corrections in the system.

CRECCOM has worked with local communities and government officials to develop action plans that will ensure AGSP scholars continue to receive support after the end of the project. As described above, many communities have initiated innovative community-led activities, but it is unclear whether communities will be able to raise and sustain adequate funding levels. Compromised nutritional status has also negatively impacted some particularly vulnerable scholars. CRECCOM addressed this by providing tools and skills to assist mentors to integrate nutritional status as part of their monitoring activities. In addition, local community gardens have been encouraged as a way to supplement the diet of the scholars.

In the Spotlight

Ambitious Lucy, the Future High Court Judge

Nazombe village, in the Kapeni Traditional Authority in Blantyre District is the home of 11-year-old Lucy Gwayua. A grade six pupil at Lunzu Catholic Primary School, Lucy lives with her brother and their mother, who ekes out a living as a farmer. Like many single parents, Lucy's mother struggles to put food on the table for her children.



Lucy Gwayua shows off her uniform. Before becoming an AGSP scholar, Lucy was often sent home for not being appropriately dressed. (CRECCOM, 2011)

"Lacking a school uniform, learning materials, and other basic needs were enough reasons for me to give up school. School was just a place to face humiliation. Every time the teacher sent away those who were not in school uniform, I was the first. As a result, I was regularly absent," she recalls.

AGSP ushered in a new era in Lucy's life: "In 2008, I was told AGSP would provide me with a school uniform, a pair of school shoes, sugar, exercise books, pens, hurricane lamp, a blanket, soap, and body lotion." A smiling Lucy concluded, "AGSP changed my life. I can now see myself in a court room as a High Court judge. Now I go to school happily because I have all I need, thanks to AGSP."

Asked how the AGSP support has affected her academic performance, Lucy was nearly boastful about her class standing in science subjects, which she had previously declared her arch enemies. She says that nobody in her class can beat her in mathematics or integrated science and agriculture. She attributes this success to her consistent school attendance, peace of mind, and the mentoring provided by the zone mentors. "I always score first place in my class. If something goes amiss, then I come second. I don't accept less than that!" she said.

Lucy singles out her mentor-teacher Mrs. Ottawa, who has given Lucy tips on how to be successful academically and avoid the distraction of what Lucy calls "by-passers." Lucy says that Mrs. Ottawa has been there to assist her whenever a school-related problem arose.

In the Spotlight

Mentors' Investment in Guardians Yields Large Dividends

“Three years ago, we set aside money to enable scholars’ guardians to obtain loans for small-scale businesses, says soft-spoken Logesi Buleya, a teacher mentor in Nsiyaludzu zone in Ntcheu District. Most AGSP scholars lived in poverty so mentors thought that improving the livelihoods of guardians would have an impact on the retention and achievement of scholars, especially once AGSP ended. Pooling their own contributions, mentors established a micro-lending scheme for guardians. More than 15 parents borrowed the equivalent of between \$6 USD and \$20 USD.

A chat with some guardians shows the impact that small amounts have made in scholars’ homes.

Scholar Memory Subili’s grandmother is one of those who took a loan. “I received 3,000 kwacha [\$18 USD] to buy clay pots so that I could cook and sell beans or maize [corn] in neighboring Mozambique. That made me more than 10, 000 kwacha [\$60 USD]. This profit allowed me to buy fertilizer, which has led to the best harvest I’ve seen in my lifetime. I could only fill half my maize granary but now I have two granaries full, plus six more bags of maize because of the loan. I am happy because Memory always goes to school fed. I sell some maize to buy writing materials, soap, and sugar to supplement AGSP scholarship items. I have bought clothes, not just for myself but for Memory as well,” she says. Memory notes shyly, ‘I am working hard in school. These days I no longer find lessons difficult because I concentrate and am not absent.’”



Scholar Isaac Thomas’s aunt shows the clay pot she bought with the loan from the micro-lending initiative for AGSP mentors. With the proceeds, she is raising chickens and starting a vegetable garden. (CRECCOM, 2011)

Scholar Isaac Thomas is fortunate that his aunt, Mrs. Kachoka, borrowed money to invest in buying a clay pot and beans and rice. She has been using profits from the food she makes and sells for daily needs such as soap, school supplies, and porridge. She also bought four chickens. Her latest business venture is a vegetable garden.

Esnart Kasamba dropped out of grade eight and married at the early age of 16. As the head of household, Esnart became an adopted mother to Titus Kasamba, an AGSP scholar going into grade seven. Esnart borrowed money to buy rice, which she resold at a threefold profit. With these proceeds she bought a goat and now has a brood of 24 chickens. With the money she has earned, she purchased Titus’s school clothing, provided for his school needs, and buys paraffin for the lamp he received through AGSP.

AEI-AGSP Profile MOZAMBIQUE

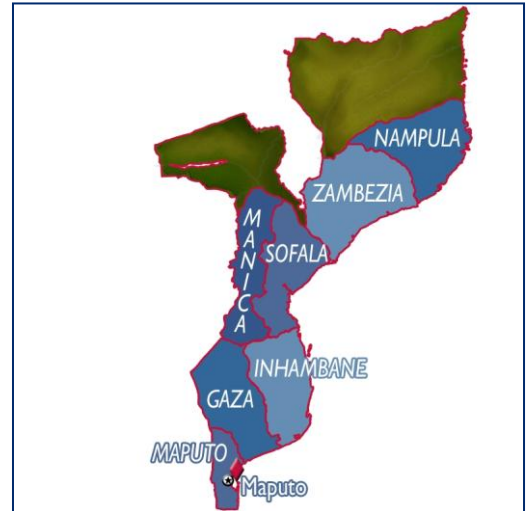
October 2010 through September 2011



USAID
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AGSP scholars at ADPP's Escola Formigas do Futuro in Chimoio learn to make mats as a part of the many extracurricular activities offered at the school. (Winrock International, 2011)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Partners	Total Funds Approved	Total Scholarships	Total Schools
Year 1 Girls Only	5	\$558,424	5,960	163
Year 2 Girls Only	5	\$766,703	6,281	173
Year 3 Girls Only	5	\$919,329	6,035	166
Year 4 Girls & Boys	5	\$1,194,895 Girls: \$987,120 Boys: \$207,775	7,662 Girls: 6,083 Boys: 1,579	170
Year 5 Girls & Boys	5	\$1,046,922 Girls: \$802,451 Boys: \$244,471	7,704 Girls: 6,032 Boys: 1,672	169
Year 6 Girls & Boys	5	\$938,932 Girls: \$721,103 Boys: \$217,829	5,848 Girls: 4,570 Boys: 1,278	184
Year 7 (approved) Girls & Boys	5	\$958,993 Girls: \$737,023 Boys: \$221,970	4,927 Girls: 3,888 Boys: 1,039	194

Special note: Scholar numbers and financial information for PY7 in the table to the left are based on the agreements between Winrock and its partners. However, the narrative portion of this report reflects number of scholarships actually awarded as reported by partners on September 30. Final actual scholar numbers and financial totals will be recorded in Winrock's last report to USAID.

Scholarships (School Year January–December)

In the final year of the program, Winrock continued working with five local implementing partners in Mozambique to implement AEI-AGSP. These partners provided 4,809 scholarships to girls and boys.

Associação Moçambicana para a Ajuda de Desenvolvimento de Povo para Povo (ADPP) awarded 1,608 scholarships to girls and 214 to boys in primary and secondary schools in



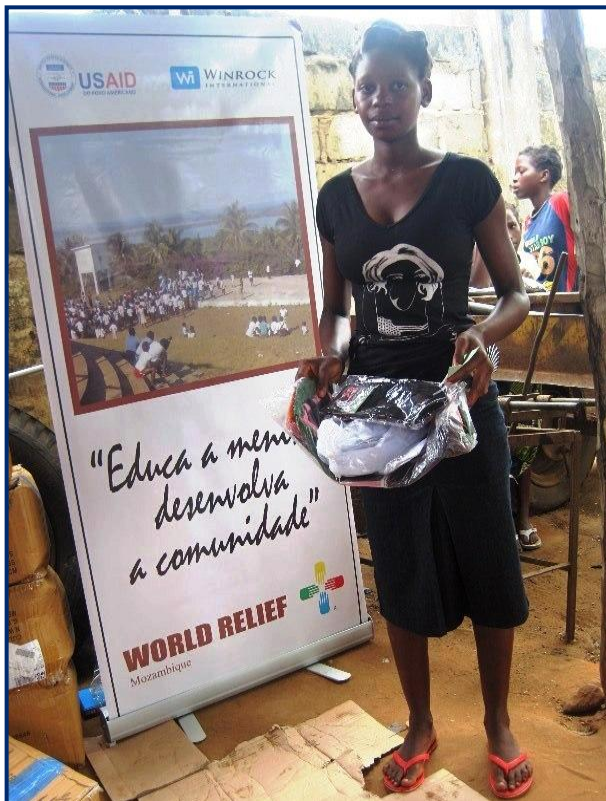
Maputo, Manica, Sofala, and Nampula Provinces. All scholarship packages included school supplies, paraffin (fuel for lamps, by which scholars study), soap, and uniform components such as a shirt, pair of trousers, or a skirt (although scholars in Sofala at schools that do not require uniforms did not receive them). All scholars also received food items such as rice, cooking oil, and salt. In addition to this standard package: Sofala scholars received school bags, a blanket, and beans; scholars in Chimoi received Vaseline, beans, sugar, and breakfast and lunch each day at school, and some books were purchased for scholars to share (due to shortages in the number of books provided by the state); scholars in Nacala received school bags and sugar; and scholars at Cidadela das Crianças in Maputo received school bags and sugar. Boarding students at Cidadela received meals at the school. School fees were paid for scholars at Cidadela das Crianças, Formigas do Futuro in Nacala, and for those scholars in secondary school.



FAWEMO scholars at the EPC Changalane receive their scholarship materials. (FAWEMO, 2011)

Cáritas Regional de Chokwé distributed

scholarships to 300 girls and 50 boys in Gaza Province. Scholarship items included: school supplies (notebooks, a pencil case, pens, a book bag), shoes, a school uniform (socks, shirt, and a skirt or pair of trousers), food items (grains, oil, sugar, salt, beans), soap, and a mosquito net. Clothing, which Cáritas had planned to distribute, was not provided due to budgetary problems caused by unfavorable exchange rates and price hikes. School fees were paid for the secondary scholars, and schools received sports balls (for soccer, basketball, and volleyball) for the scholars and other students to use. Some secondary scholars received boarding fees and/or transport money as the schools are often far from home. Food items were distributed monthly. Scholars also received a meal on special occasions such as mentoring events.



An AGSP scholar in Nhabinde receives her materials from World Relief. (World Relief, 2011)

The Forum for Women Educationalists in Mozambique (FAWEMO) awarded scholarships to 276 girls and 187 boys in primary school in Zambézia, Gaza, and Inhambane Provinces.

Scholarship materials included: school supplies (exercise books, pens, pencils, colored pencils, a ruler, and an eraser), shoes, and personal hygiene kits consisting of soap, toothpaste, and a toothbrush. Scholars received uniform components such as a skirt, blouse, and underwear for girls, and a pair of trousers and a shirt for boys. Scholars were also given food items such as milk, tea, jam, and sugar three times per year as well as bread on a daily basis. Due to the weakening of the dollar, additional funds were necessary this year to ensure the provision of food products.

Kulima/IDR furnished 754 scholarships to girls and 422 scholarships to boys in primary school, all in Inhambane Province. Scholarship materials included: a school uniform and shoes; school supplies (notebooks, rulers, pencils, pens, erasers); food rations (rice, cooking oil, peanuts, beans, sugar, corn flour); and hygiene materials (soap, a toothbrush, and toothpaste). Some scholars received articles of clothing, but the items distributed were much reduced due to a shortage of secondhand clothing in Mozambique and due to an unfavorable exchange rate. Transport funds were available for scholars who become sick, and AGSP sites received materials for sewing or handicrafts and/or sports equipment such

as soccer balls. The distribution of food rations and hygiene materials were late at times this year due to high prices. Winrock provided Kulima with additional funds this year to cover the provision of hygiene products.

World Relief awarded 853 scholarships to girls and 145 to boys in primary school in Inhambane Province. Scholarship items included uniform components such as a blouse and skirt for girls, a shirt and a pair of trousers for boys, as well as socks, shoes, and school sportswear for both girls and boys. Scholars also received a school bag and school supplies (exercise books, pencils, pens, an eraser, and a sharpener). Scholars received regular supplies of soap, sugar, peanuts, and rice.

Mentoring (including HIV/AIDS)

ADPP implements its mentoring program through mentors, who are teachers at each school who oversee AGSP implementation, and *madrinhas* and *padrinhos*, who are volunteer women and men in the community who conduct visits to scholars' homes, organize club activities, and assist scholars with school work if possible. In Sofala Province, ADPP also has trainers who oversee activities and work with the mentors and *madrinhas* at each school location.

ADPP organized a number of refresher trainings for *madrinhas* and staff this year. Subjects included sexual violence, AGSP roles and responsibilities, and HIV/AIDS and other reproductive health issues. The training on sexual violence was held in Nacala and included a talk by a local policewoman. At the end of April, 20 *madrinhas* and 10 *padrinhos* and the first secretary of the Organization of Mozambican Women ("OMM" in Portuguese) from Nacala participated in a training on support for orphans and vulnerable children (OVCs). Twenty-six *madrinhas* from three districts in Sofala Province attended a training in May that was facilitated by Clementina da Luz Bernadino Dinga, a counselor trained in home-based care and reproductive health.

Among other things, she and the *madrinhas* discussed sexuality, abstinence, social life, positive living, and HIV/AIDS. ADPP reported that the *madrinhas* enjoyed the training and discussed many cases of early pregnancy and marriage in their communities. Another 29 *madrinhas* from the three districts in Sofala were trained in July by staff from an ADPP HIV/AIDS program.

One of the primary tasks of the *madrinhas* is to monitor scholars' attendance at school. If a scholar misses school for more than a few days, the *madrinha* goes to the family to find out what the reason is. In this way, many *madrinhas* are able to detect and help when a scholar is sick or having family problems. Mostly it is in cases of malaria in which the *madrinhas* intervene, but in some cases scholars are suffering from other ailments. ADPP reported at least two cases in which *madrinhas* in Sofala Province intervened in cases in which scholars appear to have had chicken pox or another virus producing pimples all over their bodies during which they missed school for more than two weeks. The *madrinhas* convinced the families to seek care for the girls (one had a stepmother whom the *madrinha* believed had discriminated against her), and both recovered. In Nhamatanda, one scholar lost her grandmother, with whom she had been living, and the girl's *madrinha* and other community members mobilized to make sure that she was settled into an aunt's family and that her school performance did not suffer.

In addition, *madrinhas* often lead students and community members in efforts to address public health problems such as poor sanitation, which can facilitate the transmission of malaria. At Cidadela in April, 28 *madrinhas*, 15 community representatives, and 133 girls and 63 boys participated in a day devoted to grass cutting and filling in potholes that collect rain in an attempt to keep down mosquito breeding and malaria transmission. In May, a large group went out again to clear long grass and bushes in preparation for their Children's Day celebration. In August, scholars and students at the school in Nacala participated in a one-week campaign to clear grass and bushes in the communities surrounding the school.



An AGSP scholar at ADPP's Cidadela das Crianças in Maputo helps tend the school garden over the school holidays with one of the mentors. (ADPP, 2011)



ADPP interns offer tutoring sessions to AGSP scholars at the Escola Secundária de Buzi in Sofala Province. (ADPP, 2011)

Mentoring activities in Sofala also include income-generating activities that help support scholars. These activities include: vegetable growing, embroidery, and sewing. In fact activities of this type have grown from eight to 15 projects in the province. At Cidadela das Crianças in Maputo, madrinhas and students garden together on the weekends and over school holidays, and in Nacala the madrinhas established a small garden with support from another USAID-funded program, the SCIP community-health project. At the ADPP school in Chimoio, the students have a large garden that helps to support their school feeding program, and they also help with pig, chicken, and cattle raising. The school provides instruction in crafts such as jewelry making, mat making, and sewing, and has organized a traditional dance troupe.

ADPP's mentoring also includes special events such as public celebrations at which scholars often perform or watch educational theater on topics such as HIV/AIDS or the importance of education. On April 16 local leaders were invited to attend the scholarship distribution in Nacala, where scholars put on skits on the theme of

children's rights. Later that month, scholars and other students involved in the theater and traditional dance troupes participated in a cultural event held at SoCaju School in front of an audience of 500 people including many children from other local schools. The dance troupes at four AGSP schools in Nacala performed again at another cultural presentation in May. In the same month, scholars from the dance troupe at ADPP's Chimoio site celebrated International Workers' Day by performing in front of representatives from the Ministry of Health and the Resident Governor of Manica Province. Scholars, madrinhas, and project staff in Nacala celebrated the same holiday with songs, debates, traditional dance, and theater in the presence of the Provincial Director of Labor and the District Administrator. Scholars in Chimoio, Cidadela, Sofala, and Nacala celebrated International Children's Day with activities that included educational films, games, dance, theater, soccer, and other activities.

In addition, two local NGOs helped organize mentoring events at two ADPP sites: in June two members of LEMUSICA—a Mozambican organization that provides psychosocial support to women who have been the victims of abuse—facilitated a participatory mentoring session for scholars on HIV/AIDS and avoiding risks in life like early marriage. In the same month, activists from ACODECOS presented a lesson on health and hygiene to scholars and community members at Cidadela das Crianças.

Finally, madrinhas and other ADPP staff and volunteers mobilized to provide extra lessons and tutoring to scholars in order to improve scholar performance in school. In the month of May, a total of 69 girls benefited from "catch up" lessons given by students in ADPP's university program.

Cáritas's mentors, known as *activistas*, are members of the community who visit the scholars throughout the year in their homes and at school to monitor the children's attendance and academic performance. Mentoring activities are different at each school, but include dance, crafts, singing,



AGSP scholars in the village of Donga receive their monthly rations from Cáritas Regional de Chokwé. (Winrock International, 2011)

"Your work is very important for the good of the communities in Mozambique! I believe that the activities that NGOs such as Kulima develop in the area of the protection and education of needy children, done with quality and dignity, complement the efforts of government and the international community [and] open a horizon of hope for children, flowers that never wither."

—Eneria Henrique Marrime, reporter of the Institute of Social Communication (ICS).

gardening, sports, exchanges with other schools, and trips to the beach or to the provincial capital, Chokwé, to take part in marches and events. Mentors talk to scholars about issues such as HIV/AIDS and other health issues, children's rights, and abuse. Cáritas also produces periodic local radio programs on AGSP, during which project activities and mentoring themes such as the importance of education are discussed.

Cáritas organized a meeting for the activistas in January so that the latter could present their reports and develop a plan of action for the coming school year. Scholars and 12 activistas came together in February to implement activities from the *Girls' Mentoring Resource Guide* centered on gender and girls' rights. In addition, Cáritas held three trainings for their activistas throughout the year: a two-day training on HIV/AIDS and public hygiene, a one-day training on the sexual abuse of minors, and a three-day training on child-protection laws in Mozambique.

Cáritas also organized a large celebration of International Women's Day and scholarship distribution this year at its headquarters in Chokwé. All 350 scholars, 16 activistas, and three Cáritas staff members attended. Scholars received their uniforms, clothing, food, a mosquito net, and school supplies, and scholars learned about the history of the holiday, girls' rights, and the importance of education. Scholars had lunch and then a cultural program was offered including dancing and singing contests.

On April 7 and again in June, scholars were mentored on the prevention and mitigation of HIV/AIDS. Scholars, teachers, and guardians typically attend these events. In June the subject was traditional rituals and customs in the area and their relationship to the dangers of HIV/AIDS. On June 4, Cáritas scholars celebrated International Children's Day in Chokwé at which scholars received scholarship items, learned about children's rights, and played games. In July, scholars and guardians were mentored on anti-retroviral therapy and the need to know one's HIV status through voluntary testing. In August, activistas and Cáritas met with parents about the end of the program and discussed ways that local communities could try to provide for OVCs.

FAWEMO involves one to three mentors (most of whom are teachers) at each school who organize a girls' club that serves to implement mentoring activities. The clubs, which also include boys, meet over the weekend to play games and sports, learn gardening, participate in cultural activities such as traditional dance and song, work on maintenance projects at the school, learn about HIV/AIDS, get help with schoolwork, and discuss any problems that the scholars may encounter.

FAWEMO organized a two-day training in February in the town of Maxixe for all of their mentors from the three provinces in which they work. The subjects, taken from the USAID *Girls' Mentoring Resource Guide*, addressed topics such as how to be a good mentor, gender and girls' rights, and HIV/AIDS. FAWEMO's mentors also provided tutoring during the school year right before exams.

FAWEMO reported that its mentors in all three provinces facilitated mentoring sessions in April and May on pregnancy and abortion, the use of condoms, and sexual abstinence. In June, mentors discussed the prevention of HIV/AIDS and early pregnancy, and in July they addressed gender roles and HIV prevention.

Kulima's madrinhas visit scholars at home, and the mentors organize activities such as soccer matches, games, singing, dancing, awareness-raising events on a



FAWEMO scholars at the EPC Pamuane (Winrock International, 2011)

variety of subjects, debates, and artwork. Kulima holds monthly mentoring sessions on reproductive health, HIV/AIDS, community health, children's rights, gender, the importance of education, and hygiene. Parents are also invited to attend.

Kulima held a refresher training in January for its technical team on communicating about the importance of education. It also organized a series of coordination and mobilization meetings at the schools at the beginning of the school year for staff, mentors, teachers, and parents/guardians. Participants also discussed the problems that result in poor academic performance.

Mentoring sessions in January and February focused on HIV/AIDS, including the sexual transmission of HIV/AIDS, living positively with the disease, and the importance of non-discrimination against those who are seropositive.

In March Kulima organized a large event at the EPC de Chongola for International Women's Day. Scholars and parents/guardians gave speeches and performed dancing, singing, and theater about domestic violence, alcohol abuse, and HIV/AIDS. Scholars competed in contests that tested their knowledge in both academic disciplines and mentoring subjects such as HIV/AIDS. Kulima worked closely on this event with the school administration as well as the district offices of the Ministries of Education and of Women and Social Action.



Kulima scholars from the Escola Primária de Nhanguila perform a skit on domestic violence. (Kulima, 2011)

Known as “pedagogical” or teaching days, these events feature educational competitions and, according to Kulima staff, “promote the performance mindset above all, in a polite way. They may include various topics from curricula in natural and social sciences and non-curricular content as is the case of works of art, painting, mastery of topics in community health, child protection, and gender relations.” Kulima feels that the combination of these topics motivates children and helps mentors and scholars to “think outside the box” by breaking up routine learning methods. Scholars are mentored on the relevant topics beforehand so that they can compete in the various subjects. Parents/guardians, local school officials, and members of the community are invited to participate. Parents/guardians also contribute wood, labor, and locally produced food to feed participants and in some cases even participate in skits.

Kulima organized similar events this year for:

- International Workers' Day (May 1) at the EPC de Muchirre, at which scholars (99 girls and 40 boys) from the EPC Muchirre, EPC Mabil, EPC Agostinho Neto, EPC Nhanguila, and EPC Cugwana participated.
- Children's Day (June 1) at the EPC of Inhamussua, at which scholars (67 girls and 20 boys) from the EPCs of Hanhane, Nhamangue, and Inhamussua and the “EPI” (a primary school going only to 5th grade) of Inhamussua participated.
- Children's Day (June 1) at the EPC of Inhantumbo; at which scholars (56 girls and 38 boys) from the EPCs of Inhantumbo and Chongola participated.
- Mozambican Independence Day (June 25) held at the EPC of Fambacuasse, at which scholars (100 girls and 66 boys) from the EPCs of Marrumwana and Nhacoja and the EPI of Chibassa participated.

In some cases, such events were organized at sites where Kulima implements both AGSP and an HIV/AIDS program, allowing Kulima to create synergies between the two programs and to make use of teachers and youth (peer educators) already trained in HIV/AIDS mentoring.

In August Kulima organized community meetings on the closure of the program and advised parents and guardians to look into applying for “poverty certificates,” which the government gives to needy families and which provide for reduced school fees in secondary school.

World Relief has traditionally relied on visits from individual mentors or groups of mentors to scholars’ homes. While this allowed for mentors to provide advice and counseling to parents and guardians, it was felt that more structured, group mentoring activities could also be beneficial for scholars and that new methods and material might be motivating to all involved. Mentors were therefore trained for two days on the *Girls’ Mentoring Resource Guide*, and began experimenting with the new group activities from the guide in the spring. World Relief reported that finding a time when scholars were available and in one place was sometimes challenging. Mentors in Quissico tried working with scholars in the morning (for scholars who attend school in the afternoon), but physical education classes held outside of class time sometimes conflicted with the mentoring activities. Other scholars lived far from the school and it was hard for them to attend, so mentors eventually began to implement activities on Saturdays.



World Relief scholars demonstrate an activity from the *Girls’ Mentoring Resource Guide* on the immune system. The girl with the “HIV” tag acts out the symptoms of having a weakened immune system. (Winrock International, 2011)

At first mentors used the mentoring guide as the basis of discussion rather than implementing the activities. In May, mentors in Quissico based discussions with scholars on the mentoring activity in which a girl informs her aunt that she would like to go to university as a way to explore goal setting, and avoiding early marriage and human trafficking, which occur in the communities. Mentors encouraged scholars to discuss what they had learned with their families. Mentors also incorporated the module on drugs and alcohol abuse into their discussions during their home visits, saying that youth who frequent the local clubs and discotheques are those who often use drugs and alcohol. World Relief reported that parents and guardians were particularly grateful for the mentoring on drugs and alcohol “and they asked the mentors to continue teaching and giving counsel to overcome these situations [of drug and alcohol abuse].” Mentors in Dingane held a discussion on the rights of women, which reportedly generated debate, and counseled the older girls on menstruation. Several other mentoring groups also took up the latter topic, since, it was reported that “many of them [girl scholars] are not free to discuss with their parents when they start their period,” and mentors seem to have felt that these activities in the mentoring guide are particularly useful in addressing the subject.

School officials used World Relief mentors as a conduit to facilitate communications with parents and guardians about issues touching on their children. In the month of May, the school director in Mahumane invited mentors for a meeting on scholars’ tardiness to school. He encouraged them to talk to parents and guardians about the importance of children arriving at school on time and stressed that children should be “supervised while doing their homework and allowed to go to school.”

Mentors also opened up some of their activities to non-AGSP scholars: in June, three separate mentoring groups in Quissico held mentoring events on different days to discuss the prevention of HIV/AIDS and the importance of education to more than 336 girls and seven boys. Later that month, the mentors put on a skit on human trafficking at the school over break so as not to disturb classes. They followed the skit with questions afterwards to ensure that scholars had understood and informed them that they should immediately report any strangers in the community whom they believe may be engaged in trafficking.

A celebration of Children’s Day was organized in June at the EPI of Mahumane. Fifteen scholars each from four neighboring AGSP schools were provided with transportation to attend the ceremony. Skits on HIV/AIDS and drugs and

alcohol abuse were presented, along with songs, dances, and poems. Snacks were served to all at the end of the ceremony and mentors contributed ingredients to prepare local dishes.

In June mentors in Quissico (but also to a lesser extent in Mahumane and Mussacate) actually started implementing activities from the mentoring resource guide with scholars. It took practice, but World Relief reported that “the participation was successful and many kids loved it.” Mentors encouraged scholars once they had learned it to teach the activity to other youth.

Community Participation

ADPP engages local women and men as *madrinhas* and *padrinhos* and convenes meetings for various stakeholders such as scholars, *madrinhas/padrinhos*, mentors, teachers, parents/guardians, and school directors. Community members, school staff, and scholars collaborated on projects such as grass clearing in the vicinity of the Cidadela school and the school in Nacala.



A World Relief mentor in Quissico with his copy of the *Girls' Mentoring Resource Guide* attends a training. (Winrock International, 2011)

FAWEMO engages community members such as parents/guardians and school staff in AGSP committees at each school, and some community members act as mentors. (Most mentors are teachers.) Parents and guardians also help to oversee scholarship distributions.

Cáritas implements mentoring activities in the schools, and members of the community such as *activistas* and some parents/guardians participate. In addition, parents assist with the scholarship distributions and some parents and guardians attend the large events held in Chokwé.

Kulima collaborates with local authorities on general implementation and education issues as well as on specific events such as its “pedagogical days” held in celebration of Women’s Day, Children’s Day, Independence Day, etc. Kulima invites parents and guardians to talks on various topics such as gender, children’s rights, and the importance of education.

World Relief’s mentors are members of the community, and the members of the commissions it has organized at each AGSP site also come from the local communities. School commission members usually include the representative from the Ministry of Women and Social Welfare, in addition to representatives from the community, the school, and local religious organizations. Parents and guardians benefit from learning about the various mentoring themes during home visits.

Solutions and Lessons Learned

Due to some challenges in its mentoring program, World Relief hired four “animators” to build the capacity of their mentors, especially on HIV/AIDS, and to report on mentoring activities. In addition, a two-day training in February was held for all mentors on subjects such as how to be a good mentor, gender roles, women’s/girls’ rights, self-esteem, drugs and alcohol abuse, and boys’ health and hygiene. Although they began implementing these activities late in the year, World Relief mentors have been probably the most active and successful of the Mozambique partners in using activities from the *Girls' Mentoring Resource Guide*. While several of the other partners resisted changing their mentoring programs in the final year of the program (or tried but did not succeed, in the case of FAWEMO), World Relief’s adoption of new methods was a commendable move that showed that with effective capacity-building efforts, community-level mentors can indeed implement more structured, interactive mentoring activities. Scholars seemed to enjoy the activities as well, as demonstrated by their pride in implementing them in front of their classmates and the Winrock representative in July.

The biggest challenge for the partners in Mozambique was the fact that most partners were found late in the year to have data problems needing substantial correction (with the exception of World Relief, whose data required only minor corrections). These problems included scholars who had entered the program several years ago but had not been

entered into the database, scholars who had left the program several years ago but had not been removed from subsequent project years, scholars registered at an incorrect school, and, in a few cases at Kulima's schools, scholars who had been substituted into the program more recently by schools at the local level without the knowledge of the local partner. The Winrock representative began making corrections during her monitoring visit in July and alerted the staff of Winrock's data subcontractor, SageFox Consulting Group, who helped to work with partners in the last two months of the project to conduct a final data correction effort that was as comprehensive as possible. While it was conducted late in the life of the project, the push to correct the data in Mozambique was a salutary one, which partners agreed was a genuine lesson learned.

A number of partners mentioned rising prices as a challenge for them over the past year. Partners trimmed the scholarship package in some cases, but Winrock also provided extra financial resources to several of the partners to ensure that scholars received essential scholarship items.

In the Spotlight

Mentor Sensitizes Community on Safer Drinking Water

(Below is a letter written by an AGSP scholar from a primary school in Sofala Province at which ADPP Mozambique implements the program.)

My name is Nene Zacarias. I am 12 years old. I am attending the 6th grade in the local elementary school, the Escola Primária Nhanoa. I am an orphan from both of my parents and I am living with my grandmother who is very old. We are depending a lot on our gardens; we don't have too much money. For this the program is a great help for us with the food, school materials, and blankets that we receive every now and then. This gives me the possibility to stay in school and continue my studies.



When AGSP scholar Nene Zacarias developed health problems due to poor drinking water, her mentor sensitized her and other families in her community on ways to purify their water. (ADPP, 2011)

Two weeks ago my belly started to hurt and I started to have diarrhea. When my madrinha visited me and I told her about my problem, she decided with my grandmother that we should visit the hospital. During the check up the doctor found out that my problem is related with the quality of my drinking water. In my community it is normal that we are drinking the river water that we are using to wash our clothes and to take a bath. I got medicines from my doctor and he gave us a lot of information about the purification of our drinking water. Since I started the treatment and I am drinking clean water, I am getting better slowly day-by-day. After our visit to the hospital my madrinha together with our trainer in the district and my mentor in the school decided that they should help the rest of the community by teaching them about water purification. They made some courses and presentations for families. Now I know that some of my friends have the same problem like I had. I'm very thankful for the help of the project and I hope that my story will show my neighbors how important it is to clean our water.

In the Spotlight

AGSP Helps Children but also Builds Community Capacity to Support OVCs

(Below is a text written by Vitoria Uanicela Macamo, a guardian serving as a madrinha with Kulima.)

I am involved with AGSP since 2008 as a result of the integration of representatives of the guardians of the scholars at the EPC 25 de Setembro. It is a task I assumed with much gratitude for the appointment by other guardians and the school administration, because as guardians feel that we all have increased responsibility to lend support, to complement the efforts of our American friends, Kulima, and the government to serve children in need.

As the madrinha of 21 current scholars at the EPC 25 de Setembro, I have supported our day-to-day monitoring of children at home and at school, sensitizing them to continue to attend school because a bright future depends on one's success in school. Also, my job as madrinha is to ensure that, in collaboration with Kulima, the school board, and especially the focal point [teacher] have timely information on the progress of the program, thus maintaining a good understanding of it.

We have been involved in raising awareness about life skills, including physical and moral health, in order to promote community health, particularly HIV/AIDS. This bold program taught many of us parents to talk about HIV/AIDS in the houses, a task that traditionally we had little courage to accept.

We can highlight the success of this engagement achieved by the scholars at the EPC 25 de Setembro when they participated in a day of cultural exchanges with the EPCs of Guia and Nhampossa, in which the school did well in the contest about knowledge on the prevention of sexual abuse, domestic violence, children's rights, and the prevention and transmission of common diseases and HIV/AIDS.

I feel that the provision of material support to children and the combination of extracurricular activities strengthens the environment through which children who are linked to AGSP become more motivated to improve educational performance and attendance and bar the possibility of drop outs or even transfers.

We have a commitment to at least make sure that children who move on to secondary school can have a place in them. [It is not always easy to enroll in secondary school in Mozambique due to over enrolment.]

I conclude by saying thanks for all the support provided by the American people for kids; I guarantee that all parents had a lesson to learn from their involvement in the AGSP, since this program has provided a stimulating environment for children's learning.



Madrinha Vitoria Uanicela Macamo revises a list of scholars. (Kulima, 2011)

AEI-AGSP Profile

NAMIBIA

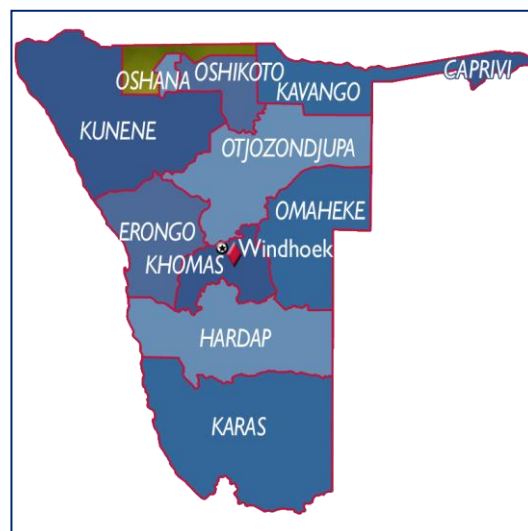
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AGSP girls from Ruiter Primary School display their scholarship items. In February, they received school supplies, toiletries, and clothing. (Winrock International, 2011)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Partners	Total Funds Approved	Total Scholarships	Total Schools
Year 1 Girls Only	3	\$184,539	932	115
Year 2 Girls Only	3	\$194,288	916	107
Year 3 Girls Only	2	\$268,242	1,050	98
Year 4 Girls & Boys	2	\$349,315 Girls: \$301,646 Boys: \$47,669	1,247 Girls: 1,047 Boys: 200	97
Year 5 Girls & Boys	2	\$278,952 Girls: \$234,452 Boys: \$44,500	1,284 Girls: 1,075 Boys: 209	96
Year 6 Girls & Boys	1	\$263,909 Girls: \$222,027 Boys: \$41,882	1,015 Girls: 854 Boys: 161	94
Year 7 (approved) Girls & Boys	1	\$282,667 Girls: \$236,482 Boys: \$46,185	770 Girls: 641 Boys: 129	91

Special note: Scholar numbers and financial information for PY7 in the table to the left are based on the agreements between Winrock and its partners. However, the narrative portion of this report reflects number of scholarships actually awarded as reported by partners on September 30. Final actual scholar numbers and financial totals will be recorded in Winrock's last report to USAID.

Scholarships (School Year January–December)

Winrock International and signed a subrecipient agreement with the **Forum for African Women Educationalists in Namibia (FAWENA)** to implement the **AMBASSADORS GIRLS SCHOLARSHIP PROGRAM** in Namibia for the seventh project year. FAWENA supported 613 girls and 115 boys in 11 regions. Scholars attended 91 primary and combined schools in both urban and rural locations in Caprivi, Erongo, Hardap, Karas, Kavango, Khomas, Kunene, Omaheke, Oshana, Oshikoto, and

Otjozondjupa. In Namibia, AGSP scholarships support children through grade seven.

Scholarship packages included the payment of school fees and the provision of uniforms, school supplies, and toiletries. FAWENA reported that all scholars received school uniforms comprised of a shirt, pants or skirt, socks, shoes, and a sweater. Scholars received new school supplies and toiletries once a term, for all three terms. Scholars received the following: soap, shampoo, lotion, Vaseline, toothpaste, a toothbrush, laundry soap, and sanitary pads for girls. School supplies included: plastic covers for books, pencils, pens, a ruler, a school bag, scissors, colored pencils, and exercise books. Boarding students received transport money to return home over school holidays and weekends, and their hostel fees were also covered by the scholarship. FAWENA began making school fee payments once the schools opened for the school year in January, and all fees for the first and second terms were paid to all schools by the end of February. FAWENA completed the third-term payments of tuition to all 91 schools in July.

This year, FAWENA continued to work closely with the Ministry of Education in Namibia to advocate for students and build awareness on issues related to girls' education. FAWENA's Acting National Chapter Coordinator Rauha Haufiku attended a Ministry of Education seminar on violence in schools. FAWENA reported that participants made recommendations to the Ministry of Education on strategies for making schools safe for all students.

Mentoring (including HIV/AIDS)

Throughout the year, AGSP scholars learned about HIV/AIDS, reproductive health, the importance of education, leadership, and many others topics through their participation in mentoring activities at their schools and in their communities. Teachers served as AGSP mentors, and using the USAID *Girls' Mentoring Resource Guide*, the mentors (also known as focal teachers) planned sessions for scholars. Scholars gained valuable life skills by playing games, creating songs, participating in debates, talking with experts, and engaging in other activities organized by focal teachers.

In the last few months of the 2010 academic year (October and November), AGSP scholars participated in several different mentoring activities. For example, twenty scholars in Windhoek went on a field trip to the LifeLine/ChildLine office. LifeLine/ChildLine is a child protection organization that runs a school program, a 24-hour hotline, and counseling services. At the office the scholars learned about abuse, safety, and how to use the hotline. They also talked about reproductive health, HIV/AIDS counseling services and other resources available to all children. FAWENA reported in November that the focal teacher at Geduld Primary School in Karas used the mentoring manual to address gender issues and children's rights with the scholars. In addition, focal teachers organized study sessions with ten AGSP scholars at Aris Primary School in Khomas to prepare for their end-of-the-year exams.

At the beginning of the 2011 school year, FAWENA conducted three workshops to prepare 88 focal teachers from schools across the country to mentor scholars. The focal teachers received information on counseling, talking with children about HIV/AIDS, and leading mentoring sessions. At all three workshops, each focal teacher created a mentoring plan for the year, received a photocopy of the *Girls' Mentoring Resource Guide*, and reviewed the administrative

requirements for implementing AGSP. Focal teachers were also reminded about the policies of AGSP, including the stipulation that no new students be added to the program and that should a student stop attending school, replacement scholars are not allowed. The first two workshops took place in February, and later in March, FAWENA held the third workshop. The final workshop brought together teachers who mentor scholars with special needs. This workshop was designed to allow focal teachers to trade best practices on how to mentor learners with special needs and how to discuss difficult topics such as puberty, sexual education, and HIV/AIDS prevention.

Once the 2011 school year got underway, AGSP scholars at Geduld Primary School participated in activities from the resource guide on the importance of education. FAWENA reported that the focal teacher, Ms. Garises, encouraged the students to study hard and stressed the importance of being an active learner and doing homework. In March,



At Aris Primary school in Khomas, AGSP scholars learned about HIV/AIDS and the body through an interactive game. (FAWENA, 2011)

scholars learned about topics such as HIV/AIDS and substance abuse. On March 7 scholars at Gammans Primary in Windhoek participated in a mentoring session related to the dangers of substance abuse. The focal teacher invited a guest speaker from Window of Hope (a program within the Ministry of Education in partnership with UNICEF) to lead games and activities highlighting facts about addiction and the dangers of using drugs and alcohol. Scholars also participated in icebreakers and brainstorming activities and presented information to their peers. The focal teachers at D.F. /Uirab Primary School invited a nurse from the local clinic to teach 15 scholars about HIV/AIDS prevention and transmission. In addition to learning basic facts about the disease, the focal teacher reported that the group also discussed the importance of supporting people with HIV/AIDS, rather than stigmatizing and discriminating against them.



Often community role models participate in mentoring activities. Scholars in Otjozondjupa learned about basic safety, as well as a career in law enforcement from Mr. Aromo Sam, a local police officer. (FAWENA, 2011)

Other mentoring topics in March included sessions on puberty and self-esteem. When scholars were given their toiletries at Ondjamba Combined School in Oshikoto region, they were mentored on healthy hygiene habits. The focal teacher also spoke with the scholars about taking care of their scholarship items and washing their uniforms. Five female scholars at Aris Primary School discussed girls' empowerment. Through drama and role plays, the girls talked about solutions to different challenges and the importance of having role models as a positive influence. At Ompaandakani Combined School in Oshana region, male and female scholars participated in a mentoring session on puberty. In addition to receiving basic information on puberty and reproductive health, the 15 scholars discussed how cultural norms prevent them from speaking openly about puberty. FAWENA reported that the mentoring session allowed scholars to ask questions and discuss concerns.

For April, FAWENA reported on several mentoring activities focused on HIV/AIDS. On April 14, scholars at Ondiamande Combined School in Oshana participated in a mentoring activity to examine the impact of HIV/AIDS on the community. Scholars performed role plays and then participated in discussions. They also played a game where they divided into groups representing a healthy immune system, antibodies, and different cells. By acting out various scenarios, scholars were able to understand how the immune system is attacked by HIV and how the body fights sickness. During a girls' empowerment workshop for five scholars in Khomas, the girls also talked about HIV/AIDS and reproductive health as well as the decisions they make now and the decisions they will make in the future. On April 14, 13 girls at Opuwu Primary School in Kunene participated in a similarly themed workshop. They also listened to a motivational presentation that focused on the importance of girls staying in school. FAWENA reported that the speaker urged the girls to become leaders of the nation. Also in April, 12 girls participated in a mentoring activity at Rakutuka Primary School, in Omaheke Region. FAWENA reported, "Discussions, songs, artwork and activities were designed to help children to form a positive attitude towards their bodies and their sexuality, and to strengthen their self-esteem in such a way that they are able to form positive relationships with the other sex."

Twelve AGSP girls at Rakutuka Primary School participated in an interactive mentoring session where they learned about protecting themselves from rape and violence. They were taught basic safety techniques, how to be assertive, and how to say "No" to peers and adults in dangerous situations.

Other exciting mentoring activities this year included an AGSP field trip to the library. Sixteen girls and three boys from North Mutschuana Primary School in Hardap learned how to check out books and use the public library in their community. While at the library, they also participated in storytelling and art activities. Later that month, the parents and guardians of the scholars cleaned the school grounds to show appreciation for the scholarship support their children are receiving. Also in June, scholars from Gammans Primary School in Windhoek went on a field trip to the Namibia war memorial site, Heroes' Arch. FAWENA reported that the scholars were excited to see the statues and monuments that honor historical figures they had learned about in school.

Scholars also benefited from mentoring designed to teach leadership skills. On June 30, seven girls and one boy at Ebenhaeser Primary School, in Erongo, read about leaders and then worked in groups to identify the skills associated with leadership. Also in June, scholars learned about careers and planning for the future. The focal teacher at Dr. Aupa Frans Indongo Primary School in Windhoek talked with the scholars about the courses they could take in secondary school. FAWENA reported that the scholars had many questions and were excited to learn about the choices they could make for their futures. Eight scholars at Ebenhaeser Primary School also learned about careers, as well as the impact of some traditional ideas related to gender stereotypes and jobs. During this mentoring session, the focal teacher encouraged the scholars to think about jobs that are often designated as men's work or women's work. The group then discussed why certain jobs are labeled as appropriate for one gender or the other. They also talked about the challenges of overcoming gender barriers and the importance of setting goals for the future.



Scholars and their mentor, Mrs. Naris from Mangeti Primary School in Otjozondjupa, color, write, and review lessons in a mentoring session after school. (FAWENA, 2011)

This year FAWENA organized the All San Conference for AGSP scholars from the Himba and San ethnic groups, held July 13–16. The Himba and San are nomadic people whose children historically have not been enrolled in school because their families move from place to place to care for cattle. AGSP focused on reaching these marginalized groups and has been supporting the education of Himba and San children to attend school since the beginning of the project in 2005. FAWENA has organized several San conferences over the years to provide additional support to these learners. Forty-four AGSP scholars attended the recent conference in Windhoek. In addition to talking with mentors about the challenges of breaking cultural norms to attend school, they listened to motivational presentations from several speakers, including a former AGSP San scholar who has been successful in starting her own business; USAID Mission Director Debra Mosel; and the United States Ambassador to Namibia, Ambassador Wanda Nesbitt.

Over the four-day event, the scholars participated in mentoring sessions on HIV/AIDS, culture, and planning for the future. Scholars also had time to meet individually with counselors and mentors to discuss problems. FAWENA reported as a highlight from the conference a drama performed by the scholars based on stories they had created to demonstrate challenges related to attending school. The groups then performed the role plays and discussed why education is important and how education can impact their futures. They also created artwork based on the goals they have. FAWENA reported that the facilitator encouraged the scholars to take their artwork home and to question themselves on whether the decisions they are making will help them achieve their goals. On the last day of the conference, scholars visited the Namibian State House. Ms. Shireen Stauss, the USAID Development Specialist, facilitated a tour so that the scholars could see first-hand where government officials meet and legislation is passed. The scholars toured several rooms, including where President Hifikepunye Pohamba often meets with leaders from other nations and where he meets with Members of Parliament. FAWENA reported that the scholars were excited to learn first-hand about their government.



In July, scholars attending the San Conference in Windhoek practiced songs to welcome Ambassador Nesbitt. (FAWENA, 2011)

Community Participation

AGSP included active participation by focal teachers, family members, caregivers, and community members. FAWENA worked closely with schools to keep communities informed about AGSP and build program transparency. This year focal teachers who organized mentoring sessions asked community members, such as health practitioners and police, to present information to scholars. In addition, families were invited to mentoring events and participated in activities alongside AGSP scholars. In October, nine beneficiaries and 20 family members attended a “Community Appreciation Day” at Mina Sachs Primary School in Karas. During the event, family members learned about the mentoring support provided through AGSP, as well as the scholarship component of the program. Once school started for the 2011 academic year, several schools planned AGSP meetings in collaboration with FAWENA. For example, at Vooruitsig Junior Secondary School in Hardap, the principal conducted a parent meeting, and at Ebenhaeser Primary School in Erongo, scholars, teachers, family members, and caregivers met to discuss AGSP and the mentoring topics that scholars would explore this year.

On a number of occasions focal teachers invited community members to participate in AGSP mentoring sessions. The focal teacher at Martin Ndumba Combined School in Kavango planned several events with scholars and their families, and on April 2 scholars and their families participated in a mentoring session on friendship and peer pressure. Eight female scholars and their families attended the session, and the focal teacher incorporated activities from the *Girls’ Mentoring Resource Guide*. FAWENA reported that the families were very supportive, and one parent encouraged the girls to be proud of themselves, urging them to “continue to work towards their future dreams.” Later in the month, families and scholars attended a second event aimed at sensitizing families on how certain cultural practices can put girls at risk for contracting HIV/AIDS. The group discussed customs such as forced marriage and societal problems such as men forcing women to have sex, the risks involved in women asking men to get tested for HIV/AIDS, and how poverty pushes some women to become sex workers. FAWENA reported that these frank discussions were powerful and that both scholars and parents/guardians felt that the entire community should be sensitized to the dangers of certain cultural practices.



In February, focal teachers gathered outside of Windhoek for the annual AGSP mentor training where they shared best practices, created mentoring lessons, and reviewed mentoring topics. (Winrock International, 2011)

In Kavango, parents and guardians performed a play about a school girl who is forced to marry an older man. Her academic performance suffers, and eventually the girl drops out of school. FAWENA reported that both the parents and scholars asked questions after the performance, and the group discussed other practices that hinder the performance of girls in school and derail their futures. Families said that the skit should be performed for the entire community in order to educate others on societal norms that can harm children.

Throughout the year FAWENA staff traveled to different regions of the country to meet with scholars, teachers, and community members. FAWENA made seven such monitoring and evaluation trips this year, organizing several parent and communities meetings on each trip. During these meetings, FAWENA built program transparency by explaining the origins of the scholarship program, the role of USAID, and the importance of parents and guardians encouraging their children in school. In addition to increasing understanding of AGSP among the scholars’ families, this outreach also increased community awareness on the importance of girls’ education. School meetings also focused on the close-out of the program and making sure that all stakeholders understood that AGSP would be ending after seven years of support. For example, following a community-organized school cleaning campaign at North Mutschuana Primary School in the Hardap Region, the school principal answered questions about the close-out of AGSP. And in August in Oshikoto Region, Principal Ms. Hangula and focal teacher Mr. Kanyama from Omuntele Primary School spoke with parents and caregivers,

answering their questions about the end of the program. FAWENA reported that while community members were always disappointed about the end of AGSP, they also celebrated the accomplishments and shared words of thanks to FAWENA and USAID for the program.

Solutions and Lessons Learned

As reported in the semi-annual report, FAWENA made programmatic and administrative improvements in order to ensure that no new scholars were enrolled in AGSP this year. Winrock and FAWENA are proud to report that these

initiatives were successful and that only scholars who had been in the program the prior year received AGSP scholarships in the seventh year of the project.

This year, FAWENA handled several staffing challenges. During the sixth year of project implementation, Winrock conducted a monitoring and evaluation trip to Namibia to monitor activities and train a new assistant finance officer on the financial reporting systems and requirements for AGSP. She quickly learned the system, and both Winrock and FAWENA were disappointed when she left at the beginning of 2011 for a new position. FAWENA was able to hire a new finance assistant with little disruption to programming; however, after three months this person also resigned, having found a position with better benefits, including housing, transport, and meal allowances. After this departure, the Finance/Admin Officer took on the role of preparing the reports, with close oversight by Ms. Rauha Haufiku, who spearheaded AGSP implementation.

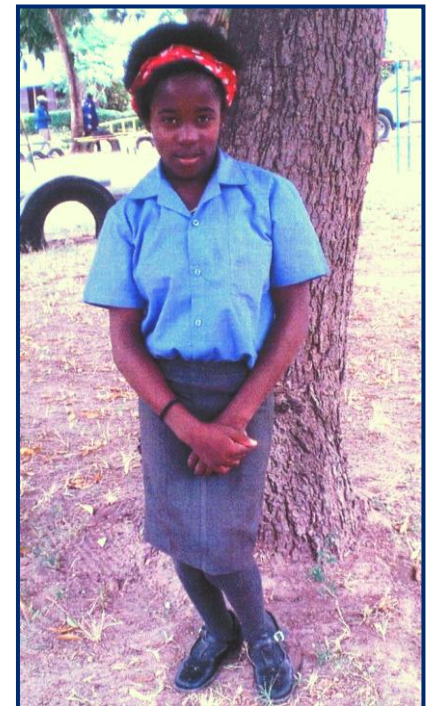
In addition to these staff changes, it was a great loss to all involved in the project when FAWENA's National Coordinator, Ms. Neshani Andreas, passed away in May. Ms. Andreas had been sick over the last two years, and during this time, Ms. Haufiku had assumed greater responsibility for overseeing FAWENA's work. Ms. Haufiku was formally named acting national coordinator in the beginning of April and Ms. Sylvia Mahoto was made acting program officer. While Ms. Haufiku was able to handle the new responsibilities, taking on this additional work was nonetheless challenging. Winrock worked closely with FAWENA at all times to provide support and assistance as the team handled these upheavals. Impressively, the FAWENA team not only successfully implemented the program this year, but was even able to add the All San Conference to their schedule and make an additional distribution of scholarship items, including blankets, for all AGSP scholars.

In the Spotlight

Scholar Continues to Shine at the Cheshire Home with Support from AGSP

Over the last seven years, AGSP has made a special effort to reach scholars with physical disabilities and learning challenges. For many disabled children, accessing education and building relationships with peers are nearly impossible because of cultural norms that stigmatize those with disabilities. Physically disabled children are often shunned by their communities, and most schools don't have facilities appropriate for these students. Through AGSP, disabled scholars have attended school, interacted with peers, and participated in mentoring activities to build life skills. Dagbreek Special School, Al Steenkamp Primary School and many others educated AGSP special education scholars over the life of the project.

Twenty-one scholars in Caprivi, including Betty Lupembe, attend Mulumba Primary School. Betty is a 12-year-old girl in grade 5. Born with cerebral palsy, Betty is physically disabled. She has been receiving an AGSP scholarship since 2006. In addition to payments for tuition fees to attend school, her scholarship has included hostel fees that have allowed her to live at the Cheshire Home, a residence for children with special needs. This hostel is designed to support disabled and mentally challenged children, providing them with a safe place to live, nourishing food, and support to attend school. Sister Lucy Mazurkiewicz manages the home, and she works closely with the neighboring public school to make sure that special education learners have what they need to be successful in the classroom.



Betty Lupembe has received an AGSP scholarship for five years. She lives at the Cheshire Home and attends Mulumba Primary School (FAWENA, 2011)



The Cheshire Home is located in Caprivi and is funded by the Leonard Cheshire Foundation, an international charity whose mission is to make school accessible for children with disabilities. (*Winrock International, 2009*)

Betty has some hearing loss, and her legs are weak. She has worked with a physiotherapist and through swimming exercises, her walking has improved. Her family lives in a village close by, so sometimes she returns home to visit her mother, father, and three siblings. According to Betty's teachers, she performs well in school and her academic work is above average, despite her hearing challenges. She is an active learner who is social and helps her peers. In a recent interview with FAWENA staff, she explained that she likes going to school and that social studies is her favorite subject because she has learned about Namibia. Betty says that in the future, she would like to become a nurse so that she can help people. She says she is very happy and grateful that people from the United States have helped her by providing her with school items, and she thanks USAID and FAWENA for the four years of support that has allowed her to go to school.

AEI-AGSP Profile

SAO TOME

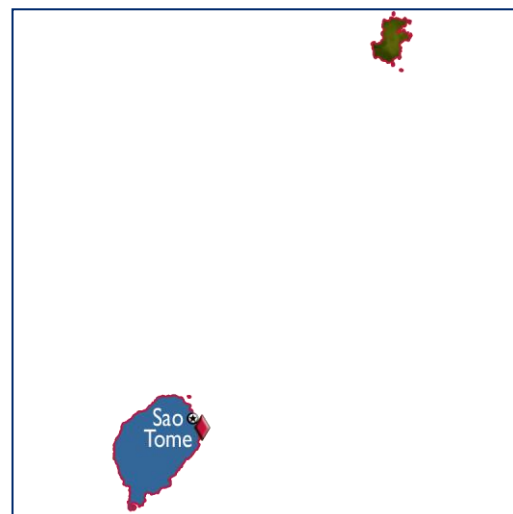
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A teacher mentor at Vigoço School poses with the AGSP scholars there after a mentoring activity. (STeP UP, 2011)



AEI-AGSP Area



Country Capital



Partner Headquarters

Project Data	Partners	Total Funds Approved	Total Scholarships	Total Schools
Year 1 Girls Only	1	\$57,994	400	50
Year 2 Girls Only	1	\$72,940	500	54
Year 3 Girls Only	1	\$95,566	600	59
Year 4 Girls & Boys	1	\$195,241 Girls: \$115,419 Boys: \$79,822	1,000 Girls: 600 Boys: 400	58
Year 5 Girls & Boys	1	\$171,831 Girls: \$106,790 Boys: \$65,041	998 Girls: 598 Boys: 400	59
Year 6 Girls & Boys	1	\$170,352 Girls: \$105,528 Boys: \$64,824	972 Girls: 581 Boys: 391	59
Year 7 Girls & Boys	1	\$182,672 Girls: \$111,128 Boys: \$71,544	965 Girls: 582 Boys: 383	45

Special note: Scholar numbers and financial information for PY7 in the table to the left are based on the agreements between Winrock and its partners. However, the narrative portion of this report reflects number of scholarships actually awarded as reported by partners on September 30. Final actual scholar numbers and financial totals will be recorded in Winrock's last report to USAID.

Scholarships (School Year September-June)

In the seventh year of the project, Winrock partnered with **São Tomé e Príncipe Union for Promotion (STeP UP)** to provide a total of 953 scholarships: 571 for girls and 382 for boys.

Materials provided through the scholarship included: fabric for school uniforms, food rations (rice, beans, corn flour, cooking oil, spaghetti, and sugar), school supplies, soap, book bags, and a

subsidy for additional expenses such as the tailoring of uniforms, transportation to school, shoes, or clothes as needed. Each scholar's subsidy this year amounts to approximately \$40 USD for the year.

STeP UP was unable to keep up with its work plan this year and fell significantly behind with its scholarship distribution calendar. Over the course of the year, Winrock had numerous conversations with STeP UP staff in order to resolve management and implementation issues and to offer suggestions and tools to improve the distribution process. In the second half of the year, Winrock instituted weekly phone calls to gauge STeP UP's progress in scholarship distribution. Because STeP UP was forced to distribute scholarship items over the summer break and because of the high level of mobility of the scholars, STeP UP was unable to locate approximately 85 scholars, which reduced the number of scholars they were able to reach during the year.

Mentoring (including HIV/AIDS)

Citing the shame that poor students often feel, mentor Djamilo Correia Gonçalves Afonso organized a soccer tournament at the Januário José da Costa Secondary School in Bombom district. The tournament, which began in October, allowed boys from the STeP UP program and non-scholars to play together, forming "unity and friendship" between the two groups. The finals, held in January, ended with the non-scholar boys winning the tournament. The tournament was held with the support of the school's director and the physical education teachers.

Mentoring sessions held over the year centered on HIV/AIDS, puberty, health, family life, self-esteem, and drugs. On March 23, three mentors conducted an event on puberty, HIV/AIDS, Sexually Transmitted Infections (STIs) and their prevention, and abstinence for forty scholars at Neves Secondary School. Scholars were later quizzed on methods to prevent pregnancy and STIs, changes the body undergoes during adolescence, and scholars' understanding of HIV/AIDS.

In April, 36 Porto Alegre scholars learned about HIV/AIDS and malaria transmission, prevention, and treatment, in addition to strategies to reduce their risk of infection. The mentor, Ivo Nascimento, utilized the *Girls' Mentoring Resource Guide* and tested scholars on their knowledge of the information that was presented. While not participating in the session, parents and guardians went to the school in order to find out how the activity was carried out.

During May and June, mentoring sessions with parents and guardians were held at Porto Alegre, Patrice Lumumba, São João, Guadalupe, and at Liceu Nacional on the consequences of drug use. STeP UP staff members reported that these sessions covering the risks of premarital sex, teenage pregnancy, and HIV/AIDS have resulted in mothers coming to the STeP UP office in order to request more information and advice.



A scholar collects her materials at the STeP UP office. (STeP UP, 2011)



A mentor helps with scholarship distribution at Guadalupe Secondary School. (STeP UP, 2011)

Some mentors have also assisted scholars to improve school performance, holding extra classes that targeted scholars with poor grades. Paulo Queiroz and Edne da Trindade, mentors at the Trindade Secondary School, enlisted the assistance of two additional teachers in order to "develop extra classes to help our scholars to overcome their difficulties in school." The mentors at Santa Catarina Secondary School also provided extra classes in advance of exams in July. Some mentors said that they devoted more time to the review of math and Portuguese, subjects with which the scholars have the most trouble.

Mr. Queiroz and Mr. Trindade also organized extracurricular activities for scholars including computer lessons, singing, dancing, theatre, and games. In order to provide scholars with the opportunity to participate in embroidery and crochet activities, the mentors purchased the necessary materials.

STeP UP's data show that 81% of returning girl scholars and 72% of returning boy scholars passed to the next grade. Scholars from Angolares, Porto Alegre, Santa Catarina, Ribeira Afonso, Vigoço, Guadalupe, Conde, and São João schools were noted to have done especially well.

In an end-of-project meeting, the mentors expressed their gratitude for the opportunity to work on AGSP. The mentors also conveyed the pride they felt in the scholars' interest in

the mentoring activities, and the impact that the activities had on parents as they came to understand the importance of education in their children's lives. The final meeting also provided an opportunity for STeP UP staff and mentors to assess mentoring activities for the year and to discuss educational reforms on the island of São Tomé, gender and family matters, and HIV/AIDS, as well as the possible continuation of mentoring activities beyond the end of AGSP.



AGSP scholars and other students enjoy a friendly soccer tournament at São João Secondary School. (STeP UP, 2011)

Community Participation

STeP UP has involved parents, family member, teachers, and local education officials in its program activities and mentoring sessions. Parents and guardians have attended mentoring sessions and assisted at scholarship distribution events. They have also offered their suggestions for program activities, such as handicrafts using local material and sewing classes.

Solutions and Lessons Learned

Following the discovery this year that some STeP UP scholars had not received fabric for uniforms or school supplies in the previous project year, Winrock required that STeP UP staff submit signature sheets for all items distributed to scholars, not just for food and the subsidy. Transparency in program operation and implementation, as well as in financial management, has been an ongoing issue, one which Winrock has addressed numerous times with STeP UP's founder and staff via email and increasingly frequent conference calls throughout the year.

In addition, data verification and cleaning have proven challenging for STeP UP staff. A considerable number of data errors were uncovered during the Winrock monitoring trip in February and in spite of promises to follow up afterwards, discrepancies between data in FieldLink (the AGSP database) and the data on scholar signature sheets persisted.

In early August, Winrock was informed that 114 scholars had missed one or both of the scholarship distributions this year. Winrock encouraged STeP UP staff to continue to look for scholars in August and September in order to provide the scholarship items, but STeP UP was able to find only 29 more scholars, leaving a total of approximately 85 with either no scholarship materials or a partial scholarship package.

For the verification of scholarship distribution and data accuracy, Winrock decided to send a team member from SageFox Consulting Group, Winrock's subcontractor for data issues, to the island in October in order to verify and

ensure accurate reporting. STeP UP's agreement was extended into October so that the staff could work with the SageFox representative to complete this task. The SageFox consultant visited many schools with large numbers of scholars and those where Winrock had found distribution problems last year. The consultant was able to identify and make a number of corrections to the database.

In the Spotlight

Scholarship Helps Physically Handicapped Scholar to Stay in School and Feel Accepted

Silvia Barros dos Santos is from a poor fishing family in Neves. One of five children, Silvia was born with physical and speech disabilities. She is also very short in stature. For these reasons, she was neglected by her parents and by society. According to Silvia, no one wanted to associate with her because of her physical disability, and people made fun of her.

But Silvia was determined to get an education, so she enrolled herself in school. She had no material. Instead, she says, she made use of what she could get from others. Nobody believed she could make it. Most of the time she was sent home from school for lack of materials. Then a mentor informed her about AGSP, and she applied and was selected.

According to Silvia, "AGSP made my dream come true." She says that for the first time she was treated like other children, being given the same materials and receiving guidance from her mentor like the other scholars. "It was a lifetime experience. [. . .] I got all I need for schooling. I also take home food stuffs for the family. That makes me now very important. AGSP gave me the opportunity to prove myself worthy of living."

Silvia also praised the mentoring program, which she says helped to make her a better person. "I know more about myself and how to take care of myself. I don't feel inferior to others. I am now more determined than before to achieve success in life." Now that the program will be ending, she says, "My parents promised not to let me out of school. Though they may not be able to provide exactly what AGSP has given me, whatever they provide, I will manage."



Silvia Barros dos Santos speaks about her experience in AGSP. (SageFox Consulting Group, 2011)

AEI-AGSP Profile SOUTH AFRICA

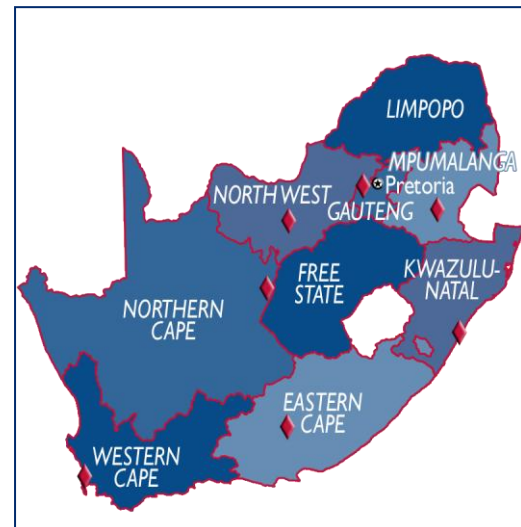
October 2010 through September 2011



USAID
FROM THE AMERICAN PEOPLE



AGSP girls from Bongani High School model their new school uniforms.
(Life Center, 2011)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Partners	Total Funds Approved	Total Scholarships	Total Schools
Year 1 Girls Only	5	\$149,627	1,212	107
Year 2 Girls Only	6	\$260,754	1,688	136
Year 3 Girls Only	5	\$379,015	1,485	129
Year 4 Girls & Boys	6	\$589,304 Girls: \$415,580 Boys: \$173,724	2,647 Girls: 1,793 Boys: 854	174
Year 5 Girls & Boys	6	\$612,512 Girls: \$405,001 Boys: \$207,511	2,758 Girls: 1,868 Boys: 890	180
Year 6 Girls & Boys	6	\$501,160 Girls: \$330,542 Boys: \$170,618	2,116 Girls: 1,385 Boys: 731	190
Year 7 (approved) Girls & Boys	6	\$795,682 Girls: \$510,547 Boys: \$285,135	1,705 Girls: 1,098 Boys: 607	192

Special note: Scholar numbers and financial information for PY7 in the table to the left are based on the agreements between Winrock and its partners. However, the narrative portion of this report reflects number of scholarships actually awarded as reported by partners on September 30. Final actual scholar numbers and financial totals will be recorded in Winrock's last report to USAID.

Scholarships (School Year January–December)

In South Africa, Winrock International signed subrecipient agreements with six local organizations from across South Africa: Heartbeat, Humana People to People, Life Centre, Masoyi Home-Based Care, Media in Education Trust Africa (MiET), and Natural Botanicals. Scholarships were awarded to a total of 981 girls and 604 boys in all nine South African provinces. AGSP scholars in South Africa are primary and secondary students and attend 192 schools located in urban and rural locations throughout the country.

Heartbeat provided scholarships and mentoring to 173 girls and 76 boys at 51 schools in Botshabelo and Pieter Swart, in Free State Province. AGSP scholars in Free State attended tuition-free schools, so no fees were paid on their behalf. All scholars received the following basic school supplies: pens, pencils, an eraser, ruler, scissors, glue, pencil sharpener, and colored pencils. School uniforms and clothing were also provided to AGSP scholars. These items included: a sweater, shoes, pants, shirt, and rain jacket. Because scholarship distribution was uneven and inconsistent during the first half of the project year, Heartbeat put in place an intensive distribution plan to provide all scholars with the same scholarship packages (including school supplies and clothing) in mid-June. The entire process, including procurement, purchase, and delivery to scholars took approximately four weeks, and shortly thereafter, a Winrock representative visited 13 schools and met with AGSP scholars to confirm that beneficiaries received their full scholarship packages. In addition, scholars received transportation funds as part of their AGSP scholarships, which allowed them to attend activities at the Heartbeat After-School Centers (ASCs). Scholarship funds were also used to provide scholars with nutritious meals at the ASC twice a week.

Humana People to People supported 143 girls and 213 boys in rural locations in Limpopo and in the urban community of Doornkop, Soweto in Gauteng. All of these scholars were enrolled in fee-free primary schools, except for two scholars who attended special education schools that required fee payments.

This year all AGSP male scholars received shirts, pants, shoes, socks, and sweaters, and girls were given dresses, skirts, shirts, shoes, socks, and sweaters. Humana completed the first clothing distribution in April and made a second distribution of winter clothing starting in June, which was completed in July. This year, Humana provided training to community women in Doornkop to improve their livelihoods. These women sewed the pants for AGSP scholars.

Humana provided scholars with the following school supplies: a lunch box, notebooks, pens, pencils, a ruler, and crayons. Each term, AGSP scholars were also given toiletries, including: soap, toothpaste, a toothbrush, a washcloth, and laundry powder to keep uniforms clean. Twenty-five adolescent female scholars also received sanitary pads. In addition to school supplies and toiletries, each term scholars got parcels of basic food items such as fish oil, noodles, sugar, cornmeal, fish, rice, and soya mince (a high-protein, soy-based product).

In Northern Cape, **Life Centre** awarded scholarships to 190 girls and 72 boys in urban and rural locations. Scholars attended both primary and secondary schools. While scholars attended fee-free primary schools, many of the secondary schools were very costly. In the Kimberley area, Life Centre successfully enrolled AGSP scholars who had completed primary school into the top secondary schools where the fees were significantly higher than for other public schools. Because the school fee system for secondary schools is complex, with schools requiring different fees at various intervals, Life Centre paid school fees several times throughout the year, and this complicated task was finally completed for all scholars by September.

AGSP scholarships provided by Life Centre included school clothing items as required by the different schools (such as pants, shirts, skirts, tracksuits, blazers, shoes, and socks). Some scholars who live far from school also received transportation funds. Late in the year, it was decided that because so many of the scholars were vulnerable, food parcels would be provided to all AGSP scholars. Scholars also received school supplies. Secondary scholars' supplies varied



During a recent monitoring visit, scholars from Tlotlisang were excited to talk with a Winrock representative about their new uniforms. (Winrock International, 2011)

depending on the grade level, but all scholars received basic items (pens, pencils, notebooks, book covers, scissors, tape, and erasers).

Masoyi Home-Based Care provided scholarships and mentoring to 98 girls and 58 boys in primary school, for a total of 156 beneficiaries. AGSP scholars attended 25 primary schools in villages in Mpumalanga Province. All the schools are fee free. This year scholars received school uniforms including: shirts, sweaters, socks, skirts for girls, and pants for boys. School supplies (book bags, pens, pencils, folders, book covers, and other items), as well as toiletries (toothbrush, toothpaste, soap, washcloth, deodorant, body lotion, and sanitary pads for girls) were also part of the AGSP scholarship. Late in the year, Masoyi decided to provide blankets to keep scholars warm in the winter months. AGSP scholars attended after-school mentoring sessions twice a week at After-School Support Centers (ASSPs) where scholars were provided with a snack.



Scholars from Nkazimlo Primary School spent a day at Helderberg Nature Reserve. After participating in mentoring activities they received their school supplies. (Winrock International, 2011)

Media in Education Trust Africa (MiET) implemented AGSP in three provinces: Eastern Cape, North West, and KwaZulu-Natal. MiET provided scholarships and mentoring to a total of 385 students (267 girls and 118 boys). Scholars were primary, secondary, and middle school students, and they attended 31 rural schools and two urban schools. This year, scholars received school uniforms, including blazers, long-sleeved shirts, socks, pants, and skirts for girls. School supplies varied depending on whether the scholar was in primary or secondary school. Scholars received necessary school items such as: a calculator, pencil kit, mathematical instruments, pens, pencils, crayons, erasers, highlighters, and other items depending on their grade. MiET gave scholars in grades four through six coloring books, and scholars in grades eight and nine received study guides. Scholars also received toiletries and every three months, they received food packs, including sejo, a soy-based porridge.

Natural Botanicals provided scholarship items to 110 girls and 67 boys in nine schools in Western Cape. Beneficiaries attended six rural schools in farming communities as well as three urban schools in townships outside of Cape Town. Natural Botanicals implemented a shortened program this year and distributed most of the scholarship items to scholars during the first four months of 2011. In January, girls and boys from the farming communities went to the PEP stores in Piketberg and Citrusdal to purchase clothing items, school supplies, and toiletries. Scholars were told how much money they had. They made shopping lists and used calculators to determine what items they could afford to buy for the school year. Natural Botanicals also paid the school fees in Western Cape to cover school items such as copy paper, ink, and other school stationery for the scholars. In February, 23 girls from two township schools attended a mentoring and distribution event. Natural Botanicals held a second distribution event in April to complete the distribution of clothing for scholars in the township schools. All scholarship items were delivered to scholars by the end of May.

Mentoring (including HIV/AIDS)

In order to build life skills and equip scholars with information to make healthy decisions, mentors, community professionals, and teachers mentored AGSP scholars on important issues such as HIV/AIDS, reproductive health, drug and alcohol abuse, the importance of education, and many other topics. AGSP implementing partners used various approaches to provide mentoring support to scholars. In some cases, partners mentored scholars one-on-one to meet their emotional needs through individual counseling. In other cases, partners organized large events and workshops where scholars could participate in activities such as playing games, debating, and singing. Some partners facilitated weekly after-school sessions to provide consistent, ongoing support to beneficiaries, and other partners made home visits. The USAID *Girls' Mentoring Resource Guide* served as the curriculum for many mentoring activities.

Heartbeat mentored scholars twice a week after school at the Heartbeat After-School Centers (ASC) in Pieter Swart and Botshabelo. Often mentoring activities were informal, and scholars interacted with Heartbeat mentors through homework help, reading books, and playing games. In addition, local teachers were paid small stipends to come to the ASC and provide academic support to scholars during informal tutoring time. Scholars were also given a healthy meal when attending the center. In addition to informal activities, scholars participated in special activities planned by the mentors.

Heartbeat reported many highlights from the mentoring program this year. In 2010 at the end of the academic school year, scholars participated in tutoring classes led by teachers from the local schools. Heartbeat reported that more than 100 AGSP scholars attended mentoring sessions focused on academics in October and November. In January and February AGSP scholars at both centers attended formal mentoring sessions on reproductive health and topics related to sexuality. Heartbeat reported that in January, 41 scholars attended the session on reproductive health, and in Pieter Swart, 54 scholars learned about the same topic. In February, 72 scholars attended a mentoring session on sexual harassment and sexual exploitation. Mentors also facilitated discussions on children's rights at this session.

Building on the information from the mentoring sessions on reproductive health, Heartbeat organized several workshops on HIV/AIDS prevention. In April, 39 scholars at Botshabelo and 41 scholars at Pieter Swart reviewed basic facts on prevention. In May, 36 scholars at Botshabelo and 59 scholars at Peter Swart participated in a second workshop on HIV/AIDS. At the sessions in May, scholars performed dramas depicting scenarios about taking care of oneself and protecting oneself from the disease.

Another mentoring highlight included the Heartbeat Youth Ambassador Program. Through this program, selected scholars completed small research projects and then shared information with their peers. Twenty AGSP scholars worked together to learn about Human Rights Day and Freedom Day. Both of these South African holidays commemorate important aspects of South African history. The "Youth Ambassadors" worked together to learn about these topics and then made presentations to their peers on April 15. In May, the Youth Ambassadors talked with peers and built awareness on child trafficking. Later in the year, the Ambassadors performed a mock talk show on child abuse. During this session, scholars were provided with resources for reporting child abuse cases.

Heartbeat reported that AGSP scholars in Free State attended several other mentoring sessions this year that incorporated the use of the *AGSP Girls' Mentoring Resource Guide*. In June, scholars learned about careers and the importance of the choices they make when selecting classes in secondary school. Scholars also learned about the dangers of drug and alcohol abuse, as well as how to cope with stress.



An AGSP scholar cares for the garden at the Child Aid Center in Doornkop. (Humana, 2011)

Using a similar approach to mentoring, Humana ran after-school programs for AGSP scholars and other vulnerable children. The Humana Child Aid Centers were open daily for AGSP scholars and other vulnerable children; at the centers children had access to activities such as sports, gardening, using the library, and talking with mentors. The community mentors and staff at the Child Aid Centers in Bakenberg and Doornkop met monthly to plan formal mentoring activities that incorporated lessons from the mentoring manual, as well as informal activities for scholars. Humana also proudly reported that this year, scholars developed an increased interest in reading, thanks to the renovation of the library at the Doornkop Child Aid Center. AGSP mentors also made regular home visits to monitor scholars' living conditions and make sure that scholars were safe and healthy. During home visits, mentors reached out to families and built awareness on AGSP and the programs at the centers.

Humana reported on several unique mentoring events that took place this year. Humana staff organized mentoring activities to coincide with international celebrations,

awareness-building campaigns, and holidays. To educate scholars on gender-based violence, Humana mentors organized a mentoring session in conjunction with the 16 Days of Activism Campaign. On December 7, 35 scholars attended a question-and-answer session where they learned about how they can report violence. In February, AGSP scholars attended a Valentine's Day-themed mentoring event at Ramokgakgele Primary School in Bakenberg. Sixty-six girls and 42 boys, as well as some family members and caregivers, attended the event, and a special presentation was made to discuss love, sex, and teenage pregnancy.

Humana reported that in Limpopo, the parents of scholars showed their commitment to and support of AGSP by caring for gardens and organizing cleaning campaigns, thus participating in AGSP and improving their community.

To commemorate World Water Day in March, scholars in both Doornkop and Bakenberg participated in activities with their peers where they learned about conservation and using water wisely. Child Aid in Bakenberg coordinated with the local municipality to host a natural resources expert to present the information to scholars, families, and teachers. Scholars also celebrated World Environment Week in June. The Eco Youth Club at the Doornkop center organized environmental-themed events all week, and ten AGSP scholars attended a tour of the Johannesburg Botanical Garden Environment Education and Research Centre in Emmarentia.

In August, scholars celebrated National Women's Day. Scholars in Doornkop listened to presentations from women in the community, including a police officer and a social worker. Thembi Ngubane, a university student who is studying to become a social worker talked about her experiences fighting the tradition of virginity testing. She explained to scholars and community members how this dangerous practice violates girls' rights, and she encouraged family and community members to speak out against it. In addition to discussing women's rights and girls' rights, scholars read poems, performed theater, and danced. Humana reported that more than 300 people attended the event on August 8.

Humana planned several workshops to mentor scholars in 2011. Over the school holiday break in April, scholars attended day camp at the Doornkop center. Two hundred and thirty-two children, including approximately 90 AGSP scholars, participated with their peers in activities to promote healthy lifestyles, including a 3K run. AGSP scholar Lebogang Mokatsola won the race and was awarded a medal for his victory. Sixty-five scholars also participated in a leadership camp in May. In Bakenberg, scholars learned about careers and education at an event held in May. This session was led by a special guest speaker from the Department of Education and concluded with some scholars performing a drama on the need for more South African children to complete school and become doctors in order to help their communities.

In anticipation of the end of the project, Humana created opportunities for AGSP scholars to continue to participate in mentoring activities and organize themselves in clubs. Humana requested additional funding from Winrock to expand programs at the center. With assistance from mentors, scholars formed groups based on their interests. Humana



Parents and teachers helped distribute clothing at the Humana Child Aid Center in Doornkop. (Humana, 2011)

reported that the groups have elected leaders and are organizing activities. Since the clubs formed in August, the Eco Club has started a tree nursery, those in the Arts & Crafts Club are knitting and beading, and one group of scholars has taken a special interest in the library and is helping their younger peers read.

In Northern Cape, Life Centre mentored AGSP scholars using two complementary strategies: individualized counseling and large camps where mentoring sessions included games, fun, and active learning. Life Centre Director Japer Marisa and mentor Charity Modiakgotla spent many long hours at schools and at scholars' homes to provide emotional support and to make sure that children had what they needed to be successful in school. Life Centre's child-centered approach provided comprehensive support to scholars, including follow up on issues that sometimes required social

service interventions, police assistance, and helping scholars access medical care. In some cases, scholars simply needed an adult to talk to, and Life Centre staff provided immediate one-on-one emotional support to these AGSP beneficiaries.

In addition to Mr. Marisa and Ms. Modiakgotla's work with scholars, Life Centre trained selected teachers and young adults in grades 11 and 12 to serve as mentors and lead mentoring activities at weekend camps for AGSP scholars. In early December, Life Centre organized a two-day mentor training for the 16 peer mentors (12 females, and four males). Life Centre reported that during the training, the mentors learned about their role as mentors, and the group reviewed information on active-listening skills and on building relationships with scholars. In preparation for upcoming camps with scholars, they also reviewed information on HIV/AIDS awareness, reproduction, and relationships. The first AGSP camp of the new project year, held December 16–18, was devoted to the themes of sexuality, relationships, and decision making. Through interactive games and lively presentations, the scholars in attendance—122 girls and 33 boys—talked with peers and mentors about sexually transmitted infections, teenage pregnancy, condoms, and peer pressure.

In April, Life Centre organized another mentoring camp for scholars. At camp, scholars participated in activities related to the theme "Keep On." Mr. Marisa explained that the camp was designed to review all the skills the scholars had gained through the years of mentoring camps. Scholars were encouraged to acknowledge all that they had learned at mentoring camps and to use this knowledge to continue to make wise decisions. Mr. Marisa explained, "The outline followed the various themes from camps held over the past years: Born to Live, I Believe I Can, It's Up to Me, Life Is an Adventure, Radically Ready, and Keep On." Topics included study skills, HIV/AIDS, reproductive health, substance abuse, peer pressure and decision making, and relationships and dating.



Scholars in Eastern Cape received toiletries, as well as school supplies, uniforms, and food parcels. (MiET, 2011)

Throughout the year, Life Centre staff used the opportunity of delivering scholarship items to scholars to follow up on scholar progress and to organize short mentoring sessions at schools on topics such as leadership, friendship, and substance abuse. In May and June, many of the mini-mentoring sessions focused on academics and helping scholars prepare for exams. As the end of the program was quickly approaching, Life Centre planned one more large event for scholars. Due to administrative challenges and the need to await the final obligation of funds from USAID, this event was rescheduled to occur after the end of the program year, and Life Centre was issued a two-week extension into October.

Masoyi focuses on homecare for orphans and vulnerable children in child-headed houses and implements many programs for vulnerable youth and families in Mpumalanga. Masoyi staff visited children and families on a regular basis, and AGSP scholars often were provided with mentoring support at home. Masoyi staff also helped beneficiaries and families access health services and other resources.

AGSP scholars participated in after-school mentoring at the After-School Support Program (ASSP) centers. The ASSP centers offered scholars valuable time with role models, the opportunity to learn life skills, and the chance to interact with peers. This year, six young women and six young men were trained by Masoyi to mentor scholars at the ASSPs. These high school-aged mentors are part of the USAID-funded Gold Peer Educators Mentoring Program that is also implemented by Masoyi. Mentoring activities at the ASSP centers provided ongoing support to the scholars throughout the year, and according to Masoyi, the centers made an impact on the scholars' academic performance. Masoyi reported, "We have found that most of the scholars have improved at school because when they do their homework with the mentors, they concentrate and they know what's going on. They also are learning how to study on their own and to manage time."



In Mpumalanga, many scholars like Patience and Cynthia Mona live with a grandparent. Masoyi visits scholars in their homes to provide additional support to families and in some cases helps the families access government resources. (Winrock International, 2011)

In addition to home visits and after-school mentoring, Masoyi organized large workshops in order to talk with scholars in-depth about certain topics, such as HIV/AIDS, children's rights, and the importance of education. The first workshop was held in December with 103 girls and 64 boys in attendance, which included scholars who had been in the program in the 2010 school year. During the workshop, scholars sang, danced, and recited poetry. Community members also made presentations to motivate scholars in their studies. At the close of the event, scholars received toiletries for the upcoming school year. Scholars were also given lunch boxes and basins for washing their school uniforms. Scholars attended a second large workshop on March 26. Sixty-nine girls and 38 boys attended the event. Masoyi collaborated with the local Department of Health, and clinic health promoters led scholars in activities to build awareness on HIV/AIDS and sexual health.

On May 28, scholars attended a special workshop on bereavement and loss. Because many of the children are from child-headed households, Masoyi worked closely with the children on dealing with the loss of a family member. The workshop was designed to address the grieving process, the stress of loss, and how to find help. Masoyi reported, "Those who were still grieving got a chance to speak out. We had one-on-one sessions with the scholars who were grieving. We were able to give them hope and comfort and we referred them to professionals."

Other events this year included a June workshop on child protection and children's rights and a camp in July. Thirty-five girls and 20 boys attended the three-day camp and participated in activities designed to build self-esteem. They worked together and discussed topics such as leadership and taking action in the community. Scholars then put these skills to use during Mandela Day on July 18. Activities that day focused on scholars giving back to their communities through community service.

AGSP scholars in Eastern Cape, North West, and KwaZulu-Natal participated in mentoring activities organized by MiET-trained mentors. Two mentors in each region facilitated activities and met with teachers and school officials to provide mentoring on-site at schools. In November, AGSP scholars met with their mentors to receive scholarship items that had not been provided earlier in the year. Also, MiET mentors worked closely with the AGSP manager to verify data for the upcoming school year. In preparation for the 2011 school year, MiET organized a mentor training in Durban January 17–19 for mentors from all three provinces. The focus of the training was twofold: mentors reviewed the administrative responsibilities related to item procurement and distribution, and mentors learned techniques to improve mentoring activities and were taught how to deliver interactive sessions using the resource guide.

MiET reported that mentoring at the beginning of the school year focused on self-esteem and goal setting. Scholars explored how self-esteem can influence self-confidence and class participation. They also discussed peer pressure, choosing friends, and decision making. Later in February, mentors in all three regions carried out separate mentoring sessions for girl and boy scholars. Girls participated in activities on friendship and peer pressure and boys learned about drug and alcohol abuse. MiET reported that in February, 125 scholars in Eastern Cape, 104 scholars in KwaZulu-Natal, and 141 scholars in North West participated in AGSP mentoring activities.

On March 18, MiET planned a special event for scholars in KwaZulu-Natal to celebrate Human Rights Day, attended by scholars, teachers, and community members. Government officials present included a representative from the Home Affairs Department and the guest speaker for the day, Mrs. Nokwethemba Dladla from the Department of Education, who highlighted the importance of children's rights. Scholars performed plays to illustrate issues related to children's rights and read poetry as well.

In April, May, and June, mentoring focused on sexual health, reproduction, and HIV/AIDS education. In the North West and KwaZulu-Natal provinces, scholars discussed the impact of having a child at a young age, and what they have seen within their communities. MiET reported that 85 girls and 50 boys participated in these sessions in the North West, and 29 primary school girls and 86 secondary school girls participated in KwaZulu-Natal. In May, MiET reported that mentors and teachers continued to talk with scholars about sexuality. During these conversations scholars discussed issues such as being pressured to have sex and early marriage. MiET reported that more than 250 scholars were mentored in May on sexual health. Building on what scholars learned in April and May, mentoring sessions in June focused on HIV/AIDS prevention and the effects of HIV/AIDS. MiET reported that while these topics are sensitive, reports from mentors in all regions indicated active participation and a high level of awareness on the part of scholars. In total, 114 scholars in KwaZulu-Natal, 125 scholars in Eastern Cape, and 142 scholars in North West participated in mentoring activities aimed at building awareness of HIV/AIDS during the month of June.

In July and August, scholars participated in mentoring activities that focused on gender and human rights. Mentors dispelled the myth that certain career options are available for only women or men. Scholars also participated in activities that examined cultural stereotypes and discussed how to overcome gender barriers and the importance of both sexes respecting each other. MiET reported that mentors used module sessions from the USAID *Girls' Mentoring Resource Guide*, and scholars especially enjoyed an activity where they read a story and then discussed the message of respecting one another and the value of sharing this story with peers.

In Western Cape, Natural Botanicals provided mentoring to AGSP scholars using two different approaches for two different environments. AGSP scholars living in the urban neighborhoods outside of Cape Town went on field trips to participate in mentoring activities with Natural Botanical's director Marianne Smith and mentor Eugene De Vis. AGSP scholars living in farming communities were mentored by three community mentors and participated in mentoring activities after school. The mentors served as additional adult support to the scholars, monitoring their school performance, and ensuring that the scholars' basic needs were being met. Lead mentor Merle Dietrich made regular visits to the farms where scholars and their families live and often spoke with farm owners about the living conditions and advocated for the upkeep of the workers' homes.

In addition to informal after-school mentoring, scholars in the farming communities participated in a structured mentoring event in January. As part of this event, AGSP girls and boys met with their mentors to talk about school uniforms and clothing, school supplies, and the cost of these items. Scholars were then provided funds to purchase their scholarship items and taken to the PEP stores. The mentors worked with the scholars—especially the younger students—to help them plan the purchase of their scholarship items.

Natural Botanicals' mentors, together with a Winrock staff person, met with scholars January 24–28 to confirm scholar data and then went with the scholars to the PEP store to buy items. At the stores, the scholars selected appropriate items from lists they had prepared and used calculators to add up the costs of their items. Scholars were very happy to have the freedom to choose their own items and make decisions on what they could and could not afford to buy. By the end of the week, almost all the AGSP scholars from the six rural schools (Citrusdal Primary School, Eendekuil Primary School, Goedverwacht Primary School, Groenvlei Primary School, Stawelklip Moravian Primary School, and Steynville Primary School) had received their scholarship items for the 2011 academic year.

Informal after-school mentoring activities continued throughout the year. Highlights included a story-reading group, where scholars read "Phabo's Gift". The story served as a conversation opener to talk with young scholars about HIV/AIDS. The mentors in the farming communities used this text to educate all the scholars, both on prevention and on supporting those with the disease. In addition, scholars in the farming communities around Piketberg were paired with other AGSP scholars and participated in penpal letter writing throughout the year.

At a community event hosted by Humana at the Child Aid Center in Doornkop, a representative from the Department of Education, Mr. Patrick Komene, thanked USAID and the American people for reaching out to vulnerable children in the community through AGSP and called for expansion of the program to other areas in South Africa. He also thanked Humana for implementing the program and supporting youth in Soweto.

Scholars attending schools in the Cape Town townships participated in field trips. On February 19, 23 AGSP girl scholars from Nkazimlo Public Primary School and Vukukhanye Public Primary School spent a day at Helderberg Nature Reserve. At the park, the girls played games from the *Girls' Mentoring Resource Guide* that address the transmission of HIV/AIDS. Later, Eugene de Vis, a Natural Botanicals mentor, divided the girls into groups to participate in team-building activities. After the games and activities, Mr. de Vis talked with the girls about the purpose of the games and what they had learned. Scholars enjoyed a picnic lunch and then received their stationery and school supplies. Unfortunately, due to logistical challenges, the girls from Walter Teka Primary School were not present that day.

For the second mentoring event, on April 16, 34 girls traveled to Cape Town. They rode on the Cape Town tourist "On and Off" bus and spent four hours seeing the sites and learning about the city. Scholars who had not received items during the first distribution received school supplies, and all scholars received their uniforms.

Community Participation

Throughout the year, all South African partners looked to local communities for support and participation in AGSP activities. AGSP partners relied on communities to organize events, help with scholarship distribution, and in some cases, to sensitize others on topics such as the importance of education. Mentors who volunteered with Heartbeat are from the communities that Heartbeat serves. Community members, parents/guardians, family members, and teachers often attended outreach activities at the ASCs in both Pieter Swart and Botshabelo. Heartbeat reported that both sites held community outreach events to commemorate Women's Day. At Pieter Swart, 49 community women visited the center to celebrate Women's Day with Heartbeat staff and scholars on August 12. At Botshabelo, 86 women and 10 men attended the event on August 19, including representatives from Love Life (the South African organization that leads HIV/AIDS prevention efforts for youth across the country).



Community mentors at the Heartbeat Center in Botshabelo worked together to finalize mentoring plans. (Winrock International, 2011)

In many cases, communities were actively involved in the distribution of scholarship items. Humana reported that in Limpopo, community members, mentors, and school teachers worked together to deliver food parcels to scholars on October 13 and then again on November 18. Humana also worked closely with AGSP parents and guardians, hosting meetings to build awareness on topics related to education, children's rights, and health concerns. One hundred and twenty family members and caregivers attended an information meeting in Doornkop on November 26 to review information about AGSP. Humana also provided training opportunities for economic growth to AGSP family members and caregivers. In Doornkop, mentors and community members were trained in sewing, and community members sewed the pants for AGSP boys' uniforms this year.

In Bakenberg, AGSP staff organized monthly meetings with guardians to discuss a range of topics, and on April 26 Humana staff used the *Girls Mentoring Resource Guide* to talk with families about HIV/AIDS. On August 12 family guardians attended presentations about puberty and issues faced by adolescents. Humana felt this was a particularly important topic to discuss with guardians because most of the scholars were living with grandparents, and these guardians needed to understand the challenges scholars were facing and how to talk to children as they grow up. As the project year came to a close, Humana planned a large close-out event for scholars and their families. More than 80 parents attended the event on July 30. "The parents were very happy with the numerous skills that their children had acquired within a short period of time. All the parents agreed to encourage the mentees to keep working on their newly acquired skills," Humana reported, "even in the absence of AGSP." At the close of the event, parents assisted AGSP staff in handing out clothing items to scholars.

Masoyi Home-Based Care focused on working in communities and supporting families in need by linking them with health-care resources. Masoyi visited the homes of all the scholars several times throughout the year. In June, Masoyi reported that guardians gave positive feedback on the impact of the program on their children's behavior; guardians reported that their children had become more responsible. During these home visits, Masoyi also talked with guardians about the importance of education and of encouraging children to do their best in school. Later in July, Masoyi worked closely with the village of Cho Cho Cho to provide support to the community in recognition of Mandela Day. Scholars and AGSP mentors provided a needy family in the community with food and blankets. As the program came to a close, Masoyi staff met with teachers for a debriefing on program successes, and a similar meeting was held with parents and guardians on August 20. Masoyi reported, "Parents appreciated the way we communicate with them. They also appreciated the scholarship and thanked the staff for the unconditional love that they show to the scholars."

MiET organized several community meetings during the year. In February, mentors in Eastern Cape organized parent meetings at Dutyini Junior Secondary School and in KwaZulu-Natal community members met at Empilweni High School. In each of these schools, mentors answered questions about the scholarship and the items that scholars would be receiving. In addition, families and community leaders in all three regions (Eastern Cape, KwaZulu-Natal, and North West) provided assistance during the sejo (a soy-based porridge) distributions to scholars.

In addition to engaging family members, MiET focused on communication with schools and principals. In May, 17 school representatives attended a meeting where they learned about the background of AGSP and the role of the communities in supporting AGSP scholars and education. MiET reported the following significant outcomes of AGSP as noted by principals: "Mentoring sessions have drastically decreased truancy amongst boys; [the program is] producing positive and confident scholars; some scholars have taken leadership positions at school; and the rate of teenage pregnancy has also decreased significantly, which probably can be attributed to the mentoring sessions."

In Western Cape, families and community members were very active in events organized by the mentors around Piketburg. Natural Botanicals reported that scholars, other students, and community members at Citrusdal Primary participated in a sports day on April 23. Small prizes were given to winners to encourage participation. Also in April, clothing distribution was completed in collaboration with a women's sewing group. Because the PEP stores ran out of skirts in February, Natural Botanicals worked with women in Goedverwacht to sew school skirts for the girls who had not received skirts earlier in the year. Natural Botanicals reported, "This is a great example of how the program was used to transfer skills."

The community mentors in Western Cape organized a cultural event on May 21 at Groenvlei. Scholars, family members, and people from neighboring communities attended the festival, which highlighted cultures from around the world. A number of different dances were performed, including Scottish dancing, hip hop, and square dancing. Natural Botanicals explained, "The idea was to show children and the community dances of different countries. Some scholars were awarded certificates, sponsored by the Afrikaans Language and Culture Society, for their achievements in cultural and language activities. The event also included an introduction to National Children's Protection Week for the community. Presentations were made on children's rights, and students in grade two performed a play about supporting girls as they grow up. The evening concluded with songs, and a moment of silence was dedicated to children who had been harmed or died because of child abuse, as well as orphans and vulnerable children."

After a community outreach event in May, Natural Botanicals reported, "Groenvlei Primary School wants to thank USAID and Winrock International whose sponsorship contributed to making this a success."

Solutions and Lessons Learned

In year seven, Winrock continued to support implementation and provide guidance to South African partners as needed. Masoyi required extensive assistance in financial reporting and managing funds throughout the year. Masoyi had difficulties reconciling the Masoyi financial records with the financial reports processed and accepted by Winrock. Several of the errors stemmed from Masoyi discrepancies from past years. In addition, because the accounting staff and the programming staff at Masoyi did not communicate effectively, there was often confusion regarding the amount of funds available for AGSP activities. To address this situation, Winrock made a site visit in February specifically to work with the accountant. During this visit the Winrock representative and the accountant devised a plan to reconcile the differences between Masoyi and Winrock records that included identifying the documentation that Masoyi would need

to locate in order to clear past expenses. In addition, new procedures were put in place, including monthly meetings between the accountant and the programming staff. After the site visit, Winrock worked closely with the accountant and provided financial documents from several years past to help the Masoyi accountant resolve the differences between Winrock's records and Masoyi's. Masoyi's accountant required intensive support from Winrock for the remainder of the year because of Masoyi's overall low capacity to manage funds.

In project year six, Heartbeat made strong improvements in AGSP implementation; however, the new AGSP program manager's poor record keeping and lack of attention to detail resulted in inaccurate reporting to Winrock in year seven. During a site visit in June, Winrock talked with beneficiaries and learned that scholarship distribution was uneven and inconsistent, contrary to what had been reported. Further investigation showed that Heartbeat had not differentiated between AGSP scholars and other beneficiaries at the centers; thus non-AGSP scholars were counted towards AGSP goals. In addition, the contents of the scholarship packages that scholars received varied, and many scholars had not received any items at all. Upon learning this, Winrock communicated directly with the Heartbeat director. Because of the patchy scholarship distribution during the first half of the year, Heartbeat and Winrock developed intensive plans to re-do the entire scholarship distribution so that both Heartbeat and Winrock could be sure that all AGSP beneficiaries received a complete scholarship package. This plan included timelines to procure items in order to deliver them to students in July. It was agreed that all scholars would have their items in time for a follow-up visit by a Winrock representative later in July. During this visit, the Winrock representative chose 13 schools to visit and met 129 scholars. Only one scholar still needed to pick up her uniform from the ASC, signaling much improved performance.

MiET reported on challenges related to the program in Eastern Cape. A high mentor turnover rate made it difficult for MiET to develop a cohesive mentoring program. In addition, at the beginning of the year, several data errors were discovered that were the result of the past program manager neglecting to update the database to reflect reports from the field. Winrock worked closely with MiET and visited twice during the project year to provide administrative and planning support. To improve data quality, a representative from SageFox Consulting Group, the subcontractor tasked with managing the on-line database (FieldLink), worked in Eastern Cape to investigate data discrepancies from past years and worked with mentors to improve data collection. During this visit, she discovered that three schools in the province had managed to replace withdrawn scholars with new scholars this year, taking advantage of the fact that the mentor overseeing program activities for MiET was new and did not know the scholars personally. Following the SageFox visit, the SageFox representative guided MiET through the final data clean-up activities. MiET senior management also stepped in to work closely with AGSP stakeholders in Eastern Cape to build program transparency. Throughout the year, several meetings were held with school principals and community members to ensure that AGSP distribution would be completed on time. During certain months when MiET was working to find new mentors, scholars did not participate in mentoring activities; however, later in the year, additional activities were planned so that scholars could benefit from the same mentoring activities as their peers in North West and KwaZulu-Natal.

In the Spotlight

Creative Scholar Has Artistic Aspirations in Soweto

Sihle Nhlapo is a grade-five scholar at Mayibuye Primary School in Doornkop. She has been an AGSP scholar for five years and has grown up in the company of caring mentors at the Doornkop center. Sihle has a passion for reading, and her mentors say that she can always be found in the library reading with younger children and helping her peers pick out books. Humana reports that Sihle is a determined young lady, with confidence and energy; she is hopeful about her future, and her plans are clear.

Sihle's mother passed away when she was a young child, and Sihle helped her single father by taking care of her two younger brothers. Her father is unemployed and survives by doing small jobs. After her mother died, Sihle worried that the costs associated with school would force her to drop out. She explains that the award of the AGSP scholarship was very timely. The multiple years of support have provided her with all the school items that she has needed, including a new uniform and school supplies every year. She says that through AGSP, she has learned from mentors how to be courageous in life. Her mentors have also taught her how to sew. While developing this skill, Sihle discovered a passion

for fashion and design. She explains that the loss of her mother has inspired her goals for the future, and some day, she would like to make beautiful dresses for women in memory of her mother.

Sihle's goal of a career in fashion design requires the mastery of many complex skills beyond simply learning to sew. But as Sihle says, she is ready to "study, study, study, study" in order to become a renowned fashion designer. Sihle talks about completing secondary school and studying economics in order to understand how economies around the world influence the fashion industry. Roland Ngoh, the Humana AGSP director, explains, "She has a clear understanding that in the world today, a particular skill or talent alone is not enough to achieve your goals. She should really be commended for thinking this way." Humana calls Sihle a leader who exemplifies the objectives of AGSP. Her advice to her classmates is to be serious about school. As Sihle says, "education will open all the doors."



Sihle talks with a Humana mentor about using the library. Humana reported that Sihle enjoys helping her younger peers pick out books. (Humana, 2011)

AEI-AGSP Profile SWAZILAND



USAID
FROM THE AMERICAN PEOPLE

October 2010 through September 2011



In June AGSP scholars performed skits on topics such as HIV/AIDS prevention, peer pressure, and friendship at the mentoring workshop in Manzini. Caritas reported that showcasing their talents is one of scholars' favorite activities at the mentoring workshops. (Winrock International, 2011)



-  AEI-AGSP Area
-  Country Capital
-  Partner Headquarters

Project Data	Partners	Total Funds Approved	Total Scholarships	Total Schools
Year 1 Girls Only	1	\$194,734	1,191	221
Year 2 Girls Only	1	\$150,789	1,204	179
Year 3 Girls Only	1	\$161,030	1,244	181
Year 4 Girls & Boys	1	\$147,875 Girls: \$121,633 Boys: \$26,242	1,573 Girls: 1,268 Boys: 305	218
Year 5 Girls & Boys	1	\$200,075 Girls: \$160,781 Boys: \$39,294	1,585 Girls: 1,263 Boys: 322	264
Year 6 Girls & Boys	1	\$255,408 Girls: \$214,382 Boys: \$41,026	1,405 Girls: 1,119 Boys: 286	263
Year 7 (approved) Girls & Boys	1	\$437,784 Girls: \$365,642 Boys: \$72,142	1,321 Girls: 1,082 Boys: 239	272

Special note: Scholar numbers and financial information for PY7 in the table to the left are based on the agreements between Winrock and its partners. However, the narrative portion of this report reflects number of scholarships actually awarded as reported by partners on September 30. Final actual scholar numbers and financial totals will be recorded in Winrock's last report to USAID.

Scholarships (School Year January–December)

For the seventh year of AGSP implementation in Swaziland, Winrock signed a subrecipient agreement with **Caritas Orphanaid** to provide scholarships and mentoring to girls and boys in both primary and secondary schools. Scholars attended 272 rural and urban schools in all four regions of Swaziland: Hhohho, Lubombo, Manzini, and Shiselweni. This year 950 girls and 221 boys received scholarship packages. Caritas paid school fees for all students in the program except 47 scholars in grades

one, two, and three who fall under the “Free Education” program funded by the Swaziland government. Some scholars attended schools where the fees included funds for school clothing. Caritas focused on providing uniforms to scholars in Lubombo region where the children had not received uniforms the prior year. Caritas provided uniforms to 288 girls and 49 boys. At the mentoring workshops held throughout the year, a total 856 girls and 187 boys scholars received toiletries, including a washcloth, bath soap, Vaseline, a toothbrush and toothpaste, and shoes.

In Swaziland, individual schools set their own fee amounts, and the items that these fees cover vary from school to school (and can include, for example, school supplies, clothing, and books).

School fee payments are even more complicated because the fees vary depending on the grade of the student. Due to the complexity of the school fee payments and to Caritas’s small staff, completing the payment of school fees in a timely manner was a primary focus. Starting in November, Caritas met with partner organizations (Sebenta, Salvation Army, Acts of Faith, and Manzini Youth Care) and mentors in Lubombo and Shiselweni regions to give out the scholar renewal forms and review the scholar-renewal process. Throughout December, January, and February, mentors and community organizations helped scholars complete the renewal forms and submit them to Caritas. Meanwhile Caritas staff met with Manzini scholars one-on-one to complete their renewal forms. These forms allowed Caritas to verify scholar data and begin to make arrangements for school fee payments. Caritas reported that by the end of February, the team had begun to pay school fees on behalf of scholars. By the end of March, school fees had been paid at 146 schools for 415 girls and 100 boys. Caritas continued to pay fees and completed 75 percent of the school fee payments by the end of May. Final payments, as well as corrections to payments, were completed by the end of August.



High school students from Matseta High School lined up to receive their uniforms from a teacher who attended the mentoring event to show her support for AGSP. (*Caritas Orphanaid, 2011*)

At large mentoring workshops AGSP scholars received scholarship items, including toiletries and shoes. The first such event was held on April 15 at Mhlatane High School in Piggs Peak (Hhohho region). Approximately 130 AGSP scholars received shoes and toiletries. Similar events were held on May 14 for the scholars in Shiselweni, on June 17 for the scholars in Manzini, and on July 9 for the scholars in Lubombo. An additional workshop was added to the schedule in July for scholars from Manzini who could not attend the first workshop. By the end of July, scholars had received their shoes and toiletries.

Over the past two years, Caritas and Winrock have made a concerted effort to work with the Government of Swaziland to transfer AGSP secondary scholars into the government scholarship program. In November and December, Caritas teamed up with head teachers to complete applications for secondary scholars. There were challenges with this process, and in many cases head teachers were not at the schools when Caritas tried to gather the necessary paperwork and signatures. Caritas reported that applications were submitted for 50 percent of the AGSP secondary scholars. Later in the year, Caritas reported that 27 AGSP secondary scholars were notified that the Swazi government could cover a portion of their school fees. With the government support for the payment of school fees, these scholars still remained on the program and benefitted from mentoring activities and received items not provided by the government, such as shoes and toiletries.

Mentoring (including HIV/AIDS)

Under a new AGSP program director at Caritas (Princess Fakudze), AGSP mentoring was implemented using two complementary strategies. Caritas worked with the US Peace Corps, Swaziland Red Cross Society, and other groups to plan large, interactive multi-day workshops for AGSP scholars throughout the country. In some cases more than 300 scholars attended a workshop and made new friends from other communities. These workshops included games, singing, team-building activities, mentoring lessons, and in some cases, one-on-one counseling. At the community level in



Scholars signed forms as they picked up their shoes and toiletries during the mentoring workshop in June. (Winrock International, 2011)

Lubombo and Shiselweni, mentors provided support to AGSP scholars on an ongoing basis by organizing mentoring sessions and following up on individual scholars' needs. In November, Caritas organized meetings to talk with community mentors about their mentoring plans for the 2011 academic year. On November 17, eight mentors from Shiselweni attended a meeting; in Lubombo, nine mentors attended a meeting on November 18, and a final meeting for mentors from local organizations occurred on November 23. Caritas reported that during all three meetings the mentors discussed how to improve mentoring. Caritas staff continued to meet with the mentors every month to organize mentoring activities and to help them learn how to speak with scholars about important topics such as HIV/AIDS, reproductive health, and other topics that are sometimes difficult to discuss because of cultural norms. Mentors were also given the SiSwati translation of several mentoring modules from USAID's *Girls' Mentoring Resource Guide*.

Caritas reported on several community mentoring sessions this year in Shiselweni and Lubombo. As the school year got underway, 145 girls and 30 boys from Maphatsindvuku, Kashoba, Tikhuba, Maphungwane, Mpolonjeni, Ngcina, and other areas in Lubombo talked about girls' education and empowerment, HIV/AIDS, and human trafficking. Mentors from Shiselweni (Hluti and Lulakeni zones) also mentored scholars on the importance of education and empowerment. In March scholars in Lubombo (162 girls and 18 boys) participated in mentoring activities related to self-esteem and goal setting. During these active mentoring sessions, scholars were organized into working groups and discussed the topics with their peers. Scholars then made presentations about what they had learned and the goals they had set. Mentors also reported that some parents of non-AGSP scholars joined the mentoring sessions in order to build skills to mentor their own children.

In April, scholars in Shiselweni and Lubombo learned about coping with stress. During these mentoring sessions, the scholars identified what causes stress and strategies for dealing with it. Community mentors reported that in several cases, this topic also helped scholars talk about grief and the loss of a parent. Through the evaluation forms from the mentoring sessions, scholars articulated the belief that it is healthy to talk about problems and seek assistance. Caritas reported that in April, 316 girls and 37 boys participated in mentoring activities. In May, the community mentors used module six of the resource guide to talk with scholars about reproductive health and puberty. Caritas reported that 156 girls and 29 boys participated in the mentoring session and that the evaluation forms show that scholars needed more education on topics related to sexuality. During the month of June, using the evaluations to guide mentoring activities, mentors continued to talk with scholars about sexuality, relationships, peer pressure, and other topics from module six. Caritas reported that mentors "found it ideal to separate the boys and the girls during the mentoring sessions on these topics. With the knowledge the scholars have been provided with, they will be able to make informed decisions." Community mentoring continued throughout the year, and in July and August, mentoring focused on teaching scholars more about HIV/AIDS prevention.

Caritas organized several large camps and workshops held throughout the year. On April 15, 143 scholars from 54 schools in the Hhohho region participated in a mentoring workshop that focused on the importance of education. Scholars

Under the leadership of a new AGSP Program Director at Caritas, mentors met monthly to strengthen their mentoring skills. Mentors were provided evaluation forms in order to gather feedback from scholars after mentoring sessions. Caritas reported that the evaluation forms following the mentoring session on the importance of education showed that the scholars had made decisions to take their academic work very seriously. Throughout the year, Caritas reported on the post-mentoring evaluations and scholars' responses to mentoring topics. The evaluations also helped Caritas determine if scholars were learning important life skills, or if the mentors needed to review the lessons again with the scholars.

listened to motivating presentations by Natalie Kruse-Levy, from USAID, and Vicky Mboka-Boyer, the Self Help Coordinator from the US Embassy. They also worked in small groups to talk about school and its impact on their futures. There was singing and dancing, and the Swaziland Red Cross Society performed a drama to educate scholars about HIV/AIDS. Caritas reported that the scholars were motivated by the message from US officials on how they can determine their own futures. Scholars also listened to a special message about careers from a teacher from Mhlatane High School. In addition, the Swaziland Leaders in Training group facilitated team-building activities, games, and sports. Scholars also received scholarship items.

Caritas organized a second large mentoring event on May 14 at Our Lady of Sorrows High School in Shiselweni. Seventy-two girls and 30 boys from 43 schools in Shiselweni region attended and participated in activities related to the importance of education. During the workshop AGSP scholars made new friends from other schools and displayed talents such as singing, dancing, and poetry reading. Several schools prepared dramas or short plays relating to why school is important and the value of working hard in school in order to achieve goals. The day was also filled with sports and games and also featured a special motivational speech from the Regional Education Officer. Caritas noted that the Education Officer requested information about the scholars so that she could seek funding from other donors to support the students once AGSP comes to an end. Caritas submitted scholar lists to Shiselweni, as well as other Regional Education Offices for follow on support.



During mentoring workshops scholars learned valuable life skills through games and activities. Facilitators from the Swaziland Leaders in Training organized team-building activities for AGSP scholars throughout the country. (Winrock International, 2011)

The US Peace Corps provided support during the third mentoring workshop in June. This overnight camp was held in Manzini, and 81 girls and nine boys participated. Three Peace Corps volunteers facilitated activities on life skills and HIV/AIDS prevention. For these topics, scholars were divided into groups based on age so that the facilitator could deliver age-appropriate lessons. Scholars also learned about abuse and resources available where people can find help. This session was led by the Swaziland Action Group Against Abuse (SWAGAA). In the evening, scholars showcased their talents, performing drama, singing, and dancing for one another.

Three hundred and sixteen girls and 53 boys attended a mentoring workshop on July 9 at Siteki Nazarene High School. Community mentors had been providing mentoring throughout the year, and this workshop served as a summary of all of the topics the scholars had explored. Caritas reported, “The scholars made presentations of music, poems, role plays, and dances. These were based on the themes of the modules which the scholars have been mentored on so far in

the Lubombo region.” The final mentoring workshop of the year took place July 22–July 24. One hundred and one girls and 39 boys attended the overnight camp in Manzini. SWAGAA facilitated mentoring sessions on abuse and encouraged scholars to contact appropriate agencies for help. The scholars were mentored on HIV/AIDS using the AGSP mentoring guide. For these sensitive topics relating to sexuality, the scholars were divided into three groups according to age and sex.

Community Participation

Community support and participation is a key component of AGSP implementation in Swaziland. This year, Caritas strengthened its relationship with communities by engaging community mentors to a higher degree through monthly meetings and trainings. Through these, community mentors were better equipped to mentor scholars and talk with communities about AGSP, the importance of education, and other topics. In addition, education officials, head teachers, school staff, and community members provided valuable support to secure workshop venues, organize transport, and assist with mentoring activities at the large mentoring workshops throughout the country.

Some community members also volunteered to facilitate specific mentoring activities with scholars. Caritas reported that in the community of Ngcina (Lubombo region), a well-respected elderly couple from the community used traditional stories to convey life lessons to the scholars. A community caregiver was invited to the mentoring session at Matsanjeni in the Shiselweni region. She urged the girls to look after themselves and set goals for the future. Caritas also reported on a case in Maphungwane where a young woman who had recently graduated from high school volunteered to serve as a peer mentor to scholars. She participated in mentoring activities and assisted the mentors during discussions about HIV/AIDS prevention. In June, at Lulakeni, in Shiselweni region, an elderly community member spoke with scholars about relationships and choosing abstinence. In Lavumisa, also in the Shiselweni region, some parents and guardians attended the mentoring sessions and assisted the mentor in organizing activities for the children. Several schools provided venues and additional teacher support at the mentoring sessions. At St. Julianas Primary School, the head teacher encouraged mentors to use the school for AGSP mentoring activities, and at Galile B.E.A. Primary School, Ms. Hlatshwayo, a teacher at the school, offered her assistance to the community mentor in preparing for the mentoring activities.

Throughout the year, various schools provided space for mentoring workshops, including Mhlatane High School in April for the mentoring workshop. Caritas reported that the school charged no fee for use of the hall, toilets, electricity, and space for outdoor sports. Teachers even participated in the workshops and provided support to mentors and Caritas staff. One teacher from this school facilitated the mentoring of the scholars on jobs, professions, and careers. And even though Our Lady of Sorrows (a large school campus in Shiselweni) no longer has AEI-AGSP scholars in attendance, the school nonetheless donated space for the workshop held in June. Schools and teachers continued to provide assistance to plan mentoring workshops, and in July, teachers in the Manzini region worked alongside Caritas staff to prepare for the mentoring camp. They helped ensure that the children who were invited to the camp were transported safely to the venue, and they communicated with parents and guardians about the camp activities.

Solutions and Lessons Learned

In project year seven, Winrock made three monitoring visits to provide assistance to the Caritas implementation team. In project years five and six, Caritas implemented AGSP without a program director and very little support from senior staff at Caritas. This leadership void led to several serious implementation issues such as non-payment of school fees, inaccurate budgeting, inconsistent scholarship distribution, and difficulties projecting the number of beneficiaries. With a new director in place, Caritas and Winrock worked together to set programmatic goals for improvement and continued to communicate openly about difficulties in achieving goals in the final year of the project.

Timely and complete school fee payments were the chief objectives for project year seven. With the goal of accomplishing these tasks efficiently and effectively, the Caritas AGSP program director designed calendars and school fee payment plans. The payment of school fees began at the end of February, later than Caritas had planned, because mentors had challenges returning the forms on time. Also, the AGSP team had planned to pay the fees through wire transfers to banks; however, the senior management at Caritas did not allow this method of payment, which led to unexpected delays. Caritas reported that a majority of the school fees were paid by the end of July, and that in August, the Caritas team was correcting payment errors and finalizing all the school fee payment paperwork.

Caritas also had difficulties carrying out the Winrock and US embassy requirement that it notify scholars and parents about the close out of the project. Letters explaining the details of the close-out unfortunately were not prepared in time for the first mentoring workshop in Hhohho. Scholars from other regions received their letters at the subsequent workshops, however. Caritas still needed to manage the delivery of the letters to parents, guardians, and scholars in Hhohho late in the program year. The plan to complete this task was thrown off schedule when Caritas staff learned that Caritas would not provide any compensation for vacation that had not yet been taken. The entire AGSP team took leave during the month of August, delaying the delivery of the letters. Once the team returned from leave, the civil strikes in September delayed the team, yet again. In response to this, Winrock extended the Caritas agreement through the month of October to complete the delivery of the letters to the schools in Hhohho.

In the Spotlight

AGSP Mentor Is Empowered by Experience

Mrs. Nomhle Mngometulu is a community mentor in the Elulakeni community of the Shiselweni region. She was encouraged by her community church to volunteer as a mentor for the AGSP scholars in June 2010. She had a reputation in the community as a committed volunteer who gives generously to others. At first, Ms. Mngometulu was nervous about her new role and responsibilities. “As an unemployed, young mother of four children, I was carrying a huge burden of worries every day.” Ms. Mngometulu explained that she was not sure what volunteering as a mentor would entail, and she did not know much about the mentoring topics. However, with monthly training, Caritas staff found that Ms. Mngometulu’s friendly, outgoing personality made her a natural, and she was at ease talking with children and their guardians. Through these interactions with scholars and families, she began to build strong relationships with AGSP stakeholders, most importantly, the scholars themselves. She made regular home visits to check on scholars as well as frequent visits to their school to encourage them in their school work.

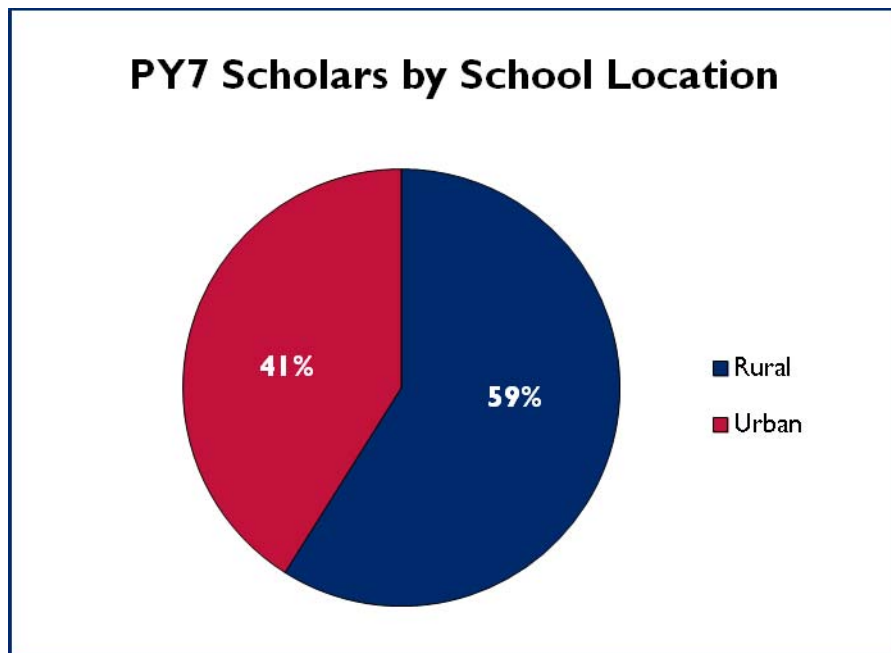
Ms. Mngometulu explained that she has a passion for mentoring scholars and that she never missed a mentoring session. She values her experience with AGSP and feels that her interactions with scholars have also helped her learn more about herself. She explained that working with the scholars has been like therapy for her as she empowered scholars to make good decisions and supported them in overcoming challenges. She commented that module five on coping with stress was especially helpful to her and that through AGSP mentoring and training, she has learned how to deal with her own problems as well as how to better support friends and family. “This experience has really made me a better person, and I think I will be more effective in mentoring the scholars than ever before,” she said.



Mentor Nomhle Mngometulu feels that her mentoring skills have improved, and as a result, she can provide more effective support to scholars, family members, and friends. (*Caritas Orphanaid*, 2011)

Annex D: School Directory

The school directory comprises schools that PY7 scholars attend. This directory was generated on October 17, 2011 and represents PY7 renewals as of that date. The majority of AGSP scholars were attending rural schools in PY7.



Annex D - PY7 School Directory

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Angola	ADPP - Angola	Luanda	Escola Polivalente Formigas do Futuro 7050	U	101	18	119
Angola	Centro Horizonte Azul (CHA)	Luanda	C.E.Elsamina	U	1	0	1
Angola	Centro Horizonte Azul (CHA)	Luanda	ESCOLA n° 9035	U	2	0	2
Angola	Centro Horizonte Azul (CHA)	Luanda	Horizonte Azul	U	330	234	564
Angola	Centro Horizonte Azul (CHA)	Luanda	IMNE	U	4	0	4
Angola	Centro Horizonte Azul (CHA)	Luanda	Instituto ZANGO	U	11	0	11
Angola	Centro Horizonte Azul (CHA)	Luanda	Joao Beirao n° 9104	U	1	0	1
Angola	Centro Horizonte Azul (CHA)	Luanda	Loy	U	2	0	2
Angola	Centro Horizonte Azul (CHA)	Luanda	Petalas do Saber	U	1	0	1
Angola	Centro Horizonte Azul (CHA)	Luanda	Rejedoria	U	10	0	10
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Bengo	Centro Cabiri	R	0	1	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Bengo	Centro Kalakala	R	0	9	9
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Centro Escola CEV de Viana	U	1	0	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Bom Sucesso	U	1	0	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Estrela do Norte	U	1	0	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Janeth Tavares	U	1	0	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Mambaca	U	1	0	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Mandombe	U	1	0	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Mussilio	U	0	2	2
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Nzinga Moxi	U	1	0	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Osebio	U	1	0	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Pensador n° 9042-C	U	1	0	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Sagrado Desejo	U	1	0	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Santo Estevão	U	1	1	2
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Sao Francisco	U	3	0	3
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio Tafi	U	1	0	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio 7° Dia	U	1	0	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Colégio 7° Dia-Sucupira	U	2	0	2
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Ana Paula da Sapú-n° 9094	U	2	0	2
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Ana Paula n° 9050 Estalagem	U	0	1	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola As Buganvilias n° 95	U	1	1	2
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Assunção Micol	U	0	1	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Participada Molowini n°7057-C	U	5	3	8
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola da Nazaré	U	3	0	3
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Dom Moisés Alves de Pinho n° 90129	U	5	0	5
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Esperança	U	23	12	35

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Evangélica do Ensino primário nº 9123 IECA	U	0	5	5
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Madre Maria Luisa nº 9019	U	4	0	4
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Missionária Dona Rosária	U	1	0	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Nguitalele Santa Isabel nº 9090-C	U	4	6	10
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Oito	U	4	0	4
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Sagrada Esperança	U	1	0	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Santa Catarina e Camosse nº 7070	U	14	0	14
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escola Teresiana de Viana	U	0	2	2
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Escolinha da Paz	U	6	1	7
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	ICRA Instituto Médio	U	1	1	2
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Instituto Médio Politécnico de Viana	U	0	1	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Ngola Kiluanje	U	0	1	1
Angola	Obra de Caridade da Criança Santa Isabel (OCSI)	Luanda	Preparatoria	U	1	0	1
Angola	Salesianos de Dom Bosco	Cuanza Norte	Cassoalala, Escola Missionária	U	180	0	180
Angola	Salesianos de Dom Bosco	Cuanza Sul	Calulo-Sede, Escola da Missão Calulo	U	397	0	397
Angola	Salesianos de Dom Bosco	Cuanza Sul	Quitila, Escola da Missão Calulo	U	84	0	84
Angola	Salesianos de Dom Bosco	Luanda	EDB-Lixeira, Escola Dom Bosco	U	469	0	469
Angola	Salesianos de Dom Bosco	Luanda	Trilhos, Escola Dom Bosco	U	209	0	209
Botswana	Skillshare International/Botswana	Central	Mannathoko Primary School-Botshelo Project	U	10	8	18
Botswana	Skillshare International/Botswana	Central	Paje Primary	U	1	0	1
Botswana	Skillshare International/Botswana	Central	Riverside Primary School	U	1	0	1
Botswana	Skillshare International/Botswana	Central	St. Augustine's Primary School-Botshelo Project	U	7	9	16
Botswana	Skillshare International/Botswana	Kgalagadi	Kang Pre-School	R	8	8	16
Botswana	Skillshare International/Botswana	Kgalagadi	Kang Primary School	R	24	16	40
Botswana	Skillshare International/Botswana	Kgalagadi	Mahusane Primary School	R	16	7	23
Botswana	Skillshare International/Botswana	Kgalagadi	Phuduhudu Pre-School	R	7	3	10
Botswana	Skillshare International/Botswana	Kgalagadi	Phuduhudu Primary School	R	43	37	80
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Adventiste	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Akébé 2	U	19	7	26
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Akébé Belle vue 2	U	2	0	2
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Alibandeng	U	0	1	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Alliance Chrétienne PK8	U	1	1	2
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Awendjé	U	3	0	3
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Baraka Mission	U	4	3	7
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Batavéa 1	U	8	4	12
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Batavéa 2	U	3	0	3
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Batavéa 3	U	3	0	3

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Belle vue 1A	U	3	1	4
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Belle vue 2	U	5	0	5
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Belle vue 3	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Bikélé St. Luc	U	3	1	4
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Bon Grain	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Bouquetets	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Charbonnages	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Charbonnages I	U	2	0	2
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Cité des Ailes	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Cité Mébiame	U	1	1	2
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Complexe Scolaire Pathy School	U	2	0	2
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Damas I	U	4	1	5
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	De la Joie	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Don Bosco	U	2	0	2
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	ENS B	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	ENSET B	U	3	1	4
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Glass	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Gros Bouquet 3	U	1	1	2
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Jeanne d'Arc	U	2	0	2
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Kinguélé	U	2	0	2
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Les Anges	U	0	1	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Les Champs Fleury	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Les Petits Coeurs	U	3	0	3
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Louis	U	2	0	2
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Mairie de Plaine Niger	U	8	0	8
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Martine Oulabou	U	9	0	9
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Melen	U	3	0	3
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Melen Palat	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Mindoubé 1	U	3	0	3
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Mindoubé 2	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Mont Bouët 1	U	0	1	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Montfort	U	2	0	2
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Notre Dame des Victoires	U	7	0	7
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Nzeng Ayong Dragages	U	6	0	6
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Nzeng Ayong Lacs	U	2	0	2
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Nzeng Ayong 3	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Ossengué	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Petits Lurons	U	1	0	1

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Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Peyrie	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Pilote Urbaine du Centre	U	1	2	3
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	PK8 1	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	PK8 2	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	SIBANG 1	U	2	0	2
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Soleil Levant	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Sorbonne 1	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	St. Joseph	U	1	0	1
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	St. Michel	U	3	0	3
Gabon	Femmes Gabonaises (FEGAB)	Estuaire	Ste Thérèse de Lalala	U	5	1	6
Lesotho	Lesotho Save the Children	Berea	St. Agnes High School	U	1	0	1
Lesotho	Lesotho Save the Children	Butha-Buthe	Mots'oane Primary School	R	0	1	1
Lesotho	Lesotho Save the Children	Leribe	Holy Names High School	U	2	0	2
Lesotho	Lesotho Save the Children	Leribe	Mamohau High School	R	1	0	1
Lesotho	Lesotho Save the Children	Leribe	Phelisanong Disabled	R	3	0	3
Lesotho	Lesotho Save the Children	Leribe	Tsikoane Primary School	U	1	0	1
Lesotho	Lesotho Save the Children	Mafeteng	St. John's High School	U	0	1	1
Lesotho	Lesotho Save the Children	Maseru	Adventville High School	U	1	0	1
Lesotho	Lesotho Save the Children	Maseru	Itekeng High School	U	1	0	1
Lesotho	Lesotho Save the Children	Maseru	Khubetsoana High School	U	0	2	2
Lesotho	Lesotho Save the Children	Maseru	Mabathoana High School	U	0	1	1
Lesotho	Lesotho Save the Children	Maseru	Maseru High School	U	1	1	2
Lesotho	Lesotho Save the Children	Maseru	Maseru L.E.C. Primary School	U	1	1	2
Lesotho	Lesotho Save the Children	Maseru	Mazenod Primary School	U	1	1	2
Lesotho	Lesotho Save the Children	Maseru	Oxford High School	U	0	1	1
Lesotho	Lesotho Save the Children	Maseru	Qoaling High School	U	1	1	2
Lesotho	Lesotho Save the Children	Maseru	Resource Center for the Blind	U	2	1	3
Lesotho	Lesotho Save the Children	Maseru	St. Mary's High School	U	1	0	1
Lesotho	Lesotho Save the Children	Mohales Hoek	Nthamaha Secondary School	R	0	1	1
Lesotho	Lesotho Save the Children	Mokhotlong	Lebopo Herdboys School	R	0	6	6
Lesotho	Lesotho Save the Children	Mokhotlong	Lebopo Primary School	R	4	3	7
Lesotho	Lesotho Save the Children	Mokhotlong	Paneng Herdboys School	R	0	14	14
Lesotho	Lesotho Save the Children	Mokhotlong	St. James High School	R	4	1	5
Lesotho	Lesotho Save the Children	Mokhotlong	Seeiso High School	U	12	3	15
Lesotho	Lesotho Save the Children	Mokhotlong	Senkoase High School	R	16	3	19
Lesotho	Lesotho Save the Children	Mokhotlong	Senkoase Primary School	R	8	7	15
Lesotho	Lesotho Save the Children	Qacha's Nek	Mavuka Secondary School	R	1	1	2

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Lesotho	Lesotho Save the Children	Qacha`s Nek	Patlong High School	R	1	0	1
Lesotho	Lesotho Save the Children	Qacha`s Nek	Ramats'eliso Secondary School	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Balaka Primary School	R	1	3	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Bazale	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Binoni	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Bvumo	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Chembera	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Chiendausiku	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Chigumula Balaka	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Chikowa	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Chikwakwa	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Dalabani	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Damu	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Kabango	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Kapalamula Balaka	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Kapandatsitsi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Liwawadzi	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Liwonde	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Magomero	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Makanjira	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Makuta	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Maria Woyera	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	M'Bawa	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Mchenga Balaka	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Mcheza	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Misu	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Mponda Balaka	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Mthumba	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Mwanje	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Mwaye	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Nambira	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Nancholi	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Ndandanda	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Ngwangwa	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Ntalikachao	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	St. Augustine Balaka	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Balaka	Yiwula	R	2	0	2

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Chibvumbe	R	4	1	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Chigodi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Chikuli Blantyre	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Chikwembere	R	3	0	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Chilaweni	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Chisenjere	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Dzunga	R	7	2	9
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Gumeni	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Katete II	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Kaumeni	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Khola	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Likulu	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Lirangwe	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Lunzu Catholic	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Makalanga	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Malaka	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Mang'omba	R	3	3	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Mbira Blantyre	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Mchenga Blantyre	R	4	1	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Mkomadzi	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Mlambe I	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Mlomba	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Mpachika	R	4	2	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Mpapa	R	4	3	7
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Mpatseabwire	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Mthawira Blantyre R	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Mwayi Blantyre R	R	2	3	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Namwina	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Namwiyo	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Nangulukutiche	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Nanjere	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Nansengwe	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Nasiyaya	R	4	1	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Nasonjo	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Ndalapa	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Ng'onga	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Ngumbe	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Nkaladzi	R	1	3	4

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Nsambamwali	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Ntenjera CCAP	R	2	3	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Seyama	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Sonzowa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre R	Tapani	R	4	2	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Bangwe CCAP	U	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Bangwe Catholic	U	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Chigumula CCAP	U	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Chilomoni Catholic	U	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Chilomoni LEA	U	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Chimaliro	U	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Chisombezi	U	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Likhubula LEA	U	4	3	7
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Lumbira	U	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Mpingwe	U	3	0	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Mulunguzi Blantyre	U	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Mzamba	U	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Namatapa LEA	U	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Namatete	U	0	4	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Namiwawa Blantyre	U	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Nayizi	U	1	3	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Sigelege	U	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Blantyre U	Yolodani	U	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Bereu	R	2	3	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Biasi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Bwabwali	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Changadeya	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Chimwanjale	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Dzinthenga	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Gola	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Gungulu	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Kakoma Chikwawa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Kampomo	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Kanyongolo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Kanzimbi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Kubalalika	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Lengwe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Lundu Chikwawa	R	3	1	4

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Maleme	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Mandrade	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Mangulenje	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Mavuwa	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Mawira	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Mbundu	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Mbwemba	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Mwanaalilenji	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Mwayi Chikwawa	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Namiwawa Chikwawa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Nantchengwe	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Ndakwera	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Phwadzi	R	4	1	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Salumbidwa	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Satodwa	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Suweni	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Tchande	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Tetera	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Tomali	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chikwawa	Vimvi	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Chikuli Chiradzulu	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Chimwankhunda	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Choda	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Khoromana	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Lichenza	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Makuwa Chiradzulu	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Malire	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Mapesi	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Mombezi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Mombo	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Mulirankwali	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Nalanda	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Namachete	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Namadidi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Namipingo	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Namitembe	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Nankhundi	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Nasulu	R	1	2	3

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Ndata	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Ndunde CCAP	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Ndunde LEA	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chiradzulu	Thuchila	R	3	0	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Chendo	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Chimwemwe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Chipwera	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Chisitu	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Chitipa CCAP	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Chitipa Model	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Chiwanga I	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Chiwanga II	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Ibuzga	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Ilanga	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Ilema	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Ilengo	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Ipula	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Kadole	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Kafola	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Kanyenjere	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Kapele	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Kapiri Chitipa	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Kasaghala	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Kasinde	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Kasisi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Kasitu Chitipa	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Kawale Chitipa	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Kayanike	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Malamula	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Malukwa	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Miyombo	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Mubanga	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Muselema	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Nachipangapanga	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Nahatobo	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Nahayombo	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Namatubi	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Namuchese	R	2	0	2

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Nankonza	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Nanyiru	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Ngoya	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Nkhanga	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Nsambo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Titi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Zamamba	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Chitipa	Zambwe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Alibesito	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Bembeke R.C.	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Chawe LEA	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Chimkombelo	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Chithimba	R	4	3	7
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Chitundu	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Kalilombe	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Kantchito	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Kapoche	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Katongole	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Lodzanyama	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Lombodzi	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Machese	R	3	3	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Madzumbi	R	4	0	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Magaleta	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Magunditsa	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Makota	R	2	4	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Mapuyu	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Mazanjala	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Mdindo	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Misuku	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Mkomeko	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Mlozi LEA	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Mlunduni	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Moonekera	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Mpango	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Msesa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Mtemwende	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Mtiwe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Mtonya	R	2	1	3

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	M'werankhuku	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Nadzikhale	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Namadzidzi	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Ngonoonda	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Ntcheu	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Phoka	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	St. Joseph's Demonstration	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Tchetsa-Dedza	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Thombozi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dedza	Windu School	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Banga	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Chankhungu	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Chigwere	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Chimwankhuku	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Chingamba	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Chingondo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Gawamadzi-Hoya	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Gogo	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Kabadwa	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Kainja	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Kalewa	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Kambalu Dowa	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Kambewa	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Kanyanyata	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Kanyenje	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Kanyerere Dowa	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Kaomba	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Kapita	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Katona	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Katundu	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Kavuwu	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Kawangwi	R	3	0	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Madzidzi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Mbindo	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Mbira Dowa	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Mdabwi	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Mgona	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Mkhalanjoka	R	1	1	2

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Mpala Dowa	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Mpangweni	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Mphande Dowa	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Msaderera	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Msipe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Mtayafuko	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Mtchakhatha	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Mtengenji	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Mtengowopotoka	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Mtenje	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Mvera	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Nalunga	R	3	0	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Pheleni	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	St. Mathias	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Thonje	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Tsikiti	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Dowa	Windu Dowa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Chazale	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Chiteka	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Chiwondo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Hangalawe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Hara	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Ibundya	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Kalowe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Kambenene	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Kasikizi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Kayuni	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Khwawa	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Lemero	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Lufira	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Luhenga	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Lupembe	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Lwezga	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Mbande	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Mlare	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Mphungu Karonga	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Mphwanya	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Mtambwe	R	1	0	1

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Nayi F.P. School	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Ndembwera	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Nkhando	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Nthambo	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Sanambe	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	St. Joseph Karonga	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Thunduti	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Vilaule	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Karonga	Wiliro	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chabuula	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chambwe	R	3	0	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Champhemvu	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chamwabvi	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chang'ombe	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chankhanga Kasungu	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chanthunthu	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chatalala	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chibwe	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chidedza	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chidzenje	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chilanga (Blind)	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chilanga (Sighted)	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chilinda	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chimwaye	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chiphaso	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chipholi	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chipwaila	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chitenje	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chithiba Kasungu	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Chitunthika	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Dambo	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Dwangwa Kasungu	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Hannock Msokera	R	2	3	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kadansana Kasungu	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kadifula	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kakola	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kalolo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kalulu Kasungu	R	0	1	1

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kamaliwa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kamono	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kamuzu	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kamwala Kasungu	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kaphaizi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kapiri Kasungu	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kasikidzi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kasungu Demo	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kasungu LEA	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Katayanthona	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Katchereza	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Katuta	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kavunguti	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Kayeleva	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Khuza	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Lingadzi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Lisandwa	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Makwiniro	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Mankhaka	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Manyani	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Mbambawa	R	0	3	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Mchezi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Misuku Kasungu	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Mitula	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Mkwayule	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Mnguzi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Mphasi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Mphowe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Msawala	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Msulira	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Mteketana	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Mwimba Kasungu	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Nthema	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Phanga	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Suza	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Tchapa	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Thondolo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Kasungu	Vyeyo	R	1	0	1

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Likoma	Chiteko	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Likoma	Mtengula	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Likoma	Nkhwazi	R	2	4	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Likoma	Same	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Likoma	St. Peter's	R	4	4	8
Malawi	Creative Centre for Community Mobilization CRECCOM	Likoma	Yofu	R	2	4	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Bango Lilongwe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Chadza	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Chibubu	R	2	3	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Chibwata Nathenje	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Chikanga	R	2	4	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Chilembwe	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Chinguwo Lilongwe	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Chitenga	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Chizinga	R	2	3	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Dzundi	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Kakwela	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Kalumbu	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Kamganga	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Kamwana	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Kanjamwana	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Kanjedza Lilongwe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Kapedzera	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Kaphala	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Kasemba	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Katope Lilongwe	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Kaundama	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Khuzi	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Makanya	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Mapembe	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Mataka II	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Matapila	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Matuta	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Mazengera	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Mchuchu	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Miteme	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Mkhomo	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Mpasu	R	1	2	3

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Mphalapala	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Mphangula	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Mphesi	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Msako	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Mtentera	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Mwangu	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Mwatibu	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Namulera	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Nathenje	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Ngala-LLRE	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Ng'ozzi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Nsanjiko	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Nyama	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Selengo	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Sonkhwe	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Tsachiti	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural East	Ulongwe	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Bowa Lilongwe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chagamba	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chambu	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chamtambe	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chibwata Kalonga	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chikanda	R	1	3	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chikhutu	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chikutu	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chikuyakuti	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chilombo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chimphepo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chimpumbulu	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chimutu Kalonga	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chiponde II	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chitedze II	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chitsime	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chitukula	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chiwoko	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Chokolo Mzumanzi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Dzenza	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Kadakumba	R	2	1	3

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Kafutwe-Chizumba	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Kakoma Lilongwe	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Kalonga	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Kambwa	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Kamwala Lilongwe	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Kaning'a	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Kasanje Mzumanzi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Maani	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Madzimnyanga	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Makumbi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Malembe	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Masiye	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Mbambanda	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	M'bang'ombe	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Mguwata	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Milombwa	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Mkhalapadzuwa	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Mlezi	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Mlumbwira	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Mndeke	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Mngwangwa	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Mpime	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Mseteza	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Mtemambalame	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Mteza	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Mtsukwa	R	0	3	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Mzumanzi	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Namanyanga	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Nambuma Boys	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Nambuma Girls	R	3	0	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Nthulu	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Ukwe	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Rural West	Yepa	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Urban	Chankhandwe	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Urban	Chatuwa	U	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Urban	Chilambula	U	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Urban	Chimutu Chimutu	U	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Urban	Chinsapo	U	2	2	4

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Urban	Kakule	U	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Urban	Kauma	U	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Urban	M'bwetu	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Urban	M'binzi	U	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Urban	Mphungu Lilongwe	U	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Urban	Nankhaka	U	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Urban	Nguluwe	U	4	1	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Lilongwe Urban	Tsokamkwanasi	U	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Bisa	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Chimwankhwazi	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Chinduzi	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Chinkwezule	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Gawanani	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Kachere	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Kambewe	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Kanjedza Machinga	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Kaombe	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Katambasula	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Likwenu	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Lisanjala	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Machinga	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Madzianjuchi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Maiwa	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Majiga Machinga	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Makengere	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Masanje	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Matope	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Mgwiriza	R	4	0	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Michongwe	R	4	1	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Mikachu	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Milala Machinga	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Mlirankhandwe	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Msalabani	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Msewe	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Mwacheya	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Mwaiwathu	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Namakanga	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Namandanje	R	3	1	4

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Namisangu	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Namwini	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Nangondo	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Nankhunda	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Nanyumbu	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Ntangaye	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Machinga	Ntapwa	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Chaona	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Chikomwe Mangochi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Chimbende	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Chimesya	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Chinguwo Mangochi	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Chipalamawamba	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Chipeleka	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Chiusi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Chowe	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Koche	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Lilimbe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Litete	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Lugola	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Lungwena	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Lupetele	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Lwanga	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Makumba	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Malindi Mangochi	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Malombe	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Malombera	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Malukula	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Mangale	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Matamanda	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Mauni	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Mbombwe	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Mbonechera	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Mchoka	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Mdalamakumba	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Mikombe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Milambe	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Milimbo	R	2	1	3

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Misololo	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Miwawe	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Mkwela	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Mpondas	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Msinjiri	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Mtambuwa	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Mtamila	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Mtengeza	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Mtitimila	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Mtuwa	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Nalikolo	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Namaswa	R	2	3	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Njera	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Nkonang'ona	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Nsawa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	St. Augustine I	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	St. Augustine II	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	St. Augustine III	R	4	3	7
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	St. Joseph Mangochi	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Sungusya	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Taliya	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Unga I	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mangochi	Unga II	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Balitse	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Chankhanga Mchinji	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Chimwamkango	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Chinunda	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Chisamba	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Chisasa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Chitsuto	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Diti	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Estate 76	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	General Farming	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Gumba	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Kaigwazanga	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Kalimanjala	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Kalulu	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Kamphata	R	2	1	3

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Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Kamwazonde	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Kaolambumba	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Kapezi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Kaputu	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Kaseka	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Katutula Mchinji	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Kawerawera	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Kawere	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Kazyozyo	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Lameke	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Lipunga	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Lombwa	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Maseche	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Matuwamba	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Mkaladzi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Mkama Mchinji	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Mkanda	R	4	1	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Mndomba	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Mpazi	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Mpita	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Msanama	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Mtundu	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Mwase	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Mzenga	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Namangwe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Nambera	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Ngoza	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Ngulukira	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Njisa	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Pitala	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Puye	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Rusa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Sunama	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Takondwa	R	4	2	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Tasekera	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mchinji	Tsanyale	R	2	4	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Bango Mulanje	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Chigombe	R	1	0	1

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Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Chimalira	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Chimwaza	R	3	3	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Chisambe CCAP	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Chisambo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Gambula	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Kabichi	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Lujeri	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Mabanja	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Malilima	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Manyamba	R	4	2	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Maveya	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Milonde	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Misyoni	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Mitawa	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Monjole	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Mpala Mulanje	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Muloza	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Nalingula	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Naluso	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Namame	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Nanchidwa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Nanjiwa Mulanje	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Nansongole	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Ngangala	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Ruo	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Siloni Catholic	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Songwe	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mulanje	Zimbo	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Chimwembe	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Ching'ombe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Dzeyo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Futsa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Kaphirikamodzi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Kawale Mwanza	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Khudze	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Lipongwe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Malambe	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Michiru	R	2	1	3

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Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Mpandadzi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Mphande Mwanza	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Mphete	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Mpira	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Mtandamula	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Mwanza	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Namiwawa Mwanza	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Phanda	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Sanjika	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Tchetsa Mwanza	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Thawale Mwanza	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mwanza	Tsenga	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Babatoni	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Bolomombwe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Chaboli	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Chalunga	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Chamaliwa	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Chang'anga	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Chankhalamu Mzimba	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Chanyama	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Chasengo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Chasimba	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Chibale	R	3	0	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Ching'anyi	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Chitheba	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Echilumbeni	R	2	3	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Emoneni	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Jandalala	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Kabondwe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Kabowozga	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Kakombwe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Kam'banga	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Kamphakata	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Kanyankhunde	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Kapoka Mzimba	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Katondo	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Kavitengo	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Kavululanga	R	3	2	5

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Kawiruwiru	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Kawonekera	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Luwewe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Lwankhozi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Malangazi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Maumba	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Mchingasanya	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Mphofwa	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Mtantha	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Mtende LEA	R	1	3	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Mzalangwe	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Nthengwe	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Nthumba	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Nyeremukire	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Phala	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Phemba	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Sasa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	St. Annes Mzimba N	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Thale	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Visenthe	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Vithando	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Viwowo	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Wantaya	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba N	Zowe	R	0	3	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Bala	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Bawa Mzimba	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Bokola	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Bumbunyika	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Chabere	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Chamaji	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Cham'ngulube	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Champheta	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Chathale	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Chikangawa	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Chipata	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Chipombo	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Chipumulo	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Davy	R	0	1	1

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Dewe	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Emazwini	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Hoho	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kabuku	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kagunda	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kalwera	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kamarambo	R	1	3	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kamilaza	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kamterwe	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kamwambakanthu	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kamwamphimbi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kanyerere Mzimba S	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kapenga	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kaphuta	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kasambankholi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kasangazi	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Katete Boys	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Katete Girls	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kathibi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kaufipa	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kaulankhutu	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kaunga	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kavitukutu	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kazengo	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Kazomba	R	1	3	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Luviri Mzimba	R	4	0	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Luwawa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Lwanjati	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Machelechete	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Makali	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Makusu	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Manyamula	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Mapanjira	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Mateu	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Mbawala	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Mdeka Mzimba	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Mgungulu	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Mhana	R	1	0	1

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Milala Mzimba	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Mphongo	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Msazi	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Mtangatanga	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Mtavu	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Mtendere	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Mtenthe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Mtuza	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Mzgambuzi	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Mzimba	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Ngoli	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Njoka	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Nthungwa	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Sazu	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	St. Joseph Mzimba S	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	St. Pauls Mzimba S	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Thambani	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Thanthe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Tupwenge	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Wozi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzimba S	Zubachulu	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzuzu City	Chibavi	U	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzuzu City	Doroba	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzuzu City	Geisha Primary	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzuzu City	Kanthete	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzuzu City	Katoto	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzuzu City	Kawiwale	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzuzu City	Kawuwa	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzuzu City	Lupaso	U	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzuzu City	Mchengautuwa	R	3	4	7
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzuzu City	Mzuzu Foundation	U	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzuzu City	Nambo	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzuzu City	Sonda	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Mzuzu City	Viyere	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Chawe Neno	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Chiwambe	R	1	3	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Kadansana Neno	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Kalitera	R	0	1	1

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Kamoto	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Kaponda	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Kasenjere	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Khale	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Kholombidzo	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Malimba	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Mapanga	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Matope Anglican	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Mchenga Neno	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Mfunda	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Midzemba	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Mkavu	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Mlemeka	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Mpimbi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Muonekera	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Mwadzi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Mwetang'ombe	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Nkhande Neno	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Nkhombe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Nsawedza	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Phitsa	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Thima	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Thumba Neno	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Neno	Tsanjalamwimba	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Banda Nkhata Bay	R	0	3	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Bunga	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Buwa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Chifupa	R	3	0	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Chikwina	R	2	3	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Chilibwe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Chipunga	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Chisangawe	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Chiwisi	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Kangoyi	R	3	3	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Khondowe	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Lichenga	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Luvuwu	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Mayuchi	R	2	0	2

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Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Mbuyapi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Misinjiyiwi	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Mtawa	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Muzgola	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Mwambazi	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	New Salewa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Njiri	R	4	1	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Nkhoso Nkhata Bay	R	1	3	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Nkhutu	R	2	3	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Nthembo	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Ruarwe	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Taone	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Thanula	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhata Bay	Usisya	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Bowa Nkhotakota	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Chambwande	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Chasato Nkhotakota	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Chidebwe	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Chigumukire Nkhotakota	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Chigunda	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Chimgonda	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Chinkhuti	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Chipando	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Chipanga Nkhotakota	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Chiphole	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Chizewo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Dema	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Dwambazi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Dwangwa Nkhotakota	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Kalinda	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Kamwala Nkhotakota	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Kangoza	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Kanyenda Nkhotakota	R	3	3	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Kaongozi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Kapando	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Kapuku	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Kasitu Nkhotakota	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Katimbira	R	2	1	3

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Kaweruwuru	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Khonde	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Khuyu	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Luluzi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Maliwa	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Matumbi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	M'dyankhanga	R	1	3	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Mlala	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Mpandawadothi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Mpongozipita	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Msangu	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Msenjere	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Mtupi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Ngala Nkhotakota	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Nyamvuu	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Ukasi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nkhotakota	Walemera	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Bambala	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Chigumukire Nsanje	R	1	3	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Chilumba Nsanje	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Chiwephe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Kagunje	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Kamphinda	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Kanjedza Nsanje	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Kavulanthenga	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Khulubvi	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Mabungwa	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Magoma	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Makoka	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Malindi Nsanje	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Matundu	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Mbale	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Mchere	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Mgoza	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Mguda	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Mkanga	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Mpatsa	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Mthawira Nsanje	R	1	1	2

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Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Mulaka	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Mwanambweri	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Ndiola	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Nyakamba	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Nyamijeti	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Nyamikolongo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Nyankhwale	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Phanga Catholic	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Nsanje	Phombwe	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Bangala	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Bawi	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Bemvu	R	4	1	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Champiti	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Chauta	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Chikuse	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Chimutu Ntcheu	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Chimvano	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Chimwala Ntcheu	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Chiole	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Chiole Annexe	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Chipula	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Chipusile	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Chitungu	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Dombole	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Dzoole	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Gongolo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Gumbu	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Gunde	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Gwaya	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Hau	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Kabwazi	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Kadansana Ntcheu	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Kame Catholic	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Kamtema	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Kamtsitsi	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Kansapato	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Kanyimbo	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Kapalamula Ntcheu	R	3	2	5

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Khuluza	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Kuthakwanasi	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Kuyenda	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Linengwe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Madzanje	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Malimwe	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Mdeka Ntcheu	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Mtsunduliza	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Namanyenzezi	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Namigoza	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Namitengo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Nkandabwako	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Nkhande Ntcheu	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Nsangu	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Nsipe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Nsiyaludzu	R	5	2	7
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Nsiyaludzu (Blind)	R	9	9	18
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Ntcheu Catholic	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Nthumbi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Ntumba	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Pamdule	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Pheza	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Sabwera	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Satumba	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Thipe	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntcheu	Tseka	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Chafumbi	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Chambawala Ntchisi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Chamthiko	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Chibweya	R	4	1	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Chimwala Ntchisi	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Chinthembwe	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Chitawo	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Kafantandala	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Kalira I	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Kalira II	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Kambadzo	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Kapombe	R	1	2	3

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Katope Ntchisi	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Kayuwi	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Malindi Ntchisi	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Mikwala	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Mkondamwini J.P. School	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Mpamila	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Msinda	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Ndendere	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Ndevu	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Nyalabvu	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Ntchisi	Nyanga	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Baani	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Bona	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Chingozi	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Chipalanje	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Chisengeleni	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Chithumbwi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Dindi	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Dzenje	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Khongoloni	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Lihaka	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Makhanga	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Makuwa Phalombe	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Malambwe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Matawa	R	3	0	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Mianga	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Mileme	R	3	1	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Milonga Phalombe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Mitekete	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Mpoto	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Mwalawamphuno	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Mwanga Catholic	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Mwimba Phalombe	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Namanjerema	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Nambazo	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Nkholonje	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Phaloni	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Tchereni Catholic	R	1	0	1

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Phalombe	Uthwa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Barwe	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Bawa Rumphi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Bolero	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Bowe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Bululuji	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Chankhalamu Rumphi	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Chankhomi Rumphi	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Chitanga	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Chitipwiri	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Jandang'ombe	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Jumbi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Kamphenda	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Kankhoka	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Kanyerere Rumphi	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Kapyolambavi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Kasere	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Kawaza Rumphi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Kayola	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Luhono	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Luparamizi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Lusani	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Luviri Rumphi	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Magalasi	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Mwazisi LEA	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Nkhozo Rumphi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Sinjiliheni	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Rumphi	Waliro	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Chambawala Salima	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Changoma	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Chikombe	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Chilanga	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Chiluwa I	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Chinkhuli	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Chionjeza	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Chitala	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Chithiba Salima	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Joni	R	1	1	2

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Kalembo	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Kanjuwi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Kanongola	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Kasache	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Katete	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Katitima I	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Khotekhote	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Kolakola	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Liwadzi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Matenje	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Mchenga Salima	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Mchepa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Mgwele	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Michulu	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Mlesi	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Mnema	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Msaza	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Nakaledza	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Nankhata	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Njiza	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Nthumbo	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Thavite	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Thawale Salima	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Salima	Tisawala	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Chelewani	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Chididi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Chikungwa	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Chimbwi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Chimpaya	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Chimvu	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Chisoka	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Goliati	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Gombe	R	6	0	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	January	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Kalimbuka	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Khawe	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Khonjen	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Kumadzi	R	2	1	3

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Kwanjana	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Likwezembe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Lisule	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Makandi	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Makapwa	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Mandindi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Matete	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Mikate	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Milonga Thyolo	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Minguni	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Mitengo	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Mmethiwa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Mulunguzi Thyolo	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Mwabvi	R	2	3	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Namiwawa Thyolo	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Namvula	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Nang'ombe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Nansadi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Nantcheфу	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Nawita	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Nsabwe	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Ntundama	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Sambani	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Thyolo	Thekerani	R	4	1	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Bishop Mackenzie	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Chanda	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Chikomwe Zomba Rural	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Chilumba Zomba Rural	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Chimbeta	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Chimwalira	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Chiphoola	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Jenala	R	0	2	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Kasimu	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Kayeramadzi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Khuluvi	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Lomoni	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Machereni	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Malonje	R	0	1	1

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Mateketa	R	1	0	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Mathuwa	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Maula	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Mbidi	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Mchenga Zomba Rural	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Mpanda	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Mtimawoyera	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Mulinga	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Muluma	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Nachiswe	R	2	3	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Nakamba	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Nakholopa	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Nalikukuta	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Namakwena	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Namolombe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Namatope	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Namikhate	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Namilambe	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Namitsitsi	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Namiwawa Zomba Rural	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Namiyala	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Nanjiri	R	3	2	5
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Nanjiwa Zomba Rural	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Nantchengwa	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Nathupi	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Nazitimbe	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Ntangatanga	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Sabola	R	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Sakatama	R	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Sambaalendo	R	1	2	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	St. Martins	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	St. Pius	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Taibu	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Thabwani Zomba Rural	R	0	1	1
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Thangala	R	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Rural	Utwe	R	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Urban	Chikamveka Zomba	U	1	1	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Urban	Chipiloni	U	2	2	4

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Urban	Matiya	U	2	1	3
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Urban	Mponda Zomba	U	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Urban	Ndangopuma	U	3	3	6
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Urban	Police	U	2	2	4
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Urban	Thundu Zomba	U	2	0	2
Malawi	Creative Centre for Community Mobilization CRECCOM	Zomba Urban	Zomba CCAP	U	1	1	2
Mozambique	ADPP-Mozambique	Manica	Escola das Formigas do Futuro Chimoio	R	61	49	110
Mozambique	ADPP-Mozambique	Manica	Escola de Artes e Ofícios	U	0	3	3
Mozambique	ADPP-Mozambique	Manica	Escola Secundária da Soalpo	U	1	3	4
Mozambique	ADPP-Mozambique	Manica	Escola Secundária Eduardo Mondlane Chimoio	U	1	1	2
Mozambique	ADPP-Mozambique	Manica	Escola Secundária Samuel Kamkomba	U	24	5	29
Mozambique	ADPP-Mozambique	Manica	Escola Secundária Vila Nova	U	2	3	5
Mozambique	ADPP-Mozambique	Manica	Escola Secundária 7 de Abril	U	0	1	1
Mozambique	ADPP-Mozambique	Manica	Instituto Industrial Joaquim Marra	U	3	2	5
Mozambique	ADPP-Mozambique	Maputo	ADPP Cidadela das Crianças	U	167	52	219
Mozambique	ADPP-Mozambique	Maputo	ADPP Colégio Politecnico	U	4	2	6
Mozambique	ADPP-Mozambique	Maputo	Escola Comercial de Maputo	U	3	0	3
Mozambique	ADPP-Mozambique	Maputo	Escola Industrial I de Maio	U	1	0	1
Mozambique	ADPP-Mozambique	Maputo	Escola Secundária Costa do Sol	U	22	17	39
Mozambique	ADPP-Mozambique	Maputo	Escola Secundária Nelson Mandela	U	0	1	1
Mozambique	ADPP-Mozambique	Maputo	Escola Secundária no Caminho da Victoria	U	1	0	1
Mozambique	ADPP-Mozambique	Maputo	Escola Secundária Triunfo	U	18	9	27
Mozambique	ADPP-Mozambique	Nampula	EPC Cidade Alta	U	1	0	1
Mozambique	ADPP-Mozambique	Nampula	EPC Maiaia	U	1	0	1
Mozambique	ADPP-Mozambique	Nampula	EPC Matola	U	2	7	9
Mozambique	ADPP-Mozambique	Nampula	EPC Mocone	U	2	4	6
Mozambique	ADPP-Mozambique	Nampula	EPC Muzuane	U	7	0	7
Mozambique	ADPP-Mozambique	Nampula	EPC Naherengue	U	2	8	10
Mozambique	ADPP-Mozambique	Nampula	EPC Socaju	U	2	10	12
Mozambique	ADPP-Mozambique	Nampula	EPC Triângulo	U	3	0	3
Mozambique	ADPP-Mozambique	Nampula	EPC 4º Congresso	U	2	0	2
Mozambique	ADPP-Mozambique	Nampula	EPC 7º Abril - Nacala	U	4	0	4
Mozambique	ADPP-Mozambique	Nampula	Escola das Formigas do Futuro - Nacala	U	42	33	75
Mozambique	ADPP-Mozambique	Nampula	Escola Secundária da Cidade Alta	U	9	1	10
Mozambique	ADPP-Mozambique	Nampula	Escola Secundária de Nacala Porto	U	12	3	15
Mozambique	ADPP-Mozambique	Sofala	EPC Acordos de Lusaka	R	28	0	28
Mozambique	ADPP-Mozambique	Sofala	EPC Bandua	R	35	0	35

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Mozambique	ADPP-Mozambique	Sofala	EPC Bandua II	R	16	0	16
Mozambique	ADPP-Mozambique	Sofala	EPC Chirasicua	R	12	0	12
Mozambique	ADPP-Mozambique	Sofala	EPC Chirimongo	R	18	0	18
Mozambique	ADPP-Mozambique	Sofala	EPC Chitunga	R	30	0	30
Mozambique	ADPP-Mozambique	Sofala	EPC Guara-Guara	R	45	0	45
Mozambique	ADPP-Mozambique	Sofala	EPC Herois Mocambicanos	R	17	0	17
Mozambique	ADPP-Mozambique	Sofala	EPC Inhanjou	R	8	0	8
Mozambique	ADPP-Mozambique	Sofala	EPC Inharongue	R	48	0	48
Mozambique	ADPP-Mozambique	Sofala	EPC J. Tongogara	R	13	0	13
Mozambique	ADPP-Mozambique	Sofala	EPC Macua	R	4	0	4
Mozambique	ADPP-Mozambique	Sofala	EPC Mao-Tse-Tung	R	16	0	16
Mozambique	ADPP-Mozambique	Sofala	EPC Mapombue	R	30	0	30
Mozambique	ADPP-Mozambique	Sofala	EPC Mbulawa	R	13	0	13
Mozambique	ADPP-Mozambique	Sofala	EPC Mecuzi	R	11	0	11
Mozambique	ADPP-Mozambique	Sofala	EPC Metuchira Empresa	R	16	0	16
Mozambique	ADPP-Mozambique	Sofala	EPC Metuchira Pita	R	14	0	14
Mozambique	ADPP-Mozambique	Sofala	EPC Monte Siluvo	R	14	0	14
Mozambique	ADPP-Mozambique	Sofala	EPC Mucodza	R	13	0	13
Mozambique	ADPP-Mozambique	Sofala	EPC Mucombedzi 2	R	29	0	29
Mozambique	ADPP-Mozambique	Sofala	EPC Mutamarega	R	19	0	19
Mozambique	ADPP-Mozambique	Sofala	EPC Ndeja	R	15	0	15
Mozambique	ADPP-Mozambique	Sofala	EPC Nhambondo	R	18	0	18
Mozambique	ADPP-Mozambique	Sofala	EPC Nhampoca	R	6	0	6
Mozambique	ADPP-Mozambique	Sofala	EPC Nhamussangora	R	18	0	18
Mozambique	ADPP-Mozambique	Sofala	EPC Nharuchonga	R	11	0	11
Mozambique	ADPP-Mozambique	Sofala	EPC Nhataca	R	27	0	27
Mozambique	ADPP-Mozambique	Sofala	EPC Nova Jerusalem	R	16	0	16
Mozambique	ADPP-Mozambique	Sofala	EPC Tsiquiri	R	23	0	23
Mozambique	ADPP-Mozambique	Sofala	EPC Ussingue	R	35	0	35
Mozambique	ADPP-Mozambique	Sofala	EPC Vunduzi	R	30	0	30
Mozambique	ADPP-Mozambique	Sofala	EPC 1 de Junho Buzi	R	25	0	25
Mozambique	ADPP-Mozambique	Sofala	EPC 1 de Maio	R	15	0	15
Mozambique	ADPP-Mozambique	Sofala	EPC 12 de Outubro	R	12	0	12
Mozambique	ADPP-Mozambique	Sofala	EPC 24 de Julho	R	10	0	10
Mozambique	ADPP-Mozambique	Sofala	EPC 25 de Setembro - Gorongosa	R	10	0	10
Mozambique	ADPP-Mozambique	Sofala	EPC 7 de Abril - Nha	R	15	0	15
Mozambique	ADPP-Mozambique	Sofala	EPI Chicoio	R	3	0	3
Mozambique	ADPP-Mozambique	Sofala	EPI Cudzo	R	13	0	13

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Mozambique	ADPP-Mozambique	Sofala	EPI de Begaja	R	19	0	19
Mozambique	ADPP-Mozambique	Sofala	EPI Gurunguire	R	3	0	3
Mozambique	ADPP-Mozambique	Sofala	EPI Harrumua	R	5	0	5
Mozambique	ADPP-Mozambique	Sofala	EPI Inhamita	R	7	0	7
Mozambique	ADPP-Mozambique	Sofala	EPI Josina Machel	R	7	0	7
Mozambique	ADPP-Mozambique	Sofala	EPI Machico	R	5	0	5
Mozambique	ADPP-Mozambique	Sofala	EPI Maconde	R	8	0	8
Mozambique	ADPP-Mozambique	Sofala	EPI Mada	R	9	0	9
Mozambique	ADPP-Mozambique	Sofala	EPI Malulu	R	10	0	10
Mozambique	ADPP-Mozambique	Sofala	EPI Manguena	R	8	0	8
Mozambique	ADPP-Mozambique	Sofala	EPI Metuchira Nharuchonga	R	7	0	7
Mozambique	ADPP-Mozambique	Sofala	EPI Muchenessa	R	9	0	9
Mozambique	ADPP-Mozambique	Sofala	EPI Mucombedzi I	R	14	0	14
Mozambique	ADPP-Mozambique	Sofala	EPI Munamicua	R	4	0	4
Mozambique	ADPP-Mozambique	Sofala	EPI Mutiambamba	R	9	0	9
Mozambique	ADPP-Mozambique	Sofala	EPI Nhambita	R	7	0	7
Mozambique	ADPP-Mozambique	Sofala	EPI Nhangea	R	7	0	7
Mozambique	ADPP-Mozambique	Sofala	EPI Nhanoa	R	5	0	5
Mozambique	ADPP-Mozambique	Sofala	EPI Nhansato	R	5	0	5
Mozambique	ADPP-Mozambique	Sofala	EPI Pavua	R	10	0	10
Mozambique	ADPP-Mozambique	Sofala	EPI Pungue	R	14	0	14
Mozambique	ADPP-Mozambique	Sofala	EPI Tambarara	R	14	0	14
Mozambique	ADPP-Mozambique	Sofala	EPI Tazaronda	R	11	0	11
Mozambique	ADPP-Mozambique	Sofala	EPI Tchiro	R	8	0	8
Mozambique	ADPP-Mozambique	Sofala	EPI Tsunguza	R	10	0	10
Mozambique	ADPP-Mozambique	Sofala	EPI I de Junho Nha	R	14	0	14
Mozambique	ADPP-Mozambique	Sofala	EPI 25 de Setembro	R	13	0	13
Mozambique	ADPP-Mozambique	Sofala	EPI 3 de Fevereiro Buzi	R	11	0	11
Mozambique	ADPP-Mozambique	Sofala	EPI 3 de Fevereiro Gor	R	5	0	5
Mozambique	ADPP-Mozambique	Sofala	EPI 3 de Fevereiro Nha	R	3	0	3
Mozambique	ADPP-Mozambique	Sofala	EP2 Buzi	R	17	0	17
Mozambique	ADPP-Mozambique	Sofala	Escola Secundária Guara-Guara	R	3	0	3
Mozambique	ADPP-Mozambique	Sofala	Escola Secundária de Bandua	R	29	0	29
Mozambique	ADPP-Mozambique	Sofala	Escola Secundária de Buzi	R	32	0	32
Mozambique	ADPP-Mozambique	Sofala	Escola Secundária de Metuchira	U	22	0	22
Mozambique	ADPP-Mozambique	Sofala	Escola Secundária de Vunduzi	R	2	0	2
Mozambique	ADPP-Mozambique	Sofala	Escola Secundária 25 de Setembro	R	1	0	1
Mozambique	ADPP-Mozambique	Sofala	Escola Secundária de Nharuchonga	R	13	0	13

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Mozambique	ADPP-Mozambique	Sofala	Escola Secundária de Tica	R	15	0	15
Mozambique	ADPP-Mozambique	Sofala	Escola Secundária Eduardo Mondlane	R	47	0	47
Mozambique	ADPP-Mozambique	Sofala	Escola Secundária Nhamatanda	R	18	0	18
Mozambique	Caritas Regionale de Chokwe	Gaza	EPC de Chate	R	3	0	3
Mozambique	Caritas Regionale de Chokwe	Gaza	EPI de Punguine	R	11	0	11
Mozambique	Caritas Regionale de Chokwe	Gaza	EPI de Tingonhamene	R	3	0	3
Mozambique	Caritas Regionale de Chokwe	Gaza	EP2 Conhane	R	10	10	20
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Primária de Bombofo	R	11	0	11
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Primária de Changulene	R	5	0	5
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Primária de Chinhacanine	R	20	0	20
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Primária de Djodjo	R	2	0	2
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Primária de Donga	R	5	7	12
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Primária de Inchovane	R	4	0	4
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Primária de Kandiza	R	11	0	11
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Primária de Lionde	R	7	0	7
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Primária de Majajamela	R	4	0	4
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Primária de Manjangue	R	13	10	23
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Primária de Matuba	R	14	9	23
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Primária de Nhanale	R	7	0	7
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Primária de Tlawene	R	4	0	4
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Secundária de Chinhacanine	R	27	3	30
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Secundária de Guija	U	16	0	16
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Secundária de Hokwe	R	6	0	6
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Secundária de Manjangue	R	37	1	38
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Secundária de Mazivila	R	12	0	12
Mozambique	Caritas Regionale de Chokwe	Gaza	Escola Secundária Ngungunhane	U	23	0	23
Mozambique	Caritas Regionale de Chokwe	Gaza	Primária de Chiaquelane	R	9	0	9
Mozambique	Caritas Regionale de Chokwe	Gaza	Primária de Duvane	R	6	0	6
Mozambique	Caritas Regionale de Chokwe	Gaza	Primária de Machinho	R	3	0	3
Mozambique	Caritas Regionale de Chokwe	Gaza	Primária de Mubanguene	R	5	0	5
Mozambique	Caritas Regionale de Chokwe	Gaza	Primária de Pumbe	R	9	10	19
Mozambique	Caritas Regionale de Chokwe	Gaza	Primária de Tomanine	R	6	0	6
Mozambique	Caritas Regionale de Chokwe	Gaza	Primária 25 de Setembro	R	7	0	7
Mozambique	FAWE Mozambique (FAWEMO)	Gaza	EPC Chitar	R	13	18	31
Mozambique	FAWE Mozambique (FAWEMO)	Gaza	EPC Coca Missava	R	13	13	26
Mozambique	FAWE Mozambique (FAWEMO)	Gaza	EPC Eduardo Mondlane	R	18	17	35
Mozambique	FAWE Mozambique (FAWEMO)	Gaza	EPC Tihovene	R	16	17	33
Mozambique	FAWE Mozambique (FAWEMO)	Inhambane	EPC de Muvamba	R	23	17	40

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Mozambique	FAWE Mozambique (FAWEMO)	Inhambane	EPC Nhachengue	R	21	14	35
Mozambique	FAWE Mozambique (FAWEMO)	Inhambane	EPC Pamuane	R	14	18	32
Mozambique	FAWE Mozambique (FAWEMO)	Zambezia	EPC Samora Machel	R	73	37	110
Mozambique	FAWE Mozambique (FAWEMO)	Zambezia	EPC Sede	R	85	36	121
Mozambique	Kulima	Inhambane	EPC Agostinho Neto	R	42	11	53
Mozambique	Kulima	Inhambane	EPC de Chicucue	U	8	4	12
Mozambique	Kulima	Inhambane	EPC de Chinjinguir	R	7	10	17
Mozambique	Kulima	Inhambane	EPC de Chithicua	R	12	7	19
Mozambique	Kulima	Inhambane	EPC de Chizapela	R	44	38	82
Mozambique	Kulima	Inhambane	EPC de Chongola	R	28	17	45
Mozambique	Kulima	Inhambane	EPC de Cumbana	R	33	31	64
Mozambique	Kulima	Inhambane	EPC de Dimande	R	26	14	40
Mozambique	Kulima	Inhambane	EPC de Fambacuasse	R	54	11	65
Mozambique	Kulima	Inhambane	EPC de Guiua	R	18	1	19
Mozambique	Kulima	Inhambane	EPC de Hanhane	R	18	13	31
Mozambique	Kulima	Inhambane	EPC de Homoine Anexa	R	24	25	49
Mozambique	Kulima	Inhambane	EPC de Inhamussa	R	39	5	44
Mozambique	Kulima	Inhambane	EPC de Inhantumbo	R	31	15	46
Mozambique	Kulima	Inhambane	EPC de Inharrime	R	22	22	44
Mozambique	Kulima	Inhambane	EPC de Mabil	R	27	10	37
Mozambique	Kulima	Inhambane	EPC de Machavela	R	16	10	26
Mozambique	Kulima	Inhambane	EPC de Mahalamba	R	15	4	19
Mozambique	Kulima	Inhambane	EPC de Mangorro	R	25	13	38
Mozambique	Kulima	Inhambane	EPC de Marrumwana	R	26	18	44
Mozambique	Kulima	Inhambane	EPC de Muchirre	R	17	17	34
Mozambique	Kulima	Inhambane	EPC de Nhacoja	U	38	29	67
Mozambique	Kulima	Inhambane	EPC de Nhambiho	R	6	0	6
Mozambique	Kulima	Inhambane	EPC de Nhampossa	U	9	10	19
Mozambique	Kulima	Inhambane	EPC de Nhanguila	R	34	8	42
Mozambique	Kulima	Inhambane	EPC de Nhatitima	R	10	8	18
Mozambique	Kulima	Inhambane	EPC Jangamo	R	20	13	33
Mozambique	Kulima	Inhambane	EPC Nhamangue	R	10	5	15
Mozambique	Kulima	Inhambane	EPC Sede de Homoine	R	11	7	18
Mozambique	Kulima	Inhambane	EPC I de Maio	U	5	0	5
Mozambique	Kulima	Inhambane	EPC 25 de Setembro	U	13	9	22
Mozambique	Kulima	Inhambane	EPC 7 de Abril Meu	R	15	19	34
Mozambique	Kulima	Inhambane	EPI Cumbula	R	3	0	3
Mozambique	Kulima	Inhambane	EPI de Chibassa	R	12	9	21

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Mozambique	Kulima	Inhambane	EPI de Cuguana	R	6	0	6
Mozambique	Kulima	Inhambane	EPI de Daulamazai	R	3	0	3
Mozambique	Kulima	Inhambane	EPI de Inhamussua	R	5	0	5
Mozambique	Kulima	Inhambane	EPI de Madovela	R	4	1	5
Mozambique	Kulima	Inhambane	EPI de Ussaca	R	6	4	10
Mozambique	Kulima	Inhambane	EPI Ngulela	R	12	4	16
Mozambique	World Relief Mozambique	Inhambane	EPI Armando Emilio Guebuza de Mussacate	U	110	8	118
Mozambique	World Relief Mozambique	Inhambane	EPI de Joaquim Alberto Chissano, Quissico	U	75	6	81
Mozambique	World Relief Mozambique	Inhambane	Escola Primária Completa de Nhabinde	U	243	55	298
Mozambique	World Relief Mozambique	Inhambane	Escola Primária Completa de Quissico	U	343	47	390
Mozambique	World Relief Mozambique	Inhambane	Escola Primária do 1º Grau de Mahumane	U	82	29	111
Namibia	FAWE Namibia (FAWENA)	Caprivi	Chesire Homes 2	R	11	10	21
Namibia	FAWE Namibia (FAWENA)	Erongo	Brandberg P.S.	R	5	0	5
Namibia	FAWE Namibia (FAWENA)	Erongo	Ebenhaeser P.S.	U	8	1	9
Namibia	FAWE Namibia (FAWENA)	Erongo	Elifas Goseb P.S.	U	3	1	4
Namibia	FAWE Namibia (FAWENA)	Erongo	Erongosig P.S.	U	4	1	5
Namibia	FAWE Namibia (FAWENA)	Erongo	Otjimbingwe P.S.	R	7	2	9
Namibia	FAWE Namibia (FAWENA)	Erongo	W. Borchard P.S.	U	11	1	12
Namibia	FAWE Namibia (FAWENA)	Hardap	D.D. Guibeb P.S.	U	4	2	6
Namibia	FAWE Namibia (FAWENA)	Hardap	Daweb J.S.S.	U	15	4	19
Namibia	FAWE Namibia (FAWENA)	Hardap	Edward Fredericks P.S.	R	3	1	4
Namibia	FAWE Namibia (FAWENA)	Hardap	Gibeon Primary School	R	4	2	6
Namibia	FAWE Namibia (FAWENA)	Hardap	J.R.Camm S.P.S.	R	10	2	12
Namibia	FAWE Namibia (FAWENA)	Hardap	J.T.L Beukes P.S.	U	2	0	2
Namibia	FAWE Namibia (FAWENA)	Hardap	Jakob Saul P.S.	R	12	3	15
Namibia	FAWE Namibia (FAWENA)	Hardap	Klein Aub P.S.	R	6	1	7
Namibia	FAWE Namibia (FAWENA)	Hardap	Mariental P.S.	U	9	2	11
Namibia	FAWE Namibia (FAWENA)	Hardap	N. Mutschuana P.S.	R	16	3	19
Namibia	FAWE Namibia (FAWENA)	Hardap	Oanob P.S.	U	4	1	5
Namibia	FAWE Namibia (FAWENA)	Hardap	Origo P.S.	U	3	1	4
Namibia	FAWE Namibia (FAWENA)	Hardap	Rehoboth Primary School	U	1	0	1
Namibia	FAWE Namibia (FAWENA)	Hardap	Salmon Boois J.P.S.	R	2	0	2
Namibia	FAWE Namibia (FAWENA)	Hardap	Sonop P. School	U	4	1	5
Namibia	FAWE Namibia (FAWENA)	Hardap	Vooruitsig J.S.S.	U	4	1	5
Namibia	FAWE Namibia (FAWENA)	Hardap	W.M. Jodd P.S.	R	2	0	2
Namibia	FAWE Namibia (FAWENA)	Karas	D.C. Fredericks P.S.	R	4	0	4
Namibia	FAWE Namibia (FAWENA)	Karas	E.H. Baard P.S.	R	2	0	2

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Namibia	FAWE Namibia (FAWENA)	Karas	Ernst Jager J.S.S.	U	19	5	24
Namibia	FAWE Namibia (FAWENA)	Karas	Geduld P.S.	R	2	2	4
Namibia	FAWE Namibia (FAWENA)	Karas	Kaitsi !Gubeb P.S.	R	11	3	14
Namibia	FAWE Namibia (FAWENA)	Karas	Karasburg P.S.	U	7	0	7
Namibia	FAWE Namibia (FAWENA)	Karas	Michel Durocher P.S.	R	3	2	5
Namibia	FAWE Namibia (FAWENA)	Karas	Mina Sachs P. School	U	5	0	5
Namibia	FAWE Namibia (FAWENA)	Karas	Nowak P.S.	R	3	0	3
Namibia	FAWE Namibia (FAWENA)	Karas	Schmelenville J.S.S.	R	5	3	8
Namibia	FAWE Namibia (FAWENA)	Kavango	Bravel Primary School	R	12	0	12
Namibia	FAWE Namibia (FAWENA)	Kavango	Martin Ndumba Combined School	R	8	0	8
Namibia	FAWE Namibia (FAWENA)	Kavango	Nkurenkuru Primary School	R	5	0	5
Namibia	FAWE Namibia (FAWENA)	Khomas	A.I. Steenkamp Primary School 2	U	4	1	5
Namibia	FAWE Namibia (FAWENA)	Khomas	Aris Primary School	R	5	0	5
Namibia	FAWE Namibia (FAWENA)	Khomas	Auas Primary School	U	1	0	1
Namibia	FAWE Namibia (FAWENA)	Khomas	Augeikhas Primary School 2	U	0	2	2
Namibia	FAWE Namibia (FAWENA)	Khomas	Dagbreek Centre 2	U	17	3	20
Namibia	FAWE Namibia (FAWENA)	Khomas	Dordabis P.S.	R	2	0	2
Namibia	FAWE Namibia (FAWENA)	Khomas	Dr. Aupa Frans Indongo Primary School	U	2	0	2
Namibia	FAWE Namibia (FAWENA)	Khomas	Elim Primary School 2	U	2	0	2
Namibia	FAWE Namibia (FAWENA)	Khomas	Eros Girls School 2	U	3	0	3
Namibia	FAWE Namibia (FAWENA)	Khomas	Gammans Primary School 2	U	3	0	3
Namibia	FAWE Namibia (FAWENA)	Khomas	Groot-Aub J.S.S.	R	4	1	5
Namibia	FAWE Namibia (FAWENA)	Khomas	Hermann Gmeiner Primary School 2	U	2	0	2
Namibia	FAWE Namibia (FAWENA)	Khomas	Martti Ahtisaari Primary School 2	U	3	0	3
Namibia	FAWE Namibia (FAWENA)	Khomas	Michelle McLean Primary School 2	U	15	0	15
Namibia	FAWE Namibia (FAWENA)	Khomas	Moreson Special School 2	U	9	4	13
Namibia	FAWE Namibia (FAWENA)	Khomas	Moses Goraeb	U	5	0	5
Namibia	FAWE Namibia (FAWENA)	Khomas	Moses van der Byl Primary School 2	U	3	1	4
Namibia	FAWE Namibia (FAWENA)	Khomas	Namibia Primary School 2	U	1	0	1
Namibia	FAWE Namibia (FAWENA)	Khomas	Namutuni Primary School 2	U	4	0	4
Namibia	FAWE Namibia (FAWENA)	Khomas	National Institute for Special Education: Hearing	U	20	0	20
Namibia	FAWE Namibia (FAWENA)	Khomas	St. Andrews Primary School 2	U	3	0	3
Namibia	FAWE Namibia (FAWENA)	Khomas	Tobias Hainyeko Primary School 2	U	2	0	2
Namibia	FAWE Namibia (FAWENA)	Khomas	Van Rhyn Primary School 2	U	1	0	1
Namibia	FAWE Namibia (FAWENA)	Kunene	D.F./Uirab P.S.	R	6	1	7
Namibia	FAWE Namibia (FAWENA)	Kunene	Kamanjab Combined P.S.	R	10	2	12
Namibia	FAWE Namibia (FAWENA)	Kunene	Kameru Senior Primary School	R	24	0	24
Namibia	FAWE Namibia (FAWENA)	Kunene	Okanguati Primary School	R	14	0	14

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Namibia	FAWE Namibia (FAWENA)	Kunene	Ondao Primary School	R	13	4	17
Namibia	FAWE Namibia (FAWENA)	Kunene	Opuwo Primary School	R	13	0	13
Namibia	FAWE Namibia (FAWENA)	Kunene	Oukongo Primary School	R	1	0	1
Namibia	FAWE Namibia (FAWENA)	Kunene	Ruiter Primary School	R	14	2	16
Namibia	FAWE Namibia (FAWENA)	Omaheke	Gobabis Primary School	U	1	3	4
Namibia	FAWE Namibia (FAWENA)	Omaheke	Gunichas R.C. Primary School	R	9	2	11
Namibia	FAWE Namibia (FAWENA)	Omaheke	Hippo Primary School	R	6	0	6
Namibia	FAWE Namibia (FAWENA)	Omaheke	Nossobville Primary School	U	1	0	1
Namibia	FAWE Namibia (FAWENA)	Omaheke	Rakutuka Primary School	U	12	0	12
Namibia	FAWE Namibia (FAWENA)	Oshana	Eluwa Special School 2	U	14	5	19
Namibia	FAWE Namibia (FAWENA)	Oshana	Okaku Primary School	R	9	3	12
Namibia	FAWE Namibia (FAWENA)	Oshana	Ompaandakani Combined	R	15	3	18
Namibia	FAWE Namibia (FAWENA)	Oshana	Ondiamande Combined School	R	10	3	13
Namibia	FAWE Namibia (FAWENA)	Oshana	Uukwiyoongwe Combined School	R	11	1	12
Namibia	FAWE Namibia (FAWENA)	Oshikoto	Ohahati Primary School	R	16	4	20
Namibia	FAWE Namibia (FAWENA)	Oshikoto	Omuntele Primary School	R	9	0	9
Namibia	FAWE Namibia (FAWENA)	Oshikoto	Ondjamba Combined School 2	R	12	4	16
Namibia	FAWE Namibia (FAWENA)	Oshikoto	Opawa P.S.	U	7	1	8
Namibia	FAWE Namibia (FAWENA)	Otjozondjupa	Aurora P.S.	U	1	0	1
Namibia	FAWE Namibia (FAWENA)	Otjozondjupa	Kalenga P.S.	U	3	1	4
Namibia	FAWE Namibia (FAWENA)	Otjozondjupa	Karundu P.S.	U	2	0	2
Namibia	FAWE Namibia (FAWENA)	Otjozondjupa	Khorab J.S.S.	U	9	3	12
Namibia	FAWE Namibia (FAWENA)	Otjozondjupa	Makalani P.S.	U	0	1	1
Namibia	FAWE Namibia (FAWENA)	Otjozondjupa	Mangeti Primary School	R	12	2	14
Namibia	FAWE Namibia (FAWENA)	Otjozondjupa	Orwetoveni P. School	U	2	1	3
Namibia	FAWE Namibia (FAWENA)	Otjozondjupa	Rogate P.S.	U	7	1	8
Namibia	FAWE Namibia (FAWENA)	Otjozondjupa	Spesbona P.S.	U	3	1	4
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Água-Ize	R	4	3	7
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Almas Primária	U	5	0	5
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Almas Secundária	U	6	3	9
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Almeirim	U	3	0	3
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Angolares	R	1	0	1
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Angolares Secondary	R	24	25	49
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Anselmo Andrade	R	1	0	1
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Atanasio Gomes	U	1	1	2
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Ángra Toldo	R	7	0	7
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Batepa	R	1	0	1

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Boa Entrada	R	1	0	1
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Bombom Secondary	U	28	59	87
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Caixão-Grande	U	11	1	12
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Conde	R	0	2	2
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Conde Secondary School	R	9	3	12
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Desejada	R	20	14	34
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Diogo Vaz	R	3	1	4
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Esprinha	R	1	0	1
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Graça-Capela	R	5	0	5
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Guadalupe Primary	U	3	0	3
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Guadalupe Secondary	U	24	29	53
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Lemos	R	2	0	2
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Liceu Nacional	U	65	55	120
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Magodinho	R	1	0	1
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Maria de Jesus	U	1	0	1
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Monte Café	R	1	0	1
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Neves Primary	U	3	0	3
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Neves Secondary	U	27	38	65
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Ototo	R	2	0	2
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Patrice Lumumba	U	109	30	139
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Ponta-Figo	R	2	0	2
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Porto Alegre Secondary	R	19	26	45
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Poto	R	2	0	2
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Praia-Gamboa	U	1	0	1
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Ribeira Afonso Secondary	R	9	0	9
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Ribeira Peixe	R	7	1	8
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Riboque Capital	U	3	0	3
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Santa Catarina	R	2	0	2
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Santa Catarina Secondary	R	17	12	29
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Santana Secondary	U	29	47	76
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	S. Fenícia	R	5	2	7
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	S. Marçal	U	1	0	1
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	S. Joao	U	43	4	47
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Trindade Secondary	U	55	27	82
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	Vigoço	U	10	2	12
Sao Tome	São Tomé e Príncipe Union for Promotion (STeP UP)	Sao Tome	I de Junho	U	1	0	1
South Africa	Heartbeat	Free State	Amohelang	U	0	1	1

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
South Africa	Heartbeat	Free State	Atang	U	0	1	1
South Africa	Heartbeat	Free State	Batjha	U	1	0	1
South Africa	Heartbeat	Free State	Bloemfontein Oos	R	0	3	3
South Africa	Heartbeat	Free State	Boitumelo	U	0	1	1
South Africa	Heartbeat	Free State	Bothobapelo	U	3	0	3
South Africa	Heartbeat	Free State	Botlehadi	U	1	0	1
South Africa	Heartbeat	Free State	Commtech	U	3	0	3
South Africa	Heartbeat	Free State	Ditholwana	U	30	2	32
South Africa	Heartbeat	Free State	Dr. Blok High School	U	4	0	4
South Africa	Heartbeat	Free State	Fadimehang	U	0	1	1
South Africa	Heartbeat	Free State	Grassland	U	3	3	6
South Africa	Heartbeat	Free State	Kamohelo	U	1	0	1
South Africa	Heartbeat	Free State	Kgabane	U	1	0	1
South Africa	Heartbeat	Free State	Kgauho	U	4	0	4
South Africa	Heartbeat	Free State	Kgorathuto	U	4	5	9
South Africa	Heartbeat	Free State	Kgothatso	U	1	0	1
South Africa	Heartbeat	Free State	Kopanong	U	3	1	4
South Africa	Heartbeat	Free State	Lebelo	U	9	6	15
South Africa	Heartbeat	Free State	Lerole	U	2	1	3
South Africa	Heartbeat	Free State	Lesedi	U	1	0	1
South Africa	Heartbeat	Free State	Mabewana Intermediate School	R	1	1	2
South Africa	Heartbeat	Free State	Mahlohonolo	U	2	0	2
South Africa	Heartbeat	Free State	Marang	U	0	2	2
South Africa	Heartbeat	Free State	Mary Vaylle	U	0	3	3
South Africa	Heartbeat	Free State	Mmusapelo	U	2	2	4
South Africa	Heartbeat	Free State	Mpolokeng	U	12	7	19
South Africa	Heartbeat	Free State	Nkgothatseng	U	1	0	1
South Africa	Heartbeat	Free State	Nthabeleng	U	1	0	1
South Africa	Heartbeat	Free State	Olympia	U	1	1	2
South Africa	Heartbeat	Free State	Petunia	U	2	0	2
South Africa	Heartbeat	Free State	Phalang	U	0	1	1
South Africa	Heartbeat	Free State	Polokehong Primary	U	1	1	2
South Africa	Heartbeat	Free State	Popano	U	0	3	3
South Africa	Heartbeat	Free State	Qelo	U	2	1	3
South Africa	Heartbeat	Free State	Rankwe	U	3	0	3
South Africa	Heartbeat	Free State	Raohang	U	0	2	2
South Africa	Heartbeat	Free State	Reamohetse	U	1	0	1
South Africa	Heartbeat	Free State	Rekgone	U	12	6	18

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South Africa	Heartbeat	Free State	Relebeletse	U	7	6	13
South Africa	Heartbeat	Free State	Sankatane	U	1	0	1
South Africa	Heartbeat	Free State	Sehunelo High School	U	1	0	1
South Africa	Heartbeat	Free State	Senakangwedi	U	4	0	4
South Africa	Heartbeat	Free State	Seroki	U	0	1	1
South Africa	Heartbeat	Free State	St. Bernards	U	1	0	1
South Africa	Heartbeat	Free State	Thariyatshepe	U	19	11	30
South Africa	Heartbeat	Free State	Thato	U	19	3	22
South Africa	Heartbeat	Free State	Tjhebelopele	U	2	0	2
South Africa	Heartbeat	Free State	Tlotlisang	U	5	0	5
South Africa	Heartbeat	Free State	Toka	U	1	0	1
South Africa	Heartbeat	Free State	Unicom Primary School	U	1	0	1
South Africa	Humana People to People	Gauteng	Bonamelo Primary	U	21	28	49
South Africa	Humana People to People	Gauteng	Bottom Primary School	U	10	16	26
South Africa	Humana People to People	Gauteng	Busisiwe Primary	U	0	1	1
South Africa	Humana People to People	Gauteng	Ebuhleni Primary School	U	0	1	1
South Africa	Humana People to People	Gauteng	Goudveld Senior School	U	1	0	1
South Africa	Humana People to People	Gauteng	Hector Peterson Primary School	U	9	5	14
South Africa	Humana People to People	Gauteng	Isu'lihle	U	0	1	1
South Africa	Humana People to People	Gauteng	Ithembalihle	U	0	1	1
South Africa	Humana People to People	Gauteng	Khulani H.P. School	U	2	2	4
South Africa	Humana People to People	Gauteng	Klipvalley Primary	U	3	3	6
South Africa	Humana People to People	Gauteng	Margaret Gwele	U	2	0	2
South Africa	Humana People to People	Gauteng	Mayibuye Primary School	U	12	26	38
South Africa	Humana People to People	Gauteng	Moses Kotane	U	0	1	1
South Africa	Humana People to People	Gauteng	Njebo Primary School	U	0	1	1
South Africa	Humana People to People	Gauteng	Obedmosiane	U	13	6	19
South Africa	Humana People to People	Gauteng	Philip Kushlick Primary School	U	0	2	2
South Africa	Humana People to People	Gauteng	Pumelela Primary School	U	0	3	3
South Africa	Humana People to People	Gauteng	Uvuyo Primary School	U	0	1	1
South Africa	Humana People to People	Limpopo	Abiot Kolobe	R	11	17	28
South Africa	Humana People to People	Limpopo	Bohlapakolobe	R	8	10	18
South Africa	Humana People to People	Limpopo	Bokwidi	R	8	11	19
South Africa	Humana People to People	Limpopo	Given Mangolo	R	6	20	26
South Africa	Humana People to People	Limpopo	Kgakgala Primary School	R	2	0	2
South Africa	Humana People to People	Limpopo	Lesodi Upper Primary School	R	6	5	11
South Africa	Humana People to People	Limpopo	Leubaneng	R	1	0	1
South Africa	Humana People to People	Limpopo	Mapala Primary School	R	1	10	11

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
South Africa	Humana People to People	Limpopo	Mmangwedi Primary School	R	2	0	2
South Africa	Humana People to People	Limpopo	Ramokgakgele Primary School	R	6	17	23
South Africa	Humana People to People	Limpopo	Rantjie Lower Primary School	R	0	1	1
South Africa	Humana People to People	Limpopo	Raweshi	R	8	5	13
South Africa	Humana People to People	Limpopo	Segaganeng	R	0	1	1
South Africa	Humana People to People	Limpopo	Supi	R	7	0	7
South Africa	Humana People to People	Limpopo	Suswe Primary	R	4	18	22
South Africa	Life Centre	Northern Cape	Banksdrift High School	U	6	4	10
South Africa	Life Centre	Northern Cape	Barkly High School	U	2	0	2
South Africa	Life Centre	Northern Cape	Beacon Primary	U	0	5	5
South Africa	Life Centre	Northern Cape	Bongani High School	R	28	3	31
South Africa	Life Centre	Northern Cape	Bongani Primary School	R	3	0	3
South Africa	Life Centre	Northern Cape	Boresetse High School	R	1	0	1
South Africa	Life Centre	Northern Cape	Delpportshoop Combined School	R	7	0	7
South Africa	Life Centre	Northern Cape	Delpportshoop Intermediate	R	3	0	3
South Africa	Life Centre	Northern Cape	Diamantveld High School	U	1	0	1
South Africa	Life Centre	Northern Cape	Dikgatlong High	R	23	9	32
South Africa	Life Centre	Northern Cape	Dr. E.P. Lekhela High School	U	2	0	2
South Africa	Life Centre	Northern Cape	Emmang Mogo High School	U	3	2	5
South Africa	Life Centre	Northern Cape	Emmanuel Secondary School	U	13	5	18
South Africa	Life Centre	Northern Cape	Floors High School	U	13	4	17
South Africa	Life Centre	Northern Cape	Floors North Intermediate High School	U	0	6	6
South Africa	Life Centre	Northern Cape	GN Pressly Intermediate School	R	17	0	17
South Africa	Life Centre	Northern Cape	Homevale High School	U	0	2	2
South Africa	Life Centre	Northern Cape	Kgomotso High School	R	1	1	2
South Africa	Life Centre	Northern Cape	Mankuroane Technical and Commercial High School	R	2	0	2
South Africa	Life Centre	Northern Cape	Mogomotsi	R	7	0	7
South Africa	Life Centre	Northern Cape	Motswedi-Thuto	R	1	0	1
South Africa	Life Centre	Northern Cape	Ole Hile Manchwe Intermediate School	R	1	0	1
South Africa	Life Centre	Northern Cape	Pampierstad High School	R	0	1	1
South Africa	Life Centre	Northern Cape	PH Moketsi Agricultural High School	R	2	0	2
South Africa	Life Centre	Northern Cape	Pinagare High School	R	1	0	1
South Africa	Life Centre	Northern Cape	Progress Primary	U	0	1	1
South Africa	Life Centre	Northern Cape	Ratapai High School	R	1	0	1
South Africa	Life Centre	Northern Cape	Reaipela Farm School	R	7	9	16
South Africa	Life Centre	Northern Cape	St. Boniface High School	U	7	2	9
South Africa	Life Centre	Northern Cape	Tadcaster Farm School	R	7	2	9
South Africa	Life Centre	Northern Cape	Technical High School	U	0	1	1

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
South Africa	Life Centre	Northern Cape	Tetlanyo High School	U	2	2	4
South Africa	Life Centre	Northern Cape	Thabane High School	U	3	2	5
South Africa	Life Centre	Northern Cape	Thlomelang High School	U	2	0	2
South Africa	Life Centre	Northern Cape	Tlhwahalang Secondary School	R	4	1	5
South Africa	Life Centre	Northern Cape	Tshireleco Senior Secondary School	U	6	0	6
South Africa	Life Centre	Northern Cape	Vuyolwethu High School	U	2	6	8
South Africa	Life Centre	Northern Cape	Warrenton High School	U	0	1	1
South Africa	Life Centre	Northern Cape	Warrenvale Combined School	U	6	0	6
South Africa	Life Centre	Northern Cape	William Pescod High School	U	1	3	4
South Africa	Life Centre	Northern Cape	!Xhunkeswa Combined School	R	5	0	5
South Africa	Masoyi	Mpumalanga	Bambanani	R	5	2	7
South Africa	Masoyi	Mpumalanga	Celani	R	1	4	5
South Africa	Masoyi	Mpumalanga	Comprehensive	R	0	1	1
South Africa	Masoyi	Mpumalanga	George Mhaule	R	2	3	5
South Africa	Masoyi	Mpumalanga	Indlunkulu	R	2	2	4
South Africa	Masoyi	Mpumalanga	Inkanyeti	R	1	0	1
South Africa	Masoyi	Mpumalanga	Khombindlela	R	10	3	13
South Africa	Masoyi	Mpumalanga	Khulani	R	2	4	6
South Africa	Masoyi	Mpumalanga	Legogote	R	5	2	7
South Africa	Masoyi	Mpumalanga	Lindani	R	3	3	6
South Africa	Masoyi	Mpumalanga	Lundanda Combined School	R	6	4	10
South Africa	Masoyi	Mpumalanga	Manzini	R	2	3	5
South Africa	Masoyi	Mpumalanga	Masoyi	R	2	0	2
South Africa	Masoyi	Mpumalanga	Mdumiseni	R	3	0	3
South Africa	Masoyi	Mpumalanga	Mdzimba	R	3	0	3
South Africa	Masoyi	Mpumalanga	Mganduzweni	R	3	1	4
South Africa	Masoyi	Mpumalanga	Mgcobaneni	R	2	3	5
South Africa	Masoyi	Mpumalanga	Mthimba Combined School	R	11	5	16
South Africa	Masoyi	Mpumalanga	Phola Secondary	R	4	0	4
South Africa	Masoyi	Mpumalanga	Salubindza	R	6	4	10
South Africa	Masoyi	Mpumalanga	Siyafundza	R	7	3	10
South Africa	Masoyi	Mpumalanga	Siyancoba	R	4	5	9
South Africa	Masoyi	Mpumalanga	Tsebanani	R	6	0	6
South Africa	Masoyi	Mpumalanga	Zakheleni	R	4	5	9
South Africa	Masoyi	Mpumalanga	Zamani	R	4	1	5
South Africa	MIET Africa	Eastern Cape	Dutyini J.S.S.	R	12	7	19
South Africa	MIET Africa	Eastern Cape	Lokwe J.S.S.	U	10	9	19
South Africa	MIET Africa	Eastern Cape	Lugelweni J.S.S.	R	3	5	8

Country	NGO Partner	Region	School	Location U=Urban R=Rural	Number of Girls	Number of Boys	Number of Scholars
South Africa	MIET Africa	Eastern Cape	Mbizweni J.S.S.	R	9	11	20
South Africa	MIET Africa	Eastern Cape	Mjoli	R	4	7	11
South Africa	MIET Africa	Eastern Cape	Mnikwa J.S.S.	R	11	8	19
South Africa	MIET Africa	Eastern Cape	Mt Ayliff J.S.S.	U	3	8	11
South Africa	MIET Africa	Eastern Cape	Sigagane J.S.S.	R	12	9	21
South Africa	MIET Africa	KwaZulu-Natal	Bazana High School	R	14	0	14
South Africa	MIET Africa	KwaZulu-Natal	Bazini Primary	R	1	0	1
South Africa	MIET Africa	KwaZulu-Natal	Empilweni High School	R	7	0	7
South Africa	MIET Africa	KwaZulu-Natal	Gibindlala Primary	R	2	0	2
South Africa	MIET Africa	KwaZulu-Natal	Kwamaduma Primary	R	4	0	4
South Africa	MIET Africa	KwaZulu-Natal	Kwazihlakaniphele	R	2	0	2
South Africa	MIET Africa	KwaZulu-Natal	Mchitheki High School	R	10	0	10
South Africa	MIET Africa	KwaZulu-Natal	Meyama High School	R	14	0	14
South Africa	MIET Africa	KwaZulu-Natal	Ngxongwane Primary	R	6	0	6
South Africa	MIET Africa	KwaZulu-Natal	Nkabane Primary	R	8	0	8
South Africa	MIET Africa	KwaZulu-Natal	Nqabayembube High School	R	18	0	18
South Africa	MIET Africa	KwaZulu-Natal	Ovukaneni Primary	R	5	0	5
South Africa	MIET Africa	KwaZulu-Natal	Phumanyova High School	R	6	0	6
South Africa	MIET Africa	KwaZulu-Natal	Prince Tokotoko High School	R	18	0	18
South Africa	MIET Africa	North West	Agonkitse P.S.	R	8	6	14
South Africa	MIET Africa	North West	Bathako Middle School/Ramotshodi	R	2	8	10
South Africa	MIET Africa	North West	Batthalerwa P.S.	R	7	9	16
South Africa	MIET Africa	North West	Batshabeng Middle School	R	13	4	17
South Africa	MIET Africa	North West	Gobakwang Bogosi P.S.	R	14	8	22
South Africa	MIET Africa	North West	Makoshong P.S.	R	10	2	12
South Africa	MIET Africa	North West	Maologane P.S.	R	10	4	14
South Africa	MIET Africa	North West	Module Primary/Junior Secondary	R	4	5	9
South Africa	MIET Africa	North West	Molotsi P.S.	R	2	2	4
South Africa	MIET Africa	North West	Montsamaisa P.S.	R	12	1	13
South Africa	MIET Africa	North West	Rantka Middle School	R	6	5	11
South Africa	Natural Botanicals	Western Cape	Citrusdal Primary School	R	20	15	35
South Africa	Natural Botanicals	Western Cape	Eendekuil Primary School	R	12	8	20
South Africa	Natural Botanicals	Western Cape	Goedverwacht Primary	R	9	10	19
South Africa	Natural Botanicals	Western Cape	Groenvlei Primary	R	11	21	32
South Africa	Natural Botanicals	Western Cape	Nkazimlo Public Primary School	U	18	0	18
South Africa	Natural Botanicals	Western Cape	Stawelklip Moravian Primary School	R	13	8	21
South Africa	Natural Botanicals	Western Cape	Steynville Primary School	R	11	5	16
South Africa	Natural Botanicals	Western Cape	Vukukhanye Public Primary School	U	5	0	5

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South Africa	Natural Botanicals	Western Cape	Walter Teka Primary School	U	11	0	11
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Bhalekane primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Black Mbuluzi primary	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Cetjwayo Primary School	R	0	2	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Ebulandzeni Comm. Primary	R	2	3	5
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Ekubongeni High	R	3	2	5
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Ekudweleni High School	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Ekutfunyweni Primary	R	4	0	4
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Elangeni Secondary School	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Eluhlangotsini primary	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Endzingeni High	R	3	1	4
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Endzingeni Naz Primary	R	5	1	6
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Entfonjeni Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Entfubeni Primary	R	0	3	3
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Entuthukweni Primary	R	2	1	3
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Esigangeni High	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Esigangeni Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Etimphisini High	R	5	1	6
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Ezulwini Catholic Primary	U	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Ezulwini Comm. Primary	U	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Ezulwini Valley Primary	U	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Fundukuwela High	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Geza Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Gobolondlo Primary	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Hlabazonke Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	John Wesley Primary	U	2	1	3
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	John Wesley Secondary	U	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Kwaliweni Primary	R	2	4	6
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Lobamba National High	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Lobamba Primary	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Mandlangempisi High	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Maryward Primary	R	5	0	5
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Mater Dorolosa High	U	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Mayiwane High School	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Mbabane Central Primary	U	0	2	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Mbava Primary	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Mdzimba High	R	1	0	1

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Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Mgululu Primary	R	0	2	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Mhlatane High School	U	1	1	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Mkhuzweni Primary (Hhohho)	R	0	5	5
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Mpofu Methodist High	R	1	1	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Mpofu Methodist Primary	R	0	2	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Mqolo Primary	U	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Mshingishingini Nazarene Primary School	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Msunduzi Primary	U	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Ndlalambi Nazarene Primary	R	2	6	8
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Nkamanzi Primary	R	3	2	5
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Nkambeni Central Primary	R	1	1	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Nkhaba High	R	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Nkonyeni High	R	1	1	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Ntsinini Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Nyakatfo Primary	R	1	1	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Nyanyali Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Peak Central High	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Peak Central Primary School	R	1	1	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Peak School Primary	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Qedusizi Primary	U	1	1	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Rosenburg Primary School	R	0	2	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Saim High School	U	1	1	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Sikhunyana High	R	4	1	5
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Siphocosini High	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	St. Francis Primary	U	1	1	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	St. Marys Primary	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	St. Peregrines Primary Hhohho	R	5	3	8
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Ulundi Anglican High	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Woodlands High	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Hhohho	Zandonzo Primary	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Assembly of God Primary	U	6	1	7
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Dvumani Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Ebenezer Primary Lubombo	R	2	1	3
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Ekumeni Primary	R	5	1	6
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Enhlabeni Primary	R	10	0	10
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Entandweni Secondary	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Good Shepherd High	U	14	1	15
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Good Shepherd Primary	U	11	4	15

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Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Holy Ghost Catholic Primary	R	5	2	7
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Intfutuko Primary	R	11	1	12
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	KaMkhweli Primary School	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Kaphunga Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Khalakahle Methodist Primary	R	12	2	14
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Langa High	R	12	2	14
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Langa Nazarene Primary	R	10	4	14
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Lasi Memorial High	R	12	0	12
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Lonhlopheko Primary	R	12	3	15
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Loyiwe Primary	R	9	4	13
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Lubombo Central High	R	8	0	8
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Lubombo Central Primary	U	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Lucaceni Primary	R	10	2	12
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Lusoti High	U	4	0	4
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Lutfotja Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Magwanyana High	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Majembeni Primary	R	13	2	15
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Makhwekhweti Primary	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Malindza High	R	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Mambane Primary	R	17	3	20
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Mambane Secondary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Mangedla Primary	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Manyovu Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Matjana Primary	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Matsetsa High	R	8	1	9
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Mavalela Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Mbandzamane Primary	R	5	0	5
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Mhlumeni Nazarene Primary	R	5	0	5
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Mlindazwe Primary	R	6	1	7
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Mpaka High	R	1	1	2
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Mphundle High	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Mphundle Primary Lubombo	R	6	0	6
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Mpolonjeni High	R	6	0	6
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Ndlalane Primary	R	1	1	2
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Ndzangu Lutheran Primary	R	17	3	20
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Ndzangu Secondary	R	4	0	4
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Ndzevane High School	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Ngcina Primary	R	14	3	17

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Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Ngomane High	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Nkonjwa High	R	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Nkonjwa Primary	R	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Othandweni Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Phonjwane High	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Phonjwane Primary	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	School for the Deaf Primary	U	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Shewula High	R	6	1	7
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Shewula Primary	R	6	2	8
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Sibusweni High school	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Siphofaneni High	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Siphoso Primary	R	12	2	14
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Siteki Nazarene High	U	10	2	11
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Siteki Nazarene Primary	U	8	1	9
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Sitsatsaweni High	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Sitsatsaweni Primary	U	4	2	6
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	St. Boniface Primary	U	3	2	5
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	St. Johns Primary	U	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	St. Pauls Catholic Primary	U	6	0	6
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	St. Peters Primary	R	3	1	4
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	St. Phillips High	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	St. Phillips Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Tambutu Primary	R	1	1	2
Swaziland	Orphanaid-Caritas-Swaziland	Lubombo	Tikhuba High	R	6	2	8
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Beaufort Nazarene School	U	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Bethany Mission Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Bhunya Primary	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Bhunya Secondary School	U	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Cana Primary	U	0	3	3
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Ebugeleni/Elwandle Comm. Primary	R	0	4	4
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Ebuhleni Primary	R	8	6	14
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Egebeni High School	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Ekukhanyeni High	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Ekuphakameni Central High	U	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Ekuphakameni Central Primary	R	4	0	4
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Ekutsimuleni Primary	R	3	1	4
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Eluhlokohla Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Elwandle RC Primary	R	12	0	12

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Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Emthonjeni High	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Emthonjeni Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Gilgal Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Hillside High	U	9	0	9
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Hillside Primary	U	9	0	9
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Holy Rosary High	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Holy Rosary Primary	R	0	2	2
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	KaBhudla Primary	R	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Kalamdladla High	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Kholwane Primary	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Khuphuka Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Kwaluseni Central Primary	U	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Kwaluseni Infant	U	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Lozitha High	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Ludzeludze Primary	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Mafutseni Nazarene Primary	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Mafutseni RC Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Magubheleni High	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Mahlanya Primary	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Maliyaduma Primary	R	8	3	11
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Malunge High	R	1	1	2
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Manzini Central High	U	2	2	4
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Manzini Central Primary	U	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Manzini Nazarene Primary	U	4	0	4
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Manzini Nazarene High	U	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Manzini Practising Primary	U	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Masundvwini Primary	U	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Masundvwini High	U	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Matsapha Swazi National High	U	3	1	4
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Matsapha Government Primary	U	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Mavovokati Primary	R	0	5	5
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Mbekelweni Lutheran High	R	4	3	7
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Mbekelweni Lutheran Primary	R	0	4	4
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Mbesamandla Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Mhlahlo High School	R	4	1	5
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Mhubhe High School	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Mjingo High	U	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Mkhondvo High	R	1	0	1

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Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Mkhuzweni High	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Mkhuzweni Primary (Manzini)	R	1	1	2
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Moyeni High	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Musi Community Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Ngcoseni Central High	R	2	1	3
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Ngwane Park High	U	5	2	7
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Ngwane Park Primary	U	8	3	11
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Nhlambeni Comm. Primary	R	3	1	4
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Nhlambeni Nazarene Primary	R	2	1	3
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Nkanyezini Primary	R	1	1	2
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Nkiliji Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Ntfungula Primary Manzini	R	0	4	4
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Ntontozi Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Phocweni Primary School	R	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Salesian High	U	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Sankolweni Primary School	R	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Seven H.F. Primary	R	3	2	5
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Sgombeni Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Sidney Williams Primary	U	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Sidvokodvo Naz Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Sinceni Mission Primary	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	St. Andrews Primary	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	St. John Boscho High	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	St. John Bosco Primary	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	St. Josephs High	R	4	1	5
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	St. Josephs Primary	U	7	1	8
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	St. Pauls Methodist Primary	U	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	St. Theresas Primary	U	5	0	5
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	St. Annes High School	R	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	St. Pauls Methodist High School	U	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	St. Theresa's High	R	6	0	6
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Ulundi Anglican Primary	R	3	9	12
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Vusweni High	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Vusweni Primary School Manzini	R	9	0	9
Swaziland	Orphanaid-Caritas-Swaziland	Manzini	Zombodze National High	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Bhejisa Primary	R	10	2	12
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Christ the King High	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Christ The King Primary Shiselweni	R	1	0	1

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Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Ebenezer Primary Shiselweni	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Ekuthuleni Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Elulakeni High	R	18	0	18
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Elulakeni Primary	R	27	4	31
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Enyatsini Primary	R	12	0	12
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Florence Christian Academy	R	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Florence High	R	4	1	5
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Franson Christian High	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Franson Christian Primary	R	4	0	4
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Galile BEA Primary	R	11	1	12
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Gege Methodist Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Hlushwana Primary	R	5	0	5
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Hluti Central High	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Hluti Primary	R	4	0	4
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Hosea High	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Hosea Primary	R	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Jerusalem High	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	KaMngayi Primary	R	20	1	21
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Langolotjeni Primary	R	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Lavumisa Primary	R	14	3	17
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Magubheleni Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Makhava Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Mantambe High School	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Masiphula High Shiselweni	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Matsanjeni High	R	3	1	4
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Matsanjeni Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Mizper Primary	R	3	0	3
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Mpakeni Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Mpandesane Primary	R	9	3	12
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Mpompota High	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Ngololweni High	R	4	0	4
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Ngozi Primary School	R	11	0	11
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Nkutjini Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Nsalitje No. 1 Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Nsalitje No. 2 Primary School	R	0	1	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Ntshanini High	R	4	0	4
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Ntshanini Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Oslo High	R	13	2	15

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Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Oslo Primary	R	25	2	27
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Salem High	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Salem Primary	R	1	0	1
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	St. Anslem Primary	R	5	3	8
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	St. Julianas Primary	R	30	3	33
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Velebantfu High	R	2	0	2
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Velebantfu Primary	R	8	0	8
Swaziland	Orphanaid-Caritas-Swaziland	Shiselweni	Welcome Primary	R	3	0	3