Final Report

EVALUATION OF THE COMMUNITY LIFESKILLS PROGRAM IN CENTRAL PROVINCE FOR THE PERIOD 2007/2009

Community Schools Contributing to Improved Access and Education

May, 2010
Disclaimer

The evaluation of Community Life Skills Programme was conducted under the auspices of the United Nations Children’s Fund (UNICEF) and the implementing agency Community Youth Mobilization (CYM). The opinions expressed are those of the author and do not necessarily reflect the views of UNICEF and CYM.
Table of Contents

Acknowledgements ........................................................................................................ ii
Executive Summary ........................................................................................................ iii

PART I  BACKGROUND .......................................................................................... 1

Introduction ..................................................................................................................... 1
1.1 Contextual Background ........................................................................................... 1
1.2 MOE’s Position on Life skills and HIV/AIDS Education ....................................... 4
1.3 Programme Conceptualization by Community Youth Mobilization .................... 5
1.4 The Task .................................................................................................................. 8
1.6 Objective of the Evaluation .................................................................................... 8
1.7 Method of Evaluation .............................................................................................. 8
1.8 Sample Size of Community Schools with CSP .................................................. 9
1.9 Data Analysis .......................................................................................................... 10
1.10 Limitations ............................................................................................................ 10

PART II  KEY FINDINGS ..................................................................................... 12

Introduction ..................................................................................................................... 12
2.1 Programme Design .................................................................................................. 12
2.2 Effectiveness ........................................................................................................... 17
2.3 Relevance ............................................................................................................. 25
2.4 Efficiency ............................................................................................................. 27
2.5 Sustainability ......................................................................................................... 29
2.6 Causality and Unanticipated Factors ..................................................................... 33
2.7 Challenges in Meeting the expected Outcomes of CSP ................................... 34
2.8 Linking the CYM Baseline of 2006 to Evaluation Findings .................................. 36
2.9 Gauging the Overall Performance of the Programme ........................................ 37
2.10 Challenges in Measuring Impact the Impact of CSP ........................................ 38
2.11 Strengths, Weaknesses, Opportunities and Threats (SWOT) ............................ 40
2.12 Lessons Learned in Community Schools Programme ....................................... 41

PART III  CONCLUSION AND RECOMMENDATIONS ................................ 42

3.0 Conclusion ............................................................................................................. 42
3.1 Recommendations ................................................................................................. 43
3.2 References .............................................................................................................. 44

PART IV  APPENDICES ......................................................................................... 46

Appendix 1: Funds Allocated and utilized for CSP 2007 -2009 ................................. 46
Appendix 2: CYM Evaluation Form for CSP ............................................................... 47
Appendix 3: Monitoring Frame for Life skills teachers ............................................. 49
Appendix 4: Monitoring visits evaluation form ......................................................... 50
Appendix 5: Terms of Reference ............................................................................... 51
Appendix 6: Instruments ............................................................................................ 55
Appendix 7: List of individuals Interviewed and Community Schools Visited .......... 63
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Lastly, the team is greatly indebted to the parents of the Community Schools particularly members of the Parents’ Community School Committee (PCSC) for providing information about their role in Community Schools.
**Abbreviations**

BITT  Build It International  
CDC  Curriculum Development Centre  
CHANGES  Communities Supporting Health, HIV/AIDS, Nutrition, Gender and Equity Education in Schools  
CHIP  Community HIV/AIDS Intervention Programme  
CRAIDS  Community Response to HIV and AIDS  
CSP  Community Schools Programme  
CYEP  Community Youth Empowerment  
CYM  Community Youth Mobilization  
DAPP  Development AID from People to People  
DEBS  District Education Board Secretary  
DRCCs  District Resource Centre Co-ordinator  
FNDP  Fifth National Development Plan  
HACT  Harmonization Approach to Cash Transfer  
IRI  Interactive Radio Instructions  
MGDs  Millennium Development Goals  
MOE  Ministry of Education  
NAC  National AIDS Council  
NGOs  Non-Governmental Organisation  
NIF  National Implementation Framework  
OVC  Orphans and Vulnerable Children  
PCSC  Parents Community School Committee  
PEO  Provincial Education Officer  
QUESTT  Quality Education Services Through Technology  
SPW  Student Partnership Worldwide  
TOTs  Training of Trainers  
UNGASS  United Nations General Assembly Special Session  
UNICEF  United Nations International Children’s Education Fund  
USAID  United States Agency for International Development  
ZATEC  Zambia Advanced Teaching Education Certificate  
ZANEC  Zambia National Education Coalition  
ZCSS  Zambia Community Schools Secretariat  
ZDHS  Zambia Demographic and Health Survey  
ZIC  Zonal In-set Co-ordinators  
ZOCS  Zambia Open Community Schools
Executive Summary

This report covers the results of the mid-term evaluation of the Community Schools Programme (CSP) implemented by Community Youth Mobilisation (CYM) under UNICEF. In 2007 UNICEF entered into a partnership with Community Youth Mobilisation (CYM) to introduce Life Skills and HIV and AIDS Education Life Skills in Community Schools in Central Province after a baseline survey conducted by CYM. The baseline revealed that there were low levels of knowledge on life skills and HIV/AIDS by pupils and teachers in a number of Community Schools.

The evaluation examined the ongoing progress and performance as well as impact of programme on learners’. The exercise, identified factors that contributed to the project’s success and identified the nature and magnitude of project constraints. The scope of the evaluation was all programme activities from 2007 to date in Central Province of Zambia.

One lead Consultant and 2 Research Assistants conducted the evaluation. Data was collected through individual interviews, focus group discussions, document review and informal discussions. Respondents included representative members of the communities including learners and teachers of the Community Schools; personnel from CYM (as implementers) and Ministry of Education (MOE) officials at district and provincial level.

Context

Community Schools have been in existence since the 1990s as a response to the unmet education demand as more and more children failed to access places in conventional schools. Community Schools are managed by communities. The increase in Community Schools has been compounded by the HIV and AIDS pandemic which has exerted notable pressure on the provision of education. Community Schools accommodate mainly orphans and vulnerable children (OVCs) who have no chance of enrolling in conventional schools. The Ministry of Education through “Educating our future recognizes Community Schools as a contribution to education for Zambia’s children (1996). The quality of education in Community Schools is compromised depending on their localities since majority of teachers in Community Schools are untrained volunteers and schools generally have insufficient teaching and learning materials. Even with these challenges teachers in Community Schools are expected to integrate Life Skills, HIV and AIDS in all learning areas. Provision of life skills and HIV/AIDS
education can reduce the vulnerability of OVCs in these Community Schools.

**Programme Design**

The need for CSP in Community Schools was realised after CYM baseline survey revealed that a significant number of teachers did not have adequate knowledge of life skills, sexuality and HIV/AIDS, while others had incorrect information. The baseline also revealed that there was absence of standardised methodologies for teaching sexuality education; hence teachers conducted HIV/AIDS lessons in the best way they knew life skills. These findings necessitated consultations with communities and the Ministry of Education to introduce the programme. In 2007 Community Youth Mobilization in partnership with UNICEF introduced the Community Schools Programme in selected Community Schools of Central Province. CSP has a strong focus on Life skills and HIV/AIDS and it is “community focused” encompassing school-based HIV and AIDS initiatives in rural communities. It is implemented through capacity building of community school teachers and peer education activities. Central Province has a total of 450 registered Community Schools with an enrolment of over 34,000 children. CYM introduced the programme to 61 Community Schools in 2005. By 2008 the programme scaled up to 120 Community Schools and by 2009, the programme had reached 267 schools which translate to 59.3 percent coverage by CYM.

The choice of schools was based on accessibility and proof of community school registration by the Ministry of Education. The programme has well conceptualised and tabulated activities that are linked to outputs, objectives and in line with national policies that the country and the Ministry of Education have put in place.

**Effectiveness**

There are major changes that have taken place amongst the pupils with the application of Life Skills since the introduction of CSP. Pupils have been described as being assertive and able to apply critical thinking and decision making which are necessary for fighting HIV and AIDS. In Communities, the Parents Community School Committee (PCSC) appreciated the fact that it had created openness among the pupils to discuss HIV and AIDS issues within the household. At community level, the programme is viewed to have promoted an understanding of factors that increase young people’s vulnerability to HIV and AIDS and support people through a school-led initiative to raise awareness, reduce infection and combat stigma.
Although various sources of data at national level do not reflect the knowledge levels on HIV and AIDS for the targeted population (6-15 years), there is evidence of increased levels of knowledge on HIV/AIDS and application of life skills in the communities where CSP was introduced. This has been reflected from the voices of parents, teachers and pupils. Pupils’ citation of certain life skills (critical thinking; self-awareness, self esteem and empathy) is testimony that life skills are taught in their Community Schools’. Stakeholder participation from Communities Supporting Health, HIV/AIDS, Nutrition, Gender and Equity Education in Schools (CHANGES) II and Quality Education Through Technology (QUESTT) have greatly contributed to the success of Life Skills and HIV/AIDS programme even in Community Schools where CYM was operating as their programmes also focus on HIV and AIDS. There is evidence that there is an effective monitoring system from the implementers although the Ministry of Education seem to have played a minimal role in monitoring the effectiveness of the programme. Three types of monitoring frames provided information on effectiveness of the programme namely, monitoring frame for life skills teachers, visit by implementer and financiers and the feedback workshop by trained community life skills teachers.

**Relevance**

The low levels of knowledge on life skills, sexuality and HIV/AIDS amongst teachers and pupils revealed by the CYM baseline provided a guide to strategies that would bring about the relevance of the programme. For this reason strategies used by this programme are community based and reach out to the most vulnerable in society. For CSP, the organization (CYM) uses community strategies that are based on global practices. The programme was also viewed to be responding to the real needs of the communities as they were able to tell that AIDS was real. The PCSC revealed that Life Skills and HIV and AIDS programme had brought in a sense of oneness amongst communities. Communities are of the view that CSP has helped to break barriers of tradition that community perceived negative (since in the past issues of sexuality could not be discussed freely with a young person). A challenge in achieving relevance of the programme is hindered by some schools being seasonal as children are withdrawn to perform other chores; (such as caterpillar collection in Serenje district and rain season effects).

**Efficiency**

CYM's tangible targets and illustrative results provided an opportunity to assess the inputs and outputs in relation to the outcomes that were achieved by the programme. Achievements and accomplishments for each implementation period reveal over 90 percent achievement of the set targets.
for one major core activity (capacity building for teachers). The programme recorded achievement levels of above 85 percent for both teachers and peer educators (96 & 85.9 percent respectively). CYM eligibility for quarterly funding after liquidation through a “Harmonized Approach to Cash Transfer”\(^1\) reflects prudent use and accountability of the financial resources. Funds allocated for the programme indicate substantial amount of money spent on capacity building training on teachers and peer educators. It is evident that the output outweighed the inputs and the programme could bring out more even with low investment.

**Sustainability**

CYM proposes alternatives for sustainability of the programme, although some strategies are dependent on continued funding. Community members are eager that Community Schools continue to exist but had no comprehensive strategy for sustaining the CSP. They assume that as long as Community Schools continue to exist, Life Skills and HIV/AIDS will continue to be taught. CYM’s view of introducing mobile school clubs to strengthen the Life Skills and HIV/AIDS activities is a possible strategy for sustaining CSP programme in Community Schools. Additionally training more teachers in life skills in Community Schools could provide a strategy for continuity of the CSP in Community Schools. The programme’s focus on community promotes a sense of ownership for the programme and this is clear demonstration that the strategies used are viable and can be replicated in other environments. Progress has been made in documenting lessons and best practices about the programme activities some of which have been presented at international fora such as the 2008 AIDS International Conference in Mexico, August, 2008.

**Causality and Unanticipated factors**

Insufficient number of teachers trained in Life Skills to effectively deliver life skills lessons is seen as one of the unanticipated factors that greatly affected programme delivery. Coupled with insufficient remuneration for community teachers has also affected programme delivery. It was also noted that lack of continuous presence of peer educators in the Community Schools affected programme delivery (peer educators progressed to another grade level and school). Externally, the late disbursement of funds affected the start of the programme as CYM had to accomplish other activities that were a pre-requisite for takeoff of other activities.

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\(^1\) A system designed by UNICEF to liquidate funds that have been used on quarterly basis
Challenges

From the evaluation it was found that although CYM had an effective monitoring system for the programme, the tools used could not fully demonstrate achievements to allow for management of existing systems and assist in developing strategic direction of resource management (trained teachers). The teaching of multi-grade classes since pupils are too many remains a challenge in effecting the process of interactive learning. Lack of motivation of teachers in Community Schools is a challenge to continuity of the CSP. The high levels of poverty in communities do not allow members to contribute effectively to sustaining the needs of teachers who basically volunteers and sacrifice their productive time to teaching the children in Community Schools.

Conclusion

The programme has made considerable progress towards achieving the gaps identified by the baseline survey. CSP has great potential to impact positively on the lives of young people and contribute to HIV prevention in their communities. Sustainability of the programme will require an increase in the number of community school teachers trained to teach Life Skills and HIV/AIDS so that communities do not lose out on the momentum that has already been created. For effective teaching of Life Skills and HIV/AIDS, Community Schools will require supplementary Life Skills and HIV/AIDS materials.
Recommendations

The evaluation report makes recommendations based on the findings and the lessons learnt from the implementation of the Schools Programme (CSP). Some recommendations are policy related while others are organizational related.

1. It is recommended that CYM should work with the community and MOE to facilitate the design of a comprehensive phase out strategy plan for continuity of CSP programme.

2. CYM should explore strategic partnerships that deal with young people in the community to sustain CSP.

3. It is recommended that MOE should work towards strengthening the system for monitoring the teaching of Life Skills and HIV/AIDS as Life Skills and HIV/AIDS as it is a catalyst for raising HIV/AIDS awareness in rural communities.

4. It is recommended that the Ministry and the Community should invest in capacity building teachers in Community Schools in order to make them effectively deliver quality education to learners especially the OVCs.

5. There is need for further research and rigorous programme evaluation which are critical to strengthening the evidence base and address knowledge gaps regarding the role of community involvement in Life Skills and HIV/AIDS programme beyond CYM.

6. It is recommended that in future the programme should define standardized flexible indicators of the impact of community involvement to ensure that there is strategic community participation throughout the life of the programme.
PART I  BACKGROUND

Introduction

Part 1 of the detailed report highlights the contextual background which provides the genesis of community schools in Zambia. The HIV/AIDS situation as one of the contributing factors to the increase in the number of community schools has also been highlighted. Ministry of Education position on Life skills and HIV/AIDS education in Zambia has also been highlighted. Information on programme conceptualization by Community Youth Mobilization (CYM) has also been provided. The objective of the task and the methodology used to accomplish the task has been elaborated in this section.

1.1 Contextual Background

The existence of Community Schools since the mid 1990s is a response to the unmet education demand as more and more children failed to access places in conventional schools. Community Schools have been founded, owned and operated at community level. The Ministry of Education through “Educating our future”(1996) recognizes Community Schools as a contribution to education for Zambian children although there is no data regarding their numbers at that time. Community Schools continue to contribute to access, and for this reason the Ministry of Education has recognized the role played by Community Schools (MOE, 2007) as evidenced by the development of community school guidelines and their inclusion of in national assessments. Majority of Community Schools are characterized by presence of untrained volunteers teachers and insufficient teaching and learning materials which has had adverse effect on the quality of education.

MOE has witnessed an increase in the number of Community Schools more especially in rural settings. The increase in number of Community Schools has been compounded by the HIV/AIDS pandemic whose immediate impact has been the increase in the number of Orphans and Vulnerable Children (OVCs) who form the bulky of pupils in Community Schools. It is estimated that there were 883 Community Schools in 2000 which increased to 2129 of those registered in 2005 (NIF, 2007). By 2008 the Ministry of Education Statistical Bulletin estimated the number of Community Schools to be above 3,000. Community Schools enroll about 30 percent of children at the lower and Middle Basic Education levels countrywide every year (MOE Statistical Bulletin, 2008). It is further estimated that enrolment levels in Community Schools have shown an increase during the period 2008 – 2010 for grades 1-7 and 8-9, as they accounted for 358,000 pupils which represented a total of 12.6 percent of the total (NIF 2007). Therefore, the role of Community
Schools cannot be underestimated in contributing to access in basic education to the vulnerable groups (NIF, 2007).

Vulnerability of the OVCs in the provision of education cannot be ignored and thus the need for interventions that can reduce their vulnerability to abuse, HIV/AIDS and other vices. Vulnerability of OVCs to HIV/AIDS can be reduced through a series of interventions one of which is the provision of life skills and HIV/AIDS education. The importance of Life Skills for children and young people in fighting the HIV and AIDS scourge cannot be ignored. This was reaffirmed by the UNAIDS report of 1999 which stated that there was need to adopt policies “on integrating quality Life Skills, sexual health, and HIV/AIDS education into the school curricula, starting at primary school and continuing throughout a student’s education. It was also emphasized that children and young people who do not attend school should also be given access to Life Skills, sexual health and HIV/AIDS training”.2

The Zambia Demographic and Health Survey (2007) indicate that knowledge levels about HIV and AIDS among women and men aged 15-49 is universal (about 99 percent) while on the other hand there is evidence from the same survey that knowledge levels on prevention of HIV methods are low amongst the youths aged 15 -19. Zambia’s submission to United Nations General Assembly Special Session (UNGASS) report of 2008 indicate that only 33.6 percent of the youth aged 15-19 years demonstrated comprehensive knowledge of HIV/AIDS by correctly identifying ways of preventing HIV. This figure indicates a drop in knowledge levels of 47.8 percent recorded in 2005 and a further drop to 35.3 percent recorded in 2007. The available data does not capture the youth aged 5-16 years who are the majority in Community Schools. Using the age group 15-19 years as a proxy, it is probable that knowledge levels on HIV/AIDS could be much lower for the children younger than 15-19 years.

The Zambia Demographic and Health Survey (ZDHS) of 2007 estimate the HIV prevalence rate at 14.8 percent which indicate a reduction of 1.2 percent from 16 percent of 2002. Notably the ZDHS (2007) indicate that prevalence rates are higher among women 15-49 years with 23 percent of urban women being infected while only 15 percent of males aged 15 to 49 years were HIV positive. In general terms the prevalence rate in Zambia presents a slow decline in HIV infection (ZDHS 2007). Zambia’s Millennium Development Goals progress report (2008) indicates that HIV prevalence in urban areas decreased from 23.1 per cent in 2001 to 19.7 percent in 2007. While in rural area it dropped from 10.8 percent in 2001 to 10.3 percent in 2007. The National AIDS Council indicates that while the actual AIDS cases are only the tip of the pyramid which comprises 9 percent, it is estimated

that 91 percent could account for new infections but have not yet developed AIDS.

At provincial level there have been variations in the prevalence rates. Some provinces have recorded a decline in HIV prevalence rates while others have recorded noticeable increases. For instance Central Province recorded an increase in prevalence rates from 15 percent in 2002 ZDHS to 18 percent in 2007 (ZDHS) by gender being 22 percent for women and 12 percent for men. Among the youth aged 15-19 years in Central Province, prevalence rates were estimated at 4.7 percent (5.7 and 3.6 percent for women and men respectively).

Among the factors impacting on many rural communities, the HIV/AIDS pandemic has exerted notable pressure on the provision of education by the Ministry of Education especially for vulnerable children. There is overwhelming evidence that the HIV/AIDS situation has created an orphan crisis in Zambia. The UNGASS report of 2008 estimates the deaths due to AIDS related causes above 90,000 since 2005 leaving a growing number of orphans. The trend seems to be increasing since 2005 as shown in table 1.

Table 1:-Estimated deaths due to AIDS since 2005

<table>
<thead>
<tr>
<th>Year</th>
<th>Adult Deaths</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>95,373</td>
</tr>
<tr>
<td>2006</td>
<td>96,202</td>
</tr>
<tr>
<td>2007</td>
<td>97,494</td>
</tr>
</tbody>
</table>

Source: UNGASS report 2008

By 2007, Zambia had recorded 1.2 million Orphans and Vulnerable Children of which 75 percent are estimated to be orphans due to HIV and AIDS (CSO, 2005). This will make it difficult to meet the set goals by the Education Sector especially those pertaining to access and quality in the provision of services. The growing number of orphans has led to proliferation in Community Schools countrywide. These Community Schools tend to be poor resourced as parents contribute whatever they can afford.

Against this background HIV and AIDS are limiting the realization of economic development and have the potential to continue diminishing the chances of alleviating poverty and hunger, as well as on achieving universal basic education in the education sector. HIV/AIDS is seen as a limiting factor to achieving one of the Millennium Development Goals (MDGs) of “Ensuring that by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling”.

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3 Progress Report 2008: Zambia Millennium Development Goals
1.2 MOE’s Position on Life skills and HIV/AIDS Education

The Education Policy “Educating Our Future” (1996) regards the provision of life skills education as one way of halting the further spread of HIV among the school going children. Hence it is clearly stated from the policy that “the development of life skills and in areas of sexuality and personal relationships, will serve as channel for messages about HIV/AIDS”\(^4\). The policy re-affirmed support to programmes aimed at formation of attitudes in relation to HIV/AIDS, the development of life skills, sexuality and personal relationships.

In 2007 the Ministry of Education came up with the National Implementation Framework (NIF) of 2008 – 2010 which revealed a key deficiency within the provision of education that there were diminishing education opportunities particularly for the disadvantaged children such as the disabled, girls and those living in remote rural. There is no doubt that the above included children that are in remote rural areas, can only access this education in Community Schools. The NIF recognizes Life Skills education and cross-cutting issues such as HIV/AIDS, School Health and Nutrition (SHN), and environmental education as critical inputs of learning achievements.

Professor Kelly (2008) in “Education for Africa Without AIDS” emphasizes the fact that the United Nations has established time bound targets for the reduction of HIV transmission among the younger people, of which one of the interventions stipulates that –young people should have access to information, education- including peer and youth specific HIV education- and services necessary to develop the Life Skills required to reduce their vulnerability to HIV infection. According to Kelly, “this entails major sacrifices, such as foregoing curriculum time for other subjects as well as new approaches such as bringing the community more purposefully on board to designing the curriculum and possibly even for teaching activities”\(^5\)

Notwithstanding the fact that much earlier in 2001, Zambia having attended the United Nations General Assembly Special Session (UNGASS) re-affirmed its commitment to taking action on HIV and AIDS in the area of leadership, prevention, treatment care and support, reducing vulnerability and upholding human rights by signing a declaration. In 2008 Zambia’s Country report to UNGASS of 2006 – 2007, estimates that the set target of (60 percent) Life Skills-based was fully achieved by the Zambian educational system from basic to high schools. It is however interesting to note that this achievement did not include Community Schools.

\(^5\) Micheal J. Kelly (2008) Education for an Africa Without AIDS.
Life Skills and HIV/AIDS are viewed as an important facet in educational planning and Kelly (2000) justifies the need for such considerations for children and young people based on the fact that:

- They are at a period of sexual awakening, learning and experimentation and need extensive help and support in making constructive use of their new-found powers.
- They are the window of hope for the future and even though some maybe infected, those who are not, must be assisted with information to remain free from the disease.

The National AIDS Council (NAC), comprehensive HIV and AIDS Prevention Strategy (2008) recognizes the teaching of Life Skills Education to school aged children as one way of preventing, halting and beginning to reverse the spread and impact of HIV and AIDS by 2013. In line with the national strategies, the Ministry of Education has come up with policies that can support the HIV/AIDS crisis such as the HIV/AIDS Sector Policy, Interactive Methodologies for Teachers, Peer Education Manual and HIV and AIDS Guidelines for Educators which include information on prevention, Care and Support and integration of HIV/AIDS and psycho-social life skills in all learning areas. To support the teaching of life skills in schools (including Community Schools) the Ministry of Education through the Curriculum Development Centre, supported by UNICEF and other partners, has developed a set of Teachers and Learners life skills Books (Grade 1 to 6) to facilitate integration. These materials are rarely found in Community Schools as a result a large number of untrained teachers, teach and manage Community Schools under difficult circumstances, without proper guidelines on how to manage HIV and AIDS in their settings.

Over the years, these curriculum support resources have been distributed to schools. However, the reality is that Government Basic Schools get first preference and Community Schools may receive resources if there is excess. It is also common to find Community School teachers using books that were developed to support the ‘old’ curriculum and although they are aware that the curriculum has been revised, they do not have books to support the ‘new’ curriculum neither have they been trained in the use of the developed life skills materials.

1.3 Programme Conceptualization by Community Youth Mobilization

In spearheading Life Skills and HIV/AIDS Education in Community Schools, Community Youth Mobilization (CYM) has played a major role in Central Province. CYM started in 2005 with a major goal of increasing HIV and
AIDS knowledge, and awareness of risky behaviours, among rural youth, women and children. In 2007, CYM conducted a baseline survey to assess feasibility of introducing a life skills and HIV/AIDS educational programme in Community Schools of Central Province. The baseline revealed that:

- a significant number of teachers did not have adequate general knowledge of life skills, sexuality and HIV/AIDS, while others had either incorrect information.
- approximately, 88 percent of teachers sampled indicated that they had not taught any life skills in school which was consistent with the number of teachers who indicated that they encountered problems in finding appropriate responses related to HIV/AIDS and sexuality.
- only 12 percent of the pupils sampled were able to acknowledge the presence of life skills in their schools.
- teachers occasionally spoke about HIV/AIDS with pupils, but in an unsystematic way, while others had yet to take this initiative.
- the low levels of knowledge among pupils in relation to HIV/AIDS information and other related issues was confirmed by the number of pupils who were able to explain what sexual abuse was as well as information on their rights.
- only 48 percent knew what sexual abuse was while 52 percent said they had never heard or discussed it.
- there was absence of standardised methodologies for teaching sexuality education; hence teachers conducted HIV/AIDS lessons in the best way they knew how.

The ultimate conclusion from these findings was that there was scarcity of Life Skills Education focusing on HIV prevention in Community Schools in Central Province. For this reason CYM entered into a partnership with UNICEF to introduce HIV/AIDS education and Life Skills through Community Schools Programme (CSP) in Central province. In addition to CSP, CYM specifically supports the formation of resource centres in rural districts by providing the youth with information, basic counselling and a referral system for health services. CYM programmes have focused on promoting HIV/AIDS awareness and prevention; supporting youth groups; teaching traditional values to orphans who have lost both parents; mentoring community groups in neighbouring villages; raising funds to send children and youth to school. CYM plays a catalytic role that enables the community to participate in the design of the programme including; strategic analysis, internal resources identification, prioritized, developing the strategy and planning the activities for execution.

The quality of education in Community Schools varies considerably. The majority of teachers in Community Schools are untrained volunteers and schools have insufficient teaching and learning materials, yet, teachers are
expected to integrate Life Skills, HIV, and AIDS into all learning areas. To initiate the programme CYM, with the help of the communities selected teachers and peer educators to be trained in life skills and HIV/AIDS facilitation. The same were also trained in the use of developed resource materials. For CSP teachers were trained to be effective facilitators of Life Skills and HIV and AIDS Education. In addition, a Resource Book was produced by CYM for teachers to use as a reference document. Training of teachers and peer educators helps them to form effective partnerships in the provision of Life Skills and HIV/AIDS education.

CYM through the community ensures that children attend school by talking to their guardians for them to appreciate the value of education. CYM uses indigenous arts and combines both formal and non-formal education methods to raise awareness on HIV/AIDS, orphans, and vulnerable children and provide advice to other youths, ensuring that children and youth aren’t isolated, by inviting them to join a club or attend community-based child care centre. CYM further works with community leaders to resolve abusive situations and manage Community Schools.
1.5 The Task

Introduction

The purpose of the exercise was to evaluate the Community Schools Programme (CSP- HIV/AIDS and Life Skills). CSP was initiated by Community Youth Mobilization in 2007 in partnership with United Nations International Children’s Education Fund (UNICEF). CSP was initiated after a baseline survey which revealed low levels of knowledge on HIV/AIDS. The programme is implemented in all 6 districts of Central province, in 267 Community Schools of Central province.

1.6 Objective of the Evaluation

The objective of the evaluation was to assess the ongoing progress and performance of Community Schools Programme (CSP). In evaluating the ongoing progress and performance the team was to identify factors that contribute to the project’s success and identify the nature and magnitude of project constraints. The scope of the evaluation was all programme activities in selected Community Schools where Life Skills and HIV/AIDS Education was being implemented by CYM from 2007 to date in Central Province.

1.7 Method of Evaluation

The empirical base for this report was derived from data collected through stakeholder interviews which were conducted between 30th November and 8th December 2009 and January 7th to 20th 2010. The evaluation was mainly qualitative to ascertain behavioural change. The evaluation targeted diverse categories of people, Trained Life Skills teachers, Peer leaders, and pupils of Community Schools, Staff of CYM, Heads of Community Schools, and District Education Board Secretaries (if available).

The Methodology embraced the following key elements:-

a) Document reviews: A total 20 policy documents and reports available on Life Skills, Sexuality and HIV/AIDS, Community Schools from CYM, UNICEF, National AIDS Council and operative NGOs dealing with HIV and AIDS in the respective districts were reviewed.

b) Focus Group Discussions: were conducted to solicit information from parents (32) and learners (39).

c) About 44 In depth, interviews were conducted to teachers in charge, Life Skills teachers and Co-ordinators found on site.

d) Structured Questionnaires (12): were administered at major levels of programme implementation to ascertain the accuracy of
information on CSP in Community Schools. The team approached the providers of education at district level, the District Education Board Secretaries, District Resource Co-ordinators (DRCCs), ZOCS, CYM the implementer of CSP and UNICEF (the financiers).

e) Oxford Capacity Analysis (OCA) test was applied to gauge the overall performance of the programme. The OCA test uses various characteristics in different settings (countries, institutions, theories and communities) to assess behavioural change.

The stakeholders and key questionnaires were all based on the key questions provided in the terms of reference (see appendix) and target audience. Below is a list of instruments and target audience:

<table>
<thead>
<tr>
<th>No</th>
<th>Type of Instrument</th>
<th>Target audience</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Document Reviews</td>
<td>Project reports; NAC Reports; MOE reports, UNGASS report’ Vision 2030, FNDP. CYM documentation and reports; CYM project proposals</td>
</tr>
<tr>
<td>2</td>
<td>Structured Questionnaires</td>
<td>Community Youth Mobilization; MOE; Collaborating partners; CDC: (PEO; DEBS); CDC;</td>
</tr>
<tr>
<td>3</td>
<td>Focus Group discussions</td>
<td>Parents; Learners and Peer educators</td>
</tr>
<tr>
<td>4</td>
<td>In depth Interviews</td>
<td>CYM; MOE (PEO; DEBS); CDC; Key Informants: Teacher In charge; Life Skills teachers</td>
</tr>
<tr>
<td>5</td>
<td>Oxford Capacity Analysis (OCA)</td>
<td>Application of findings obtained on the ground</td>
</tr>
</tbody>
</table>

1.8 Sample Size of Community Schools with CSP

CSP is implemented in all 6 districts of Central province in 267 Community Schools. Based on percentage coverage Community Schools were purposively sampled. It was identified that Mumbwa had the highest number of Community Schools with CSP while Chibombo and Serenje had the least number of schools implementing CSP. Only 46 Community Schools which represent 17.2 percent of the CSP schools were reached. It should be noted that this percentage is not representative but provides insights on the
progress made. Within these Community Schools, teachers, pupils and members of the PCSC were purposely sampled. The table below provides information on the sampling frame of Community Schools for the evaluation.

**Table 3: Number of CSP Schools sampled and reached**

<table>
<thead>
<tr>
<th>District</th>
<th>Number of CS with CSP Programme</th>
<th>% of total No of CSP per district</th>
<th>No. of CSP sampled</th>
<th>Actual CSP, reached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mumbwa</td>
<td>72</td>
<td>27</td>
<td>19</td>
<td>11</td>
</tr>
<tr>
<td>Chibombo</td>
<td>33</td>
<td>12.5</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Kabwe</td>
<td>50</td>
<td>18</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Kapiri mposhi</td>
<td>34</td>
<td>13</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Mkushi</td>
<td>46</td>
<td>17</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>Serenje</td>
<td>32</td>
<td>12.5</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>267</strong></td>
<td><strong>100</strong></td>
<td><strong>44</strong></td>
<td><strong>46</strong></td>
</tr>
</tbody>
</table>

1.9 Data Analysis

Data collected was analysed qualitatively. To gauge the overall performance of the programme, the pre and post Oxford Capacity Analysis (OCA) test was applied. The OCA test is used to test characteristics of various variables in different settings (countries, institutions, theories and communities). The variables to be tested may include behavioural change. In this evaluation index scores were applied to ascertain the effectiveness, efficiency, relevance, and sustainability of the CSP by extrapolating the variables of the community school (*based on the typology of the community*). The Strength, Weakness, Opportunities and Threat analysis with analytical matrices was applied to interpret some of the qualitative information and to identify both external and internal factors that are favourable and unfavourable to achieving the objectives of CSP.

1.10 Limitations

Although attempts were made to reach the furthest Community Schools some could not be reached due to poor road network to some Community Schools. It was difficult to reach some Community Schools as field data collection was done in the rainy season. Time and geographical set up of
some Community Schools posed a challenge in having a bigger sample size. It was also difficult to get information from the MOE district offices as those tasked to monitor Community Schools were monitoring the marking of grade 9 examinations. Most of the information was collected from the District Resource Centre Co-ordinators (DRCCs).

The evaluation exercise took a total of 45 days to complete.
PART II KEY FINDINGS

Introduction

Description of the key findings for the evaluation will be based on the programme design, effectiveness, relevance, efficiency, sustainability, causality and unanticipated factors in the implementation of CSP.

2.1 Programme Design

The main issues of evaluation on programme design focused on appropriateness, feasibility, linkages between objectives, inputs, activities, and outputs, gender sensitivity, human and financial capacity of implementers and programme relationship to the Ministry of Education strategy.

The implementing agency Community Youth Mobilization (CYM) is key to understanding issues of programme design. CYM through a baseline survey identified the gaps in HIV/AIDS and Life Skills in the Community Schools of Central Province. The baseline survey revealed among other things inadequate knowledge of life skills, sexuality and HIV/AIDS amongst teachers and pupils. This necessitated CYM to introduce CSP in Community Schools after consultations with the communities.

The Community School Programme (CSP)

CYM introduced Life Skills and peer education activities in 2007 in Central province with a strong focus on HIV and AIDS and sexuality in 61 Community Schools. In 2007, 22,000 children were reached with Life Skills lessons with 61 trained teachers. By 2008, 34,000 children had been reached by the programme using the trained 109 teachers teaching Life Skills in Community Schools Community Schools and the programme scaled up to 120 Community Schools in 2008. By 2009 the programme had reached 267 schools and pupils reached may be above 34,000.

The programme is “community focused”- school-based HIV and AIDS initiative in rural communities. The programme reaches out to thousands of disadvantaged children attending Community Schools. The programme covers HIV/AIDS information, self empowerment, psycho-social skills and risk assessment as well as health promoting behaviours. To realise the objectives of CSP, there are a series of activities that form the key
components of the programme. CSP has six main areas of work as outlined below:

a) **School sensitization meetings** - is used as a tool to identify Community Schools to be included in the programme. CYM uses volunteers to sensitize communities on the programme to be introduced while CYM staff sensitize the Ministry of Education (provincial and district) and all Community Schools. This activity helps CYM to gather perceptions of the community on the programme to be introduced.

b) **Selection of teachers** - With the help of the community members and the DEBs office teachers who should participate in the first capacity building workshops are identified and selected. Teachers’ selection for training is based on commitment levels assessed by community members. These teachers become implementing agents of CSP after training.

c) **Teachers Capacity building Training - Phase 1** - The selection of teachers is followed by the phase 1 capacity building training workshop which last 7 days. The training is tailor made and helps teachers gain knowledge that would help them to facilitate Life Skills and HIV and AIDS in their schools. Teachers are oriented on life skills and their importance in fighting HIV and AIDS through interactive methodologies. Capacity building Training for teachers’ is key to achieving the outcomes of the programme and the gaps identified by the baseline survey.

**Life Skills materials** - At the end of the training teachers are provided with the “Life skills and Sexuality Training” manual to effectively facilitate life skills and sexuality lessons with a strong focus on HIV/AIDS. The manual describes the training procedure and critical topics in life skills. The evaluation confirmed that these manuals were available in all Community Schools and teachers demonstrated an understanding of the content in the manuals.

d) **Youth week for pupils** - week long training for identified pupils is conducted. The objective of the activity is to increase capacity in promoting peer education activities that would support HIV/AIDS activities in Community Schools. The age range of peer educators is normally between 7-18 years. The trained peer educators are expected to play a critical role of initiating HIV/AIDS activities in the communities through use of drama and sport in communicating messages. There was evidence of community clubs such as the HIV/AIDS clubs for a number of Community Schools. At the end of training pupils are provided with the “Life skills and Sexuality Manual

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for Peer Leaders”7. Peer leaders’ manual provide the necessary steps on how to train pupils as peer leaders to enable them facilitate life skills and sexuality lessons that focus on HIV/AIDS in their Community Schools and the wider community.

e) Teachers ‘capacity Building Training- Phase 2- This is a follow up activity for teachers to provide feedback and also for CYM to gather challenges faced by the trained teachers and peer leaders. All Life Skills trained teachers are brought to a central place to give feedback on the implementation of the programme. Teachers provide the pros and cons of the CSP and elaborate on challenges being faced in implementing the programme. Phase II provides an opportunity for CYM and the community (represented by the teacher) to critically analyze the challenges and propose solutions to improve upon the delivery of the programme.

f) Head teachers’ Conference- Head teachers’ conference is organized to inform head teachers about the CSP. Head teachers’ are drawn from Community Schools where teachers have been trained in life skills and HIV/AIDS. The first Head teachers’ conference was held in 2008.

g) Sustainability and monitoring visits- monitoring visits are conducted quarterly to find out how well teachers are able to design and implement their own Life skills and HIV/AIDS Action Plans. These visits enable CYM and the schools to assess the use of the monitoring instrument designed for the schools. Evidence on the ground revealed that most Community Schools had timetabled life skills and HIV/AIDS and at the end of every lesson, a teacher’s prep book was signed by the head teacher on the same verifying that life skills had been taught.

The activities above determine the budget allocation for the programme on yearly basis.

_Strategic linkages to National and MOE policies_

CYM proposals outline strategic objectives such as “increase in knowledge and awareness of Life Skills, HIV/AIDS and other sexually transmitted diseases among the youth; reduce high-risk behaviours among the youth at risk for HIV/AIDS and; mitigate the HIV/AIDS epidemic through prevention education among the youth”8 which are in line with National AIDS Council Strategy of 1999. The Ministry of Education strategies on HIV and AIDS have always been aligned with the National AIDS Council in order to contribute to the overall goal of reducing the HIV prevalence. This has been strengthened by the Fifth National Development Plan (FNDP) 2006 – 2010,

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7 CYM and UNICEF 2007 Life skills Training Manual for Peer Leaders.

8 CYM Proposal for UNICEF 2007
and also a main centre piece in the draft Sixth National Development Plan (SNDP); which is currently being developed, Millennium Development Goals MDGs 2000-2015 and the Vision 2030. In additional CYM had strategic plans 2005-2007 and the 2008–2012 which embraced actions of national strategies of MOE and NAC. All these documents emphasize the importance of Life Skills education. CYM programme design for implementing CSP was in line with national strategies and policies regarding Life Skills and HIV/AIDS issues. A project proposal (2007) submitted to UNICEF for funding had clearly spelt out objectives and activities with set targets aligned to the abridged Ministry of Education HIV/AIDS abridged strategic plan of 2007-2009.

Capacity of CYM to implement the programme

CYM has a long history of working with communities. Before introducing CSP, the organization has been implementing the Community HIV/AIDS Intervention Programme (CHIP) and Community Youth Empowerment Programme (CYEP). It is evident that the programme design considered the capacity of CYM to implement the programme which was adequate at the time. This is substantiated by the assessment conducted by the United Nations Harmonization Approach to Cash Transfer (HACT) system. The HACT system assesses the capacity of the organisation through various scores of human capacity, financial capability, and programme areas. CYM satisfied the conditions required by the HACT system. In this evaluation the staffing levels of CYM also provided information on their implementation capacity. The organ gram below indicates the staffing levels for CYM.
**Gender considerations**

Currently gender issues are an important consideration for any organization in order to promote equity and fair distribution of resources. This is inevitable because of the vulnerability of girls and women to gender based violence associated with HIV and AIDS. The programme design had anticipated that an equal number of female and male teachers would be trained in Life Skills and HIV/AIDS. It was also hoped that during implementation both male and female would participate fully in the CSP programme. However, this was not achieved as it seems difficult for female teachers to take up volunteer teaching assignments in rural communities due to other social commitments, such as being household heads (single) and other community obligations. Out of the 267 trained life skills teachers only 34 percent were female. Girls and Women’s’ vulnerability were considered by the CSP and hence the desire for equal participation. Training Manuals used for training describe in detail issues of women and girls vulnerability such as drug abuse, defilement, boy/girl relationships and gender roles.
**Stakeholder considerations**

As a community school grows it increasingly develops accountabilities to the Ministry of Education. For this reason it was revealed that official channels were used to introduce the programme at provincial and district level. All registered Community Schools have an obligation to submit termly attendance numbers. District Resource Centre Co-ordinators (DRCCs) are tasked to follow up activities of Community Schools and hence when an opportunity arises they monitor the activities of the Community Schools. Motivation of the DRCCs’ was facilitated by activities that were conducted under CHANGES II programme such as training of teachers in teaching life skills and psycho-social counselling skills.

At community level parents indicated that they were consulted and sensitized by CYM before the programme was introduced. They described the programme as being appropriate and targeting the needs of the community and that it has complimented to the knowledge they gained from other programmes introduced by other NGOs.

**External factors at the time of the design**

Selection of teachers who are committed for the training which was not considered in the design became critical at the time of implementation. To overcome this factor, CYM designed a selection criterion in consultation with community members as they are responsible for employing Community School teachers unless otherwise. Among other factors, it was revealed that sometimes information provided by MOE about the locality of the Community School, did not match with the physical location of the community school. During the design it was also not anticipated that some schools may be seasonal (*where children are withdrawn at a certain time of the year to perform other chores such as caterpillar harvesting*).

The level of consultations which involved MOE and the community as well as linking objectives to targets, baseline facts and the existing strategic framework is a clear indication that the programme was appropriate, feasible and realistic for achieving the programme objectives.

### 2.2 Effectiveness

CSP effectiveness is concerned with several factors such as the intended objectives of the programme being achieved; mechanisms that are in place for monitoring the programme; deployment of resources; gender
mainstreaming; participation of relevant actors in the programme; and whether benefits were accruing to men, women, boys and girls.

Benefits of the programme

In almost all 46 Community Schools visited (through 39 Focus groups discussions and 44 in-depth interviews) parents, teachers and children acknowledged that the programme had helped them to acquire a lot of knowledge on HIV/AIDS especially on HIV prevention. Major changes that parents observed among their children were the application of Life Skills such as assertiveness, critical thinking and decision making that are necessary for fighting HIV and AIDS. Parents revealed that their children reflect positive behaviour change after learning about Life Skills.

Parents emphasized that “what children learnt in schools had filtered to the community as they were learning more from the children”. In areas where community schools accessed video shows they appreciated the tapes on the Sexually Transmitted Infections (STI) and how they can protect themselves from STIs. The Parents Community School Committee (PCSC) members who were interviewed separately said they were impressed with the programme as children were able to share knowledge with their parents and make informed decisions on issues of sexuality. Parents appreciated the fact that the CSP had created openness among the pupils to discuss HIV/AIDS issues within the household. Voices from the parents, teachers and learners demonstrate how they feel about CSP.
Voices from parents, teachers and learners

Parents

Life skills are good for our children because they prepare them to be better adults

Life skills are good for our children as they are helping them to develop into better community members

Life skills have united pupils, teachers as well as parents by improving our communication

For us life skills will continue in our community. “teach someone how to fish that person will never stop fishing”

Teachers

Life skills have made me a parent at home and at school through improved communication

Through interpersonal relationships life skills have helped me understand the needs of other teachers

Facial expressions from my pupils have a lot to tell. Life skills has become uprooted in this school that pupils pushed for the life skills club

I was impressed to see how children respond- I want life skills to be taught daily.

Pupils

Life skills and HIV/AIDS has helped us to explain to others how HIV is transmitted

Life skills has made us realise that drug abuse is bad it can lead one to be defiled

Because of life skills we are able to share learning experiences with our neighbours and friends e.g how they should avoid sexual relationships

Life skills help us to think critically and make good decisions about our lives. There are noticeable differences in behaviour between us who learn LS and those without LS education
Teachers revealed that levels of absenteeism had reduced because pupils were expecting to learn life skills every day. Community Schools that have introduced Life Skills have had increased enrolments as pupils describe the Life Skills lessons as being real and full of activities because of the interactive methodologies used in teaching life skills. It was stated that School attendance has also increased with communities appreciating girl child education. Attendance levels were high among girls. Majority of Community Schools visited had more girls enrolled than boys.

Some examples on enrolments are cited below:

- Makululu Community School had 825 pupils enrolled in 2009 and in 2010 about 1070 pupils had been enrolled (*excluding grade 10s as they had not yet been selected*).
- Chipako Community School total enrolment in 2008 was 245; 2009 it was 265 and 2010 it was 280
- Mwambula Community School total enrolment in 2009 was 105; 2010 it increased to 133 and pupils were still enrolling.
- Lusekelo Community School total enrolment 2009 was 301 while in 2010 it increased to 331.

Parents appreciated the fact that the programme had created openness among the pupils to discuss HIV/AIDS issues within the household. Parents also revealed that there was a reduction in the levels of stigma due to the knowledge gain about HIV and AIDS. It was clear from the feedback that the needs of the community for which the programme was designed were being met. Pupils gave experiences of linking life skills to the prevention of HIV/AIDS and described the concepts accurately especially for Community Schools in Mumbwa.

Participatory methodologies used for teaching life skills enable communities to analyze the impacts of HIV/AIDS, which in turn generate a sense of urgency among community members to respond. Through Life skills community members and their leaders realize their responsibility and they act and use whatever resources they have to address the impact of HIV/AIDS. As noted from one Community School in Kapiri Mposhi (Mwala) life skills and HIV/AIDS education stimulated a sense of ownership and commitment within a wider community as they lobbed through the DEBS office to return a life skills teacher who had been transferred and put on the pay roll after being trained at a Teacher Training College. The community members mobilized themselves and built a house for the teacher.
Children’s’ experiences on how they would apply life skills

Children demonstrated improved knowledge and application of life skills through citing terms and examples such as self awareness, self-esteem, self-confidence, critical thinking and problem solving. Pupils also seemed to have articulated life skills very well. Below are real situations on how they would apply life skills.

**Situation 1:** Ark of Covenant Ministry for Christian Education (ARTECO) Community school - in Kabwe. My name is Carol and I am 14 years old and I am in grade 8. I am a peer educator after being trained by CYM. Before I trained as a peer educator on life skills and HIV/AIDS I was very shy and I could not discuss HIV/AIDS issues freely with my friends. Now that I have the knowledge on life skills and HIV/AIDS I can talk without fear. I have the confidence that I can teach my friends on how to protect themselves from HIV and AIDS. Also I am able to explain a lot of things that I did not know with confidence and authority.

**Situation 2:** Tutemwane Community School in Mkushi North. My name is Kalunga Hildah - I have been enrolled in this community school for 5 years. I have learnt a lot of things from Life skills and HIV/AIDS. Particularly I have learnt to be assertive and have self-esteem. Because of life skills I can tell a man who wants to have sex with me that I am not yet mature and that I can contract HIV or STI. I can use my negotiation skills to get away from such a situation. Alternatively I can report him to the elders in the community because if I do not do that he can have sex with other children who may not have the life skills to defend themselves. Therefore life skills has made me to speak openly about HIV/AIDS.

**Situation 2:** Itala Foundation -Community School- In Mkushi Central. My name is Ngosa Malasha. I am 12 years old. I live with my grandmother who is very old and poor. My grandmother cannot afford all that I need for my school. With the introduction of life skills on our timetable, I have learnt a lot. Now I know that for my situation I have to apply critical thinking and problem solving. After school I do some piece work to raise money for my books and continue with my school, since my grandmother is too old and poor to afford. Life skills have taught me to have empathy for others. I usually realize that there are people in similar situations as I am and would always want to help them.
Gender mainstreaming

Gender mainstreaming is important as it helps to address several issues such as vulnerability in a community. It was observed that materials produced (Life Skills manuals) by CYM embraced gender mainstreaming. Community members reflected that the benefit of knowledge acquisition of Life Skills and HIV/AIDS information was accruing to both male and female. It was evident from the PCSC membership that, the programme was all inclusive as it had both male and female. Interestingly in almost all Community Schools the number of girls enrolled was higher than the boys. Focus group discussions revealed that boys dropped out and left school to engage themselves in economic activity such as selling merchandise or working on the nearby farms (as the case is for farm blocks Community Schools in Mkushi).

Life Skills Resources

During the implementation of the programme, CYM produced materials for teaching Life Skills in the identified schools such as the Life Skills and Sexuality Manual. These materials were viewed relevant for the programme and seen as a tool for ensuring sustainability of the programme. The materials produced by CYM were complimented by the Life Skills course books produced by Curriculum Development Centre. Pupils revealed that although they learn about Life Skills they have never used the books produced by the Ministry of Education and hence were not familiar with them. Teachers identified to teach Life Skills were trained on the content of the materials by CYM and did not use Ministry of Education materials. As part of the strategy, teachers who were not trained to teach life skills had the opportunity to be oriented by the colleagues who were trained. They revealed that materials from CYM were more user friendly than the ones by MOE. It should be noted that the Curriculum Development Centre did not play a notable role in reviewing the Life Skills manuals (CYM) that were being used in the Community Schools as per requirement.

Monitoring Mechanisms

Monitoring mechanisms exist for the CSP programme from the implementers and school level. CYM conducts a phase II workshop for teachers after they have spent time teaching Life Skills in their Community Schools. This is a monitoring process that allows the teachers to provide feedback on how the programme is being implemented. The activity also gives an opportunity to teachers to present challenges on the programme implementation. Apart from the feedback mechanism, CYM has a programme monitoring system framework which is applied to measure the effectiveness of the programme.
based on Knowledge, Attitudes and Practice Surveys (KAP). KAP surveys are used for behavioural change monitoring and impact assessment.

CYM ensures that after the first capacity building training schools are visited to find out whether teaching of life skills and HIV/AIDS has been implemented. Among the issues, they monitor whether the subject has been timetabled and what topics have been taught on weekly basis (see appendix 1). At school level life skills teachers provide information on what topics have been taught specifying what objectives have been achieved. The monitoring frame at school level is checked and verified by the head of the community school (see appendix 2). Majority of Community School teachers had allocated time for Life Skills in the ‘master school timetable’ which is initiated by the trained teacher and the PCSC (see appendix 3 sample of the community school timetable). Life Skills are taught at least three times a week (Mondays, Wednesday and Friday). At this level it was concluded that for measuring the effectiveness of the programme these frameworks were adequate.

Monitoring visits are also conducted quarterly by CYM to assess how children have responded to the introduction of Life Skills in their school. Almost every Community School was run by the Parents Community School Committee (PCSC). The Committee has a dual role of ensuring that learning takes place and that the interest of the community is taken care of in terms of educational needs.

Progress reports revealed that UNICEF also conducts monitoring of the programme in selected Community Schools. MOE does not conduct monitoring for CSP although overall monitoring of the school situation is embedded in the functions of Standard Officers in the Ministry of Education. Community Schools that are not registered by MOE are rarely monitored.

**Resource Deployment**

Although there has been a fulfilment of conditions under HACT, the deployment of resources by the financiers has not been timely and hence affected the timely implementation of the activities. The programme still exhibited that external resources were not a sole determinant for the programme but commitment and having authority helped extend and sustain the programme activities. For the period under review UNICEF was the sole funder of the programme. Management and accountability of the resources seemed prudent by the organization otherwise funding would not have continued for subsequent years.
Other participating players

It was revealed that a certain level of stakeholder participation had contributed to the success of CSP. The identified players in the programme were CHANGES II who had trained teachers in teaching skills which included HIV and AIDS, as well as building classrooms in certain communities. QUESTT had also played a major role of strengthening the capacities of Community Schools by sponsoring some teachers on certificate programmes under Zambia Advanced Teachers Education Certificate (ZATEC). These teachers are later absorbed on the Ministry of Education pay roll and thus provide motivation to teachers in CS.

The QUESTT programme initiated by Education for Development Centre (EDC)- USAID funded established certain Community Schools as Interactive Radio Instruction (IRI) centre like St Agness in Kapirimposhi through TAONGA market radio programme pupils can learn about life skills and HIV/AIDS. IRI is implemented by Education Broadcasting Services and reaches out to rural schools through radio instructions. Other organizations that have supported Community Schools either by way of building structures or learning materials include the Care International, Development AID from People to People (DAPP), Community Response to AIDS (CRAIDS) and Build It International (BITT). Care International provided training to some community members in Care and Support which is an added advantage to supporting the HIV/AIDS and vulnerability of certain children in the community.

External factors affecting effectiveness of the programme

A key factor affecting the effectiveness of the programme was the high turnover of community teachers for most of the Community Schools due to lack of motivation. At least 12 Community Schools visited revealed that life skills trained teachers resigned due to lack of incentives as they were paid by the community by way of agriculture produce or contribution of a minimal fee paid (termly) by each child attending school. This created inconsistency in learning, i.e. that sometimes pupils may not have lessons, because teachers resign abruptly. This often led to crowded classrooms where everybody learns the same subject at the same time without age difference. In the same vein peer educators who are trained by CYM often, after writing the examinations migrate to other schools and this defeat the purpose of having a pool of trained peer educators in the schools to continue with the Life skills and HIV/AIDS education.
The high levels of poverty in communities came out strongly as a challenge from the parents that it was difficult for most parents to raise the required contribution for children to continue learning in the community school and hence some of them drop out. Parents expressed the need for the government to uplift the welfare of rural life to enable children access quality education from Community Schools.

Dilapidated infrastructure for certain Community Schools have greatly affected the effectiveness of the programme as most often children have to learn in a crowded environment. Additionally during the rainy season learning could not take place under such structures.

### 2.3 Relevance

The relevance of the programme is vested in the choice of the strategy being used as to whether the programme was responding to the challenges identified in the baseline survey. CYM strategies are community based and reach out to the neediest. For CSP the organization uses community strategies that are based on effective global practices. At community level the programme promotes an understanding of factors that increase young people’s vulnerability to HIV and support people through a school-led initiative to raise awareness and combat stigma. CSP has had to lean on earlier structures (CHIP, CYEP) and programmes initiated by CYM. These structures are used as focal points for HIV and AIDS activities. CYM structures act as a catalyst to mobilizing and helping rural communities address their needs. Focus groups revealed that communities greatly supported CSP as it helped to break communication barriers on HIV and AIDS that were previously not easily talked about. Other structures include Youth Centres, Women Clubs, Community Committees and AIDS awareness Clubs.

The programme was also viewed to be responding to the real needs of communities as children were able to link real life situations to HIV and AIDS challenges. The PCSC revealed that Life Skills and HIV/AIDS programme had brought in a sense of unity amongst communities.

### Beneficiaries of the programme

Focus group discussions, in-depth interviews and structured questionnaires revealed that communities have acquired information on Life Skills, HIV and AIDS. Pupils emphasized that before CSP there was inadequate information on HIV and AIDS in the communities by both the children and community members. The pupils had this to say “before CSP there was resistance from our parents not wanting to be educated by us on HIV and AIDS as they regarded it as a taboo to be talked to by a young person but life skills has
helped us to discuss with them freely”. Pupils explained that with Life Skills they can comfortably confront issues of HIV/AIDS and other health problems.

Some Community Schools reported that pupils have been able to link Life Skills to Interactive Radio Instructional (IRI) programmes and hence being able to apply the knowledge acquired. The DRCCs and Zonal-Inset Co-ordinators under Ministry of Education have recognised the relevance of the CSP programme in Community Schools as the responsibility for submitting attendance figures on Community Schools is vested in them.

The programme promotes a sense of ownership by community schools and communities and this is a clear demonstration that the strategies used are viable and can be replicated in other environments. Notably within 3 years the programme has reached 267 schools having started with 61 schools which are indicative of the potential for CSP to expand to many other Community Schools in the province and beyond.

Changes in the project environment

The focus group discussions revealed an increase in knowledge levels among pupils and teachers about HIV and AIDS in the community because of introducing CSP. One teacher had this to say about pupils “we are often reminded that it is time to teach Life Skills whenever we exceed the time limit for other subjects”, because pupils want to learn more about life skills. Awareness levels on HIV and AIDS have increased in the community as a result of the programme. CSP had motivated other teachers to establish links with new Community Schools and trained life skills teachers offer their services to teaching of life skills in new CSs.

Within the programme environment, the community was willing to put in a lot to ensure that children continue attending schools although several Community Schools did not have proper infrastructure. Some Community Schools have had an opportunity of sending one or two teachers to teacher training and this has improved the quality of teaching in those Community Schools as teachers become motivated once they are on the MOE pay roll. Majority of Community Schools reported that pregnancy cases had reduced as a result of life skills and HIV/AIDS e.g Buyatashi Open Christian Community School(BOCCs) provided data as (2007 -19 pregnancies, 2008-17 and 2009- 3 pregnancies).
2.4 Efficiency

Efficiency in this evaluation is determined by the delivery of outputs in comparison with the inputs (which includes financial and human resources). The capacity for CYM to implement the programme was assessed during the proposal submission and also by the micro assessment systems under the UNICEF. CYM fulfilled the required conditions for implementing the programme. Availability of human resources to implement the programme is a critical input in bringing about efficiency which the organisation qualified through the HACT system. CYM is manned by 7 full time staff whose functions have been described in the orga gram. The core members of staff in charge of the CSP include the **Programmes Manager, Programmes Officer, and Programmes Assistants**. Additionally all staff members are included in the planning and implementation of the programme activities. In communities, CYM works with 26 volunteers (annually) who assist to mobilize the communities before commencement of the programme. CYM has an implementation plan for CSP. An evaluation of the outputs, outcomes and matching inputs to deliverables revealed that the programme was efficient. The level of efficiency has been described in various sections described below.

*Delivery of output and outcomes*

CSP began in 2007 with targets of training 70 teachers and 90 peer educators. In 2008 for the same activity CYM increased their targets to train 120 teachers and 100 peer educators. In 2009, the target set was 100 respectively for both teachers and educators. The above are tangible targets that can provide an opportunity to assess the inputs and outputs in relation to the outcomes. The table below provides the planned targets and what has been achieved since programme inception.

<table>
<thead>
<tr>
<th>Year</th>
<th>Life Skills teachers</th>
<th>Peer educators</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Planned targets</td>
<td>Achieved targets</td>
</tr>
<tr>
<td>2007</td>
<td>70</td>
<td>61</td>
</tr>
<tr>
<td>2008</td>
<td>120</td>
<td>109</td>
</tr>
<tr>
<td>2009</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>290</strong></td>
<td><strong>266</strong></td>
</tr>
</tbody>
</table>

CSP is realized around six core activities as highlighted in later sections. From the table above the programme recorded achievement levels of above 85 percent for both teachers and peer educators (96 & 85.9 percent respectively). This is a notable achievement as these activities provide a
backbone for implementing other activities within the programme. The shortfall in achieving the set 100 per cent target was due to circumstances beyond CYM control. It was revealed that due to late release of funds some community schools could not be reached for sensitization to facilitate the start of the programme in January. On the other hand monitoring reports with CYM revealed that from the sample of 46 visited community schools the trend was that at least each trained life skills teacher had trained one other teacher in life skills facilitation. Hence it is assumed that a further 266+ teachers have been trained by fellow teachers.

Matching inputs to outputs

CYM submits a programme proposal annually which is funded quarterly. To qualify for quarterly funding, implementers must submit a “face form”9 which reflects prudent use and accountability of the financial resources that were accessed during the specific quarter. It is evident from the implementers that resources allocated were utilised effectively. The qualification for subsequent funding through the HACT system is a clear indication that the results obtained relatively match with the cost incurred. It should be noted that annual budgets increased yearly, with 2009 having a higher budget allocation. Funds allocated for the programme indicate substantial amount of money spent on capacity building training on teachers and peer educators. There was an increase in expenditure annually for almost every activity (see appendix 1). Expenditure on each peer educator and teacher is relatively low compared to the outputs. For instance, in 2007, 109 teachers were trained at a cost (K189M)- with each teacher costing (K1.8M). These teachers facilitated Life Skills to 34,000 children attending Community Schools in Central Province. The number of pupils reached excludes community members and those reached by peer educators. It is anticipated that with the additional teachers (96) trained (at a cost of K396M – K4M each) in 2009, more OVCs and community members would be reached by the CSP. It is evident that the output outweighed the inputs and the programme could bring out more benefits even with low investment.

Although funding for the programme has been reliable, timely disbursement of funds by funders of CSP would help CYM and communities to realise more outputs as they would have enough time to implement and monitor the programme since the core activities for the programme are dependent on each other.

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9 A form designed by UNICEF to requidate funds that were used for an activity before accessing other budgeted funds.
The implementers (CYM) are of the view that if the Ministry of Education assumed the responsibility of remunerating teachers in the Community Schools, they would deliver more and effectively even with the minimum resources since community teachers withdraw their services any time due to lack of incentives. Training more teachers through the Training of Trainers approach is also viewed as the least cost method that would enable the programme to deliver more and have better outputs. Another least cost method that would contribute to efficiency of CSP is to use a selection criterion that identifies teachers who are genuinely committed to teaching Life Skills and have permanent residence in their communities.

Seasonality of certain, Community Schools has affected efficiency of the programme as children’s’ attendance is irregular.

2.5 Sustainability

Sustainability of CSP programme will depend on how communities and the Ministry of Education are prepared to carry on with Life Skills and HIV/AIDS activities even after CYM has pulled out. Focus group discussions and structured questionnaires revealed valuable information on how CSP could be sustained especially by three major stakeholders (MOE, Communities and CYM).

Capacity of Implementers (CYM)

CYM proposes a number of alternatives for sustainability of the programme:-

1. CYM proposes the establishment of committees to look into the affairs of Community Schools not only in terms of life skills but quality education as well. The establishment of the Community Schools Programme Coordinating Committee (CSPCC) will facilitate the sustainability of the life skills programme in Community Schools.

2. The current (CYM) organogram may not fully meet the demand for expansion of the programme. CYM indicates that it will identify NGOs with a presence in the various districts and work towards sustaining the CSP programme. CYM can play the role of resource mobilization and monitoring for continuity of the programme.

3. CYM proposes that it would continue to provide capacity building for teachers who are already trained so that they can become Trainer of Trainers (TOT) for other teachers. The organisation is exploring other sources of funding to sustain the capacity building of teachers as this is heavily dependent on UNICEF funding.
4. Alternatively CYM proposes the idea of introducing mobile school clubs to strengthen the Life Skills and HIV/AIDS activities. Critically, the two strategies (1 & 2) are dependent on available funding for the implementers to continue with the activities and therefore it is still questionable whether the alternatives are sound to provide continuity of the CSP in Community Schools in light of the high turnover of teachers that has been highlighted. Therefore it is difficult to rely on the first strategy as observed that some trained teachers in Life Skills had relocated.

CYM is of the view that this coordinating committee for Community Schools as a sustainability strategy for the CSP as it will have both provincial and district structures that will specifically help monitor the implementation of programme activities. This strategy is feasible as it has been recommended in other fora e.g through an extra-ordinary meeting held by Zambia National Education Coalition (ZANEC) to explore ways of co-ordinating Community Schools after the closure of the Zambia Community School Secretariat (ZCSS).

It is anticipated that coordinating committees will have representation from District Education Board Secretary’s (DEBS) office who will also support the monitoring process in ensuring that life skills and HIV/AIDS education continue to be taught in Community Schools. It is expected that others donors supporting the welfare of Community Schools will also recognize the importance of these structures and support them. CYM is already looking beyond UNICEF support for the operations of this committee. This proposal seems viable as long as the Ministry of Education demonstrates a certain level of commitment to Community Schools, as it will mean that, if Community Schools are fully supported, there is assurance that CSP will continue.

**MOE capacity**

Discussions with MOE officials at district level reveal lack of commitment and sound partnership by MOE for the sustainability of the CSP. Lack of regular monitoring of life skills and HIV/AIDS education by may render the CSP in oblivion especially if CYM pulls out. Although MOE collects information on attendance for Community Schools that are registered (to meet obligations on reporting to UNGASS and MDGs), there is little commitment on Community Schools which may ultimately affect the sustainability of CSP programme. CYM revealed that although some MOE officials have attended workshops informing them about the programme, they have not made follow ups on the programme and hence it was difficult to get tangible views on sustainability of CSP. However, it should be noted
that recently, the Ministry of Education produced Guidelines for Community Schools and it is hoped that these will determine what kind of commitment will be provided by MOE to ensure that the interest of Community Schools are fully embraced in the education sector.

Capacity of the Communities

Community Schools are community initiatives to provide education for vulnerable children and orphans. In managing the schools they have faced a number of challenges to ensure that Community Schools continue to provide this service. Community members are eager that the community school continue to exist but have no comprehensive strategy for sustaining CSP because of high poverty levels. At community level threats to sustaining the CSP range from poverty and insufficient number of teachers trained to offer Life Skills and HIV/AIDS in Community Schools. In light of untrained teachers in most Community Schools challenges of integrating life skills in the curriculum are viewed a threat to sustainability of CSP.

Focus group discussions for PCSC members indicated that they still expected CYM to continue playing a critical role in capacity building for teachers. The PCSC indicated that they often got discouraged to continue with some programmes due to lack of support from other organisations but they strongly believe that community ownership is an essential ingredient for sustaining and strengthening the programme in communities. Additionally, community members were of the view that CSP would continue since some teachers had been trained and would continue to teach Life Skills and HIV/AIDS. Many interventions such as having Income Generating Activities (IGA) from the parents were aimed at improving and expansion of the Community Schools in their locality and alleviating poverty.

Linking typology of the Community School to Sustainability of CSP

In assessing sustainability of the programme it was important to dwell on the typology of Community Schools as they were not homogeneous. The evaluation identified four types of Community Schools:-

1. Community Schools still heavily dependent on community support with meagre resources and operating under difficult conditions sometimes no infrastructure.
2. Community Schools dependant on community for administrative support but financially funded by external resources from well wishers.
3. Community Schools in partnership with the Ministry of Education where a handful of teachers are paid by the government.
4. Community Schools which are faith based -externally funded and may include an orphanage.
Sustainability of the CSP may vary according to the typology of Community School. Sustainability will be determined by the levels of participation by the communities. Among the communities where the schools existed, community members were consulted, co-optioned, co-operated and allowed learning to take place to achieve collective action. These variables are critical in realizing ownership of the programme and thus create potential for replication. Therefore realization of CSP outputs could have been due to community participation in which the identified variables had been embraced. Had these variables not been considered communities would not have come out strongly in support of the programme as reflected from the discussions on relevance and sustainability.

It is assumed below that whatever category a community school may have been identified with, communities had embraced all the variables that would determine sustainability and ownership of programme.

**Figure 1. Variables of Community Participation**

- Collective action
- Co-learning - CYM
- Cooperation -CYM
- Consultation -CYM
- Compliance -CYM
- Co-option- CYM & UNICEF & MOE

Away from ownership and sustainability

toward Ownership & sustainability

Overall the model demonstrated that among the variables that would determine sustainability of programme and in whatever category a community school may be it had incorporated factors that are critical towards ownership of the programme and thus creates potential for replication. The presence of CYM was also evident at all levels. MOE and UNICEF were more prominent at the start of the programme.

**Socio-Cultural and Gender aspects**

Earlier reflections in this report indicated that the programme design did take into consideration gender aspects. Focus group discussions with teachers, revealed that in some communities’ parents felt that it was a taboo
to discuss issues of sexuality with children. Communities perceived information on the use of a condom as one way of promoting promiscuity. In this case, trained teachers sensitized the communities fully on the value of Life Skills and HIV/AIDS and also the importance of a condom in preventing HIV infection. Gender issues did not appear as a constraint to the teaching of Life Skills and HIV/AIDS since many PCSCs had women as members and these contributed to the planning and governing process of Community Schools. Many communities revealed that relationship between boy and girl had improved greatly as many children were able to apply life skills.

Documentation of Lessons learnt

For replication of the programme there is need for documentation of best practices. Lessons learnt from CSP were well elaborated by parents and pupils through focus groups. Lessons learnt, also reflected that Life Skills education becomes effective if it is taught as a standalone subject. Some of the challenging benefits have been documented through monitoring reports. There is evidence of lessons learnt through DVDs, one of which was presented to an international forum (HIV/AIDS Conference in Mexico, 2008) regarding the successes made by CYM in implementing community initiatives. This is a good sign as the project has only been under implementation for about 2 and half years and more lessons may be documented as the programme matures. There is still need to document more lessons since the programme has reached a good number of Community Schools of different typologies.

2.6 Causality and Unanticipated Factors

Internally, a number of Community Schools lacked sufficient number of trained teachers in Life Skills to effectively deliver Life Skills as the ones trained are overloaded as they have to teach other subjects. Coupled with the overloading of activities, teachers may not have been receiving reasonable remuneration and hence this affected the programme. For some Community Schools, attending school is seasonal and hence effective learning may not have taken place for the children.

Externally, the late disbursement of funds could have affected the start of the programme as noted CYM has to accomplish four activities before moving on to training. Greater impact would have been seen if MOE could have worked closely with CYM to bring about the teaching of Life Skills and HIV/AIDS in Community Schools.
2.7 Challenges in Meeting the expected Outcomes of CSP

Although the earlier section of the report indicates positive results for the CSP, the programme faced a number of challenges that need to be looked into for sustainability and expansion of the programme. It should be noted that the OCA scores (*described later*) reflect areas of certain requirements and the changing environment which could not have been perceived during the design. Such challenges may have affected the programme in realizing high levels of effectiveness, efficiency, relevance and sustainability of the CSP. Some of the challenges may be internal or external. Below is a list of challenges obtained from the focus groups discussions and structured interviews:

- Teaching of multi-grade classes affected the delivery of Life skills information by trained teachers as pupils are of different age groups are placed in one classroom and this affects interactive learning.

- Community schools are also often crowded and this affects effective and learning to take place.

- Inadequate teaching and learning materials as evidenced from the fewer books including life skills books from the Ministry of Education to support the learning process emerged a challenge for most Community Schools. Pupils needed to have a feel of life skills books in order for them to fully appreciate life skills and HIV/AIDS. This includes the challenge of integrating life skills in the school curriculum to ensure that the Ministry of Education Life skills books become user friendly to teachers in Community Schools.

- Attaining gender equity in Community Schools still remained a challenge.

- The high turn-over of teachers as they are not motivated and end up leaving anytime and children remain without learning for some time until the community has recruited another teacher, remains a challenge for the CSP. Therefore ensuring that sufficient numbers of Life Skills educators continue to teach in the Community Schools remain a challenge as teachers from Community Schools who are sometimes trained and have attained Technical Service numbers are transferred to basic schools.

- Unqualified teachers in most Community Schools are a challenge for the programme- how do we ensure that Community Schools have trained teachers to bring about quality and efficiency?
• Seasonality of some schools remains a challenge for the CSP programme. In certain districts Community Schools are seasonal as children have to been taken out of school to work in the farms or meet other chores such as picking caterpillars when they are in season.

• The low commitment by the Ministry of Education to Community Schools is a challenge to the CSP.

• The current capacity of implementers (CYM) to monitor all Community Schools where CSP has been introduced remains a challenge.

• The poverty level of the communities is a challenge in sustaining the programme since community teachers are paid from community resources.
2.8 Linking the CYM Baseline of 2006 to Evaluation Findings

A comparative analysis of baseline data and the derived findings was done to ascertain the validity of the programme. This was important to assess whether the findings outlined were of value. The table below provide a summary of the baseline data and what has been achieved.

Table 3: Baseline data and the Findings

<table>
<thead>
<tr>
<th>Baseline data</th>
<th>Findings from the evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Significant number of teachers did not have adequate general knowledge on life skills, sexuality and HIV/AIDS</td>
<td>Training of 267 teachers equipped to teach life skills in Community Schools</td>
</tr>
<tr>
<td>2 Some teachers had incorrect knowledge or little information of the above</td>
<td>Correct of information delivered as evidence from children’s responses</td>
</tr>
<tr>
<td>3 88 percent of the sampled teachers had not taught life skills</td>
<td>Almost all schools with trained life skills teachers are teaching Life skills</td>
</tr>
<tr>
<td>4 Low levels of knowledge among pupils in relation to HIV/AIDS only 11 percent had knowledge on life skills and HIV/AIDS</td>
<td>Increase in knowledge levels – voices and effectiveness experiences provided by learners from 36 FDGs</td>
</tr>
<tr>
<td>5 48 percent sampled pupils knew about sexual abuse</td>
<td>Pupils able to explain terminologies after CSP and pupils mention the relevance for life skills in sampled community schools.</td>
</tr>
<tr>
<td>6 52 percent had never heard about sexual abuse</td>
<td>Pupils able to apply life skills evidence from personal experiences as evidenced in FGDs.</td>
</tr>
<tr>
<td>7 Absence of any standardized methodologies for teaching</td>
<td>Teachers taught interactive methodologies and applying them. Manuals are used to support teaching. Teachers have action plans in schools</td>
</tr>
<tr>
<td>8 Teachers occasionally spoke about HIV/AIDS in an unsystematic way only 13 percent included life skills in their lessons</td>
<td>46 Community Schools visited had time-tabled life skills and HIV/AIDS-taught 3 times a week. Manuals also available on the same.</td>
</tr>
</tbody>
</table>

The analysis table above indicate that many unanswered questions from the baseline survey were responded to implying that the baseline data was a true reflection of the situation on life skills and HIV/AIDS among Community Schools of Central Province.
2.9 Gauging the Overall Performance of the Programme

To gauge the overall performance of the programme (CSP) in relation to programme design, effectiveness, relevance, efficiency, sustainability, causality an (OCA) test was carried out. OCA test provides ratings for the programme in its initial stages and taking into account different stages of community growth. This is vital in that all Community Schools operate within the locality of a community and are initiated and owned by the community. Therefore a situation may arise where:-

1. A community school may exist where the community existence is in its infancy, its early stages of development with minimum structures but community members want the service. Immediate attention may be needed to build and enhance the capacity of the community.

2. A Community school exist in a community that is in an emerging Stage where a Community is beginning to build some capacity in terms of the components. Structures are in place and functioning but not effectively or efficiently. Additional attention is required to enhance the capacity of the community.

3. A community school existing where the community is in an expansion stage and has developed systems and capacity and they function effectively and efficiently most of the time and they need additional support.

4. A community school is found in an environment where a community has developed systems to a level where they are fully functioning, sustainable and require maintaining.

Based on site visits, focus group discussions, and interviews it was established that most Community Schools were in category 2 and a few in category 3 & 4. Based on the following assumptions, scores were generated and assigned to gauge the performance:-

- **Programme design:** Community Schools had at least heard about HIV/AIDS from some programme given a score 1.0.
- **Effectiveness:** Structures not fully developed to grant immediate effectiveness.
- **Relevance:** the community may have information about life skills and can apply.
- **Efficiency:** a number of conditions exist in the community which could bring about efficiency but the programme needs assistance.
- **Sustainability:** There are structures in place for sustainability but these structures are weak and there is need to build upon them.
- **Causality:** these are factors within the communities that one may not have control.
Table 4: CSP Pre and Post Intervention OCA Scores

<table>
<thead>
<tr>
<th>Capacity (2007) at the start of CSP</th>
<th>OCA 1 Score</th>
<th>OCA 2 Score (2009)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overall Score</td>
<td></td>
<td>3.00</td>
</tr>
<tr>
<td>Programme Design</td>
<td>1.0</td>
<td>2.40</td>
</tr>
<tr>
<td>Effectiveness</td>
<td>1.0</td>
<td>3.80</td>
</tr>
<tr>
<td>Relevance</td>
<td>1.2</td>
<td>3.30</td>
</tr>
<tr>
<td>Efficiency</td>
<td>2.9</td>
<td>3.30</td>
</tr>
<tr>
<td>Sustainability</td>
<td>1.5</td>
<td>3.50</td>
</tr>
<tr>
<td>Causality</td>
<td>2.3</td>
<td>3.70</td>
</tr>
</tbody>
</table>

The overall performance from the OCA test may be viewed as favourable. The ratings above 3.0 indicate that the programme achieved the objectives and has potential for expansion.

2.10 Challenges in Measuring Impact the Impact of CSP

In this evaluation there is evidence that CSP is a viable and feasible programme that can be replicated. It is important to note that even with high levels of success for CSP, CYM monitoring process did not comprehensively articulate goals involving communities, the processes they used to do so, or the expected outcomes. The variables described in the typology may have been incorporated unknowingly. The CYM conceptual framework should have defined the role of the community in the CSP and enhanced community involvement especially the PSCS. The relationships between community involvement, the implementer and other programme outcomes should have been elaborated. The finding is similar to what was described by a USAID sponsored Youth Net Study conducted in Zambia on the Impact of Youth Peer Education Programme which found out that most interventions for youth programmes that are community focused may present a deficiency in assessing the set objectives (2008).

Clear monitoring and evaluation frameworks for community involvement were lacking in the programme although the school and CYM have monitoring frameworks. Despite recognition that community involvement is a critical component in this programme, in most cases concepts of community involvement and how it will contribute to CYM outcomes are not clearly documented. Community members rarely participated in evaluating community involvement. Activities appear to rely on externally determined indicators from the baseline. The evaluation found no examples of
community members developing their own indicators to evaluate Life Skills interventions or assisting with data collection or analysis.

Standard indicators of community involvement did not exist, making it difficult to compare results on the value of Life Skills interventions. It should also be noted that Community Schools were not homogenous they existed in different community settings with different economical setting and therefore the questions remain as to whether indicators can be standardized. The evaluation noted that while indicators set by community members may help the community to assess progress, these indicators may not address the evaluation priorities of implementing agencies, a donor, or other stakeholders. Moreover, different sectors of the community – such as young men, young women, or adults – are likely to have different perspectives about how to measure CSP success. As a result the evaluation raised questions such as whether a set of standard indicators can be applied to different communities, in different contexts? Alternatively, whether standard indicators can be developed for particular types of communities, such as urban communities, or rural communities?

Theoretically, it is also widely accepted that the evolutionary nature of community involvement compounds challenges of evaluation (2008). Participatory processes do not necessarily develop in linear directions. Their evolutionary nature complicates expectations that results can be predicted, and therefore evaluated against pre-determined objectives and measures of success. In this respect CYM can, monitor the nature of community participation over time.

Attributing results to community involvement is difficult in this programme as time was too short. Linking cause and effect may be difficult for this particular programme. It is also challenging to assess the impact on community involvement in Life Skills because the types and depth of community involvement may vary and therefore it should be appreciated that interventions that involve communities are usually complex, and the depth of available documentation varies widely, making comparisons difficult.
2.11 **Strengths, Weaknesses, Opportunities and Threats (SWOT)**

The SWOT analysis undertaken by this evaluation provides a summary of the primary issues that were raised during the interview and is also meant to validate the processes. The SWOT analysis provides a checklist of issues and points that need to be considered if the ongoing CSP based on progress and performance will develop and maintain a strategic and long-term impact on the Community Schools. These have formed the basis of the conclusions and recommendations presented.

**Table 5: SWOT Analysis for Community School Programme**

<table>
<thead>
<tr>
<th>Internal</th>
<th>External</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Strengths</strong></td>
<td><strong>Opportunities</strong></td>
</tr>
<tr>
<td>- Strong ownership of local strategies</td>
<td>- Development of cost sharing framework</td>
</tr>
<tr>
<td>- Current awareness levels on life skills and HIV/AIDS community is aware about the programme.</td>
<td>- Low literacy levels among target groups</td>
</tr>
<tr>
<td>- Potential for replication to a wide geographical area and multi-cultural environment</td>
<td>- Registration of some Community Schools</td>
</tr>
<tr>
<td>- Good working relationship with MOE and other development agencies</td>
<td>- Rising enrolment levels in Community Schools.</td>
</tr>
<tr>
<td>- Availability of resources within the communities</td>
<td>- Linkages with other HIV/AIDS players</td>
</tr>
<tr>
<td>- Strong traditional laws and customs that support gender issues</td>
<td>- Presences of Community Schools guidelines by MOE</td>
</tr>
<tr>
<td>- Availability of CYM volunteers and Trained life skills teachers</td>
<td>- Existing policy documents on gender, HIV/AIDS and education.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Weaknesses</th>
<th>Threats</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Insecurity of funding</td>
<td>- High turnover of CS teachers</td>
</tr>
<tr>
<td>- Current staffing capacity of CYM.</td>
<td>- Changes in government policies regarding the roles of Community Schools</td>
</tr>
<tr>
<td>- Inadequate capacity to deliver services to more schools</td>
<td>- Seasonality of some Community Schools</td>
</tr>
<tr>
<td>- Dependence on external resources/funds</td>
<td>- Poor communication and infrastructure to some Community Schools</td>
</tr>
<tr>
<td>- Insufficient learning and teaching materials</td>
<td>- Lack of practical policy on Community Schools</td>
</tr>
<tr>
<td>- Low commitment by MOE</td>
<td>- Insufficient human resources</td>
</tr>
<tr>
<td></td>
<td>- Inadequate funds to deliver to more community schools</td>
</tr>
<tr>
<td></td>
<td>- Poverty levels in many communities</td>
</tr>
</tbody>
</table>
2.12 Lessons Learned in Community Schools Programme

Arising from the evaluation there are a number of lessons learnt as provided below:-

1. Life skills and HIV/AIDS are better appreciated when they are given more prominence in a school e.g timetabled.
2. Life skills can be catalytical in maintaining attendance for rural schools because of the interactive methodologies used.
3. Life skills and HIV/AIDS education can bring about improved communication between pupils, teachers and parents on issues that affect them in their communities.
4. Life skills and HIV/AIDS education promotes problem solving situations at community level.
5. CSP has great potential to impact positively on the lives of the young people and contribute to HIV prevention in their communities.
6. Community development committees (PCSC) are instrumental in community sensitization; resource mobilization and management of developmental projects to sustain Community Schools.
7. Communities can put in their best in a programme if they are motivated and involved from the planning process.
PART III CONCLUSION AND RECOMMENDATIONS

3.0 Conclusion

Given the findings and lessons learnt the evaluation found out that CSP has made considerable progress towards addressing the challenges identified in the baseline survey. The baseline gaps that gave rise to the outcomes such as number of children reached, teachers and peer educators trained represented the outputs of the programme. The parents, teachers and pupils are of the view that CSP has brought about behavioural change in their communities as evidenced from the parents and teachers voices. It is evident from the number of children enrolled in the Community Schools that the programme was reaching the intended target and that the programme had well tabulated activities that were well linked to outputs and objectives. The programme has revealed that Life Skills and HIV/AIDS Education can play a catalytical role in improving the perceptions about the value of education in communities as reflected by the parents. Attendance in Community Schools improved because of the Life Skills offered there. Teachers were often reminded that it was time to teach Life Skills whenever they exceeded the time limit, an indication that lessons in Life Skills were a factor in attendance.

Lessons learnt have indicated that commitment from the Ministry of Education would improve upon the delivery of the Life Skills in Community Schools and therefore, the expansion of the programme should fully embrace MOE. Findings from the evaluation also indicate that effective teaching of Life Skills and HIV/AIDS, Community Schools will need to be supported by availability of supplementary Life Skills and HIV/AIDS materials. It is clear that the programme has brought about positive behavioural change in the community towards risky behaviour.

CSP has great potential to impact positively on the lives of the young people and contribute to HIV prevention in the communities where it is implemented. Linking the baseline facts and the findings brings out tangible results that point towards a well conceived and feasible programme that can be replicated in other Community Schools. The approach and methods used in realizing the objectives are realistic and friendly for any community.
3.1 Recommendations

Arising from this evaluation and based on the lessons learnt the following are the recommendations:

1. It is recommended that CYM should work with the community and MOE to facilitate the design of a comprehensive phase out strategy plan for continuity of CSP programme.

2. CYM should explore strategic partnerships that deal with young people in the community to sustain CSP.

3. It is recommended that MOE should work towards strengthening the system for monitoring the teaching of Life Skills and HIV/AIDS as Life Skills and HIV/AIDS as it is a catalyst for raising HIV/AIDS awareness in rural communities.

4. It is recommended that the Ministry and the Community should invest in capacity building teachers in Community Schools in order to make them effectively deliver quality education to learners especially the OVCs.

5. There is need for further research and rigorous programme evaluation which are critical to strengthening the evidence base and address knowledge gaps regarding the role of community involvement in Life Skills and HIV/AIDS programme beyond CYM.

6. It is recommended that in future the programme should define standardized flexible indicators of the impact of community involvement to ensure that there is strategic community participation throughout the life of the programme.
3.2 References


## Appendix 1- Funds Allocated and utilized for CSP 2007 -2009

<table>
<thead>
<tr>
<th>Year</th>
<th>Activity category</th>
<th>Amount allocated</th>
<th>Amount used</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td>School sensitization meetings</td>
<td>K4,587,000</td>
<td>K4,140,000</td>
</tr>
<tr>
<td></td>
<td>Selection of teachers</td>
<td>K5,130,000</td>
<td>K5,090,900</td>
</tr>
<tr>
<td></td>
<td>Teachers Capacity building Training- Phase 1</td>
<td>K31,710,000</td>
<td>K38,865,000*</td>
</tr>
<tr>
<td></td>
<td>Youth week for pupils</td>
<td>K43,980,000</td>
<td>K37,391,500*</td>
</tr>
<tr>
<td></td>
<td>Teachers ‘capacity Building Training- Phase 2</td>
<td>K31,710,000</td>
<td>K24,722,000*</td>
</tr>
<tr>
<td></td>
<td>Sustainability and monitoring</td>
<td>K4,360,000</td>
<td>K5,4660,000</td>
</tr>
<tr>
<td>2008</td>
<td>School sensitization meetings</td>
<td>K12,560,134</td>
<td>K15,845,150</td>
</tr>
<tr>
<td></td>
<td>Selection of teachers</td>
<td>K8,680,067</td>
<td>K8,630,067</td>
</tr>
<tr>
<td></td>
<td>Teachers Capacity building Training- Phase 1</td>
<td>K101,970,000</td>
<td>K100,850,000*</td>
</tr>
<tr>
<td></td>
<td>Youth week for pupils</td>
<td>K51,790,000</td>
<td>K44,560,000*</td>
</tr>
<tr>
<td></td>
<td>Teachers ‘capacity Building Training- Phase 2</td>
<td>K101,970,000</td>
<td>K88,730,000*</td>
</tr>
<tr>
<td></td>
<td>Sustainability and monitoring</td>
<td>K11,380,067</td>
<td>K24,397,100</td>
</tr>
<tr>
<td>2009</td>
<td>School sensitization meetings</td>
<td>K22,712,000</td>
<td>K23,222,000</td>
</tr>
<tr>
<td></td>
<td>Head teachers Conference</td>
<td>K49,160,000</td>
<td>K46,830,000</td>
</tr>
<tr>
<td></td>
<td>Teachers Capacity building Training- Phase 1</td>
<td>K203,250,000</td>
<td>K197,610,000*</td>
</tr>
<tr>
<td></td>
<td>Youth week for pupils</td>
<td>K106,200,000</td>
<td>K101,033,000*</td>
</tr>
<tr>
<td></td>
<td>Teachers ‘capacity Building Training- Phase 2</td>
<td>K202,800,000</td>
<td>K192,694,000*</td>
</tr>
<tr>
<td></td>
<td>Sustainability and monitoring</td>
<td>K32,296,563</td>
<td>K35,609,402</td>
</tr>
</tbody>
</table>

*Substantial amount of resources used for these activities
Appendix 2: CYM Evaluation Form for CSP

EVALUATION FORM

DISTRICT………………………………
SCHOOL  ……………………………..
DATE  …………………………………

TRAINED TEACHER

1 How many lessons have you conducted so far?
   ………………………………………………………………………………………………………………….

2 How have the children responded to the lessons?
   ………………………………………………………………………………………………………………….
   ………………………………………………………………………………………………………………….

3 How have you involved the other Teachers when facilitating Life Skills?
   ………………………………………………………………………………………………………………….

4 Have the other Teachers accepted the introduction of Life Skills in your School?

5 Has the introduction of Life Skills in your School disturbed the School Curriculum?

6 Are there any Challenges that you have faced in the implementation of life skills?

7 Do you think Life Skills should extend to other Communities in your area?

8 What else do you think needs to be done about the HIV situation in your Community?

OTHER TEACHERS

1 Do you think Life Skills are important to the Pupils and school?

2 How are you supporting the Teacher that facilitates Life Skills in this school?

3 Does the Teacher who facilitates Life Skills involve you in any way?

4 Has there been any change with the Children since the introduction of Life Skills?

5 Do you think Life Skills should extend to other Communities in your area?

   What else do you think needs to be done about the HIV situation in your Community?

   ………………………………………………………………………………………………………………….

6 Has the introduction of life skills disturbed the school curriculum?

HEAD TEACHER

1 Do you think Life Skills are important to the Pupils and the School?
   ………………………………………………………………………………………………………………….

2 Has the introduction of Life Skills disturbed the Standard School Curriculum?
   ………………………………………………………………………………………………………………….

3 Are the Reference Manual and the Syllabus Guide kept at School?
4 Are the other Teachers having access to the Reference Manual and Syllabus Guide?

5 Has there been any change with the Children since the introduction of Life Skills?

6 Anything you have to say about the introduction of Life Skills?

7 Do you think Life Skills should extend to other communities in your area?

8 What else do you think needs to be done about the HIV situation in your Community?

**PUPILS**

When did you start learning about

1 Life Skills?

2 Who teaches you Life Skills?

3 What have you learned about Life Skills so far?

4 Do you think Life Skills are affecting your Life in any way?

5 How do you feel about Life Skills?

6 Have you ever been taught on HIV/AIDS? If Yes, What?

7 Do you share what you learn about Life Skills with your friends at home?
Appendix 3: Monitoring Frame for Life skills teachers

Community Schools Programme

Monitoring Guiding Questions - Teachers 2009

Name of School

Name of Life Skills trained teacher and contact number

Is the LS trained teacher still at the school? Yes ☐ No ☐

If not, who has been facilitating LS?

__________________________

Were the LS facilitated last term (Term 3, 2008)? Verify in the M & E book.

__________________________

Have the LS been inserted on the 2009 Master School timetable? Yes ☐ No ☐

Which grades are the LS been facilitated to? (Talk to selected pupils from different grades.)

__________________________

Have other teachers started assisting in facilitating LS? If so how many?

__________________________

Are the trained Peer Leaders still at the school and have they been facilitating?

__________________________

Have other Peer Leaders been trained? If so, how many?

__________________________

Does the school still have the LS manuals? Yes ☐ No ☐

What clubs have been formed as a result of LS facilitation?

__________________________

What case studies have been documented as a result of LS?

__________________________

Challenges encountered in the facilitation of Life skills

__________________________
Appendix 4: Monitoring visits evaluation form

Monitoring Visits Evaluation Form (2008 Schools)

District..............................................................................

Name of School..........................................................

Name of CSP Teacher...............................................

1. Meetings
   - With other Teachers
     Yes No
   - With School Committee
     Yes No

2. Timetable
   - Have you inserted Life Skills on the School master timetable?  (Check timetable for L/S time)
     Yes No
   - Which grades do you facilitate the Life Skills to?
   - Which lessons have you facilitated so far?

3. Record Keeping Book (Are the lessons recorded correctly?)
   Yes No

4. Capacity Building
   - Which teacher/s and how many are you working with in Life Skills facilitation?

5. Pupils
   - How are the children responding to Life Skills?
   - Have you identified the pupils for the Youth Week?
     Yes No

6. Challenges
   - Challenges that you have faced so far in the introduction and implementation of L/S?
Appendix 5: Terms of Reference

Background to the Consultancy

In 2007 UNICEF entered into a partnership with Community Youth Mobilisation (CYM) to introduce HIV and AIDS education and Life Skills in Community Schools in Central Province. Although Community Schools enrol about 30 percent of children at the lower and middle basic education levels, they generally cater for orphans and vulnerable children and hence tend to be poor resourced – they do not charge any fees and accept any contribution that parents can make to the school. The majority of teachers are untrained volunteers and the schools generally have insufficient teaching and learning materials. According to the MOE policy, teachers are expected to integrate Life Skills and HIV and AIDS into all learning areas. The Curriculum Development Centre, supported by UNICEF and other partners, has developed a set of Teachers and Learners Books (Grade 1 to 6) to facilitate integration. Over the years, these curriculum support resources have been distributed to schools. However the reality is that Basic Schools get first preference and Community Schools may receive resources if there is excess. It is common to find Community School teachers using books that were developed to support the ‘old’ curriculum and although they are aware that the curriculum has been amended, they do not have books to support the ‘new’ curriculum.

The Community Schools Programme implemented in all 6 districts of Central Province aimed to increase HIV and AIDS knowledge, and awareness of risky behaviours, among the rural children, youth and women and enhance their involvement in HIV and AIDS prevention activities in their rural communities. In 2007 CYM revealed that there was a scarcity of Life Skills Education focusing on HIV prevention in Community Schools in Central Province. Out of a total of 352 registered Community Schools, the CSP programme has rolled out in the past three years to reach 275 schools. Teachers were trained to be effective facilitators of Life Skills and HIV and AIDS education, and a Resource Book produced to be used as a reference document by teachers. Peer leaders were identified jointly by the school and CYM to be trained to support LSE and work with teacher to ensure learners and teachers are partners in the provision of LSE and that the programme addresses the prevailing needs of the learners.

Purpose of Assignment:

The purpose of this evaluation is to assess ongoing progress and performance, identify factors that contribute to the project’s success and identify the nature and magnitude of project constraints. The scope of the evaluation is all programme activities from 2007 to date in Central Province.

Aspects to be addressed

The following are among the aspects and questions to be assessed

Programme design

a) Is the programme design appropriate, feasible and realistic for achieving its objectives?
b) Are the linkages between objectives, inputs, activities, and outputs clear and logical?
c) Does the programme strategy correspond with Ministry of Education policies and priorities on HIV and AIDS?
d) Is the programme design gender sensitive and does it recognizes and responds to the vulnerabilities of girls and children in Community Schools?
e) To what extent does the design take into account the financial and human resource capacity of CYM?
f) To what extent were external factors and assumptions identified at the time of the design? How have they been addressed?

**Effectiveness**
a) Assess whether the programme is achieving its objectives and intended outputs and outcomes.
b) What is the quality and relevance of the information produced by the programme?
c) In what ways is government, specifically MOE and other Community Based structures involved in the programme and how would you assess their level of support for the programme?
d) To what extent is the target population being reached?
e) What mechanisms are in place for programme monitoring?
f) Assess the quality and use of work plans and monitoring plans.
g) How do factors outside the control of the programme affect programme implementation and programme objectives and how does the programme deal with these external factors?
h) How effectively does the programme deploy resources?
i) Assess the effectiveness of the programme’s overall management arrangements.
j) Assess the effectiveness of the programme’s financial management.
k) Assess the participation of the various relevant actors in the programme. How do these actors participate in programme implementation? How does this participation affect the outcomes of the programme?
l) Assess the progress of the programme’s gender mainstreaming activities.
m) Are the programme’s benefits accruing equitably to men and women, boys and girls in the target group?

**Relevance**
a) Assess the choice of strategy the programme has adopted. Is it relevant to the problem it is aiming to address? Will the results of the programme solve the problem as intended?
b) Do the problems and needs that gave rise to this programme still exist or has the situation changed? If so in what ways?
c) How does the programme know whether it is responding to the real needs of the beneficiaries?
d) Assess the validity of the programme approach and strategies and their potential to upscale.
e) What changes are taking place in the programme environment that is not taking place in the programme?
**Efficiency**

a) Examine delivery of programme outputs and outcomes in terms of quality and quantity; are they being delivered in a timely manner?

b) Assess the efficiency of the programme, i.e. compare the allocated resources with results obtained. In general, do the results obtained justify the costs incurred?

c) Are there more efficient ways and means of delivering more and better outputs with the available inputs?

**Sustainability**

a) Is there any phase out strategy in place and what steps are being taken to ensure sustainability?

b) Are there future activities or commitments of the programme partners that will help to ensure sustainability?

c) What contributions is the programme making to strengthen the capacity and knowledge of national stakeholders and to encourage ownership of the programme to partners?

d) What is the level of commitment and the technical and financial capacity of local/national institutions, especially government, and the target groups to be able to continue?

e) In what way, if any, are socio-cultural and gender aspects endangering the sustainability of the programme and what actions are being taken to sensitize local institutions and target groups on these issues?

f) Are lessons learned being documented? What are the possibilities for replication of good practices?

**Causality**

a) What particular factors or events have affected the programme’s results?

b) Are these factors internal or external to the programme?

**Unanticipated Effects**

a) Is the programme having any significant (positive and/or negative) unforeseen effects?

b) What could be done to either enhance or mitigate them so that the programme has a greater overall impact?

**Outputs**

1. An evaluation instrument and methodology prepared by the evaluator(s) as part of inception report;

2. Selected field visits to the programme sites;

3. Draft evaluation report, including findings from field visits by the evaluator(s);

4. Final Report including: Executive Summary with key findings, conclusions and recommendations; clearly identified findings and conclusions; Recommendations for the remainder of project implementation; Lessons learned; Appropriate Annexes.

5. The total length of the report should be a maximum of 50 pages for the main report, excluding annexes; additional annexes can provide background and details on specific components of the project evaluated. The report should be submitted as one complete document.
6. All drafts and final outputs, including supporting documents, analytical reports and raw data should be provided both in paper copy and in electronic version compatible for Word for Windows.

7. Ownership of data from the evaluation rests with UNICEF and CYM. The copyright of the evaluation report will rest with UNICEF. Use of the data for publication and other presentations can only be made with the written agreement of UNICEF. Key stakeholders can make appropriate use of the evaluation report in line with the original purpose and with appropriate acknowledgement.
Appendix 6: Instruments

Instrument number 1

Focus group discussions guide for the Parents and Learners

1. Effectiveness of programme
   Is the programme achieving its intended purpose? How?
   Does it cater for the vulnerable of your community?

2. Relevance of programme
   What are your perceived needs in terms of education?
   Is this programme relevant to the needs you have mentioned?
   What has been outputs achieved so far? Can you itemize them?
   What benefits has this programme brought to your community?

3. Sustainability of the programme
   Who are currently helping you to run the community school?
   What is the level of commitment of the local community or beneficiaries to the implementation of the programme?
   Have you put in strategies to continue with the programme if people who are helping stop supporting?
   What strategies have you put in place?
   What socio-cultural factors affected the implementation of this programme?
   If there are any what are you doing about them as a community?

4. Positive and negative effects of programme
   Have you noticed any positive effect that the programme brought to the community?
   Are there any negative effects brought about by the programme to the community?

5. Gender equity access
   Does the programme benefit male and female beneficiaries equally?
   For instance, how many boys and girls are enrolled in your community school?
   Explore with further questions
Instrument number 2

Interview Guide for Teachers, and Key Informants

1. Programme Design

   a) When was the programme introduced in your community?
   b) Were you consulted as a community before the programme was introduced?
   c) What were your expectations from the programme?
   d) Were there any linkages between the objectives, inputs, activities, and outputs?
   e) Does the programme recognize and respond to the vulnerabilities of girls and children in the community? How?

2. Effectiveness of programme

   a) Is the programme reaching the target group?
   b) Is the programme achieving its intended purpose? How? Does it cater for the vulnerable of your community?
   c) How is the programme monitored? Do you have any work plans?
   d) Is the Ministry of Education involved in running this community school? What kind of support do you get?
   e) Are there any factors outside your control that affected the implementation of the programme/what would you say about the overall management of the programme?
   f) Apart from CYM who are the other partners involved in the running of the programme?
   g) If there are any have their participation affected the outcome of the programme.

3. Relevance of programme

   a) What are your perceived needs in terms of education as a community?
   b) Is this programme relevant to the needs you have mentioned?
   c) What strategies are you using to delivered Life Skills and HIV/AIDS? And is it relevant to what you are addressing?
   d) What would you say has been achieved so far since the programme began?
   e) Is the programme responding to the needs that gave rise to its implementation?
   f) What benefits has this programme brought to your community
   g) Do you think the programme has potential for expansion? Give reasons
   h) What changes have taken place in the programme environment that are not taking places in the programme?

4 Efficiency

   a) Are the programme outputs being delivered in a timely manner? Explain
b) Do you think the resources spent in the programme justify the benefits?

c) Are there other means in which you can deliver the programme and get more results?

5 Sustainability of the programme

a. Who are currently helping you to run the community school?
b. What is the level of commitment of the local community or beneficiaries to the implementation of the programme for it to continue?
c. Have in strategies to continue with the programme if people who are helping stop supporting?
d. What strategies have you put in place?
e. What socio-cultural factors affected the implementation of this programme?
f. If there are any what are you doing about them as a community?
g. What have you learnt from the programme?

6. Positive and negative effects of programme

a) Have you noticed any positive effect that the programme brought to the community?
b) Are there any negative effects brought about by the programme to the community?
c) What could be done on the negative effects to ensure that the programme gives you better outputs?

7. Gender equity access

a) Does the programme benefit male and female beneficiaries equally?
b) For instance, how many boys and girls are enrolled in your community school?
c) Are the benefits of the programme accruing equitably to men and women, boys and girls in the target group?
Instrument Number 3 _ Structured Questionnaire

In 2005 Community Youth Mobilization in Central Province entered into partnership with UNICEF to implement HIV and Life Skills programme in Community Schools. It is important to assess what progress the programme has made. You will be of assistance if you could answer some of these questions on the programme

Programme Design

Was the programme design appropriate and feasible Yes/No?

Why do you say so?......................................................................................................................

Was the programme achieving its objectives?

Why do you say so?......................................................................................................................

Are there linkages between the objectives, inputs and activities that were being implemented? YES/NO

Explain why......................................................................................................................................

What strategy is being used for the programme? List the strategies?

Do the strategy/strategies correspond to MOE policies and Priorities?

How..................................................................................................................................................

Is the Programme design gender sensitive?

Provide reason for either Yes or NO..........................................................................................

Does the programme respond to the vulnerable of girls and children in this community?

If Yes/No in what way......................................................................................................................

Did the design take into account financial and human resource capacity of the implementing agency (CYM)..................................................................................................................

If Yes or No elaborate......................................................................................................................

Were there any external factors and assumptions at the time of the design?
If Yes List
them……………………………………………………………………………………………………
…………………………

To what extent were these external factors and assumptions addressed in the design?

**EFFECTIVENESS**

Is the Programme achieving its objectives, intended outputs and outcomes?

If Yes/No
explain……………………………………………………………………………………………………

Are there any materials that were produced for the programme?

How would you rate the quality of the materials for the programme?

Is the government (MOE) and the community involved in the running of this community school?

If Yes
elaborate………………………………………………………………………………………………

Is the target group being reached by the programme?...........................

What Mechanisms are in place for monitoring the programme?

List
them……………………………………………………………………………………………………

Does your community school have a work plan?

How is your work plan applied in your setting?

Are there any factors outside your control that have affected the implementation of the programme?

Does the programme deploy resources effectively?

How would you describe the programmes overall management including financial management?

How would you rate the participation of various players in the programme?

Does their participation affect the outcomes of the programme?...........................

Elaborate………………………………………………………………………………………………

Has there been progress in mainstreaming gender in the programme?.........................
Elaborate………………………………………………………………………………………………………………………………………………

Are the benefits of the programme accruing to men and women, boys and girls of this community?

If Yes
elaborate………………………………………………………………………………………………………………………………………………

RELEVANCE

What strategy is being used for the programme

List the
strategy/strategies………………………………………………………………………………………………………………………………………………

Is the strategy/strategies relevant to the problems you are addressing in this community?

If Yes
how……………………………………………………………………………………………………………………………………………………………………

Do the problems and Needs that gave rise to this programme still exist or has the situation changed?

If so
how……………………………………………………………………………………………………………………………………………………………………

Is the programme responding to the real needs of the beneficiaries?

If Yes how can we
tell……………………………………………………………………………………………………………………………………………………………………

In your view has the programme got strategies that can be replicated?

Which strategies in
particular……………………………………………………………………………………………………………………………………………………………………

What changes are taking place in the programme environment that are not taking place in the programme?

EFFICIENCY

What is the total number of learners enrolled in this community school?

How many teachers are in this community School?…………………..

Are there trained in Life Skills and
HIV/AIDS?……………………………………………………………………………………………………………………………………………………………………
How many times do you have Life Skills and HIV/AIDS per week?..................................................................

For CYM- How much was allocated for this programme? And how much was spent? Was the output achieved in relation to what was spent? What was your target?

In your view can there be means and ways of delivering more and better outputs with available inputs?

**SUSTAINABILITY**

Who are currently helping you to implement this programme?

If the people who are supporting you are no longer there will you continue with the programme?

What are you doing to ensure that the programme continues?

Is the programme working towards strengthening the capacities of national stakeholders to encourage ownership of the programme?

What contributions are you making towards sustaining the programme?

Is there commitment from the government from various stakeholders like - locals; government, ZOCS for the programme to continue?

If yes how would you describe the level of commitment?.................................................................

......................................................................................................................................................

Is there any commitment from the government, from various stakeholders like- locals, ZOCS for the programme to continue?

Are there any socio-cultural factors are endangering the sustainability of the programme?

List them................................................................................................................................................

What actions are in place to address these factors?

Are there any lessons learnt from this Programme? YES/NO

Kindly share with us what lessons you have learnt from this programme?

Are there any good practices?

With the good points that you have elaborated on the programme do you think it can be replicated in other Community Schools?

**CAUSALITY**

Are there any particular factors or event that has affected the programme results?
List them........................................................................................................................................

Could these be internal or External Factors?

Elaborate........................................................................................................................................

**UNANTICIPATED FACTORS**

Is the programme having any significant unforeseen effects either positive or negative?

List the negatives................................................................................................................................

List the positives................................................................................................................................

If there are any negative effects what could have been done to ensure that the programme had a greater overall impact?................................................................................................................................

........

....................................................................................................................................................
### Appendix 7: List of individuals Interviewed and Community Schools Visited

<table>
<thead>
<tr>
<th>Name of District</th>
<th>Name of Community School/Organisation</th>
<th>Pupils interviewed</th>
<th>Parents Interviewed</th>
<th>Teachers/Officer Interviewed</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1</strong> Serenje</td>
<td>Lusambwa</td>
<td>Caroline Mwelwa;</td>
<td>Oswel Kunda; Emmanuel Mulosha; Frank Mwandu; Lewis Kalunga; Handason Musonda; Paksina Mukosa Melody Mofya; Mercy Chungu; Esther Kalunga; Gilbert Kalunga</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teddy Mulenga; Gracious Mwape; Kennedy Nkandu; Precious Buleni; James Kalunga; Given Chalwe; Martin Chanda; Field Mwandu; Fridah Kunda</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Peer Educators</strong></td>
<td></td>
<td>Victor Mumbi- Tr Incharge; Yuwuti Lungu- Vice; Rodrick Mutenta; Sanny Kunda; Gilbert Kalunga- (Pre-School Teacher)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Benjamin Mwape;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Deborah Musonda;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Margret Mukosha</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Lusenga</strong></td>
<td>Children withdrawn from school to go and collect caterpillar</td>
<td>Hezron Sosala; Jeston Chilimukutwi(Co-chairperson) Justin Chabala; Lobina Chibuye; Esnala Mukosha; Agness Mwengwe</td>
<td>Kalunga Christopher School has 3 teachers only 1 found 1 on the station</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interviewed 19 pupils(6 girls and 13 boys)</td>
<td>No Committee members found in the school because of the funeral</td>
<td>Power Chikamba</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Mulaushi</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assorted grades of Children; school supported by CRAIDS, SCOPE and CHANGESII</td>
<td>No Parents as it was World AIDS day celebration</td>
<td>Suya Mukenda</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No Pupils found on site school closed</td>
<td></td>
<td>Interviewed teacher Khuumbo Phiri</td>
</tr>
<tr>
<td><strong>2</strong> Mkushi</td>
<td>Masebe</td>
<td>Chishimba Musonda;</td>
<td>School is Managed the farm owner who has provided a conducive environment</td>
<td>Angela Kunda-(Teacher In-charge); Namwaba Mwaka; Ireen Nchima</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Marvellous Mwaba;</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bravous Mwaba;</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Name of District</td>
<td>Name of Community School/Organisation</td>
<td>Pupils interviewed</td>
<td>Parents Interviewed</td>
<td>Teachers/Officer Interviewed</td>
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<tr>
<td>-----------------</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td>Ngambwa</td>
<td>The school runs from grade 1-4. Children are not taught Life Skills because the trained teacher resigned.</td>
<td>Mabel Mwansa; Abel Musonda; Ireen Kunda; Prudence kunda; Ivwanji Namwawa; Davis Phiri; Chinka Siamulomba; Precious Nsokololo; Kizito Siamulolmba; Angela Phiri; Angela Chibuye; Concelia Tembo; Tenene Ziwa;</td>
<td>learning environment</td>
<td>Felix Junior Malama (untrained) who was one month old in the school. *Mr. Musonda the trained teacher resigned.</td>
</tr>
<tr>
<td>Itala Foundation- Total enrolment 734 runs from grade 1-7 pupils pay K10,000 per term</td>
<td>Conrad Chonsa; Waston Ngozi; Edward Singongo- Youth Alive active.</td>
<td>Agness Musonda; Lilian Nyanbe; Alice Mumba; Mildred Chanda; Learn Chabo Malama; Felix (Coordinator); John Sinkala; Everisto Chinyama; Lime Mwansa Zephania Chisenga; Benson Musonda</td>
<td>The Co-ordinator of the school interviewed- Mr. Mwansa-</td>
<td>Gilgs Chilongo; Juliet Chitambo; Omega Kunda; Angela Lungu; Melinda Shaibu</td>
</tr>
<tr>
<td>Tutemwane</td>
<td>10 pupils participated in the interview</td>
<td></td>
<td></td>
<td>Ruth Tembo; Westone Chalwe</td>
</tr>
<tr>
<td>Kashibulwa</td>
<td>Enrolment about 250 children- 12 pupils</td>
<td></td>
<td></td>
<td>Petwell Chisenga; Grace Musonda</td>
</tr>
<tr>
<td>Name of District</td>
<td>Name of Community School/Organisation</td>
<td>Pupils interviewed</td>
<td>Parents Interviewed</td>
<td>Teachers/Officer Interviewed</td>
</tr>
<tr>
<td>------------------</td>
<td>--------------------------------------</td>
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<td>-------------------------------</td>
</tr>
<tr>
<td>Nicolas</td>
<td>Grade 3, 5 &amp; 6 pupils(12) participated in a focus group</td>
<td>PCSC members</td>
<td>Peter Kalaba</td>
<td></td>
</tr>
<tr>
<td>Kapiri-Mposhi</td>
<td>Kandindi</td>
<td>Harrison Nsukulwa; Susan Sichali; Melt Chongo; Mwansa Chilekwa; Faustina Kapanda; Mulenga Chanda; Mary Chiputa; Tresa Sendapu</td>
<td>Shadrick Sakulule; Racheal Lungu</td>
<td></td>
</tr>
<tr>
<td>St. Agness</td>
<td>No pupils interviewed</td>
<td>No Parents Interviewed</td>
<td>Mr. Tembo a trained teacher and psycho-socio counsellor. Best Ngandu- new teacher found on site</td>
<td></td>
</tr>
<tr>
<td>Mwala</td>
<td>12 pupils participated in the focus group discussion</td>
<td>Matthew Nyirenda; Niclos Mulasa; Joyce Chesha; Zebon Muwaya; Annie Washeni; Eunice Nawaki</td>
<td>Misheck Mwape Nora Nalwamba Betsheba Nocha Phenias Pombe Sebastian Zulu</td>
<td></td>
</tr>
<tr>
<td>Libwe</td>
<td>No pupils interviewed</td>
<td>10 PCSC members not available</td>
<td>Kennedy Wamba- IRI trained; Chipupu Chishimba-Life Skills trained CYM; Cecilia Gondwe.</td>
<td></td>
</tr>
<tr>
<td>Twashuka</td>
<td>12 Pupils (5 girls and 7 boys)</td>
<td>Has membership tp PCSC of 12</td>
<td>Thomas Banda- Lifeskills teacher</td>
<td></td>
</tr>
<tr>
<td>Kabwe</td>
<td>Grade 6 pupils interviewed(2 girls and 3 boys)</td>
<td>No PCSC as the school has been taken over by the government</td>
<td>Maureen Malakata- trained LS teacher; Mrs Chikumbi- head teacher</td>
<td></td>
</tr>
<tr>
<td>Kangomba</td>
<td>Grade 6(3) and 7(4) Pupils interviewd</td>
<td>Gabriel Chileshe-the co-ordinator</td>
<td>Humphrey Sumani, Mrs Chileshe-the head</td>
<td></td>
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<tr>
<td>Twafwane</td>
<td>Grade 6(3) and 7(4) Pupils interviewd</td>
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<tr>
<td>Katondo Boccs</td>
<td>Grade 5(5) and 6(4) Pupils interviewed</td>
<td></td>
<td>Dorothy Nsama</td>
<td></td>
</tr>
<tr>
<td>Kaputula Boccs</td>
<td>Grade 6(3) and 7(4) Pupils interviewed</td>
<td></td>
<td>Moses K. Mwachindalo</td>
<td></td>
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<tr>
<td>Family Future</td>
<td>Grade 6(3) and 7(4) Pupils interviewed</td>
<td></td>
<td>Charles Chimata</td>
<td></td>
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<tr>
<td>Name of District</td>
<td>Name of Community School/Organisation</td>
<td>Pupils interviewed</td>
<td>Parents Interviewed</td>
<td>Teachers/Officer Interviewed</td>
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<tr>
<td>ARTECO- Ark of the Covenant Ministry According to Christian Education</td>
<td>13 pupils interviewed - from grade 4 - 9</td>
<td>Mrs Mwila Chileshe - the matron; Pastor Marian Chishimba - Director</td>
<td>Mr. Albert Kabosa - trained lifeskills tch-deputy head</td>
<td></td>
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<tr>
<td>Nsansa</td>
<td>No students interviewed - School Runs from pre-school - Grade 7</td>
<td>PCSC has 5 members</td>
<td>Absalom Munkondya; Mrs Gwendoline Mbale</td>
<td></td>
</tr>
<tr>
<td>Kawama BOCCS</td>
<td>No pupils interviewed at different levels</td>
<td>Mr. Kahango - the Principal and member of the PCSC</td>
<td>Nickson Chishimba</td>
<td></td>
</tr>
<tr>
<td>Kabwe Main BOCCS</td>
<td>Five boys and six girls</td>
<td>School started in 1989; Has a PCSC-12 members</td>
<td>Bridget Nchima, Ms Kasuli; Mr. Kalenga</td>
<td></td>
</tr>
<tr>
<td>Grace Kamushanga</td>
<td>10 pupils interviewed - 5 boys and 5 girls</td>
<td>Faith Based Community school; has 10 PCSC members</td>
<td>Mr. Mambo Chisanda; Mrs Elmelda Nyambe</td>
<td></td>
</tr>
<tr>
<td>Makululu-Kabwe Open Community School</td>
<td>Focus group discussion for 12 pupils (8 girls and 4 boys)- Community school to run in partnership with MOE from 2009</td>
<td>Mrs. J. Mumpashya;</td>
<td>Mrs Phiri (Head Teacher); Mr. Phineas Likonge</td>
<td></td>
</tr>
<tr>
<td>Chibombo</td>
<td>Schools runs from Grade 6 - 9; Interviewed 6 boys - 3 girls and 3 boys.</td>
<td>Mrs Janet Jama - Matron; Mr. Imasiku - Project Leader</td>
<td>Mr. Ali Zulu - Headteacher, LS teacher was not available</td>
<td></td>
</tr>
<tr>
<td>Kaliyangile</td>
<td>No pupils interviewed - school had not opened</td>
<td>PCSC not interviewed</td>
<td>Rodrick Kaluba</td>
<td></td>
</tr>
<tr>
<td>Mwamuyamba</td>
<td>14 pupils interviewed in a focus group</td>
<td>Mr. Bwanga Christopher - PCSC member and head teacher.</td>
<td>Stephen Chakolwa; Mr Chekaonde</td>
<td></td>
</tr>
<tr>
<td>Upeme-supported by</td>
<td>Grades 4-6 interviewed</td>
<td>PCSC in place represented</td>
<td>Lawrence Mwanakasale-</td>
<td></td>
</tr>
<tr>
<td>Name of District</td>
<td>Name of Community School/Organisation</td>
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<tr>
<td>Africa Hope- Zambia</td>
<td>in a focus group discussion</td>
<td>by 13 members</td>
<td>Head teacher The school has 7 teachers-3 are untrained L. Mrs Ednah Simukwayi</td>
<td></td>
</tr>
<tr>
<td>Mutoyo</td>
<td>12 Pupils interviewed in a focus group(4 boys and 8 girls)</td>
<td>SS Simon Mukelabai; Jonathan Mkandawire; Mrs Vera Musanje; Lazarus Banda(Chairperson)</td>
<td>Mrs Liness Ngulube- head teacher;</td>
<td></td>
</tr>
<tr>
<td>Chisamba Community School</td>
<td>Interviewed 7 pupils(3 girls and 4 boys)</td>
<td>No PCSC members interviewed</td>
<td>Mr. Kaluba-Life Skills trained teacher</td>
<td></td>
</tr>
<tr>
<td>Kutemwa</td>
<td>School still closed complications of fees to be paid</td>
<td>10 PCSC members</td>
<td>Charity Lwenge; Martin Mukosa- Trained Lifeskills teacher has resigned</td>
<td></td>
</tr>
<tr>
<td>Yawveni</td>
<td>School Opened with teachers drafting a timetable</td>
<td>NONE but has membership of 10</td>
<td>Isaac Kalonganya</td>
<td></td>
</tr>
<tr>
<td>Kawama</td>
<td>No pupils interviewed</td>
<td>10 PCSC members</td>
<td>Gilbert Mbulubaya</td>
<td></td>
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<tr>
<td>Masaka</td>
<td>No pupils interviewed</td>
<td></td>
<td>Freddy Mubemba</td>
<td></td>
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<tr>
<td>Miswa- place not reached pupils interviewed on phone</td>
<td>No pupils interviewed</td>
<td>12 PCSC member but not interviewed</td>
<td>Raphael Banda</td>
<td></td>
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<tr>
<td><strong>6 Mumbwa</strong></td>
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<tr>
<td>Womba Trust Community School</td>
<td>7 Pupils interviewed; Prisca Banda; Josephine Sakala; Godfrey Tembo; Samson Njobvu; Jabulile Mwansa; Kukela Mushimbi; Mwaka Sichintu</td>
<td>Mrs Schintu-Founder Mrs Katwala-PCSC member</td>
<td>Mr Sichintu(un trained LS teacher); Ms Precious Chisenga-</td>
<td></td>
</tr>
<tr>
<td>Mubula Community School- the school has been elevated into a full basic school</td>
<td>19 pupils in a class through observation</td>
<td>NO PCSCs(will be regrouping membership as the school has been elevated)</td>
<td>Has a total of 15 teachers; Mr. Syanzila- Headteacher; Mrs Hildah Chilala; Mr Sylvester Ngoma- LS trained</td>
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<tr>
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<td>Pupils interviewed</td>
<td>Parents Interviewed</td>
<td>Teachers/Officer Interviewed</td>
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<tr>
<td>Chipako Community School</td>
<td>11 Grade 6 Pupils were interviewed (8 girls and 3 boys)</td>
<td>Moscow Mazamba- PCSC-Chairperson; Mulisa Godfrey; Florence Hamusankwa</td>
<td>Margaret Habenzu-headteacher and LS trained; Sylvester Mazamba;</td>
<td></td>
</tr>
<tr>
<td>Mwambula Community School</td>
<td>No pupils interviewed</td>
<td>No students interviewed</td>
<td>Mr. Lubaba- Head teacher on GRZ payroll; Mr. Kapapa LS- trained teacher.</td>
<td></td>
</tr>
<tr>
<td>Chipo Community School</td>
<td>Peer Educator- Purity Matongo;</td>
<td>PCSC made up of 14 members</td>
<td>Metrine Makalula; Mr. Bungano Ngosa;;</td>
<td></td>
</tr>
<tr>
<td>Kine Community School</td>
<td>None – the school still closed complications of funding</td>
<td>NONE</td>
<td>Mrs Mwazani- Co-ordinator</td>
<td></td>
</tr>
<tr>
<td>Lusekelo Community School</td>
<td>Anna Fonte; Timothy Banda; Charles Shambuzza; Goodson Kapumbu; Robin Tembo; Leticia Mapulanga; Sipiwe Mukubeko; Janet Chembe; Jonathan Mubonda</td>
<td>13 member PCSC-members divided in various committees(OVCs. PM, HIV/AIDS, Infrastructure.</td>
<td>Mr. Willington Mutapuka- Tr Incharge; Tembo Judith- Deputy; Mulowa Daniel-LS teacher</td>
<td></td>
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<tr>
<td>Chisenga Community School</td>
<td>Jessica, Mutinta; Abigail; Christine Chiteke; Elias I thota; Malon; Kuka; Chikwati Tilimboyi; Moses Kanjembesha.</td>
<td>Has membership of 10 but they were not met- farming season</td>
<td>Pumulo Leonard; Mumpande Royd; Kuzara Maggie.</td>
<td></td>
</tr>
<tr>
<td>Shikatundwa Community school</td>
<td>No pupils interviewed- children learning in a church.</td>
<td>10 PCSC members-Jackson Lungu-Chairperson; Paul Kayela</td>
<td>2 teachers; Mrs Pauline Chingobe; Mrs Idah Lungu</td>
<td></td>
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<tr>
<td>Kalunzyu</td>
<td>10 pupils interviewed 4 females and 6 males</td>
<td>8 PCSC members not met</td>
<td>Maggie Mulela</td>
<td></td>
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<tr>
<td>Name of District</td>
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<tr>
<td>Individuals/Organizations</td>
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<td>Mrs Abigail Tuchilu- Life skills Co-ordinator</td>
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<tr>
<td></td>
<td>Ministry of Education -Curriculum Development Centre</td>
<td>-</td>
<td>-</td>
<td>Mr. Abisheck Musonda- Director.</td>
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<td></td>
<td>Community Youth Mobilization</td>
<td>-</td>
<td>-</td>
<td>Eliud Chalimbana- Programme Support Manager</td>
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<td>Mercy Mwandunga- Programme Officer</td>
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<td>Mwanga Simwanda- Programme Assistant</td>
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<td>Hendrix Kapila- Programme Officer</td>
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<td>Siyayi Napemba- Finance Officer</td>
</tr>
<tr>
<td>Zambia Open Community Schools- Lusaka</td>
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<td>Co-ordinator Mrs Hariet Miyato</td>
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<tr>
<td>Ministry Of Education- PEO Central Province- Kabwe</td>
<td>-</td>
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<td>-</td>
<td>Mr Zulu- Executive Officer Victor Mukumba- SESO- Social sciences.</td>
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<tr>
<td>Kabwe</td>
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<td>Assistant DRCCs</td>
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<tr>
<td>Kabwe</td>
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<td>Victor Mukumba- SESO- Social Science</td>
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<td>Serenje</td>
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<td>Mr Banda DRCC</td>
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<td>Mkushi</td>
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<td>Mr. Lyempe- DRCC</td>
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<tr>
<td>Mumbwa</td>
<td>-</td>
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<td>No Ministry Official available only planning Officer</td>
</tr>
<tr>
<td>Kapiri Mposhi</td>
<td>-</td>
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<td>-</td>
<td>Mr. Sakala; Mrs Kasonde DRCCs</td>
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<tr>
<td>Chibombo</td>
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<td>No MOE Official available</td>
</tr>
</tbody>
</table>

69