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HUMAN EDUCATION INTERNATIONAL



**END OF PROJECT EVALUATION "EDUCATION AND RURAL
DEVELOPMENT PHASE II.**

IMPLEMENTED BY

**DEVELOPMENT ORGANISATION FOR PEOPLE'S
EMPOWERMENT (DOPE) AND PEOPLE'S ACTION FORUM
(PAF)**

DURING THE PERIOD 2009 – 2011

IN

**CHADIZA, CHIPATA, MAMBWE AND MPIKA DISTRICTS OF
ZAMBIA**

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EXECUTIVE SUMMARY

HEI has been financially and technically supporting People's Action Forum (PAF) and Development Organization for People's Empowerment (DOPE) in implementing the "Education and Rural Development" Project in Zambia since 2004. This has been a two phased project, the first phase being from 2004 to 2008 and the second and last phase being from 2009 to 2011. The current second phase will end in December 2011 - hence this ex-post project evaluation.

This ex-post project evaluation study, commissioned by Human Education International (HEI) in October 2011 focuses on the second phase and aims at drawing out achievements from the project, lessons learnt, challenges and key recommendations if such a project had to be replicated elsewhere.

The evaluation study had a two phased approach in its methodology. This included desk review of various quarterly and annual reports from DOPE and PAF, government and civil society documents on education, community schools, HIV and AIDS, food security, livelihoods, project sustainability and electronic search via the internet. The second part of the assessment involved consultations with key stakeholders that included government departments, women groups, reflect circles, community leaders, NZP+, HIV/AIDS support groups, PAF and DOPE staff members and a visit to at least three community schools in each of the four districts (Mpika, Mambwe, Chadiza and Chipata) that the evaluation team visited.

HEI must be a very proud organisation that it made a worthwhile investment by funding the "Education and Rural Development" Phase II project in Mpika, Mambwe, Chipata and Chadize districts of Zambia. By so doing, HEI has lived within its mandate of enabling the deprived, excluded and vulnerable children in the said four districts secure a basic education of good quality that they would have otherwise not secured. Overall, the Education and Rural Development project has achieved remarkable success over the past three (3) years in meeting its objectives. The positive results shown from the evaluation study prove that the interventions were relevant and appropriate to the needs of the targeted community. The results also show that the interventions were significantly effective in meeting the beneficiaries' needs, namely improving access to quality primary education, Improving household food security, facilitating the acquisition of reading, writing and numeracy among adults and contributing to the reduction in HIV/AIDS infections.

Over the phase II project period, HEI funding enabled DOPE and PAF to reach 5,887 (2,987 boys and 2,900 girls) children in 2009. This number increased to 6,050 (3,007 boys and 3,043 girls) children in 2010. In 2011, the number of children increased further to 6,064 (3,036 boys and 3,028 girls). The number reached might even be higher because some schools did not have up to date statistical information. This is one of the areas where DOPE and PAF have to work with the schools they are supporting to improve on record keeping at both school and project levels. While education is a benefit to these children in itself, It is also a means to improve these children's chance of making a better future for themselves and to make an active contribution to a more just world. In addition, HEI

has laid a solid foundation for these children and contributed to them having the capacity to become young adults, parents and leaders who will bring lasting and positive change in their respective communities.

The HEI funding has also enabled 421(71 men and 350 women) learn how to read, write and practice numeracy. This is no mean achievement. Illiteracy is a violation of the fundamental human right to education and investments in adult literacy by HEI is befitting especially that the organisation espouses a right based approach. It is a recognised fact that literacy is vital to reducing gender inequality because literacy increases women's self-esteem that leads to increased women participation in both private and public spheres, in household decision making, community affairs and as active citizens in national life. This assertion became a reality under this project when 469 women took up leadership positions in various community committees, organisations and churches after becoming exposed to the Reflect approach that advocates for meaningful participation of community members in decisions that affect their lives and awakens' participant need to become critical of the intimate connection between participation, power, powerlessness, literacy and development.

HEI's funding has also contributed to attainment of food security in many households. The household food availability analysis showed that majority of households had maize throughout the year. The strategy of promoting own food production has worked very well. The maize production has generally been on the increase in all the four districts. These productions have been above the districts' consumption requirements – meaning that the districts are self-sufficient in food requirements and the major contributors to this self-sufficiency have been the small holder farmers among whom are those supported by DOPE and PAF.

The linking of Reflect circles to the Fertilizer Input Support programme by both DOPE and PAF has indeed influenced small holder farmer's household food self-sufficiency and contributed to national food security. However, both PAF and DOPE should be alert to the predominance of maize in terms of both production and consumption. The need to work closely with the Ministry of Agriculture and Livestock for the promotion of crop diversification is apparent.

HEI's funding has also contributed to government's HIV prevention priorities of reducing annual HIV new infections from current 82,000 to 40,000 by 2015 and reduction in the number of infected infants born of HIV positive mothers to less than 5 percent by 2015. In the four districts where the HEI funded HIV prevention activities were implemented, the HIV prevalence rates reduced from 8.7 percent in 2008 to 8.1 percent in 2010 in Chadiza and Mambwe districts. The prevalence in Chipata district reduced from 23.3 percent in 2008 to 21.8 percent in 2010, while Mpika district prevalence reduced from 11.2 percent in 2008 to 10.4 percent in 2010. However, there is need for DOPE and PAF to improve on their planning and targeting in the HIV/AIDS prevention activities. The two organisations should clearly define how many people they intend to reach per annum through sensitization, VCT

and nutrition demonstration? This will enhance activity implementation and monitoring. In addition, both organisations should put in place tracking tools as means to keeping statistical information on the reach.

On the continuation and further development of the projects initially funded by HEI, both DOPE and PAF have already secured financial resources from other donors to continue support community schools, HIV/AIDS prevention and mitigation, adult literacy and livelihood activities that HEI has been supporting. This means that the various beneficiaries under the current HEI supported projects will continue deriving benefits beyond December 31 2011 when HEI financial and technical support officially comes to an end.

RECOMMENDATION

1. HEI and its implementing partners should define and agree on project outputs and targets that should be reported against and show progress towards objective realisation prior to commencement of project implementation.
2. HEI should also agree with its implementing partners on reporting format that captures all the essential elements of the project. The observation made was that both DOPE and PAF did not necessarily report against agreed objectives in their annual reports. This posed a challenge in capturing achievements per objective from the annual progress reports.
3. Teacher incentives paid by DOPE had contributed greatly to retention of community school teachers. However, the amount of K360,000 for each school per term (three months), is not enough especially where there are more than one teacher. DOPE may need to consider adjusting the said teacher incentives upwards and calculated per teacher and not per school. PAF should also consider introducing such incentives for schools they are supporting.
4. Statistical information tracking and keeping was found to be weak at both school and project levels. DOPE and PAF should design simple information tracking tools at project level and work with MoE to strengthen record keeping at schools level because the MoE already have returning statistical forms that each school is supposed to send to DEBS office every month.
5. Improvement of class room, teacher housing and sanitation infrastructure by DOPE and PAF in some schools enabled the government to send qualified and experienced teachers to such schools. Many schools still lacked conducive class rooms and teachers' houses. DOPE and PAF should therefore continue assisting communities in upgrading their school infrastructure.

6. A number of newly recruited community school teachers lacked teaching methodology and other essential teaching skills at the time of the evaluation. As such, it is imperative that both DOPE and PAF plan for this to be a continuous process for all new teachers who come on board. This is in view of the high teacher attrition for the community paid teachers.
7. Despite the efforts by both DOPE and PAF in supplying schools with teaching and learning materials, these were found to be inadequate. The inadequacy of teaching and learning materials in schools partly contributed to poor pupil performance in the reading test that the evaluation administered. PAF and DOPE should therefore consider further investments in the supply these materials. In addition, both organisations should lobby MoE to help in equipping these schools with educational materials.
8. The District Executive Committee (DEC) under PAF stands out as a very critical part of the project delivery arm of the organisation. However, the absence of permanent staff at district level and the volunteer nature of all its members weaken its operation. PAF should consider employing a permanent staff to coordinate and act as secretariat to the DEC. In addition, all DEC members should be trained in project management, reporting, monitoring and evaluation for effective and efficient implementation of future projects. PAF should also help the DECs set priorities in all the five programme pillars of education, food security, health, economic empowerment and advocacy.
9. DOPE should learn from PAF Chadiza how to start and run group savings schemes. This will lessen pressure on the Mpika Women Council of raising financial resources for loan disbursements to its members.
10. Both DOPE and PAF should support teacher training in English during holidays with reading improvements among pupils in view.
11. Both organisations should invest in their monitoring and evaluation systems. The data capturing, processing and information storage was weak at the time of the evaluation.
12. PAF should improve on the financial support it renders to the District offices for their day to day administrative operations.

ACRONYMS AND ABBREVIATIONS

AIDS	Acquired Immune deficiency Syndrome
ART	Antiretroviral Therapy
CABLAC	Capacity Building Learning Activity Centre
CHAZ	Churches association of Zambia
CSO	Central Statistical Office
DA	Development Area
DHMT	District Health Management Team
DOPE	Development Organisation for People's Empowerment
DWA	District Women Association
EFA	Education for All
FISP	Farmer Input Support Programme
FRA	Food Reserve Agency
HEI	Human education International
HIV	Human Immunodeficiency virus
MOE	Ministry of Education
MMD	Movement for Multi Party Democracy
NAC	National HIV and AIDS/STI/TB Council
NGO	Non Governmental Organisation
NZP+	Network of Zambian People Living with HIV
PAF	People's Action Forum
PCSC	Parent Community School Committee
PF	Patriotic Front
STAR	Societies Tackling AIDS Through Rights
STI	Sexually Transmitted Infections
TOT	Training of Trainers

UNAIDS	Joint United Nations Programme on HIV and AIDS
VCT	Voluntary Counseling and Testing
V-WASHE	Village Water and Sanitation Health education

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1.0 INTRODUCTION

This ex-post project evaluation study was commissioned by Human Education International (HEI) in October 2011 as a “point of departure” in rendering financial and technical support to People’s Action Forum (PAF) and Development Organization for People’s Empowerment (DOPE). HEI intends to draw out achievements from the project, lessons learnt, challenges and key recommendations if such a project had to be replicated elsewhere. Annex 1 gives the Terms of Reference.

1.1 Background to the Study

HEI has been financially and technically supporting People’s Action Forum (PAF) and Development Organization for People’s Empowerment (DOPE) in implementing the “Education and Rural Development” Project in Zambia since 2004. This has been a two phased project, the first phase being from 2004 to 2008 and the second and last phase being from 2009 to 2011. The current second phase will end in December 2011 - hence this ex-post project evaluation.

1.2 About Human Education International (HEI)

HEI is a Norwegian based political and religious neutral, non-governmental organisation that was established in 1973 in Stavanger, Norway. The organisation was established to provide school children in Norway with information about inequalities in the world and give them an opportunity to help their less fortunate brothers and sisters in poor countries better their lives through quality education. Since its inception, HEI has lived within its mandate and has enabled thousands of school children in Norway learn about poverty, exclusion, deprivation and vulnerability of children in developing countries. Such knowledge and understanding has inspired Norwegian school children to participate in fund raising ventures in Norway and monies raised from such ventures have enabled thousands of children in Latin America, Asia and Africa have an opportunity to go to school. Currently, HEI is supporting education, integrated rural development and empowerment projects in Brazil, Peru, Laos and Zambia.

1.3 About People’s Action Forum (PAF)

People’s Action Forum (PAF) is a Zambian non-governmental organization (NGO) which was established in 1994 by a group of concerned social workers, educators, lawyers, bankers, health specialists, theologians and administrators. The organisation is a legal entity registered with Registrar of Societies in Zambia. PAF is an open membership based organisation that is non-religious and non-discriminatory organisation with a current membership of about 2,000 people, most of whom are from the rural communities where PAF carries out its activities. The name “**People’s Action Forum**” implied the recognition of the importance of collective community action for change - the people themselves, the grassroots, would not sit and wait, but would take action to improve their lives. PAF decided not only to join the ranks of established service providers, but also to work for the empowerment of rural communities to take charge of their own destiny; to highlight critical issues concerning women and children in difficult circumstances, and serve as their advocate; and to develop programmes that enable the rural poor to have a voice in local, regional and national affairs.

1.3.1 PAF's Vision and Strategic Objectives

PAFs vision is “**A peaceful Zambian society in which all communities rural and urban attain justice for sustainable development**”. On the other hand, the Organisation’s mission is “**To empower rural communities through non-formal education for sustainable development**”. Hence the strategic areas and objectives of PAF are as shown in the table below;

Table 1: PAF’s Strategic Areas and Objectives.

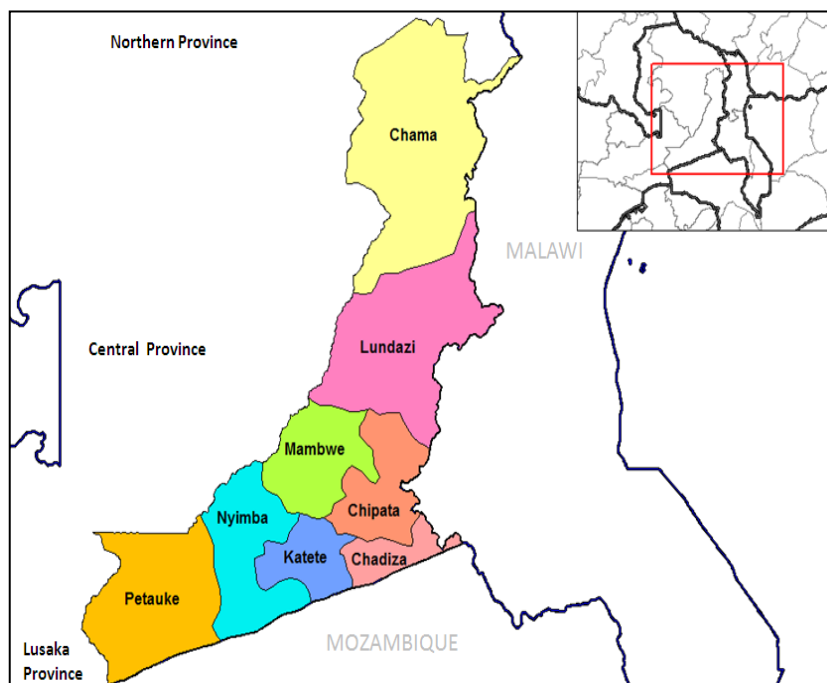
Strategic Area	Strategic Objective
1. Capacity Building	To strengthen PAF structures at various levels to efficiently and effectively manage sustainable development projects
2. Community Initiatives	To empower members of the target communities claim their human rights
3. Formal Education	To facilitate the provision of basic education in the target communities in order to contribute to the attainment of EFA goals
4. Non-Formal Education	To empower members of the target communities through functional literacy, training for transformation and other forms of community based education in order to contribute to the attainment of EFA goals
5. Micro-enterprise Development	To empower communities economically in order to contribute to self-reliance
6. Gender/Human Rights/HIV and AIDS	To mainstream gender and Human Rights in all PAF activities.
	To contribute to the decrease of HIV/AIDS in Zambia through the use of non-formal education
7. Policy Advocacy	To undertake public policy analysis and monitor government’s commitment to poverty reduction in the context of Education for All as a basis for guaranteeing economic and social rights.
8. Action Research, Documentation and Networking	To generate and distribute information on development related issues with a rural bias for advocacy and development
	To enhance networking, linkages and alliance building
9. Resource Mobilization	To broaden the financial and other resource base in order to enhance programme sustainability

Source: PAF (2006:29), Strategic Plan 2007 – 2011.

It can be seen from the strategic areas and objective in the table above that HEI’s funding was within PAF’s strategic framework. As such, HEI funding enabled PAF implement and realise part of its strategic plan while delivering on HEI’s mandate of “bettering children’s lives through quality education in poor countries”.

PAF concentrated HEI funds in three districts of Eastern Province. These were Chadiza, Chipata and Mambwe as shown in the map below.

Figure 1: PAF’s operational districts in Eastern province (Chadiza, Chipata and Mambwe)



PAF’s Geographical Spread

Currently, PAF is working in three provinces (Central, Eastern and Southern) and seven districts as shown in the table below. This evaluation was however focused on Eastern Province and three Districts (Chadiza, Chipata and Mambwe).

Table 2: PAF’s operational Provinces, Districts and communities being served.

PROVINCE	DISTRICT	NUMBER OF SUB-BRANCHES	NUMBER OF COMMUNITIES SERVED
Central Province	Mumbwa	17	33
	Chibombo	13	13
Eastern Province	Chadiza	8	32
	Chipata	7	18
	Mambwe	4	11
Southern Province	Mazabuka	11	11
	Monze	10	11

1.4 About Development Organization for People's Empowerment (DOPE)

The Development Organisation for People's Empowerment (DOPE) is a Zambian non-governmental organisation (NGO) that was established in 1995 by two staff members who were working in the development office of the then Mbala Diocese. The idea to form DOPE was promoted because of the gaps in the way development programmes were promoted under Mbala Diocese. At that time, development activities were only targeted at members of the Catholic Church. The general feeling among staff was that there was a need to have an all inclusive programme that went beyond the needs of Catholics to include non-catholic members of the rural communities. Through the support of Cordaid, a two-year pilot project (1995-1997) was developed to expand the services that the Mbala Diocese was providing to include non-catholic members. DOPE's approach to development has, however, been based on the model that was developed by the Diocese. DOPE's *target areas* are the three chiefdoms of Mpepo, Chikwanda and Luchembe (see project area map).

1.4.1 DOPE's Vision and Strategic Objectives

DOPE's vision is "**A poverty free self sustaining society where everyone has equal rights**". On the other hand, its mission is "**To empower the poor and marginalized to fight poverty and its root causes**". In carrying out its mission to realize its vision, DOPE's strategic plan (2011 to 2015) has focused on four strategic areas with the corresponding four strategic objectives as shown in the table below;

Table 3: DOPE's Strategic Areas and Objectives

STRATEGIC AREAS	STRATEGIC OBJECTIVES
Household food security	To empower the communities to reduce household food insecurity through the use of appropriate technologies and good land husbandry practices 2015.
Access to quality basic education	Increase access to quality Basic and Secondary Education through local resource mobilization, advocacy and training in participatory school governance 2015.
Capacity building	To build local community capacity to lobby and demand for their rights and services through the strengthening community structures and training in advocacy 2013.
HIV/AIDS prevention and impact mitigation	To empower communities to fight HIV and AIDS mitigate its impact through training for transformation by 2011.

Source: DOPE (2010), Power Point Strategic Plan 2011 – 2015 Presentation

Like in the case of PAF, HEI's funding to DOPE has been within DOPE's strategic framework. Again, HEI's funding enabled DOPE to implement and realise part of its strategic plan while delivering on HEI's mandate of "bettering children's lives through quality education in poor countries".

1.4.2 DOPE's Geographical Spread

Currently, DOPE is only working in Mpika District covering five chiefdoms out of the nine in the District. These include Mpepo, Luchembe, Chikwanda, Mpumba and Chiundaponde. However, the HEI funding was focused in three chiefdoms of Mpepo, Luchembe and Chikwanda as indicated on the map below and this evaluation focused on these three chiefdoms.

Figure 2: Location of Mpika District in Northern province of Zambia

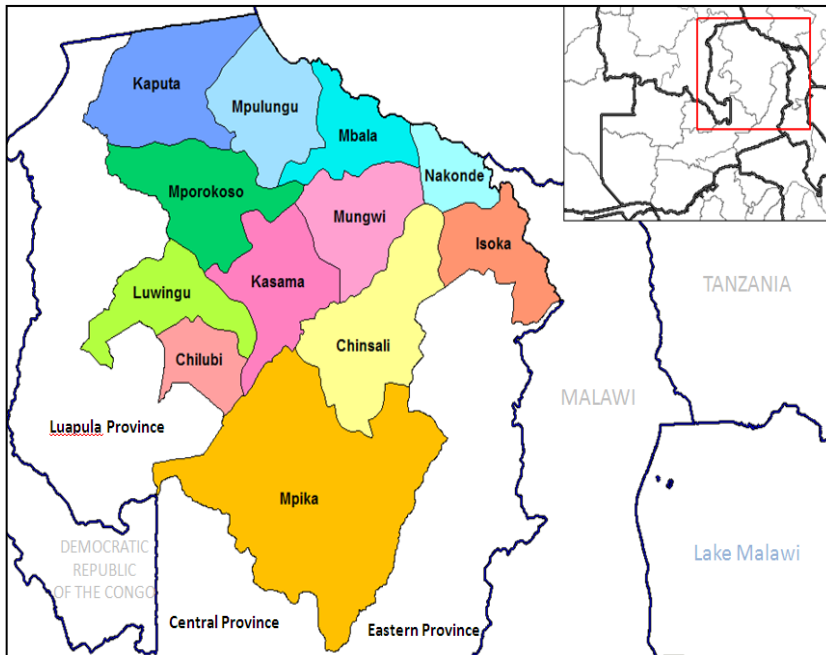
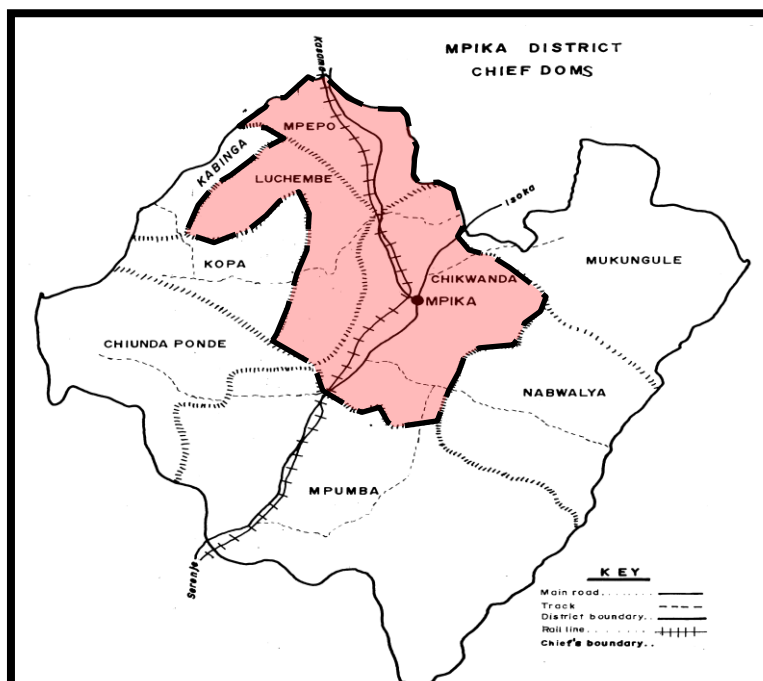


Figure 3: DOPE Project Areas in Mpika District – Chiefdoms Mpepo, Luchembe & Chikwanda



1.5 Study Objectives

The objectives of the study were six fold. These included the following:

1. To evaluate the extent to which project interventions in primary education have led to an increase in enrolment, attendance and pass rate in the project area.
2. To evaluate the extent to which the focus on teacher training has resulted in better teaching and better learning in the project schools.
3. To evaluate the extent to which focus on women has improved their situation.
4. To evaluate the extent to which focus on agriculture and income generating activities has improved the food security in the area.
5. To evaluate the extent to which focus on HIV/AIDS information and prevention has had any effect on prevalence and spread of the disease in the area.
6. To evaluate the extent to which it is likely that the activities initiated through the projects will be maintained, continued and further developed in the areas after the end of the project.

1.6 Methodology

This study had a two phased approach in its methodology. This included desk review of various quarterly and annual reports from DOPE and PAF, government and civil society documents on education, community schools, HIV and AIDS, food security, livelihoods, project sustainability and electronic search via the internet. The second part of the assessment involved consultations with key stakeholders that included government departments, schools, women groups, reflect circles, community leaders, NZP+, HIV/AIDS support groups, PAF and DOPE staff members and a visit to at least three community schools in each of the four districts (Mpika, Mambwe, Chadiza and Chipata) that the evaluation team visited.

1.6.1 Limitations to the methodologies

There were two limitations to the methodologies;

1. Both DOPE & PAF had no base line studies before implementation of the project for the evaluation to make comparisons.
2. Both organisations had no targets attached to the objectives. It was therefore a challenge to confirm realisation of the objectives.

2.0 OVERVIEW OF ZAMBIA

Zambia is a landlocked Sub-Saharan country sharing boundaries with Malawi, Mozambique, Zimbabwe, Botswana, Namibia, Angola, Democratic Republic of Congo and Tanzania. The Country covers a land area of 752,612 Km².

2.1 Population

Zambia's population now stands at 13,046,508 CSO (2011) as shown in table 4 below. The population has over the years remained young, with 66 percent of the population aged between 0 to 24 years, 42 percent of the population aged 0 to 14 years and 24 percent of the population aged 15 to 24 and (CSO, 2011). The country's population annual growth rate stands at 2.8, life expectancy at birth is 51.3 while the average population density is 17.3 persons per Km². Lusaka Province (hosting the capital city of Lusaka) has the highest average population density of 100.4 persons per Km².

Table 4: Percent distribution of population by 5 age group and sex.

Age Group	Both	Percent	Male Percent	Female Percent
0 - 4	1,565,581	12	13	13
5 - 9	1,956,976	15	16	15
10 - 14	1,956,976	15	15	15
15 - 19	1,696,046	13	12	12
20 - 24	1,435,116	11	9	11
25 - 29	1,043,721	8	8	9
30 - 34	913,256	7	7	7
35 - 39	652,325	5	5	5
40 - 44	521,860	4	4	4
45 - 49	391,395	3	3	3
50 - 54	260,930	2	2	2
55 - 59	260,930	2	2	2
60 - 64	130,465	1	1	1
65+	260,930	2	3	2
Total	13,046,508	100	100	100

Source: CSO (2011) 2010 Census of population and housing – Preliminary Report

2.2 Politics

Politically, Zambia has undergone phases of both multi-partism and one party rule. The country, which is a former British colony, gained its independence on 24th October 1964. On independence, the country adopted a multiparty system of government with Dr. Kenneth David Kaunda as president under the United National Independence Party (UNIP). In December 1972, Zambia became a One - Party state. However, in October 1991, Zambia reverted back to multi-party system with Dr, Frederick Titus Jacob Mpundu Chiluba as president under the Movement for Multiparty Democracy (MMD). The MMD continued into their twentieth year into power after the 2008 presidential by-elections won by the

MMD candidate Rupiah Banda following the death of president Levy Patrick Mwanawasa SC who died on 19th August 2008 in Paris, France, after suffering from a stroke during an African Union conference in Sharmel-sheikh, Egypt in June 2008. On 20th September 2011, Zambia went to the polls and Patriotic front emerged winner under current president Michael Chilufya Sata who was sworn-in as Zambia's fifth president on 24th September 2011.

2.3 Socio-Economic Environment

The performance of the Zambian economy has since 2003 to 2011 shown some signs of improvements. Real Gross Domestic Product growth has averaged 6.0 percent per year, up from an annual average of 2.2 percent in the preceding four years (1999 to 2002). These positive growth trends are largely being driven by the rapid expansion of the mining sector, construction, manufacturing, agriculture, transport, communication and tourism sectors (Ministry of Finance and National Planning 2011).

Inflation rates have assumed a declining trend from 26.7 percent in 2002 December to 15.9 percent in 2005 December (Ministry of Finance and National Planning 2006) and 7.9 percent in 2010 December (CSO 2011), while the external debt stock reduced from US\$ 7.1 billion at end of 2004 to US\$ 4.5 billion at the end of 2005 (Ministry of Finance and National Planning 2006) and US\$1.6 billion as at end – September 2011 (Ministry of Finance and National Planning 2011). The domestic debt stood at K13,876.8 billion as at end-September 2011 (Ministry of Finance and National Planning 2011). It should be mentioned here that, Zambia's external debts were politically destabilising, economically exhausting and ethically unacceptable. We also take a moment of silence to honour the lives lost and the children's future destroyed during the struggle for debt cancellation.

2.4 Poverty levels

One of the major challenges facing Zambia today is to reduce the prevailing high poverty levels in line with the millennium development goal number one - "Halve, between 1990 and 2015, the proportion of people living in extreme poverty".

Table 5 below shows that overall, 64 percent of Zambia's total population is poor, and amongst these poor, 51 percent were most disadvantaged, cannot afford a minimum basic food requirement, hence they are extremely poor. Only 14 percent of the total poor persons can afford the minimum basic food requirements but cannot afford the basic non food requirements.

The rural population of Zambia remains predominantly poor with overall poverty level at 77.9 percent as compared to their urban counterparts at 27.5 percent. Incidence of extreme poverty is also high in rural areas where two thirds of the poor are extremely poor, whilst only one third are extremely poor in urban areas. Furthermore, the non poor persons in urban areas are 72.5 percent while rural areas only have 22.1 percent.

Table 5: Distribution of population by poverty status and residence 2010.

Location	Poverty Status				Total Population
	Total Poor	Extremely Poor	Moderately Poor	Non Poor	
All Zambia	60.5	42.3	18.2	39.5	13,046,508.00
Rural/Urban					
Rural	77.9	57.7	20.2	22.1	7,978,274.00
Urban	27.5	13.1	14.4	72.5	5,068,234.00

Source: CSO (2011:14), The Monthly, October 2011

2.5 Agriculture

Agriculture is one of the major sources of livelihoods in Zambia especially among the rural households. Table 6 below shows that 94 percent of rural households depend on agricultural related activities for the welfare of their respective households. This is mainly in two ways. Firstly, the growing of food crops, rearing of livestock and raising poultry contributes to food security of households. Secondly, production of crops and the ownership of livestock and poultry provide means of earning income that enable households to get goods and services vital for their welfare.

It therefore makes more sense for DOPE and PAF to have been supporting agricultural related activities because majority of their programme beneficiaries are rural communities who derive their livelihoods from agriculture. Their efforts have indeed contributed to increased agriculture productivity at national level. For the past three years, Zambia has been experiencing surplus agriculture production especially Zambia's staple crop – maize. Maize production as can be seen from the table 7 below has been produced over and above Zambia's human consumption needs of 1,396,341 metric tonnes per 12 months for the past three years.

Table 6: Proportion of Households Engaged in Agricultural Activities by Place of Residence

Province/Residence	All households	Non-Agric households		Agric. Households	
		Number	Percent	Number	Percent
Total Zambia	2,278,787	726,835	32	1,551,952	68
Rural	1,484,665	95,575	6	1,389,089	94
Urban	794,122	631,259	79	162,863	21

Source: CSO (2007:75) Living Conditions Monitoring Survey Report 2006

Table 7: National production trends for major crops since 2009 in metric tones

YEARS	MAIZE	SORGHUM	RICE	MILLET	S/FLOWER	G/NUTS	S/BEANS	WHEAT	M.BEANS
2011	3,020,380	18,458	49,410	41,602	43,908	278,775	116,539	237,332	51,924
2010	2,795,483	27,732	-	47,994	26,417	163,733	111,887	171,274	65,267
2009	1,887,010	21,829	41,929	48,967	33,653	120,564	118,794	195,456	46,729

Source: Ministry of Agriculture and Livestock (2011:1), Agriculture Statistical Bulletin

2.6 HIV/AIDS Pandemic

Zambia is one of the hardest hit countries with the Human Immunodeficiency Virus (HIV) and the Acquired Immune Deficiency Syndrome (AIDS) epidemic in the world, even though the basic knowledge about the pandemic stands at 99% among the adult population aged 15 to 49. The country was ranked seventh among the most affected countries in the world (UNAIDS) in 2008.

The latest Demographic and Health Survey (2007) estimates put the HIV prevalence at 14.3% among adults in the 15 to 49 years group dropping by 1.3% from 15.6% in 2001/2002. The prevalence rate has remained significantly higher in urban areas (23.15 in 2001/2002 and 19.7 in 2007) compared with rural areas (10.8% in 2001/2002 and 10.3% in 2007).

The epidemic is becoming increasingly feminine. While 12.95% of men aged 15 – 49 years were living with HIV in 2001/2002, 17.8% of the females aged 15 – 49 years were infected. The 2007 data portrays a similar picture with 12.3% of the men infected compared to 16.1% of the females.

Approximately one million Zambians are HIV-positive, of which over 295,240 are in need of antiretroviral therapy (Ministry of Health 2008). The Zambia HIV/AIDS Epidemiological projections estimate accumulated HIV – related deaths since the start of the pandemic to stand at 1,410,286 by the close of 2010. The large number of people dying from AIDS related illness has led to a high number of children left as orphans. The total number of orphans stood at 1,328,000 (598,652 paternal orphans, 562,443 maternal orphans and 166,905 double orphans) as at the close of 2010.

The key drivers of the HIV pandemic include; multiple and concurrent sexual partnerships, low male circumcision, low rates of condom use, untreated, especially ulcerating sexually-transmitted infections (STIs), denial, stigma and discrimination, socio-cultural practices and traditions, gender and sexual violence, high alcohol and drug abuse, cultural beliefs, low risk perception, high population mobility and high poverty levels (NAC 2010).

With the foregoing in mind, it was imperative that PAF and DOPE mainstreamed HIV/AIDS prevention and impact mitigation in their activities.

2.7 Education and its essence to national development

Education should be seen foremost as something essential to the human person, not only for the development of skills to make people “productive” or “employable,” but to promote the fullness of human life. Created in the image of God, each and every person is born with unique talents, with something positive to contribute to the world. Education, whether in a formal or informal setting, can be understood as the facilitation of the discovery, the nurturing and the refining of these talents and of great human potential. Therefore, a quality formal education should encourage growth on all human levels, including the intellectual, emotional and moral. “Education in the full sense...is therefore about helping students to find orientation, direction and meaning in their lives through a growing sense of respect for truth, responsiveness to beauty and a love of goodness. Without these, any amount of facts or skills will give students information without knowledge and knowledge without wisdom. The

education provided should address the whole person, the aesthetic, the creative, the critical, the emotional, the intellectual, the moral, the physical, the political, the social and the spiritual”.

Such an integral education should leave a person with the knowledge, the understanding, the skills and the conviction to participate fully and responsibly in all spheres of life: within relationships, within families, in churches and places of employment, across communities, from the economic to the political realm. The universal education of the Zambian child and youth is therefore fundamental to the sustenance of the widely-peaceful Zambia of today, and the realisation of the deeply-democratic, highly-productive Zambia of tomorrow. To deny Zambian children their right to education is to bury undeveloped potential, to stifle rather than uplift human dignity, to bring-down the progress of the nation and to jeopardise the fight against HIV/AIDS and poverty.

This understanding is at the core of HEI who found congruence with DOPE and PAF with respect to education of the children and adolescent youths. Indeed the Zambia of tomorrow should lie in the hands of literate children and adolescents of today – hence the investments that DOPE and PAF have made in community schools in their respective operational districts with financial and technical support from HEI. These investments have been in line with the universalisation of access to quality basic education as per millennium development goal 2 and Education for all goals. This calls for all those children eligible to be in school to actually be in school.

However, while the official school starting age in Zambia is seven (7) years, there are those children who start as early as five (5) years and those who start as late as nine (9) year. As such, those aged between 5 and 19 years, eligible to be in school total 5,609,998 as can be calculated from table 4 above. However, the Ministry of Education (MoE) enrolment figures for 2010 shown in table 8 below reveals that only 3,794,219 pupils were enrolled from grade 1 to 12, as at end-December 2010 leaving a balance of 1,815,779 (29.44%) eligible children out of school.

Table 8: Enrolment in All Schools Grades 1 -12

	Male	Female	% (F)	Total	% of Tot.	% Ch.
Central	222,513	214,817	49.1%	437,330	11.5%	3.3%
Copperbelt	313,725	317,979	50.3%	631,704	16.6%	4.1%
Eastern	216,576	206,193	48.8%	422,769	11.1%	2.3%
Luapula	158,255	144,727	47.8%	302,982	8.0%	4.0%
Lusaka	233,113	270,178	53.7%	503,291	13.3%	17.1%
N. Western	127,993	119,450	48.3%	247,443	6.5%	2.2%
Northern	263,475	237,873	47.4%	501,348	13.2%	3.7%
Southern	256,590	238,885	48.2%	495,475	13.1%	3.0%
Western	129,216	122,661	48.7%	251,877	6.6%	2.5%
National	1,921,456	1,872,763	49.4%	3,794,219	100.0%	4.9%

Source: MoE (2011:38), Education Statistical Bulletin 2010.

2.7.1 Illiteracy Levels in Zambia

The adult population in Zambia experiences one of the disturbing features in development - illiteracy. It is estimated that one quarter of the adult population in Zambia is illiterate - unable to read, write and practice numeracy. Although the Zambian government recognizes the centrality of adult literacy to development and its signing up to the United Nations' EFA goal of 50% reduction in adult literacy by 2015, it is unfortunately investing scandalously little in programmes to deliver that goal.

The literacy rate for the population aged 15 years and above is only 67.2%. In the age group 15 to 24 years, the literacy rate is only 70.1%. The illiteracy rate among women ages 15 and above is estimated to be higher at 41% compared to that of men estimated at 23.9%. While these statistics are sobering, the number of illiterate adults is increasing rather than decreasing. This increase is attributed to poor achievement levels in primary school, low transition rates from primary to secondary levels of education and limited capacity of the government and other service providers catering for an ever-growing illiterate population. This scenario casts doubt on the ability of Zambia attaining the literacy goal by 2015. The scenario also has serious implication on the attainment of other millennium development goals to which literacy is intrinsic.

Table 9 below shows the percentage distribution of men and women aged 15 to 49 who cannot read, write and practice numeracy at all. The table reveals that the rural areas are the worst hit and more women in rural areas. 47.3 percent of our women folk aged between 15 and 49 cannot read, write or practice numeracy. At provincial level, Eastern province is the worst hit where 52 percent of women cannot read, write or practice numeracy while Northern province is also among the top three worst hit province at 45.7 percent of women cannot read, write or practice numeracy.

The high illiteracy levels in Zambia lends credence to why HEI and its implementing partners PAF and DOPE have invested heavily in adult literacy using the Reflect approach.

Table 9: Population percentage distribution of men & women aged 15 – 49 who cannot read, write and practice numeracy at all

Age Range	Population percentage of men and women who cannot read, write or practice numeracy at all	
	Men	Women
15 – 19	15.2	24.7
20 – 24	18.2	37.9
25 – 29	19.2	33.9
30 – 34	18.0	40.8
35 – 39	18.8	38.6
40 – 44	14.4	34.1
45 – 49	13.9	35.5

Residence		
Urban	8.8	16.4
Rural	23.4	47.3
Province		
Central	15.2	28.5
Copperbelt	9.6	18.0
Eastern	28.6	52.0
Luapula	17.3	41.9
Lusaka	13.3	22.7
Northern	18.3	45.7
North-western	18.2	47.1
Southern	19.6	31.4
Western	22.5	40.5

Source: CSO (2009:38-39), Zambia Demographic and Health Survey 2007

3.0 DOPE AND PAF INTERVENTIONS IN PRIMARY EDUCATION

3.1 Relationship with Ministry of Education at District Level

Access to primary education has been a major limiting factor in the four districts covered by PAF and DOPE. Therefore the contribution of the two organisations in providing access to education for children who are unable to enter the regular schools managed by the MoE was widely commended by the ministry officials. DOPE had maintained a fruitful working relationship with the District Education Board Secretary's (DEBS) office in Mpika to the extent that Mr Titus Kapembwa, the Education District Planning Officer said DOPE and MoE were inseparable, describing the relationship as 'simcard and phone.' PAF had made similar inroads in Eastern Province. The District Education Board Secretary (DEBS) for Mambwe, Ms Theresa Ngoma, commented "We are so grateful because those schools have contributed to increased enrolment ", and Mr. Phiri G.A.M the Chadiza District Education Standards Officer (DESO) simply called for more funding so that PAF can do more work because the demand was huge.

3.1.1 Support Received from the Ministry of Education at District level

The above cooperation was important for the continued ministry support to the activities currently being implemented by the DOPE and PAF. During the interview with ministry officials the following support was noted to have been given to DOPE and PAF:

3.1.2 DOPE

Provision of information especially school statistics, technical support to infrastructure development (plans, bills of quantities and supervision), materials from the teacher resource centres, facilitation during teacher training and provision of government trained and experience teachers to community schools.

3.1.3 PAF

i. Chadiza

Provision of information on vulnerable children, sensitisation of traditional leaders and community members on the importance of girl child education and the need to discourage early marriages, and provision of government teachers to community schools.

ii. Mambwe

Technical supervision during construction of infrastructure, assisted in assigning donated books to appropriate grade levels, provision of facilitators during teacher training and provision of government teachers to community schools.

iii. Chipata

Provision of guidance on syllabi to new schools and provision of trained teachers to community schools.

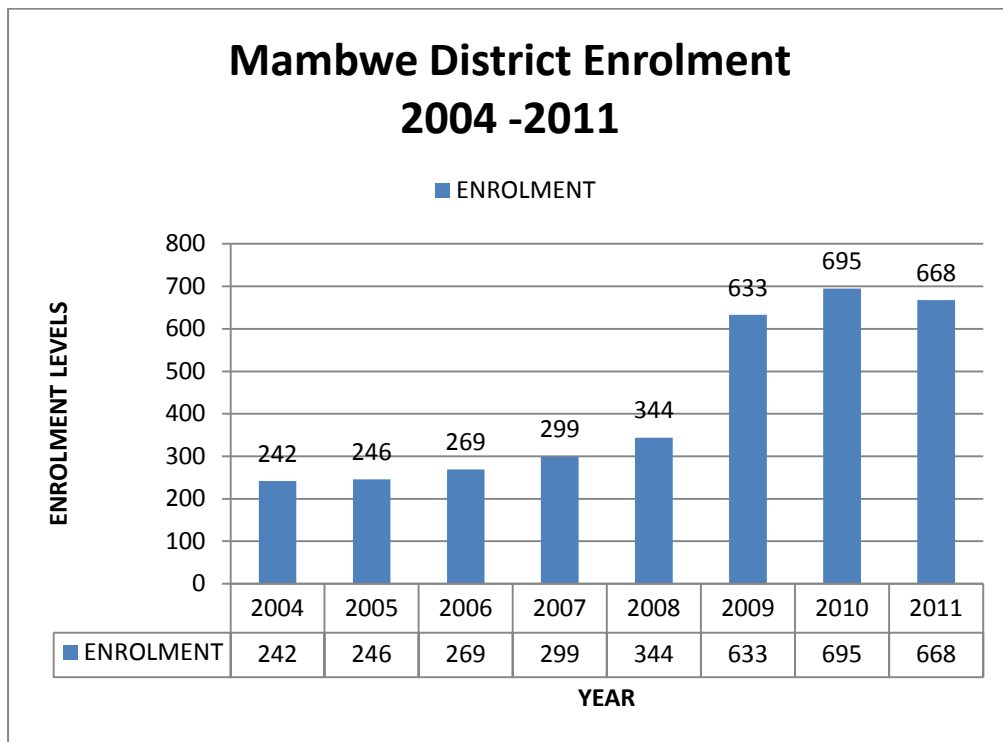
3.2 Enrolment Rates

3.2.1 PAF Supported Community Schools

Enrolment of pupils in the community schools supported by PAF in the three districts of Eastern province had increased during the project's life span. For instance, during the first phase (2004 – 2008) of the project, enrolment figures rose by 117.51 percent from 925 (484 boys and 441 girls) in 2004 to 2,012 (1074 boys and 938 girls) in 2008. During phase II of the project, enrolment increased from 2,633 (1,333 boys and 1,300 girls) in 2009 to 2,766 (2,633 boys and 1,373 girls) in 2010. However, the figured reduced in 2011 to 2,576 (1,287 boys and 1,289 girls) as shown in table 10 below.

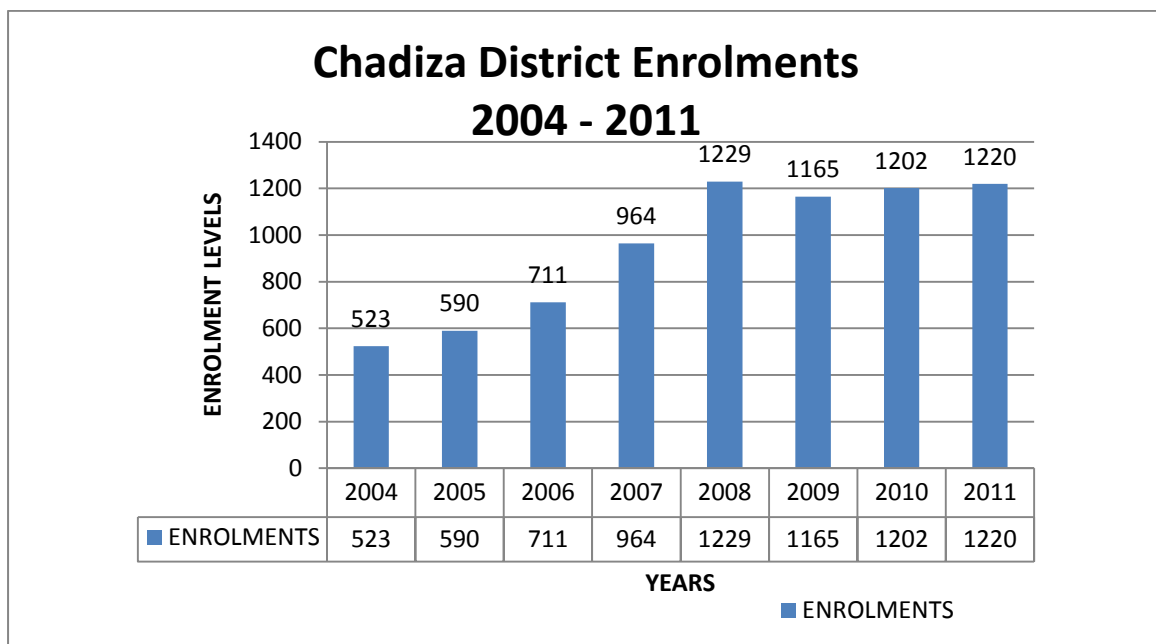
Mambwe district recorded the highest increase among the districts supported by PAF, from 242 (141 boys and 101 girls) in 2004 to 344 (208 boys and 136 girls) in 2008, and from 633 (340 boys and 293 girls) in 2009 to 668 (340 boys and 328 girls) in 2011. This was an increase of 42% in the first phase and 94% by 2011 over the 2008 enrolment. This great increase in Mambwe district can be attributed to increased awareness on parents on the need for education, lobbying and collaborative efforts by PAF for support from other organisations for infrastructure development. For example, PAF worked with Robin Pope Safaris to develop Kapita school infrastructure. PAF also worked with Youth Association of Zambia to develop Mnkhanya Basic School infrastructure. In addition, the donations of school uniforms, desks, reading materials, the sending of government qualified teachers to some schools by government, and school feeding programme by World Food Programme (WFP) all contributed to the increase in enrolments.

Figure 4: Mambwe District Enrolments – 2004 – 2011



Chadiza District also experienced a 134% surge in enrolment in the first phase from 523 (275 boys, 248 girls) in 2004 to 1,229 (664 boys, 565 girls) in 2008. During phase II of the project, there has also been an increase from 1,165 in 2009 to 1,220 in 2011 as shown in Figure 5 below. Figure 5 also shows that there was a slight drop in enrolment by 5.5% in 2009 from 1229 in 2008 to 1165 in 2009.

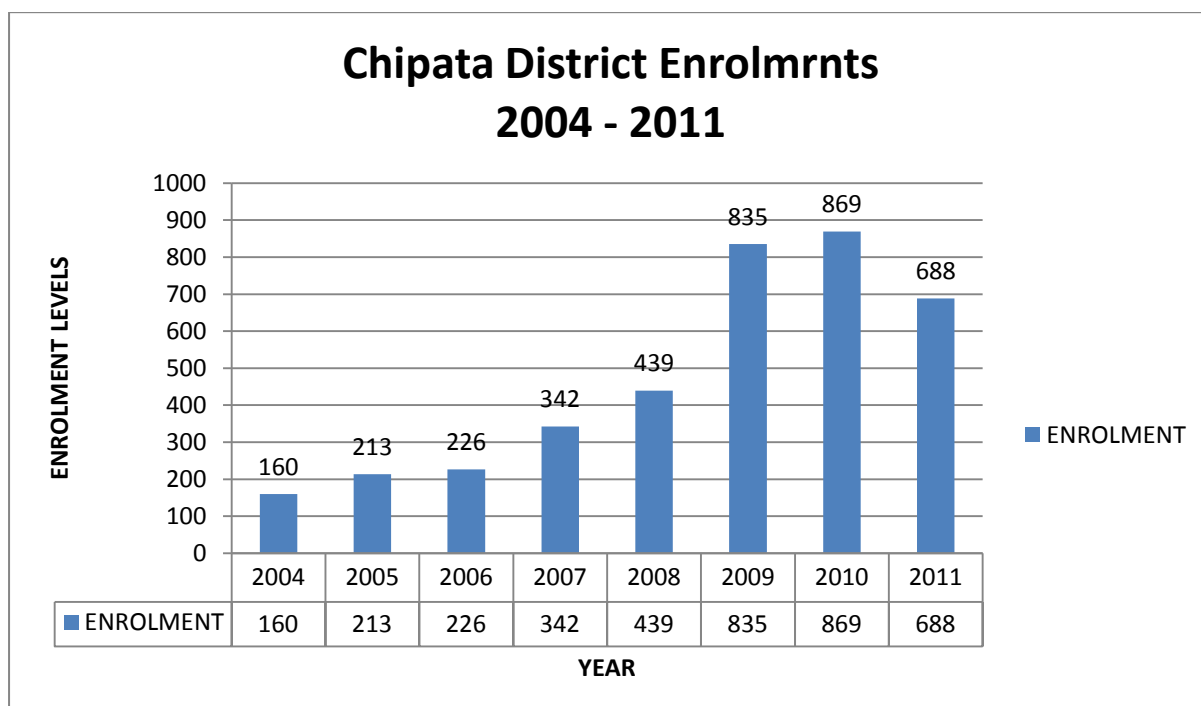
Figure 5: Chadiza District Enrolment – 2004 – 2011.



Chipata District also experienced a surge in enrolment by 174.3% in the first phase of the project from 160 (68 boys, 92 girls) in 2004 to 439 (202 boys, 237 girls) in 2008. The enrolment growth continued in phase II from 835 in 2009 to 869 in 2010 as shown in figure 6 below. However, figure 6 also shows that there has been a 20.8 percent drop in enrolment in 2011 from 869 (441 boys, 425 girls) in 2010 to 688 (370 boys 318 girls) in 2011. This drop was despite some of the visited schools growing in the number of classes where previously a school was offering only up to grade 4 but grew to grade 7 by 2011, such as Kalembe school.

The drop in enrolment for Mambwe and Chipata Districts could be attributed to a general decline in the activities that are directed focused on encouraging parents, guardians and school aged children to enrol and remain in school by PAF.

Figure 6: Chipata District Enrolment – 2004 – 2011.



3.2.2 DOPE Supported Community Schools

DOPE supported community schools also saw a tremendous increase in school enrolment by 271.6 percent during phase one of the HEI project from 916 (485 boys and 431 girls) in 2004 to 3,404 (1,714 boys and 1,690 girls) in 2006 has shown in figure 7 below. Figure 7 also shows that there was a 20.5 percent decline in enrolments between 2006 and 2008 from 3,404 in 2006 to 2,707 in 2008. Interesting, the decline was arrested by the combined efforts of parents, DOPE and the Ministry of Education and pupils themselves. As such, there has been a steady increase of enrolments by 7.2 percent during phase II from 3,254 (1,654, boys and 1,600 girl) in 2009 to 3,488 (1,749 boys and 1,739 girls) in 2011. This increase was attributed to the efforts by DOPE, MoE, and traditional leaders in creating awareness on the part of parents and their children on the need to be in school for the

school aged children and the importance of education for their children. In addition, DOPE worked on improving school infrastructure that included classrooms and teachers' houses. The construction of teachers' houses facilitated the posting of government teachers to these community schools. Further, the provision of teacher incentives, teaching and learning materials and provision of support to teacher training motivated parents to enrol their children in the schools.

Figure 7: Mpika District Enrolments in DOPE Supported Community Schools – 2004 – 2011.

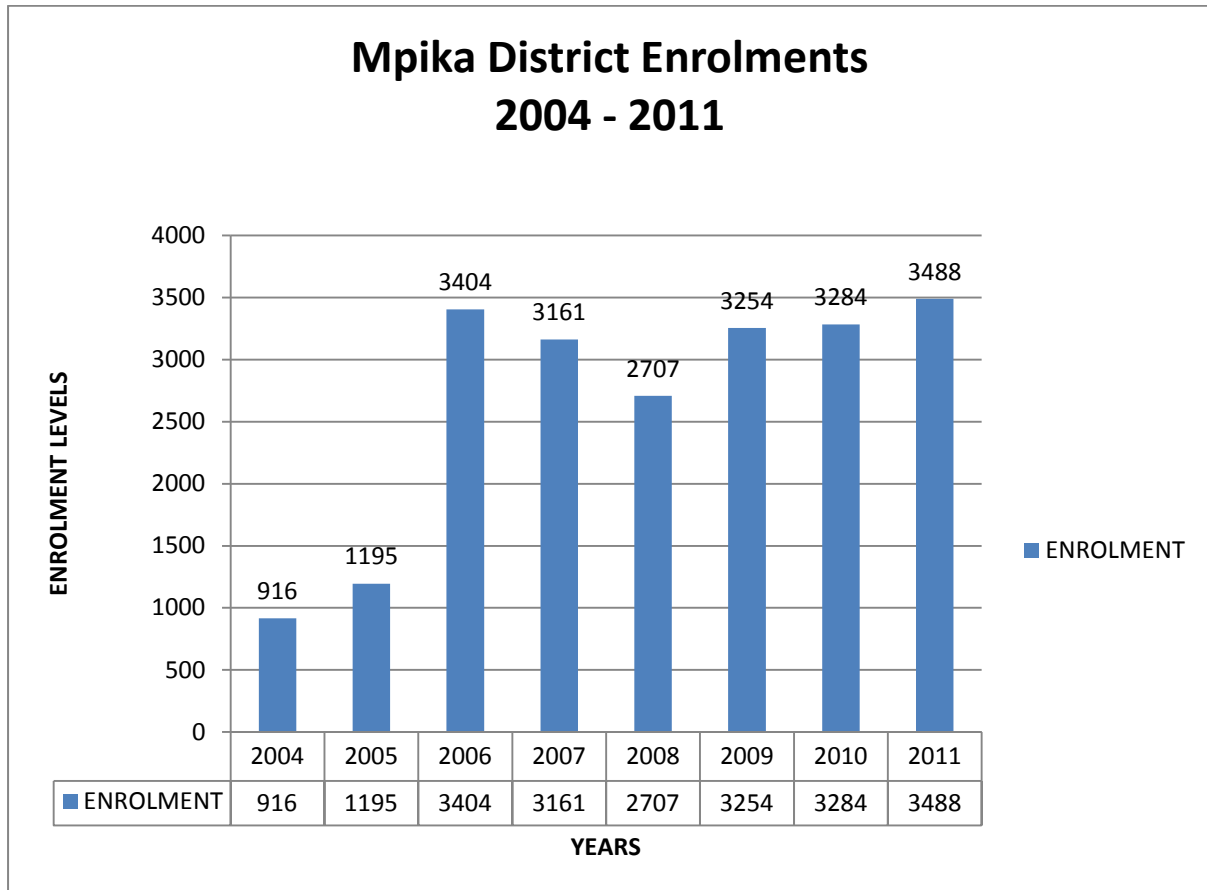


Table 10: Enrolment in PAF Supported Community Schools in Mambwe, Chipata and Chadiza District from 2004 - 2011

	2004			2005			2006			2007			2008			2009			2010			2011		
DISTRICT	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
MAMBWE	141	101	242	141	105	246	148	121	269	155	144	299	208	136	344	340	293	633	361	334	695	340	328	668
CHADIZA	275	248	523	267	323	590	323	388	711	435	529	964	664	565	1229	546	619	1165	568	634	1202	577	643	1220
CHIPATA	68	92	160	88	125	213	102	124	226	148	194	342	202	237	439	447	388	835	444	425	869	370	318	688
Total	484	441	925	496	553	1,049	573	633	1,206	738	867	1,605	1,074	938	2,012	1,333	1,300	2,633	1,373	1,393	2,766	1,287	1,289	2,576

3.3 Grade Seven Pass Rates

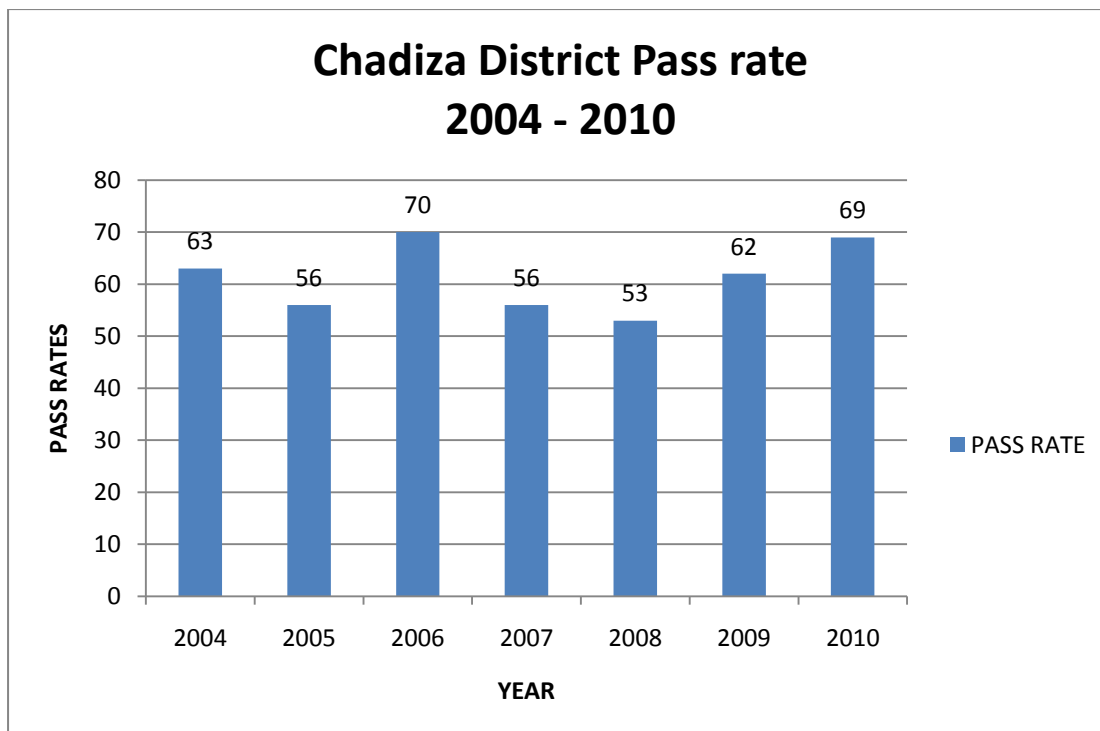
The total number of pupils sitting for grade 7 examinations in PAF supported community schools in Eastern province increased from 113 in 2008 to 173 in 2010. It should however be noted that 2011 figures were not captured during the evaluation because the grade sevens had not yet sat for their examinations at the time of the evaluation. In addition, grade seven examination results for 2011 will only be known in early 2012. The aggregated pass rate for the period 2008 to 2010 was 63.9 percent. During that period 435 pupils sat for grade 7 examinations and 278 passed to go to grade 8 representing a pass rate of 63.9 percent. One other aspect to note is that apart from Chadiza district where pupils have been sitting for grade 7 examinations since 2004, Chipata and Mambwe PAF supported schools started sitting for grade 7 examinations in 2008.

The DOPE supported community schools in Mpika District have also been performing well in grade 7 examinations. Between 2004 and 2010, a total of 616 (349 boys and 267 girls) sat for grade 7 examinations and 383 (236 boys and 147 girls) passed to go to grade 8. This represented an overall pass rate of 62.2 percent.

For individual districts, the picture varied from one district to the other.

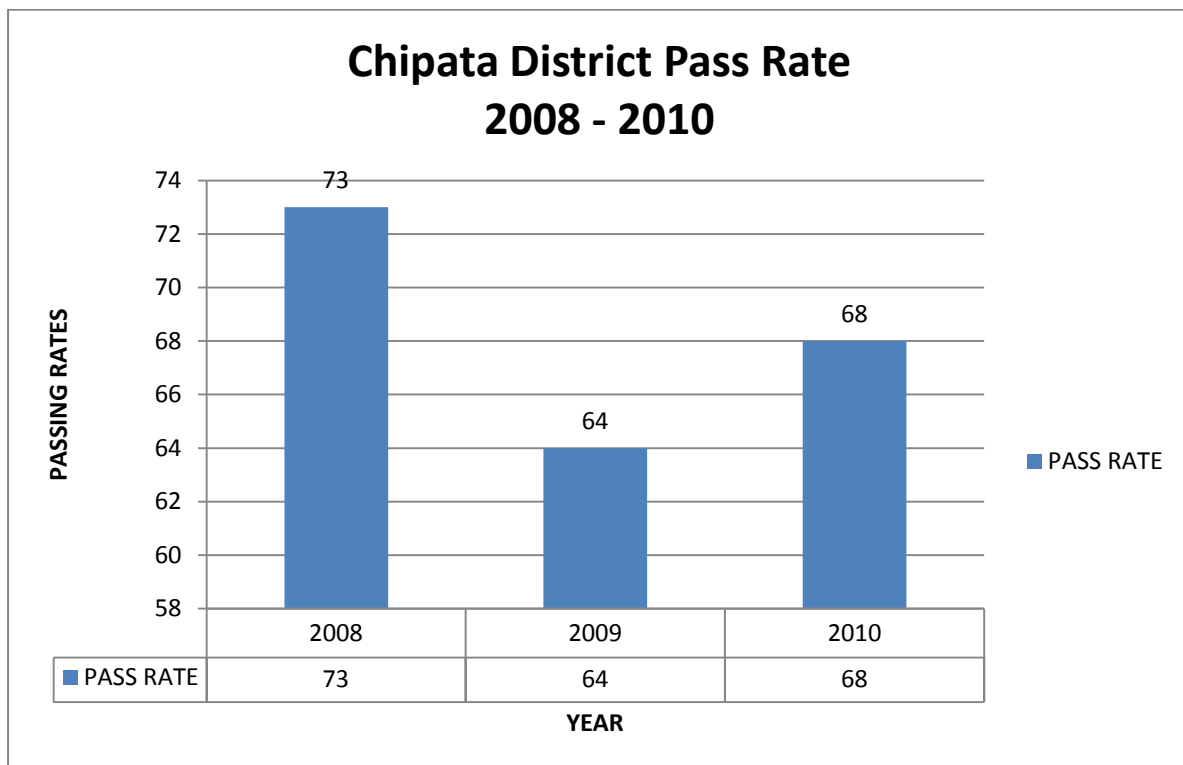
Chadiza District has been performing well with an average pass rate of 61.3 percent for the past seven years. As figure 8 below show, the pass rate rose from 63 percent in 2004 to 70 percent in 2006, then dropped to 53 percent in 2008 and then rose to 62 percent in 2009 and 69 percent in 2010. The availability of teaching and learning materials in the schools visited was much better in Chadiza compared to the PAF supported schools in Mambwe and Chipata districts. In addition, PAF's presence in Chadiza has been much longer compared to Mambwe and the level of coordination much better compared to Mambwe and Chipata. As such, the accumulated influence through the activities around the CABLAC especially in the first phase has had a more positive impact on community schools.

Figure 8: Chadiza Districts Pass Rates in PAF supported Community Schools – 2004 - 2010



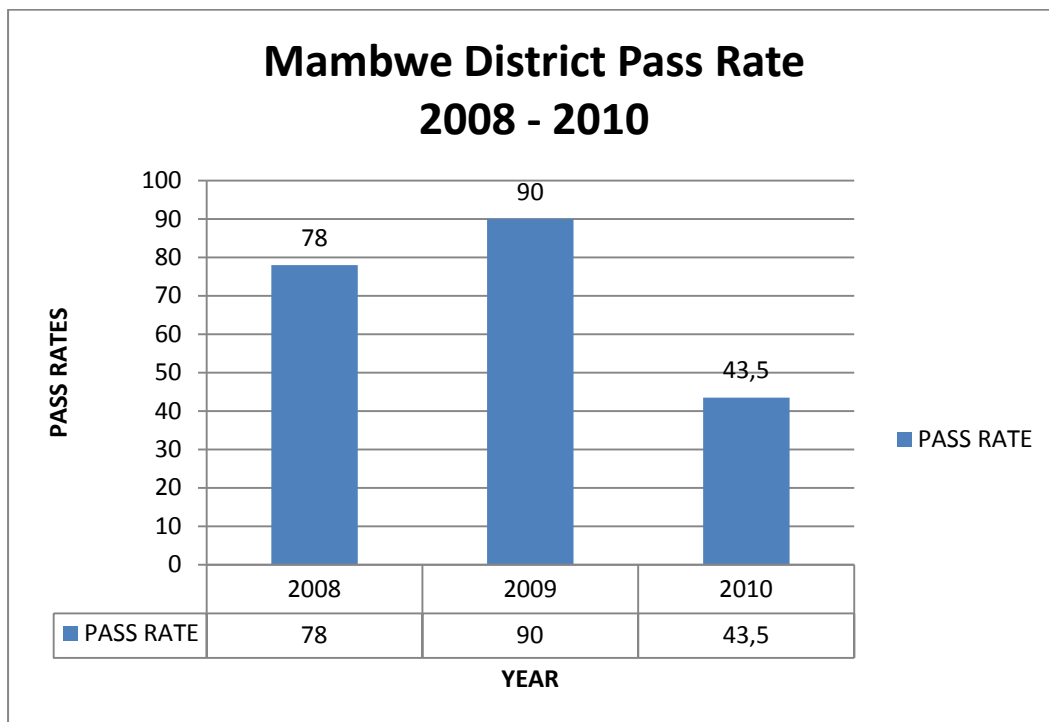
In Chipata District, the pass rate dropped from 73 percent in 2008 to 64 percent in 2009. However, the pass rate rose again in 2010 to 68 percent as shown in figure 9 below. These fluctuations in the pass rate could be attributed to high turnover among community school teachers in these community schools.

Figure 9: Chipata Districts Pass Rates in PAF supported Community Schools – 2008 - 2010



The pass rate for Mambwe District rose from 78 percent in 2008 to 90 percent in 2009 as shown in figure 10 below. The figure also shows that the pass rate dropped by 46.5 percentage points to 43.5 percent in 2010. However, it should be pointed out that the PAF supported schools out performed government schools in 2008 and 2009 whose performance was 53.9 percent and 56.7 percent respectively for the two consecutive years.

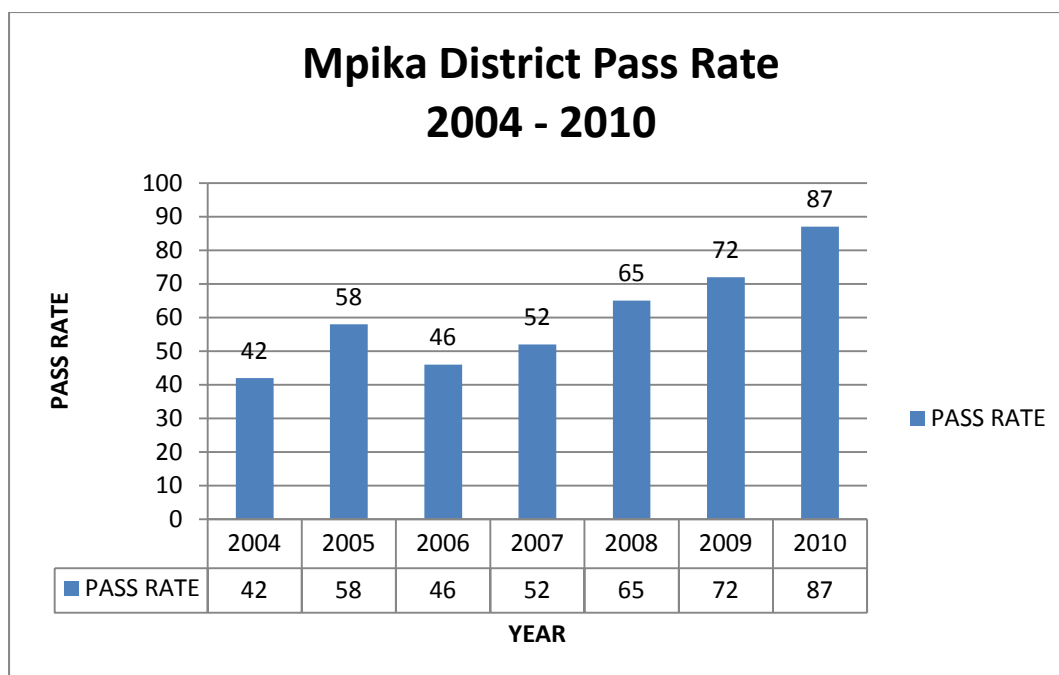
Figure 10: Mambwe Districts Pass Rates in PAF supported Community Schools – 2008 - 2010



For community schools under DOPE support in Mpika District, figure 11 below shows that in phase II of the project, the pass rate assumed an upward trend from 65 percent in 2008 to 72 percent in 2009 and 87 percent in 2010. The yearly increase in the pass rate reflected an improvement in the teaching and learning environment in the schools supported by DOPE. Over the past three years, DOPE has been constructing teachers' houses and class room blocks in including provision of teaching and learning materials as part of the strategy to facilitate the provision of quality education to the pupils in the community schools that the organisation supports.

In 2010, DOPE supported community schools outperformed government schools district wide whose pass rate was 83.74 percent compared to 87 percent.

Figure 11: Mpika Districts Pass Rates in DOPE supported Community Schools – 2004 - 2010



3.4 Pupil Dropout Rates

Dropout rate indicates the proportion of pupils who leave the education system without completing a given school year. Tables 11 and 12 show the dropout rates in PAF and DOPE supported community schools respectively during phase II of the project.

Table 11: Drop Out rates in PAF supported Schools – 2008 - 2011

YEAR	GRADE	DISTRICTS	Enrolment			Drop Outs			Drop Out Rate/District (%)	Overall Drop Out Rate (%)
			Boys	Girls	Total	Boys	Girls	Total		
2008 - 2011	1 - 7	Chadiza	2,045	2,269	4,314	109	118	227	5.3	7.74
		Chipata	1,283	1,222	2,504	60	71	131	5.2	
		Mambwe	790	849	1,639	134	163	297	18.1	
		Total	4,118	4,340	8,457	303	352	655		

Table 11 shows that Mambwe District experienced the highest pupil drop out among the three districts supported by PAF at 18.1 percent. This was followed by Chadiza at 5.3 percent and then Chipata at 5.2 percent. Table 11 further shows that more girls (352) dropped out compared to boys (303) over the phase II project period. Overall, 7.74 percent of pupils dropped out of school between 2008 and 2011.

Table 12: Drop Out rates in DOPE supported Schools – 2008 - 2011

YEAR	GRADE	Enrolment			Drop Outs			Drop out Rate
		boys	girls	total	boys	girls	total	
2008 - 2011	1 - 7	2,836	2,859	5,695	170	153	323	5.67%

Table 12 also shows that between 2008 and 2011, 5.67 percent (323) of enrolled pupils in DOPE supported community schools dropped out of school. It is interesting to take note that in the case of Mpika district, 52.63 percent of dropouts were boys compared to 47.37 percent of girls.

Some of the reasons for dropping out that were advanced by parents, teachers and pupils themselves included the following;

1. Early marriages
2. Early pregnancies
3. Failure by parents/guardians to contribute to community teachers' upkeep
4. Lack of interest in school by pupils
5. Lack of interest in children's education by guardians/parents
6. Inadequate better clothing
7. Cattle heading (child labour)
8. Parents relocating to other places where there are no schools
9. Parents' failure to buy school requisites.
10. Children taking to drinking and smoking

It is however, very important for PAF and DOPE to track the dropouts and support the affected families to re-enrol such children. Some of such families can be deliberately targeted for livelihood support if the challenges such families are facing is financially related. PAF and DOPE should also continue working with local leaders and MoE in sensitizing community on the negative effects of early marriages on the girl child both mentally and health wise.

3.5 Reading, Writing and Comprehension Skills

The ability of pupils to read with understanding and their ability to write is an indicator of the quality of education received from schools. The ability to read and write in English also enables a pupil to get and communicate information clearly and effectively to others. As such, the inability of any child to read, comprehend and write in English compromises his/her performing in other subjects too since the medium of instructions be it written or orally is in English from grade 2 to university or college level. The evaluation team therefore, designed two tests, one for reading orally and another for comprehension and writing. Both tests were based on materials from official approved grade 4 and grade 6 English readers.

The ability to write was accepted if a child was able to copy and clearly write words as answers for the comprehension test, while the ability to comprehend was shown by correctly answering the test questions. The oral reading ability was shown by clearly and correctly reading the words in a passage.

The results obtained are as shown in tables 13 below for PAF and DOPE supported community schools respectively.

Table 13: Ability to Read, Write and Comprehend – DOPE and PAF Supported Schools

DOPE SUPPORTED COMMUNITY SCHOOLS	
GRADE 4	GRADE 6
77 (46 boys & 31 girls) grade 4 pupils were tested	102 (57 boys and 45 girls) grade 6 pupils were tested.
13% (3 boys & 7 girls) were able to read	19.6% (13 boys and 7 girls) were able to read.
9.1% (1 boy and 6 girls) were able to comprehend	11.8% (9 boys and 3 girls) were able to comprehend.
10.4% (1 boy and 7 girls) were able to write	47.1% (29 boys and 19 girls) were able to write
PAF SUPPORTED COMMUNITY SCHOOLS	
GRADE 4	GRADE 6
84 (47 boys & 37 girls) grade 4 pupils were tested	105 (57 boys & 48 girls) were tested
14.2 % (11 boys & 1 girl) were able to read	29.2% (18 boys & 13 girls) were able to read
2.3 % (2 boys) were able to comprehend	29.2 (18 boys & 13 girls) were able to comprehend
40.5 % (22 boys and 12 girls) were able to write	92.3% (54 boys and 43 girls) were able to write.

Table 13 shows that the majority of pupils among grade 4 in all the four District (Mpika, Chadiza, Chipata and Mambwe) were unable to read. Only 13 percent in Mpika and 14.2 percent in Mambwe, Chipata and Chadiza were able to read. Pupils also made a poor show in comprehension were only 9.1 percent were able to comprehend in Mpika and 2.3 percent in the three districts of Mambwe, Chipata and Chadiza.

However, results at grade 6 level were much better were 19.6 percent of the tested pupils were able to read in Mpika and 29.2 percent in the three district of Chipata, Chadiza and Mambwe. The grade 6

also did very well in writing were 47.1 percent were able to write in Mpika and 92.3 percent in the three districts under PAF's support.

Teachers attribute this scenario to inadequate reading and teaching materials. For instance, in some of the schools visited, only 1 copy of a reader was available and used by the teacher to read to the pupils during reading periods, inconsistent school attendance by pupils and poor foundation in initial grades of 1 and 2. In most community schools, the local language (Nyanja, Chewa, Bemba) was used as medium of instruction even at grade 4 and higher levels giving the pupils less chances of practising English. In addition, some pupils simply exhibited fear in the presence of consultants despite the fact that the tests were administered by their teachers.

Both DOPE and PAF should invest more in the supply English readers in the schools and consider an English refresher training for all the teachers during holidays. Trainers for such refresher training can be drawn from the DEBS office.

The inadequate reading and comprehension skills at grades 4 and 6 should be contrasted with the excellent performance in grade 7 examinations. The reason could be that teachers pay particular attention to the examination classes and pupils in grade 7 are specifically coached for examinations.

3.6 Comparison on National Standard Tests scores at District level Between Community

Schools Supported by DOPE and PAF and Government Schools.

The evaluation team picked on grade 7 examinations as the national standard test to compare the scores between community schools supported by DOPE and PAF on one hand and government schools on the other. Table 14 below shows that for the past three years, Chadiza community schools under PAF's support have been outperforming government schools in grade 7 examinations. The same is true for Mambwe district for 2008 and 2009 where information was available. For Mpika District, the DOPE supported community schools outperformed government schools in 2010.

Table 14: Comparison on National Standard Test Score – 2008 to 2010

District	Chadiza District		Chipata District		Mambwe District		Mpika District	
	Scores in Govt. Schools (%)	Scores in Commu. Schools (%)	Scores Govt. Schools (%)	Scores in Commu. Schools (%)	Scores in Govt. Schools (%)	Scores in Commu. Schools (%)	Scored in Govt. Schools (%)	Scores in Commu. Schools (%)
2008	43.0	53	N/A	73	53.9	78	N/A	65
2009	43.0	62	N/A	64	45.7	90	100	72
2010	66.7	69	N/A	68	71.0	43.5	83.7	87

Note: N/A denotes that Information was not available from the DEBS office.

3.7 Increase in Attendance Compared to School eligible Children in the Area

It was very difficult for the evaluation team to capture the out of school children aged 7 – 14 who were eligible to be in school. This is because both DOPE and PAF did not capture this variable during project implementation. In addition, the schools did not also capture such information within their respective school catchment area. Even at the District Education Board secretary's office, this information was missing. As such, the out of school children statistical information can only be obtained by conducting a household census per school catchment area for all the schools supported by DOPE and PAF.

3.8 Percentage of Children Continuing School after the 7th Grade

Tables 15A through to 15C below shows the number of 7th graders who continued with their education between 2009 and 2011. The tables show that the percentage of pupils continuing with their education after grade 7 increased from 61.9 percent (125 – 76 boys and 49 girls) in 2009 to 68.4 percent (169 – 98 boys and 71 girls) in 2010. The percentage further increased in 2011 to 73.5 percent (205 – 126 boys and 79 girls). The continuous increase in the percentage of pupils from the community schools to junior secondary school implies that these pupils from the community schools are competing favourably with their counterparts from government primary schools for the limited grade 8 places at nearby basic schools.

Table 15 A: 7th Graders of 2008 Continuing Education in 2009

DISTRICT	7 th Graders in 2008			Those Continuing School in 2009			Percentage
	boys	girls	total	boys	girls	total	
Chadiza	42	38	80	24	18	42	52.5
Chipata	8	7	15	6	5	11	73.3
Mambwe	11	7	18	8	6	14	77.8
Mpika	53	36	89	38	20	58	65.2
Total	114	88	202	76	49	125	61.9

Table 15 B: 7th Graders of 2009 Continuing Education in 2010

DISTRICT	7 th Graders in 2009			Those Continuing School in 2010			Percentage
	boys	girls	total	boys	girls	total	
Chadiza	55	60	115	35	36	71	61.7
Chipata	7	7	14	4	5	9	64.3
Mambwe	9	11	20	7	11	18	90.0
Mpika	64	34	98	52	19	71	72.4
Total	135	112	247	98	71	169	68.4

Table 15 C: 7th Graders of 2010 Continuing Education in 2011

DISTRICT	7 th Graders in 2010			Those Continuing School in 2011			Percentage
	boys	girls	total	boys	girls	total	
Chadiza	58	58	116	48	32	80	69.0
Chipata	22	12	34	15	8	23	67.6
Mambwe	14	9	23	8	2	10	43.5
Mpika	65	41	106	55	37	92	86.8
Total	159	120	279	126	79	205	73.5

This is a great success that HEI, DOPE and PAF must celebrate. The learners in community schools should not end their education at grade seven level. They should be enabled go further to grade 12 and beyond because without progression to higher levels of education, the role of community schools would be simply to disillusion the children by giving them false hope, leaving them at the cross roads where life choices are limited. It is therefore gratifying that these children from community schools are performing even better in grade 7 examinations than their colleagues from government schools.

4.0 TEACHER TRAINING AND QUALIFICATIONS

4.1 Teacher Training

Quality in education is measured in terms of the incorporation of useful knowledge and skill that enable those who pass through it to participate in the affairs of their immediate communities effectively. Some of the factors that contribute to a well functioning school system include an adequate supply of qualified and motivated teachers. As UNICEF (2001) point out, skilled teachers make a greater difference in a child's education than books, supplies or even roofs. This statement signifies the importance of teacher training.

During phase II of the project, PAF supported the training of 66 community school teachers (33 males and 33 females). Twenty seven (27) teachers (16 males and 11 females) were trained in 2009. Seventeen (17) more teachers (11 males and 6 females) were trained in 2010 while the last batch of twenty two (22) teachers (6 males and 16 females) was trained in 2011. The teachers who were trained were drawn from all the three Districts (Chadiza, Chipata and Mambwe). The training was conducted by Ministry of Education officials during school holiday.

DOPE also supported the training of 20 teachers during phase two of the project. 17 community teachers (12 men and 5 women) were trained within Mpika district by the Ministry of Education during holidays while three teachers (2 men and 1 woman) were sponsored to go to college. At the time of the evaluation two, of the sponsored teachers had finished their college education and had since been employed by the MOE while one was still in college doing his final year.

For both DOPE and PAF, those teachers who were trained within the districts were trained in twelve teaching skills that included the following:

1. Skills of making and using teaching aids
2. Skills of using songs, games and rhymes
3. Skills of organizing and using group work
4. Skills of encouraging communication
5. Skills of planning chalkboard
6. Skills of drawing
7. Skills of planning lessons
8. Skills of using local environment
9. Skills of testing for teaching /learning
10. Skills of questioning for teaching and learning
11. Skills of exploiting textbooks
12. Skills of reflecting

The training of community school teachers by DOPE and PAF were highly commended and praised by government officials as such trained capacitated the untrained teachers by equipping them with knowledge and skills in many areas that enable them deliver quality lessons to the deprived, excluded and vulnerable children. The DEBS for Mambwe District has this to say about the trainings:

“We are so grateful to PAF because in these schools there are no houses for government teachers to be posted, so the PAF trained community teachers fill in the gap,” said Ms Ngoma Jere, the DEBS.

The trained community teachers also highly appreciated the trainings and all the teachers talked to indicated that they were using the knowledge and skill acquired during the training in the preparations and delivery of lessons. The greater impact of the training had been in providing the community teachers with skills needed to interpret the materials in the teacher’s hand book and develop lesson plans per grade, applying deferent methodologies of delivering lessons in class, organising and managing classes as well as monitoring performance.

4.2 Teacher Qualifications

A teacher, trained or untrained is the most important factor in any educational institution including community schools. With a teacher, learning can take place anywhere, including under a tree, as was the case at Tigwirizane community school in Chadiza District in the picture at the far right. In addition to the class room under the tree, the luck senior classes use what used to be a shop before. Some of the reasons why majority of community school teachers are unqualified are that those who went up to grade 9 in their education do not qualify to enter a teacher training college. Secondly, communities themselves are responsible for paying teachers using the little resources they are able to contribute collectively. This is a minimal amount or sometimes offered in-kind. Therefore, teachers do not have sufficient financial resources to enable them pay for themselves for their professional development. It is indeed a commendable effort on the part of DOPE to sponsor deserving teachers to college.



Class room under the tree at Tigwirizane community school in Chadiza District

The following tables 16 A through to 16 D below show the qualification of teachers who were in schools at the time of the evaluation per district. The tables show that the majority of teachers in the schools are unqualified. Out of 96 teachers, only 45.8 percent (44 teachers) were qualified - Eight teachers with Diplomas and 36 teachers with Primary school certificates. The other 54.2 percent of teachers were untrained. These are the teachers who were being trained during holidays by the MoE with financial support from DOPE and PAF.

Table 16 A: Teacher Qualification in Mpika District

	DEGREE	ADVANCED DIPLOMA	DIPLOMA	PRIMARY SCHOOL CERTIFICATE	PRE-SCHOOL CERTIFICATE	UN TRAINED	TOTAL
MALE	0	0	2	7	0	18	27
FEMALE	0	0	1	0	0	10	11
TOTAL	0	0	3	7	0	28	38

Table 16 B: Teacher Qualification in Mambwe District

	DEGREE	ADVANCED DIPLOMA	DIPLOMA	PRIMARY SCHOOL CERTIFICATE	PRE-SCHOOL CERTIFICATE	UN TRAINED	TOTAL
MALE	0	0	0	2	0	8	10
FEMALE	0	0	0	5	0	4	09
TOTAL	0	0	0	7	0	12	19

Table 16 C: Teacher Qualification in Chadiza District

	DEGREE	ADVANCED DIPLOMA	DIPLOMA	PRIMARY CERTIFICATE	PRE-SCHOOL CERTIFICATE	UN TRAINED	TOTAL
MALE	0	0	2	9	0	2	13
FEMALE	0	0	3	11	0	0	14
TOTAL	0	0	5	20	0	2	27

Table 16 D: Teacher Qualification in Chipata District

	DEGREE	ADVANCED DIPLOMA	DIPLOMA	PRIMARY CERTIFICATE	PRE-SCHOOL CERTIFICATE	UN TRAINED	TOTAL
MALE	0	0	0	1	0	6	7
FEMALE	0	0	0	1	0	4	5
TOTAL	0	0	0	2	0	10	12

It is interesting to note that out of all the four districts, Chadiza had the highest number of qualified teachers in the community schools. 92.6 percent of it teachers (25 teachers) were qualified and only 7.4 percent were unqualified. PAF had worked extremely hard in Chadiza district to have government teachers posted to all the schools it is supporting. It is hoped that such efforts will be extended to Chipata and Mambwe districts respectively.

4.3 Teacher drop Out (Attrition)

One of the major challenges the community schools are facing is the high rate of teacher attrition or drop out. Over phase II project period (2009-2011), Mambwe district lost 14 (9 male and 5 female) community school teachers, while Chadiza district also lost 14 (8 male, 6 female) teachers and Chipata district lost 24 (15 male, 9 female) teachers. DOPE in Mpika district also lost 13 teachers (10 male, 3 female).

The major reason cited by those teachers who left was failure by the community to honour its obligation of paying the agreed incentives be it in monetary form or in kind (grain). Other teachers left because of poor staff housing infrastructure where community members constructed temporal structures as housing for teachers. These teacher drop outs forces some schools to suspend classes due to lack of teachers as was the case at Ilembu school in Mpika district and Vinza school in Mambwe district, at the time of the evaluation.

5.0 FOCUS ON WOMEN AND IMPROVEMNET IN THEIR SITUATION

5.1 Women able to Read and Write

There is a general world-wide recognition by governments, private sector and civil society of the centrality of literacy to human existence in an ever changing world. Literacy plays an important role in facilitating access and engagement with issues that are key to the sustainability and ongoing development processes at all levels of society. Both DOPE and PAF therefore seek to contribute to the attainment of the fourth EFA goal of “Reducing by 50% the illiteracy levels by 2015, especially for women, and equitable access to basic and continuing education for all adults.”

DOPE and PAF are doing so through Reflect Circles.

Reflect is a structured approach to learning and social change. Key to the reflect approach is creating space where people feel comfortable to meet and discuss issues relevant to them and their lives. Reflect aims to improve the meaningful participation of people in decisions that affect their lives through strengthening their ability to communicate.

At the time of the evaluation, both DOPE and PAF were supporting a total of 45 circles (10 under DOPE and 35 under PAF) with a total of 773 participants under the guidance of 64 Reflect trained facilitators as shown in table 17 below. Table 17 also shows that out of 773 participants, 54.46 percent (421) were able to read and write in their local languages (Bemba for Mpika and Nyanja, Chewa and Nsenga for Chadiza, Chipata and Mambwe). Of those who were able to read and write, 83.14 percent (350) were women and 16.86 percent (71) were men.

Table 17: Number of circle participants and those able to read and write

District	Number of circles	Number of Circle Participants			% Female	Circle Participants able to Read and Write			% Female	Number of Trained Circle Facilitators			% Female
		men	women	total		men	women	total		men	women	total	
Chadiza	17	61	199	260	76.54	20	61	81	75.31	14	13	27	48.15
Chipata	12	44	229	273	83.88	40	152	192	79.17	5	8	13	61.54
Mambwe	06	20	96	116	82.76	11	55	66	83.33	8	4	12	33.33
Mpika	10	02	122	124	98.39	0	82	82	100	6	6	12	50.00
Total	45	127	646	773	83.57	71	350	421	83.14	33	31	64	48.44

5.2 Women in Leadership positions

The ability to read and write has indeed raised the self-confidence and esteem of many women supported by DOPE and PAF. Such women have taken up leadership positions in their respective circles, women groups, support groups and other community groupings such as churches, cooperatives, neighbourhood health committees, malaria control committees, and V-WASHE

committees. At the time of the evaluation, 469 women were in leadership positions of some sort as shown in table 18 below.

Table 18: Women in Leadership Positions

District	Women in Leadership in their own clubs (circle/support groups)	Women in Leadership in other groups other than their own (cooperatives, Churches, V-WASHE, Malaria committees, Neighbourhood health committee)	Total
Chadiza	51	68	42
Chipata	36	48	84
Mambwe	18	24	119
Mpika	96	128	224
Total	201	268	469

The creation of this enabling environment through Reflect approach for rural women to take up leadership position is no mean achievement. This statement is made with full cognisance of the complexities associated with women participation in decision making at household level because decision-making in the public arena tends to mirror the situation at household level. If 469 women are able to participate in leadership, then this development has positive implications for promotion of gender equality at community level. DOPE and PAF should therefore be highly commended for promoting women participation in community leadership and decision making. This is because we all know that without the active participation of women and the incorporation of women's perspectives at all levels of decision-making, the goals of equality, development and peace cannot be achieved, and that women's equal participation is a necessary condition for women's and girls' interests to be taken into account and is needed in order to strengthen families, communities and democracy at national level with its proper functioning.

5.3 Results of Women Active Participation in Literacy Activities

Some of the results that women are enjoying as a result of being active in their literacy circles are that:

1. Literacy had enabled these individuals the ability to read road signs, names and house number and so on, and therefore individuals are able to find their way around more easily even in strange places such as towns.
2. Literacy has enabled individuals to read instructions given on medicines and drugs, and therefore avoid mistakes that could lead to disaster.

3. Literacy has enabled them to know what is happening in other parts of Zambia and the world through letter writing, strengthening participation and understanding in faith activities through literature such as the bible, and other religious materials such as awake and journals which have lead to people become enlightened.
4. Literacy has helped people to know the prices of goods and services when they enter big stores and supermarkets without necessarily asking. It has also enabled them be able to calculate and count change when selling or buying goods.
5. Literacy has enabled farmers to read scales, instructions and sign for correct figures when they go to sell their maize to Food Reserve Agency (FRA). This helps them to avoid mistakes and also to avoid being cheated and lose money in the process.
6. Literate has enabled parents to be in position to help their children with their school home work – especially primary school work.
7. Majority of women indicated that being literate has empowered them not to be cheated by their husbands. Before they knew how to read and write, their husbands could bring love letters from their girl friends and the illiterate woman even take care of such letters. This is now a thing of the past. Husbands now fear to do so and respect them more.
8. Those who know how to read and write operate their cell phones on their own without need for assistance.
9. Literacy has made circle participants more aware, enlightened and has raised their confident levels and self esteem and therefore more capable of discussing their own problems and taking their own decisions and participating in the affairs of their own communities.

It can indeed be said that literacy opens the door for further education and individual advancement. The values inherent in literacy cannot therefore be over emphasized since they enhance improvement in the standard of living of the individual and society at large.

5.4 Income Generating Activities and Increase in Livelihoods

A Livelihood comprises of capabilities (knowledge, skill, state of health and ability to labour or command labour), assets (resources used for gaining a livelihood) and activities required for a means of living - a livelihood can be said to be sustainable when it can cope with and recover from stress and shocks and maintain or enhance its capabilities and asset both now and in the future, while not undermining the natural resource base. DOPE is currently supporting 32 women groups with a total membership is 483 while PAF is also supporting 35 circles 649 members. Majority of these beneficiaries are rural people among whom agriculture is a common livelihood. However, while agriculture remains important, it is not the sole nor in some cases necessarily the principle activity of

the poor. Some households engage in alternative economic activities that bring in an income that they in turn use to buy food and other household necessities. From this perspective and understanding, both DOPE and PAF are supporting income generating activities among the beneficiaries. The strategy both organisations are using is seen to anchor on diversifying households' livelihoods and broadening their asset base by promoting entrepreneurship. Women group and circle members have been trained in entrepreneurship skills that included separation between an entrepreneur and the enterprise, marketing, buying, costing, stock control, record keeping, business planning, identifying business opportunities, cash management, credit management and customer care.

After the trainings, both organizations have promoted provision of micro-credit among group and circle members. Micro – credit is the provision of very small loans to existing and potential micro-entrepreneurs among the poor who would not otherwise have access to credit. DOPE is promoting micro-credit through the Women Council which gives loans to groups. On the other hand, PAF is promoting micro-credit through group savings. Group members agree to save an amount per week and when the monies grow to K5,000,000, the group starts giving loans to its members.

The rationale behind this micro-credit strategy is that the provision of credit enables the borrower to create or expand income-generating micro-enterprises and thereby increase their financial security and improve their livelihood. In this approach, the borrowers are not told how to use their credit and as such, micro-credit can be praised as a development strategy that promotes self-reliance by providing the capital base upon which the poor may initiate and operate their own micro-enterprises, whatever those may be. In short, micro-credit promotes poverty alleviation by supporting income-generating activities that enhance self-reliance among the users of credit. This approach may appear simple but it is changing lives as the testimonies from Mrs. Prisca Phiri Mbewe of Chadiza district and Mrs. Elizabeth Kasonka of Mpika District shows.

5.3.1 The Prisca Mbewe Success Story

Prisca Phiri Mbewe is a 27 years old mother of two boys aged eight and five respectively. Prisca has been a member of Kamuchacha Reflect Circle since 2008 and has been participating in the circle savings activities. In August 2010, Prisca was among those who were trained in small business management and Prisca says this was her turning point. The training opened her eyes to many possibilities of what she can do. Some of the sayings that caught her attention during the training were that each person must take full responsibility for his/her own wealth creation. It is not a responsibility of PAF, government or any other person or organization to create wealth for any one. As such, we need to stop complaining and blaming others. In addition, the trainer mentioned that in life, we all have ambitions we wish to accomplish, desires we wish to gratify. To bring those ambitions and desires to fulfillment, we must be successful with money. This is indeed true for Prisca too. Prisca and her husband have always wanted to have an iron sheet roofed house and animals for draught power and what has been a challenge has been the means to gratify these desires.

In September 2011, the Kamuchacha group decided to give loans to its members from the K10,600,000 (US\$2,120) that the group had raised from its savings and Prisca got K650,000

(US\$130) to start her own business of supplying maize bran. Prisca stated that her business has been given her about K3, 500,000 (US\$700) per month on average. For example, Prisca supplied 75 bags of maize bran in November 2011. Among these 75 bag were 10 X 50Kg which she sold for K55,000 per bag and 65 x 70Kg bags which she sold for K75,000 per bag. From this single supply, Prisca realized a gross income of K5,425,000 (US\$1,085).

Beyond this business, Prisca and her husband are small holder farmers who grow maize, groundnuts and sunflower. Prisca is also a member of Ponda Cooperative and during the 2010/2011 farming season, she benefited from the FISP through her cooperative and received 10 bags of fertilizer (5 bags basal and 5 bags top dressing). Their maize harvest was good and they managed to sale 50 x 50Kg bags of maize the Food Reserve Agency and realized K3,350,000 (US\$650) net income. As a result of diversifying their livelihoods, the Mbewe family is on its way to realizing its dreams. So far, the family has built a four bed roomed house with an iron sheet roof. The family is now working on the acquisition of the animal draught power.

Prisca Mbewe is indeed a typical example where micro – credit has successfully enabled a rural household diversify its livelihoods and have a multiple stream of income both on and off farm. Prisca and her husband do not necessarily have to wait until they sale their agriculture produce to FRA to make money. The maize bran business has made a big difference in their lives. All this has been made possible through HEI funding combined with PAF’s know how.

One lesson Prisca has learnt is that it takes a vision, burning desire, determination, a willingness to learn quickly and the ability to use your God-given assets (the brain) to generate a business idea and actualize it. Thinking is the hardest work there is and that is why few people engage in it - money is an idea generated through thinking.

5.4.2 The Elizabeth Kasonka Success Story

Elizabeth Kasonka is a 48 year old married mother of eight children (3 boys and 5 girls) in Mpika District. Elizabeth has been associating with DOPE since 2005. In 2005 itself, Elizabeth went through a development education programme that DOPE developed. This was a transformational training that taught participants to take full responsibility for their own lives. The training also taught participants how to analyze and understand their problems, how to plan and carry out the planned activities. One of the aspects that the training emphasized was to come out of the dependence thinking and living. The training also touched on the principles of money that included the following:

1. Save every one tenth of your earnings.
2. Control your expenditure
3. Invest your savings to make your money multiply
4. Guard your investments against loss
5. Own your own house
6. Ensure your future income

7. Increase your ability to earn more

The training touched Elizabeth's conscious and she felt guilty of the dependency thinking and living. She was dependent on her husband who is a brick layer and generates income through winning tenders for construction works. The problems in Elizabeth's household were twofold, firstly, she expected her husband to do everything for the family. Secondly, there was no joint planning between Elizabeth and her husband. Whoever had money would use it in a manner and way deemed appropriate. In addition, Elizabeth said that the other side of the dependence syndrome in her was that whenever a relative came from town and did not bring her anything for her, she used to get very annoyed with such a relative and she would not even go to greet them or goodbye to them when they were about to go back to town.

However, after the training, Elizabeth and her husband transformed because the training was an awakening call for them. The couple developed financial discipline through joint planning. From the family savings, Elizabeth started a micro-enterprise of selling merchandise in the market and knitting. The two businesses used to give her K465,000 (US\$93) per month. This socio-economic achievement has been very important to the Kasonka family because it has built confidence in the couple and made next steps possible. The most significant change has been for the couple to pinpoint areas of exploitation to generate income, learn the process of joint planning and implementing and above all practicing joint decision making as a couple.

The couple has four streams of income (marketing, knitting, farming and brick laying) and they have managed to build a house, have access to electricity and have been able to send their children to school. The Kasonka Family success story proves that indeed development comes from within people's own understanding of their needs and rights – so that they must decide the major issues and the basic needs and how to tackle them. Mrs. Kasonka's self confidence has propelled her to the apex of the Women Council. At the time of the evaluation, she was the Chairperson for the Women Council.



Mrs. Kasonka's old house



Mrs. Kasonka's new house

This is another success story where HEI funding has transformed the livelihoods of a household.

6.0 FOCUS ON AGRICULTURE AND INCOME GENERATING ACTIVITIES AND IMPROVEMENT IN FOOD SECURITY

6.1 Food Security in Chadiza, Chipata, Mambwe and Mpika

Food security exists when all people at all times have physical and economic access to sufficient, safe and nutritious food to meet their dietary needs and food preference for an active healthy life. The four pillars of food security therefore include food availability, access to sufficient foods, stability of food stocks and food utilisation, which relates to individual health and cultural practices.

DOPE and PAF are working with smallholder farmers in rural areas who are both food-crop producers and food consumers. These smallholder farmers' food security is dependent on their ability to produce sufficient amounts of food crops on their fields for their own consumption. Those farmers who do not produce enough for subsistence can then purchase food from other farmers who have harvested a surplus. The DOPE/PAF strategy of support own production has influenced food security at two levels;

1. It has influenced small holder farmer's household food self-sufficiency
2. It has contributed to national food security (production of surplus food crops for urban residents and rural residents who are not food self-sufficient).

It should however be mentioned that maize in all the four districts was the most important food crop (and cash crop). It is predominant in terms of both production and consumption. The eminence of maize is the same even at national level where it accounts for 60 percent of the national calorie consumption and serves as the food security for small holder farmers in Zambia. The maize production has generally been on the increase in all the four districts as shown in the table 19 below. These productions have been above the districts' consumption requirements – meaning that the districts are self-sufficient in food requirements and the major contributors to this self-sufficiency have been the small holder farmers among whom are supported by DOPE and PAF.

Table 19: Maize production per district for the past three seasons

District	District Population	Maize production for the past three seasons (in Metric Tonnes)		
		2008/2009 Season	2009/2010 Season	2010/2011 Season
Chadiza	104,255	28,128	37,214	42,951
Chipata	452,428	98,978	152,506	140,358
Mambwe	71,074	10,336	12,415	11,460
Mpika	211,425	36,969	43,026	78,000
National	13,046,508	1,887,010	2,795,483	3,020,380

The food security picture at district level is also the picture at the household level. The household food availability calendar (Table 20) below shows that majority of the households have managed to bridge the hunger months of December to March. The calendar also revealed that there was no month with a zero on maize which is the most important food crop. Households have maize throughout the year, signifying household food security. This household picture was the same in Mpika, Chadiza and Chipata, except for Mambwe where respondents indicated that January to March were still hunger months by some households. This ties in with the DOPE 2010 household food security survey among it women group members that found that out 473 households, 328 households (69.34 percent) were food secure.

Table 20: Household Food Availability calendar

FOOD CROPS	MONTHS											
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC
G/Nuts	1	0	2	4	5	10	9	8	7	5	2	1
Maize	2	2	1	2	4	6	8	10	6	6	6	3
Beans	1	1	2	3	4	4	5	4	3	2	1	1
Soya Beans	4	0	0	2	6	4	4	4	4	4	4	4
S/Flower	1	0	0	4	8	6	4	2	2	2	2	2
Cassava	10	8	4	6	7	9	9	9	10	10	10	10
Finger Millet	2	2	1	1	4	6	6	7	5	3	2	2

Analysis: Each month was scored out of ten. The higher the score, the more available that particular crop is in that particular month. The lower the score the more scarce that particular crop is in that month.

The success of DOPE and PAF in contributing to household and national food security lies in their strategy of linking up groups to the Farmer Input Support Programme (FISP) under the Ministry of Agriculture and Livestock. This has been a very commendable exit strategy by both organisations. This is a sustainable exit move that will ensure that the groups will continue accessing agriculture input from government despite the end of the project. DOPE has so far linked fifteen (15) women's groups out of 32 groups to this government programme while PAF has also linked six (6) of its circles out of 35 circles to the programme as shown in table 21 below.

Table 21: DOPE Women groups and PAF Circles linked to the FISP programme

No	DOPE			PAF		
	Group Name	Group Membership	FISP Packs Accessed by the group during the 2010/2011 season	Circle Name	Group Membership	FISP Packs Accessed by the group during the 2010/2011 season
1	Mpumba	16	26	Dzanimuone	52	13
2	Chiloba	16	22	Tikondane	49	50
3	Nutrition	16	22	Manzunzo	47	50
4	Chikona	14	22	Chitukuko	23	11
5	Kapanda	15	22	Chitsitsimutso	16	8
6	Chito	16	20	Khalesapatsa	22	11
7	Tafimbwa Lubilo	16	14			
8	Mfuwe	17	20			
9	Bombesheni	12	2			
10	Malashi	10	2			
11	Luchembe	17	26			
12	Muchinda Twafweni	12	18			
13	Fituntulu	20	44			
14	Mansha Central	13	10			
15	Kanchibiya	10	32			

NOTE: A pack consists of 4bags of fertilizer (2 x 50Kg basal & 2 x 50Kg top dressing) and 10Kg maize seed

The FISP programme was launched in 2002 by the Zambian government aimed at improving viable resource access by poor small holder farmers, so as to address low yields and outputs due to low input use. Instead of providing fertilizer and seed through agriculture credit, the FISP sought to distribute one hectare of maize input pack at subsidized prices on a direct cost-sharing basis. The government subsidizes fertilizer and seed purchased by small holder farmers by 75 percent while the farmers pay the 25 percent upfront before receiving the fertilizer and seed. This approach has solved the problem of poor rates of credit recovery that had plagued government's efforts in input marketing in the past. The number of beneficiaries under this programme has steadily been increasing from 120,000 when it was launched in 2002 to 914,690 in 2011 as shown in table 22 below. This entails that DOPE and PAF need to continuously take advantage of this programme and linking more groups to the FISP programme.

Table 22: FISP National beneficiaries from 2002 to 2011

Farming Season	FISP Beneficiaries
2002/2003	120,000.00
2003/2004	150,000.00
2004/2005	115,000.00
2005/2006	125,000.00
2006/2007	210,000.00
2007/2008	125,000.00
2008/2009	192,860.00
2009/2010	292,660.00
2010/2011	891,500.00
2011/2012	914,690.00
Total	3,136,710.00

One of the commendations to DOPE and PAF is both organisation's analysis and understanding of the FISP as a social protection mechanism or intervention to boost production-based entitlements – hence the need for the groups they are supporting to be linked to the programme. The programme is concerned with tackling vulnerability by raising yields and outputs in agriculture via the use of improved inputs, crop diversification and enhanced cultivation practices. The FISP is therefore addressing the vulnerability and inability of the poor small holder farmers to produce enough to satisfy their family's food consumption needs.

6.2 Income Generating Activities and Increase in Livelihoods

Rural households are involved in a variety of economic activities, as part of the complex livelihood strategies. Agriculture while remaining important is not the sole nor in some cases necessarily the principle activity of the poor. Some households engage in alternative economic activities that bring in an income that they in turn use to buy food and other household necessities. Both DOPE and PAF are supporting income generating activities among their group members.

DOPE

DOPE is currently supporting 32 women groups through the Women Council. The groups are spread throughout Mpika District with a total membership of 483. As a starting point for supporting the income generating activities, group members are taken through some training that equip them with leadership skills and business acumen in 2009. The training topics include: leadership, conflict management, separation between an entrepreneur and the enterprise, marketing, buying, costing, stock control, record keeping, business planning, identifying business opportunities, cash management, credit management and customer care. In 2008, the Women Council set up a fund worth K5,200,000 that was disbursed to four women groups as a starting point to support individual income generating activities at household level as indicated in table 23 below.

Table 23: Cash Loan amounts Disbursed to four Women Groups

Group Name	Group Membership	Amount Disbursed	Expected Recovery
Twashuka	10	1,500,000	1,650,000
Pamodzi	13	1,500,000	1,650,000
Fituntulu	20	700,000	770,000
Mambulwa	12	1,500,000	1,650,000
Total	55	5,200,000	5,720,000

These monies have been circulating among group members for them to engage in small business of their choices. The loan period is three months with a 10 percent interest rate. It should be mentioned here that beyond these four groups who accessed cash loans from the women council, other groups are also involved in fund raising at group level and the money so raised is used to loan group members. Table 24 below shows the fund raising ventures that other groups are involved in.

Table 24: Clubs and the fund raising ventures they are involved in.

No	Club Name	Area	Club Fund Raising Activities
1	Bwacha Women Club	Chikwanda	Farming Tailoring & knitting Soft loans to members
2	Chitulika Women Club	Chikwanda	Farming Tailoring & knitting Soft loans to members
3	Danger Hill Women Club	Chikwanda	Piece work Farming
4	Kasenga Danger Hill Women Club	Chikwanda	Piece work Farming
5	Kwendakutasha Women Club	Chikwanda	Farming Sewing/Knitting Secret friendship
6	Malashi Women Club	Chikwanda	Crop production Sewing and knitting Soft loan to members
7	Mapalo Women Club	Chikwanda	Knitting
8	Mweletamba Women Club	Chikwanda	Field crop and gardening Piece work
9	Kanchibiya Women Club	Luchembe	
10	Luchembe Women Club	Luchembe	Crop production Buying and selling agriculture commodities Trading in groceries
11	Mutinda Twafweni Women Club	Luchembe	Crop production Buying and selling agriculture commodities Trading in groceries Rearing goats

12	Twasekela - Kambe Women Club	Luchembe	Crop production beans and groundnuts
13	Manshya Central Women Club	Mpepo	Crop production Piece works
14	Natusekelele Women Club	Mpepo	Gardening Crop production Buying and selling agriculture commodities
15	Natwesheko Women Club	Mpepo	Crop production Buying and selling of agriculture products
16	Chikona Women Club	Mpumba	Farming,
17	Chilomba Women Club	Mpumba	Farming. Rearing of 20 local chicken Buying and selling agriculture commodities
18	Chito Women Club(Twikatane)	Mpumba	Crop production Chicken rearing Goat rearing
19	Mfuwe Women Club	Mpumba	Farming,
20	Mpumba Women Club	Mpumba	Crop production
21	Mutetezi Women Club	Mpumba	Crop production Chicken rearing Goats rearing
22	Nutrition Women Club	Mpumba	Crop production Chicken rearing Knitting Soft loans to members
23	Kapanda Women Club	Mpumba	Crop production

A number of these women are engaged in petty trading commonly called “**Tuntemba**”. The income women generate from their operations may be small, but it plays a significant role in meeting family needs that include food, salt, cooking oil and utensils, soap, buying clothes for babies and children and often pay for school fees and health care.

It should however be mentioned here that the repayment to the Women Council for Pamodzi and Mambulwa was poor to the extent that at the time of the evaluation, both groups were still serving their suspension from the Women Council.

It should also be mentioned here that HEI funding laid a strong foundation in entrepreneurship development among Women Council members. This has led to other organisations funding the Women Council through DOPE. For example, NGOCC funded the Women Council to the tune of US\$7,998.98 in 2010 and US\$8,000 in 2011. These monies were used to establish a poultry enterprise. Irish Aid also funded the Women Council to the tune of US\$79,672.62 in 2010. This funding was used to support agriculture productivity among Women Council members and three women groups (Kanchibiya, Mansha and Danger Hill) were loaned hammer mills worth US\$3,800 per hammer mill which the three groups are operating as income generating ventures for their respective

groups. The Irish Aid funding was also use to equip the Mpumba Women group with an oil expeller which they are running as an income generating venture.

One of the observations made was that the Women Council did not have sufficient funds to disburse to all the 32 women groups at the same time. As such, the Women Council must adopt a loan funding strategy that minimizes cash injection into groups. The Women Council should therefore learn from PAF Chadiza and promote group savings approach. Thus is where group members save at least K1,000 or whatever amount the group may agree per person per week. A group that saves K1,000,000 then applies for a K500,000 top up from the Council. In this way, group members will have a sense of responsibility and commitment to repayment of loans because all group members would have been part of raising the loan portfolio with very limited outside capital injection from the Women Council.

PAF

PAF is currently supporting 35 circles with 649 members. PAF has trained its circle members in separation between an entrepreneur and the enterprise, marketing, buying, costing, stock control, record keeping, business planning, identifying business opportunities, cash management, credit management and customer care. PAF has also trained some circles in sausage, jam and juice making such as Vinza, Jumbe and Kamphasa in Mambwe district in 2010. However, no circle in Mambwa district was found conducting business utilizing the skills that they were equipped with. The two reasons the respondents gave was that they had no start up capital and had no clean place to conduct their business from – especially the sausage making. As such, they were waiting for the CABLAC building to be completed before they can start their sausage making business.

In Chipata, the only circle that was conducting business at the time of the evaluation was the Motel Circle. This circle obtained a K20,000,000.00 loan from the Citizen Economic Empowerment Commission in 2009 for a poultry business. This circle has so far paid back K15,000,000.00, remaining with K5,000,000 debt to complete the loan repayment. The circle intends to start loaning their circle members after their loan repayment.

In Chadiza district, there are only four circles who are giving financial loans to their circle members. These are Lima, Kholesapata, Kaundu and Kamuchacha. The four groups are practising village banking where circle members save to raise their own loan portfolio and then lend the money to their circle members for individuals to start a business of their choice. As at October 2011 end, the four circles had raised a total of K22,200,000 as shown in the table below.

Table 25: Monies Raised by Four Groups in Chadiza District Through Group Servings

Circle Name	Amount of Money Saved per Circle (ZKW)
Kamuchacha	10,600,000
Khalesapatsa	7,600,000
Lima	2,100,000
Kaundu	1,900,000
Total	22,200,000

Some of the major characteristics that stand out from these micro-enterprises are that they are self-initiated and self-managed. By DOPE and PAF encouraging the poor to engage in micro-enterprise, they are indeed encouraging them to take initiative, risks, make their own decisions and earn their own income. Because all these undertakings are done through their initiatives, these micro-entrepreneurs have a more direct opportunity to experience more independent thinking, gain more self-confidence and self – reliance.

7.0 HIV AND AIDS PREVENTION ACTIVITIES

7.1 HIV/AIDS Prevalence and Spread

Zambia is experiencing a generalized HIV/AIDS epidemic that has affected the whole population and all parts of Zambia. Table 26 below shows that the HIV prevalence rate in all the four district that were evaluated is reducing. For instance, HIV prevalence has reduced by 0.6 percentage points from 8.7 percent in 2008 to 8.1 percent in 2010 in Chadiza and Mambwe districts. Among the Districts evaluated, Chipata had the highest prevalence rate of 21.8 percent. This is despite some reduction by 1.5 percentage points from 23.3 in 2008 to 21.8 in 2010. Chipata district's prevalence rate is higher than that of Eastern province rate of 10.1 percent and that of the national prevalence rate of 14.3 percent. This was attributed to the fact that Chipata is a business hub for Eastern province, and is a transit town for Malawi and Mozambique. As such, transactional sex is rife. In addition, Chipata is a home area for the Ngoni tribe who practice polygamy. As such, multiple concurrent sexual partnership and trans-generational sex is also rife in the district. These are part of the HIV infection drivers in the district.

The spread of HIV has also taken a declining trend in all the districts except for Mpika. The respondents' opinions were that the declining trends can be attributed to the death of those infected with the HIV virus and a minor reduction in new infections. The increase in the number of people living with HIV/AIDS in Mpika district was attributed to increase in alcohol abuse especially the so called "Utujilijili" (spirits of high alcohol content packed in small sachets), low uptake of testing for HIV/AIDS and not knowing one's HIV status and the practice of having multiple concurrent sexual partnerships.

Table 26: HIV prevalence and spread in Chadiza, Chipata, Mambwe and Mpika Districts.

DISTRICT	POPULATION	ESTIMATED PREVALANCE			ESTIMATED SPREAD (People living with HIV/AIDS)								
		2008	2009	2010	2008			2009			2010		
					M	F	Total	M	F	Total	M	F	Total
Chadiza	104,255	8.7	8.4	8.1	1,224	1,636	2,860	1,223	1,624	2,847	1,220	1,614	2,834
Chipata	452,428	23.3	22.6	21.8	15,675	19,844	35,519	15,652	19,703	35,355	15,670	19,575	35,245
Mambwe	71,074	8.7	8.4	8.1	657	836	1,493	656	830	1,486	655	824	1,479
Mpika	211,425	11.2	10.8	10.4	5,479	1,060	6,539	5,494	1,058	6,552	5,506	1,057	6,563

7.2 **Zambian Government priority in HIV/AIDS Prevention**

Under the prevention thematic area, the Zambian government priority is to “accelerate and intensify prevention in order to reduce the annual rate of new HIV infections”. The two thematic targets under prevention are:

1. Reduce annual HIV new infections from current 82,000 to 40,000 by 2015.
2. Reduce the number of infected infants born of HIV positive mothers to less than 5 percent by 2015.

Under the three-one principles of having one coordinating authority, one national strategic framework and one national M&E framework, all NGOs involved in HIV prevention activities are supposed to be anchored on the national prevention goal and contribute to the achievement of the set national targets.

7.3 **How DOPE and PAF have contributed to the National Targets**

DOPE

In June 2006, DOPE facilitated the formation of NZP+ Mpika Chapter. This is an organisation for people living with HIV/AIDS. However, the Organisation became function in June 2007. At the time of forming the NZP+, DOPE offered financial, office space, furniture and transport support to the network until July 2011 when the organisation was weaned off. At the point of weaning off, DOPE had linked NZP+ to other organizations that included NZP+ mother body in Lusaka, Zambia National AIDS Net Work (ZNAV) in Lusaka, Development from People to People (DAPP) in Mpika, World Vision in Mpika Churches Association of Zambia (CHAZ) in Mpika and the Mpika District AIDS Task Force (DATF). These linkages have resulted in NZP+ Mpika Chapter lessening its dependence on DOPE. For instance, the new office furniture including computers, printer, scanner and photocopying machine were funded by ZNAV through DAPP. In addition, World Vision Mpika has been funding NZP+'s workshops in gender, sexual and Gender Based Violence, child's rights and protection and adherence to medication regimes for those on ARVs. NZP+ has also been conducting mobile counselling and testing with CHAZ who provide transport and testing kit. The formation of NZP+ by DOPE, nurturing it to the point of NZP+ being able to stand on its own has been one of DOPE's best practices. Majority of HIV prevention activities that include information dissemination and conducting mobile counselling

and testing are now being implemented by NZP+ in collaboration with the District Health Management Team (DHMT) and Churches Association of Zambia (CHAZ).

Under DOPE support, NZP+ has formed 46 support groups in eight chiefdoms of Mpika district. The chiefdoms include; Mpepo, Chikwanda, Kopa, Mukungule, Lunchembe, Mpumba, Kabinga and Chundaponde. The support groups have a total membership of 733 (223 males and 510 females). DOPE in conjunction with NZP+ has been using the created support groups as platforms on which to reach community members with preventive information on HIV/AIDS. In addition, DOPE and NZP+ have also focused on sensitising those who are HIV positive on positive living and linking those who test positive during mobile VCT to the ART services. The two organisations have also conducted nutritional demonstration for people living with HIV.

It should however be pointed out that information tracking on how many people have been reached with what services is weak. The evaluators could not ascertain how many people have been reached with sensitization activities, mobile VCT activities and nutritional demonstrations over the three year project period (2009 to 2011). Save for 2009 where a record exists that DOPE reached 791 (346 men and 445 women) community members when the organisation conducted sensitisation meetings in eleven villages as shown in the table below.

Table 27: Community members reached through sensitisations by DOPE

Name of Anti-AIDS club	Area Visited	People Reached		
		Male	Female	Total
Ilembo	Malembo	45	51	96
	Chambeshi	60	75	135
	Kaloswe	38	46	84
Nyungwe	Nyungwe	37	55	92
	Nyungwe	13	22	35
	Kamfwa	22	18	40
	Mashida	25	33	58
	Kamfwa	14	17	31
Mushilashi	Kakuswe	12	9	21
	Manshya	36	48	84
	Lesho Village	44	71	115
Total		346	445	791

Keeping such statistical information acts as an accountability tool for the organisation itself, the donor and as a basis on which to fill-in the National AIDS Council report form (NARF) that DOPE is required to submit to the District AIDS Task Force on a quarterly basis.

In 2010, DOPE and NZP+ in their efforts to encourage youths to go for VCT, took a grade 12 girl from Chitulika High School who is living positively to sensitise her fellow youths at Musungu and Munikashi community schools on the importance of going for VCT and knowing one's HIV status. Again, there is

no record of how many youths were reached in that day. There was also no follow up record on how many youths went for VCT as a result of that supported peer to peer sensitisation.

During the 2009/2010 farming season, the NZP+ with support from DOPE assisted 129 households with seeds that included maize, beans, and groundnuts. Each household received 10kg maize seed, 4 x 50Kg bags of fertilizer, 2 x 50Kg bags of beans and 1 x 50 kg bag of groundnuts. The excess beans that was given per household was meant to enable each household have enough to plant, consume and use for hiring labour to work in the field during the farming season. This support was anchored on the understanding that there is a well established linkage between HIV/AIDS and poverty. Unfavourable economic and social circumstances putting the poor at higher risk of HIV infection and accentuate their susceptibility and vulnerability to infection. Under pressure to meet immediate needs, the poor must live for the present. They may not see that they have any future to protect and hence may fail to appreciate the need to protect themselves against the possibility of HIV infection. As such, assisting vulnerable rural households with agriculture inputs is one indirect way of HIV prevention.

PAF

PAF uses its Reflect Circles as a vehicle through which to reach its targeted community members with information on HIV and AIDS. At the time of the evaluation, PAF has a total of 35 circles in all its three operational districts (Chadiza, Chipata and Mambwe) under HEI funding. The total number of circle participants stood at 649 (125 men and 524 women) as shown in table 28 below.

Table 28: Number of circles and participants by sex

District	Number of Circles	Number of Circle Participants			Number of Circle Facilitators		
		Men	Women	Total	Men	Women	Total
Chadiza	17	61	199	260	14	13	27
Chipata	12	44	229	273	05	08	13
Mambwe	06	20	96	116	04	08	12
Total	35	125	524	649	23	29	52

One of the realisation that PAF has made is that while it is evident that the Zambia population in general has high levels of knowledge about HIV and AIDS, as well as transmission and prevention, there is still a gap between knowledge and practice in terms of what people do to reduce their risk of contracting HIV and AIDS. This gap lies in people's perception of their own risk to HIV and AIDS infection and what behaviour put them at risk. As such, PAF has focused on behavioural change among its targeted community members. In this regard, PAF is working with its circles to create a community environment that enables individuals reduce the risks of HIV infection through sustained behaviour change.

How is PAF doing this? It has adopted the Society Tackling AIDS through Rights (STAR) approach. The STAR approach is a participatory approach which facilitates and supports the mobilization of people who are infected and or affected by HIV and AIDS through mutual reflection, planning and collective and personal actions to tackle the pandemic. It is a community driven and people centred, holistic strategy that strengthens social support structures, mobilizes communities and ensures sustainable HIV and AIDS response using a tri-focal lens of gender, HIV & AIDS and human rights.

Under this approach, the premise of communicating with the audience is not about giving messages to persuade them to act in a certain way, but on how to make it easier for people to make decisions.

For example, communication on accessing voluntary counselling and testing is not be about simply telling people to go and be tested, but to give knowledge to help them assess their own risk and make a decision about going for a test. In this way, behaviour change communication appeals to the audience in an intelligent manner so that they can recognize the need for change through their own understanding of their risk. In the process of change, this moves an individual from being unaware of the problem to being ware of the problem and associated risk and starts to think about change in the near future. Because of the community members' participation in the analysis and conversations, the communication becomes meaningful and the targeted audience sees the relevance and takes ownership, the new behaviour is integrated into an individual's reality, communication is built on current beliefs and values, the communication creates the '**ahah**' moment which assists in sustaining the behavioural change at individual level.

So far, PAF has trained 30 of its facilitators in Chadiza and Chipata in the STAR approach. The organisation has reached 1,912 community members through sensitizations while 175 were enabled to access VCT services through mobile VCTs as shown in table 29. The mobile VCT activities were conducted in conjunction with the District Health Management Team.

It should however be pointed out that just as in the case of DOPE, information tracking on how many people (children, youths and adults) have been reached under this approach is weak. Documentation and record keep therefore needs improvement. It is important that even district offices should also be keeping copies of their reports to the provincial office.

Table 29: Number of people reached with HIV/AIDS sensitization and VCT Services over the project period

Approach	2009									2010									2011									Total
	Chadiza			Chipata			Mambwe			Chadiza			Chipata			Mambwe			Chadiza			Chipata			Mambwe			
	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	M	F	Total	
Sensitization	133	216	349	35	72	107	00	00	00	168	330	498	51	99	150	86	229	315	91	190	281	77	135	212	00	00	00	1,912
VCT Services	12	30	42	00	00	00	00	00	00	19	41	60	00	00	00	00	00	00	21	52	73	00	00	00	00	00	00	175

8.0 LIKELIHOOD OF PROJECTS CONTINUING AFTER HEI FUNDING

8.1 Project Sustainability

The concept of sustainability entails the capacity to sustain a desired level of output(s) for the period that the output(s) is/are relevant. It is the ultimate test of development efforts. It requires not only that a particular project achieves its objectives during the project life span but also that the benefits it generates continue beyond the time of the donor's involvement.

In addressing the sustainability issue, the evaluation addressed four questions;

1. Are projects locally owned?
2. Is there adequate organisational technical capacity to continue supporting the projects beyond HEI involvement?
3. Are sufficient resources committed to the project
4. Will benefits continue after HEI's involvement ends in December 2011?

8.2 Project Ownership

DOPE and PAF have made significant in-roads in ensuring that the groups they work with take management of their respective groups in their own hands. The Reflect circles, Women Council, community schools and support groups have their own functioning management structures. These management structures have been trained in good governance and the evaluation established that there was observance of good governance ingredients that included participation (for both women and men), consensus orientation, accountability, responsiveness, equitableness, inclusiveness and observance of the rule of law.

Community Schools

All community schools are owned by the Parent Community School Committee (PCSC). The PCSC is the equivalent of Parent Teachers Association in government schools. The PCSC identifies, recruits, facilitates teacher training, and support teachers to facilitate children's learning and development. DOPE, PAF and government are seen as partners in the provision of education to children and not owners of the schools. As such, even if DOPE and PAF stopped rendering support to the community schools, these schools will continue operating.

Reflect Circles

The Reflect circles have lived up to Reflect approach expectations of being a catalyst for acquisition literacy and numeracy skills, community development and social change. Reflect circles are now platforms for HIV/AIDS sensitization activities, access to VCT services, access to agriculture inputs from government and running of group businesses such as hammer mills and poultry. The acquisition of new benefits from government and other NGOs entails that the existence of these Reflect circles is no longer dependent of PAF and DOPE but on benefits accruing to circle members from different sources. As such, these circles will continue existing beyond the involvement of HEI.

Support Groups

For DOPE that supported the establishment of Support Groups, these groups now identify themselves more with the nearest health centre and NZP+ than DOPE. All the benefits that accrue to support group members do so through either health centres or NZP+. This means that these groups will continue beyond HEI involvement. It should also be mentioned here that ownership of these groups rests with group members.

Women Council

The Women Council in Mpika is a legal entity. It is registered under the Registrar of Societies (registration number ORS/102/10/200). The council has its own constitution and bye-laws that govern its operations. It holds general council meetings annually for members to change leadership if they wish to do so. The council generates its own money for administration through its poultry and grocery businesses and from membership fees. The Council is a member of the District Women Association (DWA) under the Ministry of Community Development Mother and Child Health. It is also a member of the Mpika District Business Association and a member of the None – Governmental Coordinating Council which is a focal point for women’s movement in Zambia. This also means that the existence of the Women Council will continue beyond HEI involvement. When the women council was asked if they were able to exist without DOPE, their answer was an emphatic “YES”. This answer was given with a lot of confidence in the executive members’ voices.

8.3 Organisational Capacity

Both DOPE and PAF have employed qualified, experienced and dedicated members of staff who understand why their respective organisations exist. During phase II (2009 –2011), both organisations invested in their employees through trainings for the benefit of project beneficiaries. All the trainings that employees of both DOPE and PAF went through were relevant to the effective and efficient implementation of projects supported by HEI and for further development of the projects beyond HEI funding as shown in tables 30 and 31 below.

However, both organisations must pay attention to clearly defining the outputs and activities that are needed to be under taken per objective. This clarity should then feed into scheduling of activities and production of monitoring plans.

In January 2011, PAF introduced a new programme focus that brought into being the five programme pillars (Education, Food Security, Advocacy, Economic Empowerment and Health). However, the chairpersons of these pillars did not have a full understanding of these pillars and how they related to the objectives under the HEI funding. The pillar chairpersons were also not clear on what the priorities were under each pillar. It is therefore very important that PAF spends some time training its District

Executive teams in Project Design and Management, Monitoring and Evaluation, Planning and setting priorities per Pillar so as to help the district teams focus their energies.

PAF should also pay attention to day to day administration office running costs at district level. At the time of the evaluation, Mambwe office was disconnected from power supply by ZESCO due to non payment of electricity bills. In addition, all the three CABLAC supervisors were found using their personal monies to make official calls and sending of documents by E-mail to either the Chipata provincial office or Lusaka head office. Furthermore, PAF should also pay attention to its Chipata provincial office. This office acts as both a store room and an office. It does not therefore give good impression of the Organisation to would be donors and or partners.

Table 30: DOPE Staff Members and Trainings Attended

STAFF MEMBER NAMES	POSITION	TRAININGS ATTENDED
Paul Muwowo	Executive Director	Project design Critical management Lobbying and Advocacy Radio for Development Information & Communication Technologies for Rural development. Web2 for Development and Social Media for Advocacy and Development
Charles Mutale	Programme Accountant	Human resource Management Governance and Accountability
Loius Mulenga Nkandu	Programme officer – Agriculture & Entrepreneurship Development	Resource Mobilisation TOT – Reflect Approach TOT – STAR Approach Governance and Accountability
Dannis Lembani	Programme Officer – Mpika DA	Monitoring & Evaluation TOT – Reflect Approach TOT – Rights based approach
Clara Chanda Nkandu	Finance Officer	USAID Financial Management Eibag
Cecilia Sampa	Administration Officer	Sexual & Behaviour Change Communication
Mary Mungawa	Programme Officer – HIV/AIDS	Research, Data interpretation Proposal writing TOF STAR Micro-Credit management & Wealth Creation at Community level
Patrick Phiri	Board Chairperson	Leadership & Governance
Miriam Namwinga	Programme Officer – HIV/AIDS	TOF STAR Micro-Credit management & Wealth Creation at Community level

Table 31: PAF Staff Members and Trainings Attended

Full names	Position	Trainings Attended		
		2009	2010	2011
Jennife Chiwela	Executive Director	Change Management		
Gina Chiwela	Programme manager		Reflect Evaluation Framework	Policy advocacy & lobbying
Janet Nyoni	Provincial Programme Coordinator – Southern Province	Sexual & Behaviour Change Communication Financial management for NGOs		HIV/AIDS Policy advocacy & campaigns
Asrf Daka	Provincial Programme Coordinator – Eastern Province	Societies Tackling HIV/AIDS Through Rights (STAR Approach)	Participatory School Governance. Civic Empowerment	HIV/AIDS Policy advocacy & campaigns
Cheelo Hanjili	Accounts Assistant			Small Business management
Kenneth Maposa	CABLAC Supervisor - Chadiza	STAR approach Small livestock production & Management	TOT Reflect refresher training.	
Msamalia Banda Zulu	CABLAC Supervisor - Mambwe		Sausage making Juice & Jam making	
Clara Phiri Lunda				Policy advocacy & lobbying

8.4 Resources to Continue Developing the Projects

Both DOPE and PAF have secured some financial resources from other donors to continue support community schools, HIV/AIDS prevention and mitigation, adult literacy and livelihood activities that HEI has been supporting. PAF will spend a total of K3.198,623,750 billion between 2012 and 2014 on the projects that HEI supported as shown in table 32 below. On the other hand, DOPE will spend a total of K7,192,626,060 between 2012 and 2015 on the projects that HEI supported as shown in table 33 below. This means that the various beneficiaries under the current HEI supported projects will continue deriving benefits beyond December 2011 when HEI financial and technical support officially comes to an end.

Despite securing these financial resources, both organisations still require additional financial resource to invest in further development of school infrastructure (class rooms, teachers' houses, water and sanitation), supply of adequate teaching and learning materials, and support to households with a focus on protecting and diversifying livelihoods.

Table 32: PAF's Financial Standing for Continuation of Support to Activities Started by HEI Funding

DONOR	PROJECT NAME	PROJECT FOCUS	Annual Budgetary Funding per Donor			TOTAL FUNDING PER DONOR
			2012	2013	2014	
Zambia Governance Foundation	Policy engagement and Advocacy - coordinated Response to HIV and AIDS	HIV and AIDS prevention and mitigation	197,323,750	-	-	197,323,750
Roger Federer Foundation	Basic Education Project	Support to Community Schools	1,100,000,000	1,100,000,000	540,000,000	2,740,000,000
United Church of Canada	Education and Human Development	Support to Education and Livelihoods	195,975,000	65,325,000		261,300,000
		Total	1,493,298,750	1,165,325,000	540,000,000	3,198,623,750

Table 33: DOPE's Financial Standing for Continuation of Supporting Activities Started by HEI Funding

DONOR	PROJECT NAME	PROJECT FOCUS	Annual Budgetary Funding per Donor				Total Funding Per Donor
			2012	2013	2014	2015	
ActionAid International	Integrated Development for Mpika - Chikanda Ward	Human Rights, HIV/AIDS Prevention/Support to livelihoods and Education	922,426,260.00	1,000,000,000.00	1,200,000,000.00	1,400,000,000.00	4,522,426,260.00
NGOCC	Poultry	Women Empowerment	7,271,800.00	0	0	0	7,271,800.00
Transform Africa	Empowering Communities in Zambia and Tanzania to Fight HIV/AIDS	HIV/AIDS Prevention and Impact Mitigation	60,040,000.00	-	-	-	60,040,000.00
European Union	PRUVEN	Food Security and Cash Transfer	102,888,000.00	-	-	-	102,888,000.00
LCBP	Zambia Local Partners Capacity Building project	HIV/AIDS Prevention and Institutional capacity Building	500,000,000.00	-	-	-	500,000,000.00
Africare	Mpika HIV/AIDS, Care and Support Project.	HIV/AIDS prevention and Livelihoods Support	1,000,000,000.00	1,000,000,000.00	-	-	2,000,000,000.00
Total			2,592,626,060.00	2,000,000,000.00	1,200,000,000.00	1,400,000,000.00	7,192,626,060.00

9.0 CONCLUSION AND RECOMMENDATIONS

9.1 Conclusion

HEI must be a very proud organisation in that it made a worthwhile investment by funding the “Education and Rural Development” Phase II project in Mpika, Mambwe, Chipata and Chadiza districts of Zambia. By so doing, HEI has lived within its mandate of enabling the deprived, excluded and vulnerable children in the said four districts to secure a basic education of good quality that they would have otherwise not secured. Overall, the Education and Rural Development project has achieved remarkable success over the past three (3) years in meeting its objectives. The positive results shown from the evaluation study prove that the interventions were relevant and appropriate to the needs of the targeted community. The results also show that the interventions were significantly effective in meeting the beneficiaries’ needs, namely improving access to quality primary education, improving household food security, facilitating the acquisition of reading, writing and numeracy among adults and contributing to the reduction in HIV/AIDS infections.

During the phase II project period, HEI funding enabled DOPE and PAF to reach 5,887 (2,987 boys and 2,900 girls) children in 2009. This number increased to 6,050 (3,007 boys and 3,043 girls) children in 2010. In 2011, the number of children reached increased further to 6,064 (3,036 boys and 3,028 girls). The number reached might even be higher because some schools did not have up to date statistical information. This is one of the areas where DOPE and PAF must work with the schools they are supporting to improve on record keeping at both school and project levels. While education is a benefit to these children in itself, it is also a means to improve these children’s chance of making a better future for themselves and to make an active contribution to a more just world. In addition, HEI has laid a solid foundation for these children and contributed to them having the capacity to become young adults, parents and leaders who will bring lasting and positive change in their respective communities.

The HEI funding also enabled 421(71 men and 350 women) learn how to read, write and practice numeracy while improving on the basic life skills for yet others. This is no mean achievement. Illiteracy is a violation of the fundamental human right to education and investments in adult literacy by HEI is befitting especially that the organisation espouses a right based approach. It is a recognised fact that literacy is vital to reducing gender inequality because literacy increases women’s self-esteem that leads to increased women participation in both private and public spheres, in household decision making, community affairs and as active citizens in national life. This assertion became a reality under this project when 469 women took up leadership positions in various community committees, organisations and churches after becoming literate and numerate. However, PAF and DOPE may need to consider paying Reflect circle facilitators some honorarium of some sort so that circle lessons are consistent and of high quality. The expectation that circle participant will pay the facilitators is not working well. It would be ideal to define a specific period when facilitators could be paid by the project as arrangements are being made to hand over the facilitators to the Ministry of Community

Development, Mother and Child Health who are the custodians of Adult Literacy Programmes in the country.

HEI's funding has also contributed to attainment of food security in many households. The household food availability analysis showed that majority of households had maize throughout the year. The strategy of promoting own food production has worked very well. The maize production has generally been on the increase in all the four districts. These productions have been above the districts' consumption requirements – meaning that the districts are self-sufficient in food requirements and the major contributors to this self-sufficiency have been the small holder farmers among whom are those supported by DOPE and PAF.

The linking of Reflect circles to the Farmer Input Support Programme by both DOPE and PAF has indeed influenced small holder farmer's household food self-sufficiency and contributed to national food security.

However, both PAF and DOPE should be alert to the predominance of maize in terms of both production and consumption. The need to work closely with the Ministry of Agriculture and Livestock for the promotion of crop diversification is apparent.

HEI's funding has also contributed to government's HIV prevention priorities of reducing annual HIV new infections from current 82,000 to 40,000 by 2015 and reduction in the number of infected infants born of HIV positive mothers to less than 5 percent by 2015. In the four districts where the HEI funded HIV prevention activities were implemented, the HIV prevalence rates reduced from 8.7 percent in 2008 to 8.1 percent in 2010 in Chadiza and Mambwe districts. The prevalence in Chipata district reduced from 23.3 percent in 2008 to 21.8 percent in 2010, while Mpika district prevalence reduced from 11.2 percent in 2008 to 10.4 percent in 2010. However, there is need for DOPE and PAF to improve on their planning and targeting in the HIV/AIDS prevention activities. The two organisations should clearly define how many people they intend to reach per annum through sensitization, VCT and nutrition demonstration? This will enhance activity implementation and monitoring. In addition, both organisations should put in place tracking tools as means to keeping statistical information on the reach. Keeping such statistical information acts as accountability for the organisation itself, the donor and as a basis on which to fill-in the National AIDS Council report form (NARF) that DOPE and PAF are required to submit to the Distract AIDS Task Force on a quarterly basis.

On the continuation and further development of the projects initially funded by HEI, both DOPE and PAF have already secured financial resources from other donors to continue support community schools, HIV/AIDS prevention and mitigation, adult literacy and livelihood activities that HEI has been supporting. PAF will spend K3,198,623,750 billion between 2012 and 2014 on the projects that HEI supported. On the other hand, DOPE will spend K7,192,626,060 between 2012 and 2015 on the projects that HEI supported. This means that the various beneficiaries under the current HEI

supported projects will continue deriving benefits beyond December 31 2011 when HEI financial and technical support officially comes to an end.

9.2 Recommendations

1. HEI and its implementing partners should define and agree on project outputs and targets that should be reported against and show progress towards objective realisation.
2. HEI should also agree with its implementing partners on reporting format that captures all the essential elements of the project. The observation made was that both DOPE and PAF did not report against agreed objectives in their annual reports. This made it a challenge to capture achievements from the annual progress reports.
3. Teacher incentives paid by DOPE had contributed greatly to retention of community school teachers. However, the amount of K360,000 for each school per term (three months), is not enough especially where there are more than one teacher. DOPE may need to consider adjusting the said teacher incentives upwards and calculated per teacher and not per school. PAF should also consider introducing such incentives for schools they are supporting.
4. Statistical information tracking and keeping was found to be weak at both school and project levels. DOPE and PAF should design simple information tracking tools at project level and work with MoE to strengthen record keeping at schools level because the MoE already have returning statistical forms that each school is supposed to send to DEBS office every month.
5. Improvement of class room, teacher housing and sanitation infrastructure by DOPE and PAF in some schools had enable the government to sent qualified and experienced teachers to such schools. Many schools still lacked conducive class rooms and teachers' houses. DOPE and PAF should therefore continue assisting communities in upgrading their school infrastructure.
6. A number of newly recruited community school teachers lacked teaching methodology and other essential teaching skills at the time of the evaluation. As such, it is imperative that both DOPE and PAF plan for this to be a continuous process for all new teachers who come on board. This is in view of the high teacher attrition for the community paid teachers.
7. Despite the efforts by both DOPE and PAF in supplying schools with teaching and learning materials, these were found to be inadequate. The inadequacy of teaching and learning materials in schools partly contributed to poor pupil performance in the reading test that the evaluation administered. PAF and DOPE should therefore consider further investments in the supply these materials. In addition, both organisations should lobby MoE to help in equipping these schools with educational materials.

8. The District Executive Committee (DEC) under PAF stands out as a very critical part of the project delivery arm of the organisation. However, the absence of permanent staff at district level and the volunteer nature of all its members weaken its operation. PAF should consider employing a permanent staff to coordinate and act as secretariat to the DEC. In addition, all DEC members should be trained in project management, reporting, monitoring and evaluation for effective and efficient implementation of future projects. PAF should also help the DEC set priorities in all the five programme pillars of education, food security, economic empowerment and advocacy.

9. DOPE should learn from PAF Chadiza how to start and run group savings schemes. This will lessen pressure on the Mpika Women Council of raising financial resources for loan disbursements to its members.

10. Both DOPE and PAF should support teacher training in English during holidays with reading improvements among pupils in view.

11. Both organisations should invest in their monitoring and evaluation systems. The data capturing, processing and information storage was weak at the time of the evaluation.

12. PAF should improve on the consistency financial support it renders to the District offices for their day today administrative operations.

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TERMS OF REFERENCE

for the evaluation of the project "Education and Rural Development, Phase 2" implemented by People's Action Forum (PAF) in the Eastern province and by Development Organization for People's Empowerment (DOPE) in the Northern province of Zambia during the period from 2009 through 2011.

BACKGROUNDS AND PURPOSE OF THE EXECISE

The project "Education and Rural Development" started in 2004. The project is implemented by two local Zambian organizations, People's Action Forum (PAF) and Development organization for People's Empowerment (DOPE), and funded by Hei Verden (HEI and the Norwegian Government through Norad. The first phase of the project was ended in 2008 (2004 -2008) and was evaluated the same year (Annette Kanstrup-Jensen). We are currently in the last year of the second and final phase (2009 -2011) and accordingly plan a final evaluation of the project.

The objective of the project throughout the period has been: "***To improve the living conditions for the target groups within three areas: primary education (community schools), adult literacy (with special focus on women) including rights and community development and to improve the target group's livelihood through agriculture and income generating activities.***" In addition the project should also include an element of HIV/AIDS information and prevention.

The two partners, PAF and DOPE, have had slightly different approaches and strategies in their work. PAF has focused much of their adult literacy, rights work and income generating work around the CABLACs (Capacity Building and Learning Activity Centre) while DOPE has focused on building a strong network of local women's clubs and a central women's union in addition to organizing development committees in the villages. In relations to community schools both organizations have supported the establishment and building of schools, provided support for necessary equipment and supported training of teachers. Both organizations have also had a special focus on vulnerable children (orphans).

As stated in the original plans for phase 2 of the project an external evaluation is to be performed during 2011.

2. EVALUATION STRATEGY

- ☞ Use written documentation (project documents, annual plans, reports, previous evaluation reports, school registries, teacher records, membership ledgers, activity and income reports etc.) to verify the size and scope of the project (number of active participants in the project

(students, teachers, schools, CABLACs, women clubs, agriculture groups, income generating activities, Aids clubs etc.).

- ☞ Visit CABLACs, clubs, schools and committees to interview women members, teachers, students, parents and farmers to have their feedback on if and how the project has had an impact on their lives.
- ☞ Visit district government offices to interview relevant staff to have their feedback on the impact the project activities have had on the local development.
- ☞ Interview project leadership and staff.

EVALUATION FOCUS

Statistics:

Number of members (in clubs, CABLACs, committees, schools, teachers and students/children engaged in or reached by the project (2004 -2011).

Evaluate to what extent the project's interventions in primary education (community schools) have lead to an increase in enrolment, attendance and passing rates in the project areas:

- Enrolment rates.
- Passing rates.
- Dropout rates.
- Improvements in reading, writing and comprehension skills.
- Scores on national standardized tests compared to national, regional, provincial or district levels.
- Increase in general attendance compared to actual number of school eligible children in the areas.
- Percentage of children continuing school after 7th grade.

Evaluate to what extent the focus on teacher training has resulted in better teaching and better learning in the project schools:

- Number of qualified teachers.
- Number of teachers having attended training courses.
- Dropout rate (teachers leaving the project).
- Level of involvement and implementation (to what extent do they use their new knowledge and material).

Evaluate to what extent the focus on women has improved their situation:

- Number of women being able to read and write.
- Number of women being active in local decision making, sitting on local committees and attending committee meetings.

- Actual results because women are more active.
- Are the income generating activities focused on women really increasing their livelihood.

Evaluate to what extent the focus on agriculture and income generating activities have improved the food security in the areas.

Evaluate to what extent the focus on HIV/Aids information and prevention has had any effect on prevalence and spread of the disease in the area.

Evaluate to what extent it is likely that the activities initiated through the projects will be maintained, continued and further developed in the project areas after the end of the project.

PERSONS INTERVIEWED, DOPE

S/No	DEVELOPMENT ORGANISATION FOR PEOPLE'S EMPOWERMENT		
	MPIKA DISTRICT		
	NAME	POSITION	LOCATION
1	Titus Papembwa	District Planning Officer	MoE, Mpika
2	Precious Miti	District Community Development Officer	MCDMCH, Mpika
3	Clara Mponda	Assistant Community Development Officer	MCDMCH, Mpika
4	Elizabeth Kasonka	Chairperson – DOPE Women Council	Mpika
5	Judith Saili	V/Secretary – Women Council	Mpika
6	Dorothy Muma	Treasurer – Women Council	Mpika
7	Chilufya Chikonde	Committee member – Women Council	Mpika
8	Sabina Mukoma	Programme Officer – NZP+	Mpika
9	Bertha M. Chola	District Chairperson – NZP+	Mpika
10	Yohrt Simfukwe	Advocacy & IEC Materials Officer – NZP+	Mpika
11	George Mpinda	District Coordinator – NZP+	Mpika
12	Elliot Sinyinza	Head teacher	Danger Hill school
13	Benadet Chanda	Teacher	"
14	Robinson Malama	Teacher	"
15	Loveness Chinukwe	Participant	Chingandu Literacy Centre
16	Ireen Mwemba	Participant	"
17	Anderson Lunda	Participant	"
18	Agness Kashimilo	Participant	"
19	Mirriam Mwila	Participant	"
20	Exhildah Chanda	Participant	"
21	Patricial Musonda	Participant	"
22	Mary Lundu	Facilitator	"
23	Benandeta Mwamba	Participant	"
24	Rosemary Mwansa	Participant	"
25	Rosemary Kaole	Participant	"
26	Keleni Bwalya	Participant	"
27	Mamndalena Mwangata	Participant	"
28	Charity Chanda	Participant	"

29	Regina Lombe	Participant	"
30	Miriam Machiko	Participant	"
31	Charles Phiri	Facilitator	"
32	John Chibeka	Facilitator	"
33	Idah Mwamba	Participant	"
34	Rabeka Mwamba	Participant	"
35	Prudence Kapeya	Participant	"
36	Josphine Chileshe	V/Chairperson – Mutinda Twafweni Women Group	Mutinta Twafweni
37	Jackline Mwila	Secretary - Mutinda	Mutinta Twafweni
38	Joan Bwalya	Member - Mutinda	Mutinta Twafweni
39	Jenifer Mwaba	V/Chairperson – Luchembe Women Group	Luchembe
40	Dorothy Sampa	Secretary - Luchembe	Luchembe
41	Pascalina Chikolopani	Member	Luchembe
42	Dorothy Mumba	Chairperson - Luchembe	Luchembe
43	Betha Mumba	Treasurer	Luchembe
44	Auleria Mwansa	Disciplinary Committee member - Luchembe	Luchembe
45	Ruth Kabanda	Member - Luchembe	Luchembe
46	Cecilia Chilombo	Chairperson – Kambee Women Group	Kambe
47	Annie Kabwe	Member - Kambee	Kambe
48	Irene Chanda	Member - Kambee	Kambe
49	Judith kangwa	Secretary – Tafimbwa Lubilo Women Group	Tafimbwa
50	Senefa Chileshe	Member - Tafimbwa	Tafimbwa
51	Emma Blackwell	Member - Tafimbwa	Tafimbwa
52	Foster Mulonga	Member - Tafimbwa	Tafimbwa
53	Loveness Mulenga	Chairperson – Fituntulu Women Group	Fituntulu
54	Stephen Bwalya	Community School Teacher	Munikashi Community School
55	Rosemary Nanyinza	V/Chairperson – Mansha central Women Group	Mansha Central
56	Alice Ngandu	Secretary	Mansha Central
57	Florence Bwalya	Treasurer	Mansha Central
58	Exilda Namfukwe	member	Mansha Central
59	Miriam Chileshe	Member	Mansha Central

60	Idah Bwalya	Member	Mansha Central
61	Peter Mwanza	Trustee	Mansha Central
62	Mulenga Chiluba	Volunteer Teacher-In-Charge – Musungu Community School	Musungu
63	Kennedy Mwambazi	Community Teacher	Musungu
64	Ester Bwalya	Community Teacher	Musungu
65	Caphas mwamba	Head Teacher – Mala Kanchibiya basic school	Mala
66	Naomi Chilalmba	Community Teacher - Kanchibiya	Mala
67	Stephen Bwalya	Community Teacher – munikashi Community School	Munikashi
68	Paul Muwowo	Executive Director	Mpika
69	Louis M. Nkandu	Agriculture Coordinator	Mpika
70	Charles Mutale	Programme accountant	Mpika
71	Peter Bwalya	Farm manager	Mpika
72	Dennis Lembani	Programme Officer – AAIZ PRUVEN	Mpika

PEOPLE INTERVIEWED IN MAMBWE DISTRICT, PAF

S/No	NAME	POSITION	LOCATION
1	Moses Daka	District Chairperson	Mambwe
2	Daniel Ngama	Chairperson – Food Security	Mambwe
3	Joseph Musonda	Chairperson - Health	Mambwe
4	Msamaliya Banda Zulu	CABLAC Supervisor	Mambwe
5	Luwiza Chakwela Phir (Mrs.)	Head Teacher	Chaduka Community School
6	Kasalu mabingo	Teacher	Chaduka Community School
7	Maria Kumwenda Chakade	Teacher	Chaduka Community School
8	Kenneth Banda	Chairperson	Chaduka Reflect Circle
9	Harrison Phiri Musukwala	V/Chairperson	Chaduka Reflect Circle
10	John Zulu	Treasurer	Chaduka Reflect Circle
11	Joseph Musonda	Facilitator	Chaduka Reflect Circle
12	Agnes Zulu	Participant	Chaduka Reflect Circle
13	Margret Zulu	Participant	Chaduka Reflect Circle
14	Ernest Mwala	PTA Chairman	Vinza school
15	Charles Sakala	V/Chairperson	Vinza school

16	Geoffrey Jumbe	Secretary	Vinza school
17	Ziyelesa Ngoma	Headman	Vinza school
18	Dickson Ndove	Headman	Vinza school
19	Godwin Ngoma	Chief's Representative	Vinza school
20	Grades Banda	Head teacher	Kapita community school
21	Shadreck Ndlovu	PTA Chairman	Kapita community school
22	Jastone Daka	PTA Secretary	Kapita community school
23	Dina phiri	PTA Treasurer	Kapita community school
24	Manda James	Committee member	Kapita community school
25	Beli Mbewe	Chairperson – Chiutika circle	Chiutika Reflect Circle
26	Elizabeth Banda	Facilitator	Chiutika Reflect Circle
27	Violet Zulu	Facilitator	Chiutika Reflect Circle
28	Miriable Chimamnga	V/Chairperson	Chiutika Reflect Circle
29	Basnat Phiri	Participant	Chiutika Reflect Circle
30	Agnes Ngoma	Participant	Chiutika Reflect Circle
31	Victoria Njovhu	Participant	Chiutika Reflect Circle
32	Loyce Chuulu	Participant	Chiutika Reflect Circle
33	Claire Chuulu	Participant	Chiutika Reflect Circle
34	Sarah Zulu	Participant	Chiutika Reflect Circle
35	Margret Banda	Participant	Chiutika Reflect Circle
36	Arthur Zulu	Chairperson/Facilitator	Mukanya Reflect Circle
37	Joseph Chuulu	Facilitator	Mukanya Reflect Circle
38	Zely Chuulu	V/Secretary	Mukanya Reflect Circle
39	Racious Zulu	Participant	Mukanya Reflect Circle
40	Face Tembo	Participant	Mukanya Reflect Circle
41	Ester Njobvu	Participant	Mukanya Reflect Circle
42	Peggy Sakala	Participant	Mukanya Reflect Circle
43	Partricial Zulu	Participant	Mukanya Reflect Circle
44	Lister Mbewe	Participant	Mukanya Reflect Circle
45	Ephraim Ngoma	Facilitator	Kampasa Reflect Circle
46	Mary Mwale	V/Chairperson	Kampasa Reflect Circle
47	Joyce Mwanza	Participant	Kampasa Reflect Circle
48	Senia Zulu	Participant	Kampasa Reflect Circle

49	Kenneth Banda	Participant	Kampasa Reflect Circle
50	Tichoke Phiri	Participant	Kampasa Reflect Circle
51	Ensnare Mbewe	Participant	Kampasa Reflect Circle
52	Janet Chuulu	Participant	Kampasa Reflect Circle
53	Loyce Chirwa	Participant	Kampasa Reflect Circle
54	Musenje Zimba	Participant	Kampasa Reflect Circle
55	Damaseke mwale	Participant	Kampasa Reflect Circle
56	Tibuwalengi Mwanza	Participant	Kampasa Reflect Circle
57	Alice Mwale	Participant	Kampasa Reflect Circle
58	Fanny Kumwenda	Participant	Kampasa Reflect Circle
59	Agnes Mwanza	Participant	Kampasa Reflect Circle
60	Chafula Nkhoma	Participant	Kampasa Reflect Circle
61	Margret Dube	District AIDS Advisor	mambwe
62	Reuben Mbewe	District Coordinator – NZP+	Mambwe
63	Geoffrey Mumba	Acting District Community Development Officer	Mambwe
64	Namakao Chunga Kauzeni	Assistant Community Development officer	Mambwe

PEOPLE INTERVIEWED IN CHADIZA DISTRICT, PAF

S/No	NAME	POSITION	LOCATION
1	Margret Ngoma	District Chairperson	Chadiza
2	Tyson Banda	District/V/Chairperson	Chadiza
3	Kenneth Maposa	CABLAC Supervisor	Chadiza
4	Macmillan Mbewe	Transport Officer	Chadiza
5	Chenjelani Banda	District Treasurer	Chadiza
6	Floridah Phiri	Chairperson - Food Security	Chadiza
7	George Mukumba	CABLAC Chairperson	Chadiza
8	Timoth Phiri	Chairperson - Education	Chadiza
9	Judith Banda	Committee member	Chadiza
10	Tisiyane Banda	Chairperson - Economic Empowerment	Chadiza
11	Atiness Banda	Committee member	Chadiza
12	G.M. Phiri	District Education Standards Officer	Chadiza

13	Midco Phiri	Standards officer	Chadiza
14	Rosemary Phiri Daka	D/head Teacher – Tigwirizane Community School	Chadiza
15	Agnes Jere	Facilitator	Zanimuone Reflect circle
16	Velenass Banda	Facilitator	Zanimuone Reflect circle
17	Gertrude Jere	V/Chairperson	Zanimuone Reflect circle
18	Mathews Jere	V/Secretary	Zanimuone Reflect circle
19	Loveness Phiri	Participant	Zanimuone Reflect circle
20	Florence Tembo	Participant	Zanimuone Reflect circle
21	Florence Jere	Participant	Zanimuone Reflect circle
22	Charles Jere	Participant	Zanimuone Reflect circle
23	Christine Jere	Participant	Zanimuone Reflect circle
24	Jennifer Banda	Participant	Zanimuone Reflect circle
25	Jimmy Mwale	Participant	Zanimuone Reflect circle
26	Benison Jere	Participant	Zanimuone Reflect circle
27	Dandaulani Phiri	Participant	Zanimuone Reflect circle
28	Philip Mwale	Participant	Zanimuone Reflect circle
29	Anayi phiri	Participant	Zanimuone Reflect circle
30	English Banda	Participant	Zanimuone Reflect circle
31	Tiyembekeza Phiri	Participant	Zanimuone Reflect circle
32	Musimbenzi Hara	Participant	Zanimuone Reflect circle
33	Evelina banda	Participant	Zanimuone Reflect circle
34	Fridah Tembo	Participant	Zanimuone Reflect circle
35	Lute Banda	Participant	Zanimuone Reflect circle
36	Telesa Phiri	Participant	Zanimuone Reflect circle
37	Toto Moyo Phiri	Participant	Zanimuone Reflect circle
38	Shadreck Zulu	Participant	Zanimuone Reflect circle
39	Jabes Zulu	Participant	Zanimuone Reflect circle
40	Davision Phiri	Participant	Zanimuone Reflect circle
41	Berita Banda	Participant	Zanimuone Reflect circle

42	Mangazi Phiri	Participant	Zanimuone Reflect circle
43	Mary Mbewe	Participant	Zanimuone Reflect circle
44	Elizabeth Tembo	D/head Teacher	Namwela Basic school
45	Chileshe Soko	Class Teacher	Namwela Basic school
46	Simango Mavuto	Class Teacher	Namwela Basic school
47	Isaac Banda	Participant	Tikondane Circle
48	Clement Banda	Participant	Tikondane Circle
49	Ireen banda	Participant	Tikondane Circle
50	Averness Mwanza	Participant	Tikondane Circle
51	Billison Banda	Participant	Tikondane Circle
52	Agnes Banda	Participant	Tikondane Circle
53	Joyce Banda	Participant	Manzunzo Circle
54	Titamenji Phiri	Participant	Manzunzo Circle
55	Tilingame Banda	Participant	Manzunzo Circle
56	Peter Mbewe	Participant	Manzunzo Circle
57	Timoth Phiri	Facilitator	Manzunzo Circle
58	Watson Phiri	Participant	Manzunzo Circle
59	Joyce Sakala	Participant	Manzunzo Circle
60	Worithy Phiri	Secretary	Manzunzo Circle
61	Trifonia Zulu	Participant	Manzunzo Circle
62	Rosemary banda	Participant	Manzunzo Circle
63	Felistus Banda	Participant	Manzunzo Circle
64	Agnes Phiri	Participant	Manzunzo Circle
65	Rosemary Phiri	Participant	Manzunzo Circle
66	Tinemenji Phiri	Participant	Manzunzo Circle
67	Moses Banda	Circle Chairperson	Khalesapatsa Circle
68	Flordah Phiri	Facilitator	Khalesapatsa Circle
69	Arnos Phiri	Secretary	Khalesapatsa Circle
70	Natasha banda	Participant	Khalesapatsa Circle
71	Christine Banda	Participant	Khalesapatsa Circle
72	Zenia Ndani	V/Chairperson	Khalesapatsa Circle
73	Shati Phiri	Participant	Khalesapatsa Circle
74	Fonious Phiri	Participant	Khalesapatsa Circle
75	Naftali Phiri	Participant	Khalesapatsa Circle
76	Matthias Phiri	Participant	Khalesapatsa Circle
77	Liness Banda	Participant	Khalesapatsa Circle
78	Jenipher Zulu	Participant	Khalesapatsa Circle

79	Juliana tembo	Participant	Khalesapatsa Circle
80	Chaona Banda	Participant	Khalesapatsa Circle
PEOPLE INTERVIEWED IN CHIPATA DISTRICT, PAF			
S/No	NAME	POSITION	LOCATION
1	Judith Nkoma	Chairperson – Katete Circle	Katete Circle
2	Alice tembo	secretary	Katete Circle
3	James mwanza	Area Chairman	Katete Circle
4	Ashani Banda	Headman Chipende	Katete Circle
5	Africa Banda	Nduna Chipende	Katete Circle
6	Simon Ntwala	Trustee	Katete Circle
7	Agnes Mwanza	Treasurer	Katete Circle
8	Victor Nkhoma	Facilitator	Katete Circle
9	Lackson mawaso	Participant	Katete Circle
10	Richard banda	Participant	Katete Circle
11	Virginia Nkhoma	Participant	Katete Circle
12	Mwatitha Ngambi	Participant	Katete Circle
13	Precious sakala	Participant	Katete Circle
14	Matilda Miti	Participant	Katete Circle
15	Rhodah Banda	Participant	Katete Circle
16	Agnes Tembo	Participant	Katete Circle
17	Shupiwe Banda	Participant	Katete Circle
18	Cathleen Nkhata	Participant	Katete Circle
19	Zondi Daka	Participant	Katete Circle
20	Vetrinah Banda	Participant	Katete Circle
21	Dyson Zulu	Headman Tambola	Kalembe Circle
22	Nathan Zulu	Headman Chijaeso	Kalembe Circle
23	Francis mazyopa	Headman Lufu	Kalembe Circle
24	George Chirwa	Facilitator	Kalembe Circle
25	Lute Daka	Participant	Kalembe Circle
26	Vidah Njovu	Participant	Kalembe Circle
27	Lestine Phiri	Participant	Kalembe Circle
28	Eliwe Phiri	Participant	Kalembe Circle
29	Beauty Zulu	Participant	Kalembe Circle
30	Peter Phiri	Participant	Kalembe Circle
31	Jenepher Banda	Participant	Kalembe Circle
32	Stella Banda	Participant	Kalembe Circle
33	Ester Mbewe	Participant	Kalembe Circle
34	Liveness Phiri	Participant	Kalembe Circle

35	Fatness Nyirenda	CABLAC Supervisor	Luji Circle
36	Fridah Khoma	Facilitator	Luji Circle
37	Sunday Kampasa Phiri	Facilitator	Luji Circle
38	Hopson Tembo	Teacher	Luji Circle
39	Jason Banda	Teacher	Luji Circle
40	Regina Banda	Secretary	Luji Circle
41	Mary Banda	Treasurer	Luji Circle
42	Mutundu banda	Participant	Luji Circle
43	Mary Banda	Participant	Luji Circle
44	Edina Phiri	Participant	Luji Circle
45	Layer Phiri	Participant	Luji Circle
46	Vimas Phiri	Participant	Luji Circle
47	Rosemary Zulu	Participant	Luji Circle
48	Alice Nkhoma	Participant	Luji Circle
49	Grace Zulu	Participant	Luji Circle
50	Dainess Tonga	Participant	Luji Circle
51	Sara Banda	Participant	Luji Circle
52	Emmeldah Tembo	Participant	Luji Circle
53	Mary Chirwa	Participant	Luji Circle
54	Rosemary Mwala	Participant	Luji Circle
55	Pierson Phiri	Participant	Luji Circle
56	Charles Njala	District AIDS Co-ordination Advisor (Chipata District)	Chipata
57	Charity Musonda	Chair - Advocacy Pillar	Chipata
58	Fatness Nyirongo	CABLAC Supervisor	Chipata
59	Victor khoma	Chair – Education Pillar	Chipata
60	Matthias Phiri	Chairperson – Musaope Circle	Musaope Circle
61	Moses Zulu	Headman Mukanile	Musaope Circle
62	Boma Ngombe	Facilitator	Musaope Circle
63	Sam Chuulu	D/Headman	Musaope Circle
64	Soka Mushenga	Treasurer	Musaope Circle
65	Kaike Tembo	Participant	Musaope Circle
66	Emeliya Lungu	Participant	Musaope Circle
67	Annie mwale	Participant	Musaope Circle
68	Ester Mwanza	Participant	Musaope Circle
69	Rosemary Daka	Participant	Musaope Circle
70	Catherine Mwanza	Participant	Musaope Circle
71	Misozi Mwanza	Participant	Musaope Circle
72	Dailesi mwanza	Participant	Musaope Circle

73	Lesang Ngwame	Participant	Musaope Circle
74	Moses Mwanza	Participant	Musaope Circle
75	Alan Daka	Participant	Musaope Circle
76	Edward Kumwenda	Participant	Musaope Circle
77	Charles Phiri	Participant	Musaope Circle
78	Ackim Lungu	Participant	Musaope Circle
79	Laurence Daka	Participant	Musaope Circle
80	Captain Mwanza	Participant	Musaope Circle
81	Patson Lungu	Participant	Musaope Circle
82	Mavuto Mwanza	Participant	Musaope Circle
83	Ben sakala	Participant	Musaope Circle
84	Zalimoyo Mwanza	Participant	Musaope Circle
85	Wilson Mwanza	Participant	Musaope Circle
86	Loveness Ngombe	Participant	Musaope Circle
87	Jeniffer Mwanza	Participant	Musaope Circle
88	Robison Mwanza	Participant	Musaope Circle
89	Jenipher Chiwela	Executive Director - PAF	Lusaka
90	Gina Chiwela	Programme Development Manager - PAF	Lusaka
91	Lindiwe Mwale	Programme Officer - PAF	Lusaka
92	Clara phiri Lunda	Programme Accountant - PAF	Lusaka

