



## Action Proposal Form

Title of the action	Strengthening community schools in the Lundazi district of Zambia
Location of the action	Zambia, Eastern Province, Lundazi District
Name of the applicant	World Servants Netherlands (WSN)
Nationality of the applicant	Netherlands
Legal status	Non-profit making
Co-applicant	Church of Central Africa Presbyterian (CCAP), Synod of Zambia, Education Department,
Nationality of the co-applicant	Zambian
Legal status	Non-profit making

Applicant's contact details:	
Postal address:	PO BOX 129 8470 AC Wolvega NETHERLANDS
Telephone number:	00 31 561 614857 / 00 31 622 222 986 (mobile)
Fax number:	00 31 561 617602
Contact person for this action:	Mr. Jan van der Leest
Contact person's email:	<a href="mailto:JanvanderLeest@worldservants.nl">JanvanderLeest@worldservants.nl</a>
Address:	Industrieweg 14ws 8471 AD Wolvega NETHERLANDS
Website of the Organisation:	<a href="http://www.worldservants.nl/english">www.worldservants.nl/english</a>

## SUMMARY OF THE ACTION

Title of the action:	Strengthening community schools in the Lundazi district of Zambia
Location of the action:	Zambia, Eastern Province, Lundazi district
Duration of the action:	48 months
Amount requested:	EUR 520,000
Percentage of total budget:	75%
Objectives of the action	<p><i>Overall objective:</i> to contribute to improved human development in Zambia by promoting equitable access to quality education.</p> <p><i>Specific objective:</i> to strengthen the capacities of civil society in Lundazi district to provide children in rural areas access to quality education through community schools.</p>
Target groups:	<p>13 community schools in Lundazi district, which are supported by the CCAP education department</p> <p>40 untrained and unpaid community school teachers and 40 SMT members, both from the above mentioned 13 community schools</p> <p>7 staff members from civil society organizations in Lundazi</p> <p>85 selected members from 15 CCAP-supported community and primary schools with students in grade 7-9</p>
Final beneficiaries:	This action will directly impact 3.500 children in rural areas of the Lundazi district, including 85% poor and vulnerable children and 40% girls.
Estimated results:	<ol style="list-style-type: none"> <li>Enhanced teaching and learning environment of 12 community schools.</li> <li>Strengthened capacity of 13 community schools to deliver quality education.</li> <li>Strengthened capacity of 15 community and primary schools to promote and protect children's rights.</li> <li>Strengthened capacity of 5 community schools to provide support to themselves and low income households.</li> </ol>
Main activities:	<ol style="list-style-type: none"> <li><i>Development of the infrastructure of community schools in order to attract and retain teachers and children, especially the girl child.</i> Implement 12 construction projects to construct and furnish 10 classrooms blocks, 4 teacher houses, and 8 sanitary units.</li> <li><i>Provision of teaching and learning materials and development of the capacity of community school teachers.</i> Provide 17.940 student books for grades 1-5 and 780 teacher handbooks. Deliver teacher training for 40 volunteer teachers and management training for 40 school managers.</li> <li><i>Provision of resource materials and development of the capacity of community schools to provide life skills training.</i> Train 7 trainers of trainers for Auntie Stella program. Train 85 facilitators. Equip trainers and facilitators with 100 resource packs.</li> <li><i>Provision of support in the implementation of school-based income generating projects.</i> Provide for 5 selected community schools inputs and instruction on how to set up a farming project.</li> </ol>

## RELEVANCE OF THE ACTION TO THE EDUCATION SECTOR IN THE LUNDAZI DISTRICT

This action will address the problem of weak capacities of civil society in Lundazi district to provide access to education through community schools.

At the national level, the main problem is related to *population growth* and the *HIV/AIDS pandemic*, which have a negative impact on education, especially for children belonging to vulnerable groups. Due to *high birth rates*, along with the introduction of free basic education and the increase in the number of schools, both the demand and the supply of basic education services have increased, leading to a huge *growth in enrolments* in the last decade. At the same time, the *high prevalence of HIV/AIDS* and the subsequent *high incidence of orphanhood* has resulted in relatively *low enrolment* among orphans in lower grades and relatively *high drop-outs rates* in higher grades. Besides that, HIV/AIDS has a demonstrated *negative effect on learning achievements* for all pupils, due to increased *teacher and pupil absenteeism*.

At district level, there are *large disparities between districts* in terms of access, learning outcomes, and equity, while pupil teacher, pupil classroom, and book pupil ratios are considerably less favorable in remote rural areas and poorer districts than in urban areas and wealthier districts. The Lundazi district has made above average progress in terms of a relatively rapid increase in enrolment, but at the same time the increase in the number of pupils has lowered the results. Even though enrolment and drop-out rates in the district are in line with the national average, *learning achievements are very poor*. Lundazi is one of the weakest performers in the province in terms of examination results. In 2009, grade 7 as well as grade 9 examination results were far below average. In addition, there is a *low participation of girls in the highest grades of basic education*. In 2009, only 37% of grade 7 examination candidates were female. *High poverty levels* (as much as 85% of rural pupils in grade 1-7) are a key factor affecting both learning achievements and gender parity, since the poorest and most rural districts are much further from achieving gender parity and perform much worse in the examinations, especially in English.

At facility level, there are *not enough qualified and motivated teachers* and *not enough quality classrooms* to cope with the growing demand for basic education. Community schools in particular, which contributed significantly to the recent increase in enrolment, are understaffed and underresourced. This affects access, because community schools cannot enroll all the children in the catchment area that demand education and cannot offer the full educational range demanded. The general lack of teachers in Zambia is compounded for rural community schools by a *lack of motivation for teachers to be deployed to rural areas*. This gives rural community schools *difficulty to attract and retain trained and government-paid teachers*. In this way, community schools have to resort to voluntary teachers, who have not been trained as teacher and do not master English and other subjects to the level they are required to teach it, which negatively affects the test results of pupils. *Poor sanitation facilities* have a negative effect on attendance, especially among girls in the higher grades, because they have no opportunity to change their sanitary pads. Budget deficiencies further result in *lack of learning and teaching materials* such as books, desks, and teaching aids, but also *resource persons and resource materials to train life skills*.

At community level, most rural communities still face *poor access to basic service*, which negatively affects the development of those communities. With *high illiteracy levels and little educational attainment among adults*, rural communities lack the ability to hold duty bearers accountable. In combination with a lack of trained teachers, limited community capacities result in *lack of effective management at the school*. Community members also believe girls to be less intelligent than boys, and perceive education as a means of acquiring a 'white collar job', which is seen as out of reach for children in their community. Thus, *girls get married at an early age*. In this way, rural areas face relatively *high drop-outs rates*, especially among girls, and especially in areas where there are *few professional female role models* (e.g. teachers, nurses).

At household/individual level, the *direct costs of education* (e.g. school fees) and indirect costs (e.g. soap, uniforms, learning materials, lunch) *are not affordable* to children who *lack financial/ material support*. In combination with *lack of life skills, correct information and social-emotional support*, this makes them vulnerable to high-risk activities and their consequences, such as *sexual intercourse in exchange of gifts, early initiation, forced sex, multiple partners, teenage pregnancy, and alcohol abuse* - contributing to *further spread of HIV/AIDS*. Dropout rates are also highest among poor children.

Relevant to this action are a number of previous projects. First, this action builds on lessons learned from the Impact Evaluation of Dutch Support to Primary Education in Zambia between 2000 and 2008, which recommends to invest in smaller (community) schools, which reduces the distance to school, improves attendance, reduces drop-out rate and leads to better results. Particularly, it recommends to invest in (a) *school management*, because this is one of the most cost-effective methods to improve the quality of education, (b) *school books*, because the availability of books is one of the most cost-effective methods for improving learning achievement, especially in combination with teacher handbooks and teacher

training, (c) *teachers houses*, because the deployment of qualified is an effective method of reducing pupil teacher ratios and improving learning outcomes, (d) *school facilities*, because a good learning environment has a significant impact on attendance and learning outcomes, while the deployment of additional teachers without accompanying classroom construction is not effective.

Second, this action builds on the success of Auntie Stella in, among other, Zimbabwe and Tanzania. A review conducted by the Zimbabwean NGO TARSC (which developed Auntie Stella) concluded that the program has a strong and transforming impact on knowledge, attitudes, skills, and behaviors of youth, especially when the methodology is well-transferred, and recommended that enough resource materials be provided to facilitators, that refresher courses be conducted and that better (qualitative) monitoring & evaluation tools be developed.

At district level, the program is coordinated with a number of other plans and actors. DEBS deploys teachers to CCAP schools, enforces school standards, and approves school upgrading. Thandizani works with CCAP schools to form Anti-AIDS clubs and communicate prevention messages through testimonials, plays, poems, dances, and sports. At local level, the projects under the program are coordinated with the PTAs and the school improvement plans developed by their schools.

There is potential for synergies with the community education program run by Help a Child and Reformed Open Community Schools (ROCS) in the Chama and Mafinga districts of Muchinga Province, especially their resource mobilization, teacher and school manager training, and livelihood activities. WSN already cooperates with Help a Child and CCAP with ROCS.

#### RELEVANCE OF THE ACTION TO THE TARGET GROUPS AND FINAL BENEFICIARIES

The final beneficiaries of the program are 3.500 children in rural communities in Lundazi. In the community schools, on average 85% percent of the pupils are poor, orphaned or otherwise vulnerable children, while on average 45 to 40% are girls. Through development of educational infrastructure and provision of school books, this action will meet 2.500 pupils' *need for the kind of basic education that allows them to achieve desired learning outcomes*. To meet mature girls' *need for a way to change their sanitary pads in a hygienic manner*, this action will construct girls' changing rooms. Through the implementation of Auntie Stella, it will meet 1.700 children's *need to protect themselves against HIV/AIDS* (including 600 girls) and address their constraint of a lack of correct information and life skills.

For the construction and income-generating components of the action, the target group consists of the 13 CCAP-supported *community schools* in Lundazi district. Eight of these schools run up to grade 7, the other five up to grade 5. The schools are constrained by a lack of funds to meet their *need for sufficient and adequate classrooms, teacher houses, and sanitary units*. To support them in meeting this need, CCAP and WSN will implement above mentioned construction projects. Schools will be selected through an application process, in which CCAP and WSN staff formally meet the applicant at least twice over a period of 2 years, to discuss and assess the need, the level of ownership, and the feasibility and sustainability of the projects. To address this target group's constraint of a *lack of funds*, 5 among the 13 community schools will be targeted for income-generating projects. These schools will be selected on the basis of demonstrated commitment, the availability of a market for their product, and the capacity of their managers to set-up and run such a project.

For the quality education component, the target groups consists of the 13 CCAP-supported community schools in Lundazi district, 40 untrained and unpaid community school teachers (including 8 women) and 40 members of the school management teams (SMTs). To meet these teachers' *need for teacher handbooks and training on teaching methodology*, CCAP will organize such training for them and provide the books needed. Because teacher training is most cost-effective for teachers who are yet untrained, only untrained teacher will be targeted. For school managers, often including teachers and headmen, their *need for leadership and management skills* will be addressed through training. Further, community schools will be provided with school books to meet their *need for learning materials* for subjects such as *mathematics, science, social studies, English, and Zambian languages*. The need is huge here. Therefore, the focus will be on grades 1-5, which are found at all the community schools.

For Auntie Stella, the target group consists of CCAP-supported *community and primary schools* in the Lundazi districts that have pupils in grade 7-9. To implement Auntie Stella, these schools are constrained by a *lack of skilled facilitators and resource materials*. This need will be met by training 85 persons as facilitators and providing the schools with one resource pack for each. To allow civil society in Lundazi to train these facilitators themselves, 7 NGO staff involved in HIV/AIDS and/or education in Lundazi will be met given a 4-day Trainer of Trainers training, to meet their *need for training of trainer skills* and knowledge of the method of the Auntie Stella program. Facilitators can be students or other (school)

community members, and will be selected by the trainers on the basis of motivation, affinity with youth, and recommendation from pupils or teachers.

In community schools, key stakeholders will participate in a participatory process called School Improvement Planning. In this process, various social groups come together to identify problems affecting (the development of) the school in their community, followed by collective decision-making regarding results, activities, and division of responsibilities. In the implementation of construction projects, SMCs need to mobilize their communities, to provide construction materials (bricks, sand, crushed stones) and manpower. CCAP and WSN use a ‘circular’ approach, in which one round of support follows the other, with each round starting with communities demonstrating initiative and responsibility before receiving any (new) assistance.

#### ADDED-VALUE OF THE ACTION

This program will address HIV/AIDS, gender, and human rights as *cross-cutting issues*. The construction projects will be implemented in partnership with teams of about 35 young people from the Netherlands. Evaluation studies from Ghana and Malawi have shown that such World Servants teams are able to address gender issues in a non-confrontational way. In the way the teams operate, both men and women in the community see how male and female participants work together as equals. Boys from the teams take part in the children’s programs, just as the girls. And girls work on the construction site, just as the boys, often amazing community members of what these girls can do. Team leadership virtually always includes female leaders, who provide important female role models.

Auntie Stella is a *best practice* methodology, which the Ministry of Education in Tanzania has endorsed to be implemented in all schools. Experience elsewhere in Southern and Eastern Africa has demonstrated results in reduced early marriages and improved HIV/AIDS indicators such as knowledge about HIV prevention, sexual agency, perception of peer’s sexual activity, HIV-testing behavior, and accepting attitudes towards people living with AIDS.

Although Auntie Stella is not a specifically rights-based program, it does educate children on their rights, especially in relation to sexual-reproductive health. Similarly, though WSN teams do not formally educate communities on human rights, their very presence as well as the women and children’s programs they run (focused on themes like “You are Special” and “You are Queens”) have a strong effect of strengthening among community members a sense of human worth, which is the foundation of all human rights. The regular and (spread over the years) longer-term field presence of WSN volunteers and staff members also helps CCAP to put pressure on the DEBS to keep their promises and do their part.

#### DESCRIPTION OF THE ACTION

The overall objective of this action is to contribute to improved human development in Zambia. We do this by promoting the education objectives of the SNDP (*Sixth National Development Plan 2011-2015*). These objectives are (1) to provide equitable access to quality education and (2) to improve standards of education service delivery for basic education.

The SNDP’s focus is on improving the *quality of education* on all levels. It seeks to ensure that appropriate skills, knowledge, attitudes and values required for social and economic development are imparted to the learners. The following table gives an overview of key performance indicators to which this action seeks to contribute.

<i>SNDP performance indicator at outcome level</i>	<i>Contribution of the action</i>
Net enrolment rate Grades 1-7	Construction of new/additional classrooms (activity 1) has a positive effect on the enrolment rate.
Completion rate Grade 7	An enhanced learning environment (activity 1), availability of textbooks and teacher handbooks (activity 2.1) and training of volunteer teachers (activity 2.2) all work to increase the quality of education, which has a positive effect on the completion rate.
Pupil teacher ratio Grades 1-4 and 5-7	Construction of new/additional classrooms and teacher houses (activity 1) reduces pupil-teacher ratios.
Gender parity index Grades 1-7	The deployment of female teachers (expected result of activity 1), the

	implementation of the Auntie Stella life skills program (activity 3) and the construction of girls' changing rooms (activity 1) will make the targeted schools more gender-sensitive and gender-balanced.
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Since the SNDP's main focus is on the quality of education, it places particular attention on teacher availability, especially in the rural areas, and other school-level factors that influence the quality of education. The following table gives an overview of the contributions that this action makes to the SNDP's education objectives at output level.

<i>SNDP performance indicator at output-level</i>	<i>Contribution of the action</i>
Number of classrooms constructed (using community mode)	20
Number of teacher houses constructed (using community mode)	4
Number of double-seater school desks procured	230
Number of (new/additional) teachers deployed in rural areas	4
Number of textbooks procured	17,940
Number of (volunteer) teachers trained	40

The ***specific objective*** of this action is to strengthen the capacities of civil society in the Lundazi district to provide children in rural areas of the Lundazi district equal access to quality education through community schools. We have divided this objective into three outcome areas: access, quality, and equity.

For *access*, we expect to realize an increase in enrolment and attendance rates. Based on experience from Malawi (see 'applicant's experience'), we foresee that the availability of classrooms, textbooks, and trained teachers will influence parents' decisions to send their children to school. Infrastructure development also improves attendance, especially during rainy season and for girls during.

For *quality*, we expect to realize an increase in the pass rate for the Grade 7 examination. The construction of teacher houses in combination with the training of volunteer teachers enables us to increase the percentage of children enrolled at program schools that are educated by a trained teacher, either a trained volunteer teacher or a trained and government-paid teacher.

For *equity*, we expect an increase in the persistence rate for girls. The implementation of Auntie Stella and the construction of girls' changing rooms enables us to make the program schools more gender-sensitive. We will measure the effect of these activities on the number of girls that continue their education up to Grade 7 by comparing them to with other community schools (with Grades 5-7) that do not have either girls' changing rooms or the Auntie Stella program.

The following section describes the ***expected results*** of this action and explains how these results will improve the situation of the final beneficiaries and the capacities of the target groups.

**(1) Enhanced teaching and learning environment of 12 community schools.** Studies show that investing in *school facilities* is likely to be very cost-effective. A minimum quality of school facilities positively impacts student performance and a healthy learning environment (including desks and sanitation) has a significant impact on school attendance.<sup>1</sup> Therefore, this action includes 12 construction projects, with three types of outputs: classroom blocks, teacher houses, and sanitary units.

The specific set of facilities to be delivered by this action is based on a needs assessment among CCAP-affiliated community schools in Lundazi District. Four community schools currently have no infrastructure at all, and only provide education up to Grade 5. For these schools we have chosen to provide classroom blocks. The other schools identified already have a classroom block and one or more teacher houses. For these schools we have chosen to provide either classroom blocks or teacher houses, depending on the type of infrastructure that will be most beneficial at the current state of the development of the targeted schools.

<i>Output 1.1</i>	10 classroom blocks constructed and furnished
<i>Description</i>	A classroom block consists of 2 classrooms and 1 head teacher's office. Inside the head teacher's office there is a strong room for keeping the exams. Inside

<sup>1</sup> Evidence taken from the same sources as above, in particular pp. 49-50 and p. 66.

	one of the classrooms there is a storage room. Each classroom will be furnished with 23 double-seater desks, 1 teacher table, and 2 chairs.
<i>Improvement</i>	<p>Construction of classroom block benefits 4 out of the 12 targeted <i>community schools</i> by increasing their educational range with 2 grades. These community schools currently teach only Grades 1-5 and after the action they will be able to teach up to Grade 7. A total of 10 community schools, including the 4 just mentioned, will improve their ability to attract teachers, due to an enhanced teaching environment.</p> <p>This output benefits <i>pupils in the higher grades</i> by reducing the distance they need to travel to go to school. Less travel time means more time to do homework and chores and better concentration in class. <i>Girls in the higher grades</i> will especially benefit from the reduction of the distance to the school, which has a positive effect on parents' decisions to keep them in school: reducing the distance girls need to travel to school reduces the risk of harassment while under way to school. For all pupils, regardless their grade or gender, better classrooms (i.e. no leaking roofs) increases attendance and has a positive effect on their performance, especially during rainy season.</p>
<i>Output 1.2</i>	4 teacher houses constructed
<i>Description</i>	Each teacher house (9,4 x 7,1 meter) consists of 5 compartments, including 3 bedrooms, a sitting, and a kitchen. Also provided is an outside pit latrine. No furniture is provided.
<i>Improvement</i>	<p>For 2 <i>community schools</i>, where 4 teacher houses are build (2 at each school), we foresee the deployment of 4 trained and government-paid teachers. These teachers will not be posted by the government if no teacher houses are available.</p> <p>The availability of teacher houses benefits <i>pupils</i> by increasing the quality of the education they receive. The availability of trained teachers and less travel time for teachers will translate into higher teacher attendance and better (prepared) lessons.</p> <p>The availability of teacher houses also benefits <i>teachers</i>, by improving their living conditions and reducing the distance they have to travel to school.</p> <p>There is ample evidence showing that <i>girls</i> benefit by having female teachers. Therefore, we will especially aim to increase the number of qualified female teachers. However, even when teachers are male, regular presence of teachers and an increase in the number of qualified teachers has a positive effect on parents' decision to send their daughters to school.</p>
<i>Output 1.3</i>	8 sanitary units constructed
<i>Description</i>	Each sanitary unit (4 x 2,5 meter) consists of 4 compartments, 2 or 3 with a pit latrine and 1 or 2 with a girl's changing room, depending on the need. The latrines have no water or sewer connection.
<i>Improvement</i>	<p>Pit latrines benefit <i>pupils</i> by improving the hygienic conditions at school and reduce hygiene-related diseases.</p> <p>Changing rooms benefit <i>girls</i> by allowing them to change their sanitary pads in a hygienic manner, so that they can continue to attend school during menstruation.</p>
<i>Output 1.4</i>	12 World Servants Netherlands volunteer teams involved
<i>Description</i>	Though the travel and facilitation of WSN ( <i>World Servants Netherlands</i> ) Volunteer Teams is not included in the budget of this action, their involvement as such is a key output under this result. For each construction project, WSN and CCAP will involve 1 team of on average 30 young people or adults from the Netherlands. The teams will stay for 3 weeks with the community to assist in the construction work, to deliver a daily children's program, and to engage with local community members through various cultural exchange activities. Most teams are at least 60% female and all teams include female leaders. All teams are led by 5-6 team leaders (head of mission, head of construction, health staff,



	culture staff, and head of children’s program), selected on the basis of leadership and professional qualities. All team members attend a mandatory 2-day preparation weekend. Team leaders also attend an additional training weekend, regarding their specific function as well as field security issues.
<i>Improvement</i>	<p>Involvement of the WSN teams benefits both <i>children in and children out of school</i> by increasing their motivation to go to school. The children’s program that WSN volunteers conduct during construction days attracts children who do not normally go to a school building or to a school-like setting. Children also have a chance to interact with the Dutch volunteers and discover how an education has benefited these volunteers (e.g. the ability to speak English, specializing as a nurse), which in turn is a motivator for them to attend school.</p> <p>The involvement of the WSN Volunteer Teams benefits the local <i>communities</i> by enhancing their capacity for collective action. WSN teams practically demonstrate effective teamwork and a high-level of planning and organisation.</p> <p>The presence and example of the WSN Volunteer Teams also benefits <i>women and girls</i> by practically demonstrating gender equality, female role models, and respect for the worth and rights of women. Thus, teams influences gender attitudes and behaviours in the community in a non-confrontational way.</p>

**(2) Strengthened capacity of 13 community schools to deliver quality education.** Literature from a large number of studies shows that the availability of *student textbooks* is one of the most cost-effective methods for improving children’s learning achievement, especially in combination with *teacher handbooks* and *teacher training*.<sup>2</sup>

<i>Output 2.1</i>	17,940 textbooks procured
<i>Description</i>	For each of the 13 CCAP-affiliated community schools in the Lundazi district, we will procure 23 text books for each subject required for grades 1-5. We have chosen to focus on grades 1-5, because these grades are found at all the community schools in the Lundazi District affiliated with CCAP. This allows for economies of scale as well as equal treatment of all schools. We have chosen to provide 23 textbooks per grade/class, because findings from an analysis of student performance in Southern Africa suggest that teachers will actually use textbooks only if there is a minimum general coverage.
<i>Improvement</i>	<i>Pupils</i> will benefit from increased performance. Evidence from a study in Southern Africa shows that moving from no textbooks to about 1 textbook per 2 pupils will improve student performance.
<i>Output 2.2</i>	780 teacher handbooks procured
<i>Description</i>	For each of the 13 CCAP-affiliated community schools in the Lundazi district, we will procure 1 handbook per subject (12 subjects per grade x 5 grades = 60 handbooks per school).
<i>Improvement</i>	<p><i>Teachers</i> will benefit from guidance on how to use the student textbooks in class.</p> <p>For <i>pupils</i> the availability of teacher handbooks makes it more likely that availability of student textbooks will actually be used and lead to improved student performance.</p>
<i>Output 2.3</i>	40 volunteer teachers trained
<i>Description</i>	We will organize two 5-day teacher training programs, for 20 volunteer teachers each. We have chosen a short but well designed and practice-oriented training program because such programs have proven to be most successful and cost-effective. Our focus will be on untrained volunteer teachers as teacher training is most cost-effective for teachers who are yet untrained.
<i>Improvement</i>	This training will benefit <i>volunteer teachers</i> by improving their knowledge and skills in the following areas: <i>Zambian Syllabus and Curriculum, Lesson Planning,</i>

<sup>2</sup> Evidence in this section taken from Synthesis of Literature on the Effectiveness of Investments in Education, p. 48-53, 69.

	<p>Classroom Organization, Classroom Management, Use of Teaching Aids, Use of Pupils Textbooks, Use of Teacher Handbooks, Gender in Teaching, Evaluation &amp; Testing, Preparing a Student Report, and Teacher (self-) Evaluation.</p> <p>The training will benefit <i>pupils</i> by improving their teacher's teaching style and classroom behaviour. <i>Girls</i> are expected to benefit from greater gender sensitivity among teachers.</p>
<b>Output 2.4</b>	40 school managers trained
<b>Description</b>	We will organize two 5-day school management training programs, for 20 school managers each. Topics include such as school improvement planning, monitoring of teachers, income generation, administration, communication with and involvement of parents, and gender issues.
<b>Improvement</b>	<p>This training will benefit <i>community schools</i> by improving the effectiveness of school-based management. Interventions at school level (e.g. income-generating projects, efforts to address gender disparities) appear to work better when parents and communities are involved. Community schools with strong school-based management have seen a positive impact on enrolment and test scores.</p> <p>It benefits <i>school managers</i> (i.e. school management committee members) by developing their capacity to play an active role in key aspects of school management.</p> <p>School-based management is found to be an effective way of addressing gender disparities. Thus, <i>girls</i> benefit from the training by encouraging and empowering school managers to stimulate girl child education and to address harmful cultural practices (e.g. early marriage).</p>

The following table gives an overview of the textbooks to be procured (output 2.1).

Number of textbooks to be procured per community school						
Subject	Grade					Quantity
	1	2	3	4	5	
Integrated Science	23	23	23	25	23	115
Creative and Technology	23	23	23	25	23	115
Mathematics	23	23	23	25	23	115
Social Studies	23	23	23	25	23	115
Home Economics	23	23	23	25	23	115
Environmental Science	23	23	23	25	23	115
English	23	23	23	25	23	115
Social and Development	23	23	23	25	23	115
Look Around	23	23	23	25	23	115
Break through to English	23	23	23	25	23	115
Our World	23	23	23	25	23	115
Chinyanja/Zambian Languages	23	23	23	25	23	115
Total number of textbooks per school						1,380
Number of community schools served						13

Total number of textbooks procured	17,940
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**(3) Strengthened capacity of 15 community and primary schools to promote and protect children’s rights.** ‘Auntie Stella: Teenagers Talk about Sex, Life and Relationships’ is a participatory life skills method targeted at young people in the east and southern African region aged 12-19 years. Auntie Stella uses the style of magazine helpline letters. It contains letters supposedly written by young people seeking information and advice, and replies supposedly written by ‘Auntie Stella’. Young people who have used the method see ‘Auntie Stella’ a wise, tolerant, and non-judgmental woman, sympathetic to youth.

The Auntie Stella methodology is based on findings from participatory action research among young people in Zimbabwe.<sup>3</sup> This research found that both teachers and young people are reluctant to talk about sexual-reproductive health issues in full-classroom settings, especially when teacher-centered and textbook-based didactic approaches are used. On the question where young people get their information about SRHR issues from, it found that young people were either getting information from family member and peers (although much of the information shared is superficial and inaccurate) and the media. In exploring this last point further, teenage groups acknowledged that an alternative source of information came from magazine helpline letters, such as those written to ‘Aunt Rhoda’ and published monthly in a widely circulated magazine in Zimbabwe. None of the youth in the study had written in to any of the magazine helplines, but they found the question and answer format and style of writing accessible and informative. The findings from this research led to the development of the ‘Auntie Stella’ sexual and reproductive health education pack, which is now available in English, Shona, Ndebele, Swahili, Chichewa and Portuguese.

A review undertaken in Zimbabwe in 2006 by the Training and Research Support Centre (TARSC) found that the use of Auntie Stella had a strong and transforming impact on the knowledge, attitudes, skills and behaviour of the youth it reached. Other organisations gave a similarly positive picture of the impact of Auntie Stella on awareness sexual reproductive health and other youth issues as well as youth abilities and strengths.<sup>4</sup>

<b>Output 3.1</b>	100 Auntie Stella resource packs procured
<b>Description</b>	<p>An Auntie Stella resource pack consists of a bag containing:</p> <ul style="list-style-type: none"> <li>• 42 laminated A5-size letters (with Action Points on the back)</li> <li>• 42 laminated A5-size replies (with Action Points on the back)</li> <li>• A laminated A4-size Glossary of Terms,</li> <li>• A laminated A4-size Overview of Topics and Order of Use of cards</li> <li>• A 40-page Faciliator’s and Adaptation Guide</li> </ul> <p>The 42 letters and replies cover topics such as physical and emotional changes in adolescence, relationships with parents, rights, peers, members of the opposite sex, social and economic pressures to have sex, gender roles, disclosure issues, wanted and unwanted pregnancies, STIs and HIV/AIDS.</p> <p>Action Points include questions, role-plays, quizzes, debates, interviews, research projects, creation of songs and stories, maps and diagrams.</p> <p>The Facilitator’s and Adaptation Guide explains the facilitator’s role, how to use the cards, how to adapt Auntie Stella cards to different contexts and target groups, and how to write new cards.</p> <p>We have chosen to opt for the Auntie Stella resource packs in two languages, both Chichewa and English, because facilitators generally prefer to use both English and local-language versions of Auntie Stella concurrently.</p>
<b>Improvement</b>	The use of the Auntie Stella resource packs benefits <i>pupils</i> , not just by giving

**Auntie Stella**



Teenagers talk about sex, life and relationships

<sup>3</sup> Kaim, B. & Ndlovu, R. (2000), ‘Lessons From ‘Auntie Stella’: Using PRA to Promote Reproductive Health Education in Zimbabwe’s Secondary Schools,’ *PLA Notes*, Issue 37, February 2000.

<sup>4</sup> Evidence in this section is taken from G. Tiendrebéogo. et al. (2003), *Life Skills and HIV Education Curricula in Africa: Methods and Evaluations*, Africa Bureau Information Center, S. Dhlomo, (2011), *An assessment of the Use of the “Auntie Stella” Sexual and Reproductive Health Toolkit in Rural Secondary Schools in the Chipinge District of Zimbabwe, July 2010- December 2010*, TARSC, and *Participatory Review on the Impact and Use of Auntie Stella in Zimbabwe*, TARSC (2006).

	<p>them reliable and useful information about sexual reproductive health and rights (SRHR) issues and clearing up myths and misconceptions, but also by:</p> <ul style="list-style-type: none"> <li>• creating an environment for discussing sex, relationships and HIV/AIDS freely and without inhibition</li> <li>• stimulating small-group discussion on key issues related to SRHR</li> <li>• reinforcing personal risk perception, self-esteem, and self-efficacy</li> <li>• developing skills in areas such as initiative, assertiveness, critical thinking, open communication, informed decision-making, and coping with peer pressure and emotions.</li> </ul> <p>Auntie Stella materials benefit <i>schools</i> as well as the wider <i>communities</i> by increasing young people’s communication with parents and other community members as well as their ability to advise others outside the school-system on a range of SRHR issues.</p>
<b>Output 3.2</b>	7 NGO staff members trained as Auntie Stella facilitator trainers
<b>Description</b>	We will organize one 5-days Trainer of Trainers (TOT) program with 7 NGO staff as participants. The training will cover three topics: (1) the Auntie Stella resource pack and methodology, (2) participatory facilitation in youth groups, and (3) preparing, delivering and evaluating a training.
<b>Improvement</b>	<p>The Trainer of Trainers program will benefit the prospective <i>trainers</i> by improving their knowledge and skills in relation to the Auntie Stella method, participatory facilitation, and preparation, delivery, and evaluation of a training.</p> <p>To the extent that this capacity is utilized in the <i>civil society organizations</i> of which the participants are members, as well as the <i>schools</i> they serve, the Training of Trainers will also benefit these institutions.</p>
<b>Output 3.3</b>	85 Auntie Stella facilitators trained
<b>Description</b>	We will organize two 4-days Facilitator’s Training program with 43 participants each as well as two 2-day Refresher & Exchange program, with (the same) 43 participants each. The Facilitator’s Training will focus on subjects, such as characteristics of a good facilitator, importance of participatory facilitation when working with youth, introduction to the Auntie Stella resource pack (what’s in it) and methodology (how does it work), available themes, talking and action points, challenges for the facilitator, and assisting and referring participants.
<b>Improvement</b>	<p>The Facilitator’s Training will benefit the participating <i>facilitators</i> by improving their confidence in talking about sexuality, their ability to use participatory methodologies, their knowledge about relevant SRHR issues, and their ability to refer pupils to relevant authorities and services.</p> <p>Among <i>facilitators that are at some distance from young people</i>, the training will reduce the gap between them and the pupils and improve their attitude and behaviour towards the Pupils (i.e. it will make them more youth-friendly).</p> <p>Among <i>peer facilitators</i>, the program as such will provide them with an opportunity to be in leadership and to help their fellow pupils.</p>
<b>Output 3.4</b>	1 support, monitoring and evaluation system developed and implemented
<b>Description</b>	As recommended in reviews of Auntie Stella, we will develop and implement a user friendly monitoring and evaluation systems involving youth, teachers, parents and other members of the community and a structure for supporting facilitators.
<b>Improvement</b>	<p>The development of an M&amp;E system will benefit <i>CCAP</i>, affiliated <i>community schools</i>, and the <i>facilitators</i> by improving their ability to assess and continually improve the quality of the implementation of the Auntie Stella program.</p> <p>The development of a support structure will benefit <i>facilitators</i> by meeting their ongoing need for information, answers to queries, and linkages with professionals and services.</p>

**(4) Strengthened capacity of 5 community schools to support themselves.** The problems addressed by this action are all more or less related to one key constraint - the lack of income or low budgets available to community schools. Therefore, this action seeks to increase the ability of community schools to generate their own income, thereby enabling them to sustain the results of this action.

<i>Output 4</i>	5 income-generating projects developed and implemented
<i>Description</i>	CCAP will assist schools to develop a poultry farm, consisting of a poultry house (5x4 meter) that can accommodate 100 chickens. Also provided are buckets, gloves, boots, feeding, lamps, and heaters.
<i>Improvement</i>	This output will benefit <i>community schools</i> by improving their ability to cover their running costs.

These outputs are related to the following **activities**:

**(1) Development of the infrastructure of 12 community schools.** This activity complements activity 2 (provision of teaching and learning materials and delivery of teacher training). First, training of volunteer teachers is more effective when there are also trained and government-paid head teachers to mentor the volunteer teachers. Second, teaching and learning materials are more likely to be used and maintained well in a proper classroom with proper school desks.

*Description of activity 1.1: Identify, prepare and monitor construction projects.* WSN Project Officers and the CCAP Project Managers will visit each of the project locations/schools shortlisted for this action three times. This happens during annual 5-day *project support missions*, during which visits are made (1) to verify the need and assess the commitment of the community and the feasibility of the projects for the next year, (2) to divide the work between the various actors involved, make agree-ments with the community, and make arrangements for the involvement of the WSN Volunteer Teams for the projects of the current year, and (3) to monitor the progress of the projects from the past and previous years. During their missions, the WSN Project Officers also provide consultancy services to CCAP on specific issues such as procurement, contract management, financial management etc. Before the WSN Project Officers visit the community for the first time, the CCAP Project Manager will already have conducted a sensitization visit to the community, to sensitize the community on their own role in school improvement and to explain what they can expect during the visit of the WSN Project Officers.

*Justification of activity 1.1.* The presence of WSN Project Officers in the field allows the local community to interact directly with representatives of WSN. Community members have the opportunity to ask questions about how a construction project is organized and how the visit of volunteer team is arranged. WSN Project Officers also have the opportunity to encourage community members to think about their vision for the project and about the benefits they may obtain from the presence of the volunteer team (e.g. ‘I would like to learn more about how they run a farm in the Netherlands’). The presence of WSN Project Officers in the field also increasing the motivation of the community to take-up their responsibility in the project. By meeting face to face with representatives of WSN, the project becomes ‘real’ in the minds of community members.

By visiting the community both before and after the coming of the volunteer team, WSN is able to embody the principle of co-ownership (see ‘methodology’) in the sense that there is joint preparation, joint execution, joint celebration (of the completion of the project), and joint evaluation. When the construction work is not finished at the time of the follow-up visit or when the construction is not yet fully utilized as intended, WSN project officers bring encouragement to the community to continue the work and put pressure on those who are able to ensure project completion or more complete utilization of the project results. Because WSN project officers are specialists in their professional area, their visits also benefit CCAP through the advice and capacity development they bring.

*Description of activity 1.2: Facilitate school improvement planning processes.* The CCAP project manager will visit all project schools to facilitate the development of a School Improvement Plan (SIP). SIP is a 3-day participatory process, in which all community members participate. In groups of different stakeholders (e.g. mothers, girls, boys) they discuss challenges and opportunities, rank them, propose activities to address them, and indicate what they can contribute to this end. A planning is made, to which the community members agree as kind of a social contract. CCAP compiles the SIP document and shares it with the communities and other partners involved. Also outside the SIP sessions, the CCAP Project Manager will regularly visit the project communities to advise and encourage them and to monitor their progress.

*Justification of activity 1.2.* The development of a School Improvement Plan helps to ensure that roles and responsibilities in relation to the construction projects are clear and that the results of the construction work are integrated into a wider plan aimed at improving the schools.

*Description of activity 1.3: Purchase and transport construction materials and classroom furniture.* For each construction project, CCAP will purchase and transport the required construction materials and furniture. After completion of a classroom block, CCAP transports the classroom furniture to the project site. CCAP will also meet with sister organization CCAP Malawi to share lessons learnt.

*Justification of activity 1.3.* From 2007 to the present day, the Education Program of CCAP Malawi has been supported by the Netherlands Ministry of Foreign Affairs, allowing CCAP Malawi to implement a relatively large number of between 5 to 7 construction projects per year. Having more projects creates opportunities in terms of economies of scale, but also brings with it the risks of theft. Therefore, a WSN project officer specialized in procurement and supply management has advised CCAP Malawi on how to improve its procurement practice, while at the same time ensuring that equipment and construction materials are delivered ‘just on time’ to minimize the risk of theft. CCAP Zambia will meet annually with CCAP Malawi to share such lessons learnt.

*Description of activity 1.4: Implement construction project.* For each construction project, CCAP will hire a local contractor to oversee the construction of the building and to finish the building. The CCAP Project Manager will oversee the whole project, including the production of in-kind contributions (e.g. locally made bricks) and the laying of the foundations by the community, the construction of the building by the contractor, the WSN volunteer team and available community members, and the finishing of the building by the contractor. Besides their contribution to the construction work, WSN volunteer teams will also organize a children’s program and cultural exchange activities.

*Justification of activity 1.4.* WSN and CCAP see the construction projects as an opportunity, not just to build a classroom block or teacher houses, but also to ‘build change’. The construction project is a practical work that, under skilled supervision, requires no specific skills. Thus, the project is a place where young people and adults, male and female, Zambian hosts and international visitors can meet, interact, and work together to produce a tangible result in approximately 3 weeks time. Children also participate in the project, for example, by preparing the decorations used for the hand-over ceremony. All these meetings, interactions, collective action, and cooperation, brings about change in the knowledge, attitudes, and skills of those involved. In this way, the result of the project is more than just a new building.

<i>Actor</i>	<i>Role</i>	<i>Reason</i>
WSN Project Officers	Expert. Advisor. More or less independent assessor.	Are high-level professionals with a background in relevant fields (e.g. education, quantum surveying, financial management, evaluation).
CCAP Project Manager	Facilitator. Coordinator.	Connection and access to local markets and community schools. Knowledge of local education standards and building techniques.
CCAP Malawi	Advisor.	Experience of procurement for and management of multiple construction projects.
CCAP Education Secretary	Contract and Relations Manager.	Connection and access to relevant government bodies. Knowledge of district level planning processes and documents. Authorized to sign contracts.
WSN Volunteer Teams	Workers. Change Agents.	Able to serve as ‘counter-community’ or role model for the community in terms of organization, time management, gender relations. Willing to provide labour for 3 consecutive weeks.
Adults/youth from local Communities	Local Resource Providers. Workers.	Local presence (no need for transport). Able to contribute materials (bricks, stones, sand) and some labour for the implementation of construction projects.
Contractor	Expert. Implementer.	Ensure high-quality outputs: technical expertise in construction work, mainly required for measurements, roofing, and finishing (e.g. door and window framing, plastering, glassing).

**(2) Provision of teaching and learning materials and development of the capacity of community school manager and volunteer teachers.** This activity complements activity 1 (development of infrastructure). First, new classrooms and teacher houses (i.e. trained teachers) are more effective when teachers also have the textbooks and handbooks they need to teach well. Second, new infrastructure is more likely to be delivered on time and used and maintained well when school managers are trained in school management. It also complements activity 4 (income-generating projects), since income-generating projects are more likely to succeed when the school managers overseeing them are trained in (school) management.

*Description of activity 2.1: Procure, transport, and distribute teaching and learning materials.* CCAP will procure textbooks and teacher handbooks from a book store in Lusaka, who will deliver the books at the CCAP office, from where CCAP will distribute the books at the program schools. CCAP will log where the books are and regularly monitor schools to see to it that they are used and maintained in good order.

*Description of activity 2.2: Organize teacher and school manager training programs.* CCAP will organize these programs, including invitations, schedule, logistics, resource persons, and transportation and accommodation of participants. The content of the trainings will be delivered by resource persons from the Ministry of Education (DEBS). Not all school managers will be trained, but school management committees will be asked to provide 2 or 3 representatives, who will then transfer what they have learned to their peers.

*Justification of activity 2.* For reasons of efficiency, procurement and training will be organized centrally through CCAP in Lundazi rather than decentralized through/at each school. Centralized procurement allows for economies of scale, while centralized training allows participants to share experiences and learn from a large group of participants.

Actor	Role	Reason
CCAP Edu. Dep.	Contract manager. Organiser. Monitor.	Experience of organizing training programs and procuring materials. Availability of a guest house where trainings can be held and where trainees can be accommodated. Regular visits/presence at CCAP-affiliated community schools is already part of their work.
DEBS Resource Person	Trainer.	Knowledge of Zambian syllabus. Experience of training volunteer teachers and school managers. Already has a working relationship with CCAP Education Department.
Volunteer Teachers and School Managers	Participants in training.	Able to share experiences with each other, so that mutual learning takes place. Access to fellow-teachers and fellow-school managers, so they can transfer learning to them.

**(3) Provision of resource materials and development of the capacity of community schools to provide life skills training.** There are multiple factors that influence pupil drop-out, attendance, and performance. This activity complements the other activities by addressing *individual- and household-level factors*, such as decision-making and risk behavior, (rather than *school-level factors* such as infrastructure and learning materials).

*Description of activity 3.1: Order and transport Auntie Stella resource packs.* WSN and CCAP will further investigate where and how the required number of resource packs can be most efficiently produced and transported to the CCAP office and then implement this option.

*Justification of activity 3.1.* TARSC has plenty English-language resource packs in stock, but no Chichewa packs. There are three options we will have to investigate further in order to determine their feasibility and cost-effectiveness: (1) TARSC can produce a high-quality print in Zimbabwe and then bring them to Zambia with the trainer for the Training of Trainers. (2) WSN can produce a high-quality print in the Netherlands and then bring them to Zambia with the WSN project officers or volunteer teams. (3) CCAP can produce a print locally, in Zambia.

*Description of activity 3.2: Recruit and select facilitators.* CCAP will work with the targeted schools to raise awareness of the Auntie Stella program and methodology among teachers, pupils, parents, and other community members in order to be able to recruit and select young people and adults that can serve as facilitators of the Auntie Stella sessions as well as key stakeholders that are willing to act as supporters and endorsers.

*Justification of activity 3.2.* Lesson learnt in Zimbabwe (TARSC 2006) show (1) that even in areas where the implementer of Auntie Stella is well-established, implementation should be preceded by community

sensitisation to ensure that the program and methodology are understood and supported and (b) that the selection process of potential facilitators needs to be negotiated with communities to agree on criteria, with special attention given to ensuring that communities understand the need for a strong component of younger teenagers and for a gender balance.

*Description of activity 3.3: Organize training programs.* WSN will contract the trainer for the Training of Trainers program and design and order t-shirts for the Auntie Stella facilitators. CCAP will organize both the Training of Trainers and the Facilitators' Training, including invitations, schedule, logistics, other resource persons, and transportation and accommodation of participants. During the Training of Trainers and Facilitator's Trainings resource persons and participants will work together to develop and validate a Theory of Change for Auntie Stella.

*Justification of activity 3.3.* The TARSC review recommended as a motivation and empowerment strategy that (1) training programs are organized, focusing on practical skills in facilitation of discussion and roleplays, group dynamics, (2) that facilitators be provided with t-shirts that identify them as peer educators, and (3) that opportunities for refresher courses and exchange of experiences be organized, (4) that liaison with other organisations using Auntie Stella would be highly beneficial.

Another key issue that arose from the review is the need for a clearer and longer-term vision around the use of the Auntie Stella program and methodology. *"The question must be posed from the beginning: what actual actions are envisaged - by youth and those with whom they interact - to improve their reproductive health, and ensure that their rights to a safe, supportive environment, to good health care and education are met."* Implementers of Auntie Stella must realize that *"its potential impact will be limited if the vision underlying its use is not clear."*

These lessons have been taken into account by incorporating into the training component of the action (a) an initial training program focusing on practical skills, (b) distribution of t-shirts, (c) a refresher and exchange program, (d) the development of a Theory of Change for the program, and (e) involving an 'experience expert' from an organization that is already implementing Auntie Stella.

*Description of activity 3.4: Develop and implement support, monitoring, and evaluation mechanism.* WSN and CCAP will work together to contract a third-party (contractor) to work with CCAP and the CCAP-affiliated community schools that implement Auntie Stella to develop and implement a support structure and monitoring and evaluation system.

*Justification of activity 3.4.* This activity is also based on the TARSC review (see output 3.4).

Actor	Role	Reason
CCAP Edu. Dep.	Organiser.	Experience of organizing training programs. Availability of guest house where trainings can be held.
WSN	Contract trainer.	Experience of international contract management and payment.
TARSC Trainer	Trainer. Consultant.	TARSC has developed Auntie Stella and has experience in providing support (resource packs, training, advice) in the implementation of AS in various countries in Southern Africa.
To be determined	'Experience expert'	Liaison with other organisations using Auntie Stella would be highly beneficial.
Local NGO and gov. staff	Trainers of Auntie Stella facilitators.	Sustainability. Contrary to the TARSC trainer, they are local actors that will remain available as trainers after the end of the action. Harmonization of AS with existing programs and services.
Pupils and adults	Participatory (peer) facilitators.	Pupils prefer to discuss SRH issues with their peers or with energetic, friendly, open, and non-judgemental adults. Peer facilitators have a strategic relationship with other pupils, which aids communication without barriers such as fear of judgment and stigmatization.
Traditional authorities	Gatekeeper.	Permission needs to be sought with relevant gatekeepers. A full understanding of the Auntie Stella methodology and process needs to be shared with them.



**(4) Provision of support in the implementation of 5 school-based income-generating projects.** This activity complements the other activities by addressing the income-gap that restrains schools and individual pupils in obtaining those items needed to ensure pupils' attendance, persistence, and performance. It also serves to promote the sustainability of the other results, by providing income that can be used for maintenance of infrastructure or replacement of teaching and learning materials.

*Description of activity 4.1: Select community schools.* CCAP will select 5 community schools to develop their own poultry farm and make an agreement with the management of the selected schools. The agreement will include (a) the purpose of the project (i.e. what the income will be used for: e.g. to help another school to set-up a similar project, to purchase of learning and teaching materials, to procure sports materials), (b) the responsibilities of CCAP and the school management, and (c) the terms and conditions that apply.

*Justification of activity 4.1.* Only 5 schools will be selected, first, because we want to create competition between the schools in order to improve the quality of the projects and, second, because we want to use the available inputs of this action to implement the best projects, so the income generated from these projects can be used replicate the projects in other community schools. Selection occurs on the basis of three criteria: motivation and vision for the project, availability of land and human resource for the project, and access to a market to sell the produce of the project.

*Description of activity 4.2: Purchase, transport, and distribute inputs.* In coordination with the management of the selected schools, CCAP will purchase the inputs from markets in Zambia or Malawi and then distribute them at the selected schools.

*Justification of activity 4.1.* Centralized purchases by CCAP allows for economies of scale and ensures that there is no need for financial transactions between CCAP and the community schools. Only actual and required inputs will be provided.

*Description of activity 4.3: Monitor projects.* CCAP will monitor the implementation of the project, the financial results (income) of the project, and the use of the income (i.e. check schools books) until CCAP is satisfied that the school can sustain the project on its own.

<i>Actor</i>	<i>Role</i>	<i>Reason</i>
CCAP Project Manager	Purchaser. Monitor.	Experience of purchasing materials. Regular visits/presence at community schools.
CCAP Education Board	Assessor.	Board members bring in relevant expertise such as knowledge of business development and agriculture. Involvement of the board ensures that projects are assessed objectively by a committee (rather than by 1 individual) and on the basis of criteria.
Community School Management	Implementer.	Responsible for school budget, income and expenses. Able to continually oversee the project and involve others in the project.

## **METHODOLOGY OF THE ACTION**

The following **methods of implementation** will be used:

*Global-local approach.* Key to this action is the idea that sometimes it is best to opt for local standards, techniques, resources, and initiatives, while other times it is better to rely on resources, methodologies, and practices from elsewhere (e.g. Malawi, Zimbabwe, Netherlands). We refer to this approach as *co-ownership*. (1) Construction outputs are build following government-approved floor-plans and using local construction techniques and local materials provided by local communities, but at the same time we also seek to introduce production techniques developed elsewhere (see 'environ-mental sustainability') and to expand local resource bases and horizons by involving international volunteers. (2) Teachers are trained and assessed using the resources persons, norms and standards provided by local authorities, but for the life skills program outside assistance is sought.

*School-based approach.* Our approach is "school-based" in the sense that all components of the action seek to address children's needs through activities located in and around the school and that responsibility for the implementation of the action is left - for as far as possible - with teachers, pupils, school managers, and parents. Action is taken at school-level rather than community-level in general. Just like, for example, households and churches, the school is a basic institution found in almost all communities. However, unlike the household, the school has a unifying power and provides strength in numbers. And

unlike the church, the school is non-sectarian and not considered as a consecrated place that cannot be used for profane activities.

*Peer-to-peer approach.* We use a “peer-to-peer approach” in the sense that participants in the actions meet one another as equals. (1) In the construction projects, people from the Netherlands and people from Zambia work and meet together, performing the same work and sharing experiences with people of the same age and/or gender. (2) In the Auntie Stella program, young people act as peer-facilitators and raise awareness among other young people. (3) In the training for teachers and school managers, there is ample room for learning from one another. (4) In the income-generating projects, schools help and learn from each other.

*Youth-centred and youth-friendly approach.* The action is youth-centred and youth-friendly in the sense that (a) it uses a methodology based on the input and views of young people themselves, drawing on their own experiences (i.e. Auntie Stella), (b) it involves young people actively as peer-facilitators and participants in the construction projects, and (c) it chooses locations that are accessible and times that are convenient for young people (e.g. construction projects take place during the Netherland’s summer break, which is from July to August).

*Integrated approach.* Our approach is integrated in the sense that it integrates various components. (1) It promotes that the education provided at community schools includes both academic and life skills. (2) It does not only provide young people from Zambia with information about SHRH issues, and young people from the Netherlands with information about life in developing countries, but also seeks to change young people’s attitudes and behaviours. (2) It does not only provide traditional inputs (e.g. classrooms, books, teacher training), but also creates a healthy school and community environment (e.g. sanitation for girls, parent and community involvement, improved communication between young people and adults, reduction of stigmatization).

For previous actions and potential synergies see the Concept Note. The following procedures will be used for **monitoring, follow up and evaluation**:

For each short-term mission trip (i.e. each WSN volunteer team), there will be a mid-mission review and an end-of-mission assessment, in which the CCAP project manager, local representatives, and the leadership of the WSN volunteer teams will participate and fill out a *Project Assessment Form*. Each team leader prepares a *written report* using WSN formats to report on the construction work etc.

WSN project management processes the learning and action points derived from these documents and integrates them into (a) the organization-wide monitoring and evaluation system and (b) the *Terms of Reference* (ToR) prepared for the next project support mission, to ensure they are shared and discussed with CCAP staff. In the *ToR Report*, WSN project officers report back on the discussion to the WSN project manager.

Based on their ToR, WSN project officers conduct *field visits*, using standardized *Project Monitoring and Evaluation Forms* that focus on the completion and utilization of construction outputs.

Trained members of the WSN volunteer teams visit completed projects to conduct interviews, following the *Most Significant Change* (MSC) technique. WSN conducts a one-day training to prepare these volunteers for their task. MSC stories are then used to validate and update our *Theory of Change*.

At the end of each training program, the training is reviewed using *Participant Feedback Forms*, assessing the training on key success criteria such as appropriateness to participant level, knowledge of the trainer, etc. Participants also share their views of the training during the final group session. The forms and other input is shared and discussed with the trainers to improve the next training.

The income-generating projects will be reviewed at mid-term and at the end (i.e. project closure). *Focus group discussions* will be held for each project to discuss challenges in implementation, distribution of benefits, and project sustainability. Lessons learnt will be incorporated into a self-reflective *handbook for the implementation of income-generating projects*.

CCAP will follow-up on and monitor the construction projects, the use of provided textbooks, and the progress of the income-generating projects through regular *field visits*. For data collected during such visits, we will use the *School Data Collection Sheet* developed by WSN for the Education Program in Malawi (see ‘applicant experience’). This data will feed into the *Program Progress Report* that CCAP prepares and submits annually to WSN, comparing and contrasting implemented activities and delivered outputs against those planned.

The CCAP Accounts Officer prepare and submit a *Financial Overview* of income and expenses to the CCAP Education Secretary and WSN Project Manager for every sub-project under the action (e.g. Construction

Project 1, Training Program 1, etc). During their visits, WSN Project Officers verify the reported expenses. This data is used to compile the audited *Annual Financial Report* for the action.

During the first months of the action, a *baseline survey* will be compiled and then carried out in all targeted schools. Part A of the survey targets teachers and school managers and focuses on data about enrolments, attendance rates, test results. Part B targets pupils and focuses on knowledge, attitudes, and behaviours in relation to SRHR as well as more general life skills. All data from the schools and pupils will be collected by CCAP, in cooperation with Education Standard Officers.

At mid-term and in the final months of the actions, an evaluator will be provided with (a) the Project Assessment Forms and Project Monitoring and Evaluation Forms prepared for each of the construction projects, (b) the Most Significant Change stories collected by WSN volunteers, (c) the Participant Feedback Forms collected for each of the training programs, and (d) the Program Progress Reports prepared by CCAP. On the basis of this information, he or she will be asked to provide an independent analysis and assessment of the program. The purpose of this *Program Assessment* will be to determine the degree to which the minimal standards of the action's performance objectives have been achieved.

Near the end of the action, one or more evaluators will be asked to methodologically determine the effectiveness, impact and sustainability of the action in those areas for which evidence is still lacking. Depending on feasibility, the (desired) scope of the evaluation includes (a) the positive and negative impact of the involvement of WSN teams on local communities, (b) the effectiveness of girls' changing rooms and teacher houses (esp. ability to attract female teacher), (c) the cost-effectiveness of Auntie Stella, and (d) the impact of the use of Stabilised Soil Brick technology (see the section on environmental sustainability).

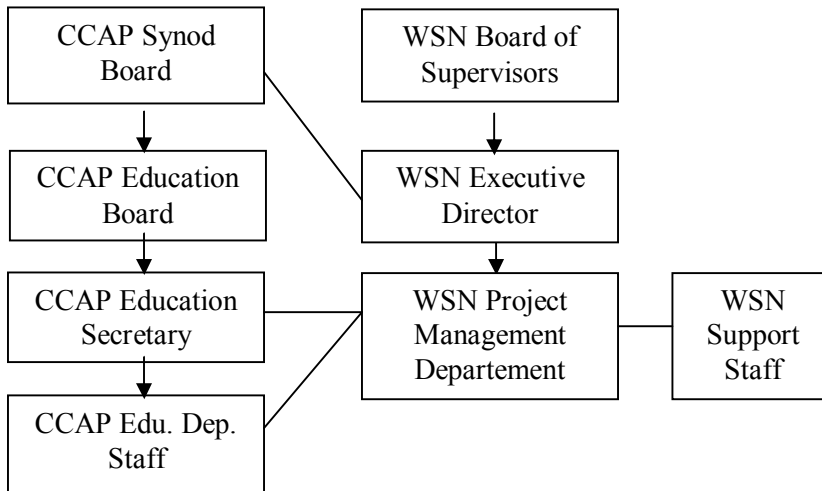
The following table shows the ***role and participation*** in the action of the various actors and stakeholders and the reasons for why these roles have been assigned to them.

<i>Stakeholder</i>	<i>Role</i>	<i>Reason</i>
CCAP Education Department	Main implementer. Organize trainings. Coordinate and monitor projects.	Experience of organization, regular field presence.
CCAP-affiliated Schools	Utilize provided constructions, trainings and resources. Implement Auntie Stella and income-generating projects.	Teachers and school managers have professional background or formal role in education. School is a basic institution found in almost all communities. School has a unifying power within the community. School is non-sectarian and not considered as a consecrated place.
Pupils	Participatory peer facilitators of Auntie Stella group sessions.	Pupils prefer to discuss SRH issues with their peers. Peer facilitators have a strategic relationship with other pupils.
WSN Office	Co-implementer. Monitor the activities of CCAP to ensure quality and donor compliant implementation. Donor relations.	Experience of organizing short-term missions, quality management, and donor relations.
WSN Volunteer Teams	Assist in implementing the construction projects. Catalyse change in local communities.	Able to serve as 'counter-community' or role model for the community. Willing to provide labour for 3 consecutive weeks.
Adult community members	Contribute materials and labour for construction projects. Act as Auntie Stella facilitators.	Able to contribute materials (bricks, stones, sand) and some labour for the implementation of construction projects.
TARSC	Trainer. Resource provider.	TARSC has developed Auntie Stella and has experience in providing support (training, advise) in its implementation in various countries in Southern Africa.
DEBS	Sets policies and standards. Provides resources persons. Assesses teachers.	Knowledge of Zambian syllabus, national policies and standards. Experience of training volunteer teachers and school managers.
Local NGO	Trainer of Auntie Stella	Already have a background in relevant areas. Are

staff	facilitators.	local actors that will remain available as trainers after the end of the action.
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The following **organisational structure** is proposed for the implementation of the action. Day-to-day direction of the program will rest with CCAP Education Secretary, in coordination with WSN project management. The CCAP Education Secretary is governed by the CCAP Education Board and monitored by WSN project management. WSN project management is overseen by the WSN Executive Director, whose approval will be needed for all expenditures above EUR 1,000.

In an organogram:



The following staff members are part of the **project office**:

Function	Nr.	Role in program
CCAP Education Secretary	1	Oversee implementation. Manages relations with other NGOs, local government, etc.
CCAP Project Manager	2	Coordinate implementation. Conduct monitoring visits.
CCAP Accounts Officer	1	Financial administration of expenses made by CCAP. Prepare and submit financial reports to WSN project management.
CCAP Administrative Assistant	1	Provide administrative support to Education Secretary and Project Managers.
CCAP Driver	1	Maintain program vehicle and drive it to program locations.
WSN Executive Director	1	Approve expenses made by WSN.
WSN Project Manager	2	Monitor and advise CCAP and assist CCAP in complying with donor regulations. Contract management with subcontractors.
WSN Project Officer	2	Identify, prepare, and monitor construction projects. Verify expenses made by CCAP during field visits.
WSN Financial Manager	1	Financial administration of expenses made by WSN.

The **program team** will consists of the CCAP Education Secretary, the CCAP project manager, the CCAP accounts officer, and the WSN project manager. They will meet face-to-face at least once every project year and monthly through conference call.

The following table shows the main **means** proposed for the implementation of the action.

Category	Description
Materials	<i>Construction materials</i> includes iron sheets, cement, roof beams, roof plates, window and door frames and shutters, metal bars, glass, nails, and paint. (The local communities will provide in kind: bricks, crushed stones, sand, and water.)
Equipment	Based on a needs assessment among CCAP staff, we have included 2 <i>personal computers with Uninterrupted Power Systems</i> (1 for the administrative

	assistant and 1 for the accounts officer), 2 laptops (1 for the project manager and 1 for the Education Secretary), 1 camera for taking pictures of training sessions and the progress of the construction work, and 1 projector to be used for the training sessions and meetings. These items will be purchased and installed by the WSN IT department, so it can provide remote assistance in case of technical problems.
Supplies	Included in the budget are monthly vehicle costs (maintenance, fuel), office maintenance, office stationary, telephone/internet, and electricity for the office of the CCAP Education Department in Lundazi.

The following table shows the attitudes of all **stakeholders** towards the action. The views expressed are based on stakeholder consultations conducted by WSN and CCAP.

<i>Stakeholder and attitude</i>	<i>Comment</i>
Pupils: Positive	Pupils indicated that, besides classrooms (activity 1), textbooks are also needed (activity 2.1). WSN and CCAP staff facilitated a try-out of Auntie Stella (activity 3), which both boy and girl pupils evaluated as 'good' and 'interesting'. They said to prefer mixed groups and would not mind to have either a male or female facilitator. Pupils also believed that, with training, some of them could act as peer facilitators (activity 3.2 and 3.3).
Orphans: Positive/ sceptic	Orphans were positive about the income-generating projects (activity 4), because benefits will accrue to those who do the work rather than those who own the land, and because it will promote equality between them and their peers. They said that their peers should also be involved, not just the orphans, and that benefits would need to go to those who need support. Some doubted whether their (head)teachers would make such a project benefit them, because 'all they do now is put your name on a list'. Others were more optimistic, especially when inputs are provided for and when CCAP oversees the projects (activity 4.3).
Girls: Positive	Girls welcomed sanitary units with changing rooms (activity 1), as they currently stay at home or have to walk around and sit for as much as 12 hours without changing their sanitary pads.
Teachers and school managers: Positive	Like the pupils, teachers and school managers can only welcome any kind of outside support, especially infrastructure (activity 1) and learning and teaching materials (activity 2.1). In previous projects implemented by CCAP and WSN in Lundazi district, teachers and PTAs have demonstrated to be very supportive.
Parents: Positive	In general, parents and other community members expressed their commitment to provide the materials required for the construction work (activity 1) and the conviction that they can prepare the projects in time. In the past, however, such commitment has not always translated into action. For this reason, we have switched a project in 2012 when the community that would initially receive the project had not made sufficient progress at the preparation stage. Another community, which did have fulfilled all its obligations, then received the project instead. Field visits indicated that this decision has changed attitudes in those communities that heard about it. Communities now realize they really need to make their own contribution towards the projects.
NGOs: Positive	Colleague church-based organization Reformed Open Community Schools (ROCS), which also operates in Lundazi district, responded positively to the proposal, since it does not yet do much on infra-structure (activity 1). Thandizani (the lead HIV/AIDS NGO in the district) responded positively to the proposal, because it does not yet reach all schools. Thandizani requested to be involved as trainer of facilitators (activity 3.3). TARSC (which developed Auntie Stella) indicated that it can provide Auntie Stella resource packages (activity 3.1) and a trainer for the Training of Trainers (activity 3.3). It also responded that "we strongly support that you include the development of a support structure and M&E system [activity 3.4], especially since the program is spread over 4 years."

Local government Positive:	The District Education Board Secretary (DEBS) expects a lot from the proposal and expressed interest to scale up Auntie Stella (activity 3), when proven successful. It also expressed interest in the training programs (activity 2.2) and willingness to provide resources persons for the teacher and school manager training.
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## IMPACT OF THE ACTION

The table below describes the expected impact of the action.

Level	Impact
Technical	<p><i>Quality of administration and communication.</i> The use of new ICT equipment (desk tops, UPS, laptops, beamer, and camera) improves CCAP's administration and communication in relation with its international partners.</p> <p><i>Quality of education.</i> The use of the construction outputs helps children to gain a basic level of knowledge, values, and skills necessary to ensure a healthy and productive life.</p>
Economic	<p><i>Sustainable poverty reduction.</i> There is strong evidence that education has an impact on creating economic opportunities for individuals in developing countries. Education leads to increased employability, productivity and higher income potential. The positive impact is even stronger when <i>quality education</i> has been received (better quality of education increases the economic gains resulting from primary education) and when <i>gender equality</i> has been achieved (women gain a higher increase in income from education than men). (<i>Lessons learnt</i>, p. 39)</p>
Social	<p><i>Sexual reproductive health and rights.</i> SRHR education in schools contributes to increasing awareness in the family and community. Youth are expected to share information gained from Auntie Stella not only with friends and peers (done by nearly 90%), but also with parents and caregivers (done by 65%) (TARSC 2006).</p> <p><i>Social cohesion.</i> There is a good deal of evidence that Auntie Stella contributes to greater communication, and better relationships, between youth and their families (TARSC 2006).</p> <p><i>Social justice and non-discrimination.</i> By providing equal opportunities for children living in rural areas this action will achieve social justice. As a result of SHRH education, pupils will learn how to interact (rather than fear and stigmatize) with People Living with HIV/AIDS, thereby reducing discriminatory attitudes.</p> <p><i>Gender equality.</i> Provision of girls' changing rooms and promotion of gender-sensitivity through Auntie Stella enhances gender justice. WSN volunteer teams practically demonstrate gender equality, female role models, and respect for the worth and rights of women.</p> <p><i>Self-confidence.</i> The implementation of Auntie Stella and the presence of WSN volunteer teams is expected to increase self-confidence in youth and local communities.</p>
Policy	<p><i>Political interest.</i> Monitoring reports from previous construction projects in Lundazi show that construction projects, with international support, make local government agencies more willing to work with and in the community. The coming of a team of international volunteers and the annual field visits made by WSN project officers also attracts interest from higher-level officials and/or provides an opportunity for visiting and influencing decision-makers. Elsewhere the successful implementation of Auntie Stella has lead to the signing of an agreement with the Ministry of Education and the implementation of Auntie Stella at a larger number of basic and secondary schools.</p>

## SUSTAINABILITY OF THE ACTION

After completion of the action, sustainability of activities and benefits will be secured in a number of ways:

- *Financial sustainability.* The income generated from the income generating projects allows targeted schools both to extend these projects to other schools and to cover the cost for maintaining their own infrastructure, replace any books or Auntie Stella resource packs as needed.
- *Institutional sustainability.* Ownership of the buildings and the materials will be transferred to the schools, so that the results of activity 1 (construction projects), activity 2 and 3 (teaching and learning materials), and activity 4 (income-generating projects) are embedded in the participating CCAP schools. The training of trainers and the development of a support structure ensures that knowledge on how to train and support facilitators and how to is embedded in multiple persons and civil society organizations in Lundazi.
- *Policy-level sustainability.* Endorsement of Auntie Stella by the District Education Board Secretary (DEBS) would ensure integration of the program into local education policy.
- *Environmental sustainability.* In 2014, WSN and CCAP Malawi are piloting with the Stabilised Soil Brick technology (also known as Stabilized Compressed Earth Block), a cost-effective and environmental friendly brick making technique. Because SSBs are cured in the sun, the need for fuel wood is eliminated, helping curb deforestation rates. Initial calculations indicate that using this technique does not have a negative impact on the budget - even taking the need for additional equipment into account. If this technique proves feasible, we will also implement it in Zambia.<sup>5</sup>

One of the WSN Project Officers has experience of chicken farming in Ethiopia, including the use of solar systems as environmental friendly alternative to the use of batteries. With his experience, WSN and CCAP will work to improve the current model for the poultry house, which also uses non-renewable energy sources. WSN already has a working relation with European manufactures of solar systems and experience of installing and using such systems for other projects in Africa (e.g. refrigerators for clinics in Sierra Leone and Ghana).

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<sup>5</sup> See <http://www.teachamantofish.org.uk/resources/incomegeneration/Brick-Making-Business-Guide.pdf>. Feasibility depends, among others, on the type of soil available, since SBB is not suitable for all soil types.