



CONCEPT NOTE

ORGANIZATION		
Role	Requesting organization	Implementing partner
Name of organization	World Servants Netherlands (WSN)	Church of Central Africa Presbyterian (CCAP), Synod of Zambia, Education Department
Type of organization	Faith-based, non-profit, and non-government organization	Faith-based, non-profit, and non-government organization
Registration number	41003183	643
Country of registration	Netherlands	Zambia
Date of registration	15 July 1988	31 August 2001
Employees	16 (12 FTE)	5 national workers
Offices	1 (Wolvega)	1 (Lundazi)
Description	World Servants Netherlands organizes short-term mission trips aimed at realizing construction projects in developing countries.	CCAP, Synod of Zambia, Education Department coordinates complementary and voluntary efforts to assist CCAP-affiliated schools.

CONTACT DETAILS		
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PROJECT	
Title of the project	Increasing access to quality education and life skills training for 3,500 children in Zambia
Location of the project	Southern Africa, Zambia, Eastern Province, Lundazi District
Duration of the project	48 months
Problem statement	<p>At district level, there are <i>large disparities between districts</i>: pupil-teacher, pupil-classroom, and pupil-textbook ratios are considerably less favorable in remote rural areas and poorer districts than in urban areas and wealthier districts. In the Lundazi district, <i>learning achievements are very poor</i>. Lundazi is one of the weakest performers in the province in terms of examination results. In addition, there is a <i>low participation of girls in the highest grades of basic education</i>.</p> <p>At facility level, there are <i>not enough qualified and motivated teachers</i> and <i>not enough quality classrooms</i> to cope with the growing demand for basic education. Community schools in particular, are understaffed and underresourced. The general lack of teachers in Zambia is compounded for rural community schools by a <i>lack of motivation for teachers to be deployed to rural areas</i>. This gives rural community schools <i>difficulty to attract and retain trained and government-paid teachers</i>. <i>Poor sanitation facilities</i> have a negative effect on attendance, especially among girls in the higher grades, because they have no opportunity to change their sanitary pads.</p>

	<p>Budget deficiencies further result in <i>lack of learning and teaching materials</i> such as books, desks, and teaching aids, but also <i>resource persons and resource materials to train life skills</i>.</p> <p>At community level, <i>high illiteracy levels and little educational attainment among adults</i> prevents rural communities from holding duty bearers accountable. In combination with a lack of trained teachers, limited community capacities result in <i>lack of effective management at the school</i>. 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, <i>girls get married at an early age</i>. In this way, rural areas face relatively <i>high drop-outs rates</i>, especially among girls, and especially in areas where there are <i>few professional female role models</i> (e.g. teachers, nurses).</p> <p>At individual level, <i>lack of life skills, correct information and social-emotional support</i>, makes children vulnerable to high-risk activities and their consequences, such as <i>sexual intercourse in exchange of gifts, early initiation, forced sex, multiple partners, teenage pregnancy, and alcohol abuse</i> - contributing to <i>further spread of HIV/AIDS</i>.</p>
Objective of the project	To increase access to quality education and life skills training for 3,500 rural children in the Lundazi District of Zambia
Beneficiaries	3,500 children in rural areas of the Lundazi district, including 85% poor and vulnerable children and 40% girls
Target groups	<ol style="list-style-type: none"> 1) 13 community schools in Lundazi district, supported by the CCAP education department 2) 40 untrained and unpaid community school teachers and 40 SMT members, both from the above mentioned 13 community schools 3) 7 staff members from civil society organizations in Lundazi 4) 85 members from 15 CCAP-supported community and primary schools with students in grade 7-9, selected to be facilitators
Expected results	<ol style="list-style-type: none"> 1) Enhanced teaching and learning environment of 12 community schools. 2) Strengthened capacity of 13 community schools to deliver quality education. 3) Strengthened capacity of 15 community and primary schools to promote and protect children’s rights through life skills training. 4) Strengthened capacity of 5 community schools to support themselves through income-generating projects
Deliverables	<ol style="list-style-type: none"> 1) 10 classrooms blocks, 4 teacher houses, and 6 sanitary units 2) 17.940 student books for grades 1-5 and 780 teacher handbooks 3) teacher training for 40 volunteer teachers and management training for 40 school managers 4) 7 trainers of trainers and 85 Auntie Stella facilitators trained and equip with an Auntie Stella resource pack, including 10 spare sets 5) 5 selected community schools provided with inputs and instruction on how to set up and run a chicken farm
Project activities	<ol style="list-style-type: none"> 1) Implementation of 12 construction projects 2) Provision of learning and teaching materials and development of the capacity of community school teachers and managers. 3) Provision of resource materials and development of the capacity of community schools to provide life skills training 4) Provision of support in the implementation of 5 school-based income-generating projects