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# MID-TERM EVALUATION OF SAVE THE CHILDREN NORWAY ZAMBIA COUNTRY SUPPORTED PROGRAMMES (2006-2009)



**SAVE THE CHILDREN NORWAY ZAMBIA**



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## Acknowledgements

This Report outlines the key finding, conclusions and recommendations of the Mid Term Evaluation of Save the Children Norway Zambia Country Supported Programmes. The Report provides a framework for renewed impetus and efforts for implementing partners and beneficiaries to work even harder to achieve results and to improve the quality of life of children in Southern Province of Zambia.

The Report is a final output of a process which involved a number of stakeholders at national, district and community level. We would like to acknowledge the contribution of the following: the Department of Social Welfare (DSW), Zambia Law Development Commission (ZLDC), Human Rights Commission (HRC), University of Zambia (UNZA), Girl Guides Association of Zambia (GGAZ), Education through Sport Organisation (Edusport), Community Based Intervention Association (CBIA) and the Zambia Civic Education Association (ZCEA), the Royal Norwegian Embassy and SCN-Z staff at national level.

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**Daniel Apton Phiri (Lead Consultant)**

## List of Abbreviations

CBIA	Community Based Interventions Association
CBO	Community Based Organisation
CLTTC	Charles Lwanga Teachers Training College
CLR	Child Law Review
CP	Country Programme
CPAP	Country Programme Annual Plan
CSEN	Children with Special Educational Needs
DALICE	David Livingstone College of Education
DATF	District AIDS Task Force
DEBS	District Education Boards

DSW	Department of Social Welfare
DRC	Democratic Republic of Congo
ECCD	Early Childhood Care and Development for Education
Edu-sport	Education for Sport Organisation
GDP	Gross Domestic Product
GGAZ	Girl Guide Association of Zambia
GRZ	Government of the Republic of Zambia
HIV/AIDS	Human Immune Virus/Acquired Immune Deficiency Syndrome
HRC	Human Rights Commission
HQ	Headquarters
MDG	Millennium Development Goals
MER	Matrix of Expected Results
MOE	Ministry of Education
MOV	Means of Verification
MTE	Mid Term Evaluation
NAC	National AIDS Council
NGO	Non Government Organisation
NORAD	Norwegian Agency for Development
OVC	Orphaned and Vulnerable Children
OVI	Objectively Verifiable Indicators
PTA	Parent and Teachers' Association
PCM	Project Cycle Management
QEP	Quality Education Project
RBZ	Read Beyond Zambia

SCN-Z	Save the Children Norway Zambia
TOR	Terms of Reference
UBCP	Ubutala Book Collection Project
UNCRC	United Nations Convention on the Rights of the Child
UNDP	United Nations Development Programme
UNFPA	United Nations Population Fund
UNICEF	United Nations Children and Education Fund
UNZA	University of Zambia
ZCEA	Zambia Civic Education Association

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## INTRODUCTION

*"It has always been a mystery to me how men can feel themselves honored by the humiliation of their fellow beings"-- Mahatma Gandhi*

### 1.1 Context and Background

Zambia, with a population of 12.2 million, has national poverty and illiteracy levels of level of 68 percent and 67.9% respectively. Illiteracy is more pronounced in women of whom 59.7% are unable to read or write. Only 20% of all children are educated in secondary schools and only 2% attend institutions of higher education(CSO, 2004).

The HIV/AIDS epidemic affects 14.3% of the population with an estimated 20 percent of all adults are infected with HIV. Life expectancy has dropped from 50 years to 38 years and an estimated 700,000 boys and girls have been orphaned. An estimated one million people live with HIV, of whom 300,000 need treatment (NAC, 2007).

Until recently child rights have been perceived as 'taboo' and children had no rights other than those prescribed by their parents or guardians. Existing legislation is not clear on Child Rights with more than 28 pieces of legislation in the custodian of different government ministries. The process of domestication of the *United Nations Convention on the Rights of the Child (UNCRC)* has started and commitment obtained to realise a sound Child Legislative corpus by sanctioning the work of the Child Law Review process (SCN-Z, 2007).

#### *Response and Geographic Coverage of the Intervention*

Save the Children Norway Zambia (SCN-Z) has since 1998 supported school infrastructure projects as part of Basic Education Programme (BEP) in five (5) district of Southern Province – Livingstone, Kazungula, Gwembe, Sinazongwe and Siavonga. The BEP has expanded to include child rights and HIV/AIDS as full programme components.

Since 2006 SCN-Z has implemented a four year Plan (2006-2009) which reflect the following global SCN strategic objectives:

- i. 'Fulfil Children's Right to Education';
- ii. 'Fulfil Children's Right to Protection against the impact of HIV and AIDS'
- iii. 'Strengthen the monitoring and implementation of the United Nations Convention on the Rights of the Child'; and

The strategic objective to 'Fulfil children's right to protection against violence and sexual abuse' is regarded as a cross-cutting issue under Objectives (i) and (ii) above (See *Appendix 6 for ToR for a background to the Country Programme*).

In line with its policy of strengthening local capacity SCN-Z works with a number of partners including the Department of Social Welfare (DSW), Zambia Law Development Commission (ZLDC), Human Rights Commission (HRC), University of Zambia (UNZA), Girl Guides Association of Zambia (GGAZ), Education through Sport Organisation (Edusport), Community Based Intervention Association (CBIA) and the Zambia Civic Education Association (ZCEA) at national level and the Provincial Education Office (PEO) for Southern Province, David Livingstone College of Education (DALICE), District Education Boards (DEBs) in Livingstone, Kazungula, Sinazongwe, Gwembe and Siavonga Districts and District AIDS Task Force (DATFs) in Siavonga and Sinazongwe (See *Appendix 1 for SCN-Z Organizational Chart*).



## 1.2 Purpose and Objectives of the Mid-Term Evaluation

Since inception the CP has had two external Evaluations at the end of each Strategic period. This Mid Term Evaluation was conducted for the current four (4) year Plan (2006 – 2009) with the following purpose and objectives.

### a) Purpose of the Evaluation

The purpose of the Evaluation was: first, to evaluate the past, and secondly, to bring in (new) perspectives for the future work of SCN-Zambia. The evaluation aimed to:

- i. contribute to learning in SCN as a whole, with the aim of improving the quality of programmes and the effects of resources used;
- ii. give input to an eventual up-scaling of the CP in Zambia and contribute to planning of the next strategic period i.e. the next four year long-term plan for 2010-2013;
- iii. detect key factors that influence on impact;
- iv. Contribute to the estimation and documentation of results and impact of the work carried out by SCN-Z.

### b) Objectives of the Evaluation

The overall objective was to "assess how far SCN-Zambia's programme had responded to the set objectives, document the impact of SCN-Z's work and identify potential for improvement in order to maximize impact in the best interest of children". Specific objectives were to:

- i. assess the progress made so far in implementing the four year plan, document results and as far as possible evaluate impact;
- ii. assess the quality of the three programmes i.e. Basic Education, HIV and AIDS as well as Child Rights, and, how they respond to improving the lives of children;
- iii. gauge the understanding by all players of SCN policies and procedures and how these are applied to the three programmes;
- iv. assess the relevance of the procedures and systems employed to build partnerships and how these are relevant to achieving the CP's objectives;
- v. Assess the scope and extent of participation especially of children in programme activities in order for them (children) to realise their potential to contribute to sustainability of the programme.

## 1.3 Approach and Methodology

### 1.3.1 Sample Population, Sample Size and Bias

#### *Sample Population*

The sample population was defined as "all SCN-Z supported schools, implementing partners, funding agencies, SC organizations and members of beneficiary communities" (SCN-Z MTR Team, 2008). A total of 52 institutions including community and regular schools, Community Based Organisations, GRZ and quasi-GRZ institutions, Colleges, NGOs, funding agencies and SC organizations were visited and interviews held with their representatives. Table 1 below illustrates the actual number of Community and Regular Schools.



**Table 1-1: Total Number of Schools in SCN-Z operational districts**

District	Number of Schools			
	Basic (Regular)	Community	Private	Total
Livingstone	23	16	9	48
Kazungula	55	51	0	106
Gwembe	33	20	1	54
Siavonga	41	44	0	85
Sinazongwe	29	39	0	68
<b>Total</b>	<b>181</b>	<b>170</b>	<b>10</b>	<b>351</b>

Source: Planning Department, PEO Southern Province, September 2008

### Sample Size

An average sample size of 7.4% of all community and regular schools in five districts of Southern Province was taken<sup>1</sup>, which enabled the selection of an average of 5 schools per district using a simple *selective random sampling technique*. In addition all the DEBS, DATFs, Parent and Teachers Associations (PTA), Project Management Committees (PMC), Chiefs, NGO partners, funding agencies, SC organizations and community members were included in the sample. Table 2 below shows the actual number of schools and other organizations that participated in the Evaluation.

**Table 1-2: Total Number of Schools and Organisations Visited**

District	Schools and Organizations Surveyed								Total
	Community Schools (Incl. Special Schools)	Regular Schools	CBOs (Incl. Chiefs)	GRZ (MoE, PEO, DEBS, HRC)	Colleges, Research Institutions	NGO Partners	Funding Agency	Save the Children	
Livingstone	4	3	0	2	1	0	0	0	<b>10</b>
Kazungula	1	4	1	1	0	0	0	0	<b>7</b>
Gwembe	4	0	0	1	0	0	0	0	<b>5</b>
Siavonga	3	1	3	2	0	0	0	0	<b>9</b>
Sinazongwe	2	4	2	2	0	0	0	0	<b>10</b>
Lusaka	0	0	0	3	1	4	1	2	<b>11</b>
<b>Total</b>	<b>14</b>	<b>12</b>	<b>6</b>	<b>11</b>	<b>2</b>	<b>4</b>	<b>1</b>	<b>2</b>	<b>52</b>

Source: SCN-Z MTR Field Data, September 2008

### Sample Bias and Triangulation

The sampling method used presented a probability of bias since partners could 'easily' select the "best performing" projects or pupils to reflect well on their performance. This bias was removed by:

- *triangulation* – a method in which information from three (3) or more data sources was compared for accuracy and reliability and verified against other data sets;
- Selection of people and institutions who had participated on the programme for at least 2 or more years. Only in exceptional cases were respondents with less than two years on the project interviewed;

<sup>1</sup> The disaggregated sample size was 8.2% of all Community Schools and 6.6% of all Basic Schools in the five SCN-Z's operational districts of Southern Province

### 1.3.2 Data Collection Methods and Instruments

#### *Methods and Instruments*

The Evaluation was more qualitative than quantitative and conducted using participatory methods including:

- a) *In-depth interviews with key informants* (individual pupils, teachers, parents, project staff, chiefs etc) in schools and organizations using questionnaires. Telephone interviews and email were used where appropriate.
- b) Participatory Rapid Appraisal (PRA) techniques involving *Direct Observations and Transect Walks, Social Mapping and Seasonal Calendar* were applied to observe the physical environment. Checklists were used to collect data. *The 10 Components technique* was used with Children's Councils, HIV/AIDS and other Clubs (See Appendix 2 for Sample of Questionnaire and techniques);
- c) *Focus Group Discussions (FGDs)* were conducted for smaller (or focus) groups including staff of DALICE, PEO, DEBS and in schools teachers, Children's Councils, PMC and PTA members, parents and other community members;
- d) *Desk study* involved a review of documents including Situation Analyses, Needs Assessment, Strategic and Annual Plans and Partnership Agreements. Others included Quarterly, Monthly and Annual reports, Evaluation and Auditor's Reports, and literature on international "best practice";

#### *Limitations to Data Collection*

These included:

- Long distances to and between SCN-Z supported schools, which resulted in some respondents (e.g. pupils) not being found at schools;
- Some key informants were not available for interviews due to commitment on other activities while others cancelled or postponed meetings. Yet in other instances community members were not mobilized in time for the meetings;
- Some partners could not provide the required project documents for the desk review;
- A few logistical problems were experienced (e.g. breakdown of vehicle) but these did not significantly affect the fieldwork.

### 1.4 Data Analysis

A significant amount of school and project data analysis was done in the field and after fieldwork. The Evaluation team held daily meetings to review findings and constraints and to compare notes on previous findings. The meetings helped in identification and clarification of emerging issues as the fieldwork progressed and to draw lessons and conclusions which later provided the basis for recommendations. A means-ends analysis was used to identify the relationships between programme inputs and outputs and to discuss the programme's impact and potential sustainability.

## 2. RELEVANCE AND SCOPE OF THE COUNTRY PROGRAMME

*Although nature commences with reason and ends in experience it is necessary for us to do the opposite that is to commence with experience and from this to proceed to investigate the reason.*

*Leonardo da Vinci*

### 2.1 Relevance to the National Policy Context

The CP clearly addresses key priorities of the Zambian government in areas of Basic Education, Child Rights and HIV/AIDS contained in the National Policy on Education (MoE, 1996), National Child Policy, and National AIDS Policy (NAC, 2005) and their accompanying Strategic and Operational Plans.

Its philosophy, policies and strategies are well aligned to priorities of the Fifth National Development Plan (FNDP: 2006-2011), Vision 2030 (GRZ, 2006), Poverty Reduction Strategy Paper (PRSP) and Medium Term Expenditure Framework (MTEF) and are helping to actualize the provisions of the Zambian Constitution on human rights, and the rights to education and health. The CP is working closely with various national and local institutions to operationalize these policies and strengthen capacity in provision of quality of education, promotion of Child Rights and prevention and mitigation of the impact of HIV/AIDS.

National, provincial and district institutions lack sufficient capacity to implement international conventions. The CP, through its advocacy work, is providing support to local institutions for domestication of the UNCRC, Jomtien Declaration on Education for All (EFA) through the Policy of Universal Primary Education (UPE), Dakar Agreement on Education for All and the Millennium Development Goals (MDGs).

### 2.2 Key Challenges and Issues affecting Children's Rights and Needs

Zambian children face a number of problems which include high poverty levels and ignorance, forced early marriages and pregnancies due to parents seeking dowries for their girl children and absenteeism from school. The CP is helping to address the following challenges and issues observed in its operational areas of Southern Province:

#### a) **Basic Education**

- ➔ More girl children are not enrolled in either regular or community schools while the number of female teachers providing support to girl children is insufficient;
- ➔ there are more untrained teachers in community schools than in regular schools and little learning and teaching going on in these schools;
- ➔ Levels of achievement are very low with completion rates as low as low at 50.14% for male and 38.35% for female children (SACMEQ, GRZ, 2000);
- ➔ Most children suffer health and nutritional deficiencies which affect their concentration at school;

#### b) **Child Rights**

- ➔ ideas and concepts of Child Rights have met with structural resistance to reform within established institutions, local norms and customs;
- ➔ Existing legislation on children Juvenile Act, Adoptions Act, Probation of Offenders Act and Affiliation and Maintenance of Order Act is highly fragmented and in conflict;

- Domestic and international legislation and instruments for child protection are incompatible and lack of consistency and harmonization;
- The conflict between written and customary law is unresolved and is a stumbling block in the Zambian dual legal system;
- The definition of the child is not clear and not in conformity with UNCRC definitions with the result that children subject to inequity and discrimination.

c) **HIV/AIDS**

- HIV/AIDS has a double impact on children who may lose both parents to the epidemic. Child headed households are commonplace and severely limits child participation and development and exposes them to risk of exploitation, streetism and risky behavior;
- HIV/AIDS infected children are exposed to stigma, abuse and discrimination which limit their chances and realization of their social and economic rights.

### **2.3 Preparation and Quality of Design of the Country Programme**

The current 4 year Plan (2006-2009) was prepared after thorough preparation which involved conducting of Needs Assessments, Baseline Studies and review of Sector Reports and recommendations of previous Programme Evaluations. The result was a functionally integrated programme, with a clear budget and which is implemented on the basis of Annual Plans. Monitoring and Evaluation (M&E) is guided by the "Matrix of Expected Results" (MER) which clearly outline the key result areas and indicators for measuring results and impact.

The following observations are made concerning the programme's intervention logic:

- indicators in the MER are highly quantitative while Key Result Areas are mixed up with Objectively Verifiable Indicators (OVIs);
- The Means of Verification (MOV), Assumptions and Risks associated with the Programme's overall objective (programme purpose), specific objectives and Key Result Areas are not clearly specified in the MER;
- Although the MER, Map of Targets and other tools (e.g. joint M&E tool) provide some form of "intervention logic", these are not presented as an integrated coherent standard logical framework matrix (LFM). The LFM is often required by many donor agencies for comparison of results of interventions;
- The M&E system should be integrated and clearly set out the Programme Elements, Indicators and Results Framework, M&E tools and instruments and responsibilities for implementation of M&E activities.

**External risks and factors** that could potentially affect current and future child programming and realisation of CP's strategic objectives include:

- The static and reactive nature of the National Policy on Education, legislation and GRZ institutions responsible for their implementation;
- GRZ's slow response to changing international and regional trends, innovations and concepts such as Quality Education (QE) and Early Childhood Care Development and Education (ECCDE) could affect sustainability;
- The slow pace of Constitutional and Law Reforms processes, policy changes and restructuring in GRZ institutions creates an atmosphere of uncertainty for future planning e.g. reviewing and harmonisation of the 28 documented pieces of child related legislation is painstakingly slow;
- Weaknesses in coordination in the multi-sectoral response to child related issues and generally inept national and local committees (GRZ, 2004)).

### 3. EFFICIENCY OF PROGRAMME IMPLEMENTATION

*"Singleness of purpose is one of the chief essentials for success in life, no matter what may be one's aim"*  
John D Rockefeller

#### 3.1 Administrative and Technical Capacity for Programme Implementation

##### 3.1.1 Assessment of Capacity at Programme Level

The Country Office comprises fifteen (15) full time staff whose administrative and technical capacity is assessed below:

- a) *Country Representative (CR)* – this function is necessary for overall supervisory, programme management and oversight functions and is the main link with all partners including SCN headquarters (Olso), the Royal Norwegian Embassy (RNE) in Zambia, Save the Children Sweden (SCS), Save the Children US (SCUS), other NGOs, donor agencies and GRZ institutions. Although there was a change in staff, *in January 2008, there has been continuity and efficiency in execution of this function;*
- b) *Programme Direction* – under the Programme Director (PD), this function remains important for coordination and overall management of the CP's three (3) thematic components: Basic Education, HIV/AIDS and Child Rights. Four Programme Managers are responsible for implementation of thematic areas: the QEP and ECCDE Programme Managers (under Basic Education), the Child Rights and HIV/AIDS Programme Managers.

The following assessment regarding thematic programme areas is made:

- i. Insufficient manpower is affecting implementation of the QEP resulting in heavy workload of the QEP Manager. The Quality Education Officer (QEO) has not been recruited as planned to fill this capacity gap;
- ii. Capacity for implementing ECCDE, Child Rights and HIV/AIDS is adequate. In terms of workloads the following has be observed:
  - Being in its early (or pilot) phases of implementation the ECCDE workload is currently manageable;
  - The increasing number of HIV/AIDS activities at partner level has corresponding effect on the workload of HIV/AIDS Programme Manager;
  - Low workload for the Child Rights Manager since most activities are directly implemented by partners while the former focuses on coordination and monitoring of partners activities.
- iii. Emphasis is on capacity building at the local level so that partners are able to implement most activities with minimal supervision.
- iv. The technical capacity for Proposal and Report Writing, Presentation Skills and organization of meetings is inadequate e.g. the quality of the 2007 SCN-Z Annual Report was not satisfactory until it was revised.

- c) **Programme Administration and Support** – under the overall supervision of the Programme Administrator who is assisted by the Administrative Assistant and Office Secretary this function is important for effective Human resource (HR) management and staff welfare and for operational, logistical and Information Technology (IT) support. In addition the function is responsible for Asset management, procurement and contract management; enactment of organizational rules and regulations, operational manuals and guidelines, and ethical guidelines and Code of conduct for staff and partners; and staff recruitment, advertisements, and continuous professional development and staff appraisals.
- i. The administrative capacity is adequate although high workload often results due to the following factors:
    - Increasing levels of procurement, logistics and management of transport fleet to meet increasing requisitions from partners;
    - Increasing time spent on IT support. Outsourcing has been costly and is not a sustainable solution.
  - ii. Obtaining competitive prices for and transporting bulk materials directly from suppliers to partners is a challenge and the system is prone to abuse by some partners e.g. prices of transportation of bulk materials are deliberately inflated;
  - iii. Outsourcing of gardening, office cleaning and security services have been a cost saving measure on staff emoluments and benefits.

Operational challenges that may negatively affect efficient implementation include:

- i. Insufficient Motor Vehicles (MVs) to cope with increasing field activities and movement of requisitions and assets;
  - ii. Inadequate drivers especially during periods of intense field activities from April to November of each year. The use of “temporary drivers” is not a viable option and tends to be costly;
  - iii. Use of own vehicles by Program Staff not only affects efficiency in terms on time spent driving (and resting) but also results repair costs of staff MVs;
  - iv. Communication difficulties during field missions and in emergencies situation.
- d) **Finance Department** – under the Finance Manager (FM) who is assisted by the Programme Accountant and Accounts Officer, this function is essential for managing the budget, financial planning and management and capacity building of partners.
- i. Capacity to manage programme funds at Country Office level is sufficient
  - ii. Additional workload is experienced when staff have to conduct monitoring and supervision of partners. Training of counterpart staff relieves pressure from Program Staff;
  - iii. Other constraints and challenges experienced include:
    - Late submission of financial reports results in tension with partners;
    - Misapplication of funds by some partners has resulted in suspension of funding e.g. Edusport and DSW in Siavonga;
    - Difficulties in harmonizing Accounting Systems e.g. SCS uses a different Accounting Software.

- e) **Documentation and Knowledge Management (DKM)** – started in 2007 this function is important for effective reporting, documentation and preservation of institutional memory as well as ensuring good Public Relations (PR), establishing media links, preparation of publications and annual reports. It also plans to set up a Referencing system, knowledge bank and library resources. The Documentation Programme



Manager is responsible for implementation and coordination of all activities and liaising with other departments and partners. However, there is still need for:

- i. Further improvement of existing documentation systems, procedures and methods;
- ii. clarification of roles and functions of DKM in organizational set up
- iii. Clarification of the link between DKM and the M&E system to optimize the benefits from both systems.

### 3.1.2 Staff Welfare and Motivation

Adequate measures to motivate staff have been put in place with the positive effect that there is less staff turnover at the Country Office. These measures include:

- a) Attractive conditions of services including wellness program consisting of a subsidized canteen, gym and medical support for staff and their families;
- b) Autonomy: members of staff work independently in an organizational environment devoid of rigidity and formality. Staff are able to conduct self appraisals;
- c) Support for Continuous Professional Development (CPD), refresher courses research and attendance at regional and international workshops is an added incentive for staff retention.

### 3.2 Understanding of Procedures, Guidelines and Reporting Systems

Program staff and partners have been properly oriented to the philosophy, procedures, and operational and reporting guidelines, ethical principles and Code of Conduct. In addition financial guidelines on purchases and IT support have been provided to partners. The importance of adherence to these requirements is summed up by the Livingstone DEBS who noted that: "if we applied them [procedures and guidelines] then we could reduce the audit queries".

*"If we applied them (policies, systems and procedures) then we could reduce [a lot of] the audit queries" Livingstone DEBS*

The requirements are designed to fit and complement similar procedures and systems of partners who may also adapt them to suit their organizational environments. These are also jointly reviewed with partners from time to time. Compliance to procedures and regulations has been affected by: disregard for procedures, guidelines and reporting requirements by some partners and claims by partners that procedures and other requirements are too stringent. There have been isolated reports by some partners that they were not properly trained and oriented to financial procedures and reporting.

### 3.3 Capacity Building and Training

Capacity building and training was assessed at two levels: Country Office (Programme) and partner (Centre) levels.



**a) Capacity Building and Training of Country Office Staff**

Adequate support has been provided for staff to go for short or long term training. Staff are encouraged to study for diplomas and degrees to improve their knowledge and skills. Field in which staff have benefited include Business Administration, Strategic Management and Planning, HIV Management, Advocacy and M&E. All training needs are identified, discussed and budgeted for in advance. Cost sharing is the rule for those pursuing higher (e.g. PhD, MBA) studies while generally staff are not bonded. The main benefit to SCN-Z has been the application of new knowledge gained in courses in child programming and office operations.

**b) Capacity Building and Training for Partners**

Partners have been sufficiently supported to attend or organize training workshops, meetings and local and international conferences. Training needs are identified by partners and included in annual and quarterly plans. "SCN-Z has been committed to ensuring that resources obligated to a project are provided timeously for training to be conducted" (Livingstone DEBS, 2008).

The following activities have been successfully implemented:

- i. *Orientation workshops* for all partners e.g. in Kazungula Accounts Officers were oriented and equipped with computer skills; *Content, tools and material resources development workshops and Training of Trainers (ToT) workshops*
- ii. On-the-job training in financial management by Program Staff;
- iii. Training in *QEP and School Self Evaluation (SSE) with the DEBS*;
- iv. Training in *Project management, stock taking, contracting, cash book and bank reconciliation* in Kazungula district.
- v. Training in *Results Based Monitoring and Evaluation and Advocacy*;
- vi. Training in IT, Child Rights, ECCDE and Results Based M&E. .
- vii. *Study tours and exchange visits* have been conducted to Zimbabwe and Mauritius, Norway and Sweden to study the concepts of ECCDE and Children's' Ombudsman respectively;
- viii. *Sponsorship of Partner staff to undertake studies to upgrade their skills e.g.* the Accounts Assistant at Gwembe DEBS was sponsored to pursue a Diploma course at Mulungushi University through Distance Learning.

The main challenges to training and capacity building has been insufficient resources to meet increased demand training while many training programmes have been one-off affairs. The number of training workshops for teachers and ECCDE mentors reduced due to budgetary constraints.

### **3.4 Funding, Disbursements and Resource Utilization**

#### **3.4.1 Sources of Funding and Fund Raising Activities**

An estimated 70% of programme funding comes from the Royal Norwegian Embassy (RNE) while SCN–Oslo meets the balance of 30%. The following assessment is made with respect to sources of funding:

- i. Much of the RNE funding is committed to Basic Education activities
- ii. Fund raising initiatives have not been prioritized. For example

- Fundraising was first included in the budget in 2007 with a minimal ZMK4, 6million which was increased to ZMK35, 3million in 2008. These are minimal amounts in the total budget;
- It is anticipated that an extra USD100, 000 will be secured from other sources (p.22 of the 4 year Plan). The sources funding are not mentioned or secured. The associated risk of not raising the funds is not stated in the Plan. Alternative sources of funding will have to be identified to support future child programming activities.

SCN-Z policy of not insisting on in-kind or financial contributions from partners tends to create dependency might affect potential sustainability of the programme

### 3.4.2 Budget Analysis

During the period under review the number of projects covered in the budget increased from 24 in 2006 to 31 in the 2008 indicating an expansion in the scope of interventions. The total budget of the Country Programme covering the 4 year Strategic period (2006-2009) is estimated at ZMK31, 5 billion. The following specific observations on the budget are made:

- 1) There has been consistency in funding of national, provincial and district partners; for some partners (like PEO) the budget has been slightly reduced;
- 2) In 2007 *Fund Raising Initiatives, Documentation, HIV/AIDS Prevention, Copying and Support for Children and Children with Special Educational Needs (CSEN)* were introduced while Education, HIV/AIDS, Children's Rights and Strengthening Community Response to HIV/AIDS were integrated in other projects. *Regional HIV/AIDS Coordinator (budget line 420420)* was removed from the budget;
- 3) In 2008 2 administrative (*admin marked*) projects, *Indicator Development, Emergency Relief Zambia, Kabbila Community School Project and DATF Sinazongwe* were included in the budget. Education and HIV/AIDS were reintroduced while Combating HIV/AIDS through sport Foundation (Edusport) was removed from the budget;

### 3.4.3 Disbursements

These are made on the basis of approved Annual Plans, Quarterly Work Plans and a transfer plan. If funds are not used (by 31 December), they are either rolled over into the next funding quarter. The following observations are made regarding disbursements:

- 1) Minimal delay in early 2008 in funding from the RNE due to 'misunderstanding' over budget items i.e. the *difference between Program Administration and Program Support costs*;
- 2) Minimal to significant delays of 2 to 5 months to ZCEA and GGAZ respectively in 2008. In 2007 Edusport received funding in the 2nd quarter;
- 3) Minimal to significant delays to the *DEBS* of between 2-5 months:
  - i. to 5 months in Gwembe. As one DEBs staff remarked: "*We usually get the funding for the first quarter in the second quarter*";
  - ii. in *Kazungula* funding is delayed in the first two months of every year and 3 months in Sinazongwe resulted in a major adjustment to the implementation schedule;
  - iii. in Siavonga in 2008 3<sup>rd</sup> and 4<sup>th</sup> quarters funding was received at the same time while the DATF had only one allocation since October 2007.

Delayed disbursements have resulted in heavy workload, adjustments to schedules and implementation of activities. Funds are usually rolled over into the next funding year.

### 3.4.4 Cost Effectiveness Analysis and Resource Utilisation

The CP's 'resource envelope' is sufficient to ensure the achievement of SCN-Z's strategic objectives but only if it will be managed in a cost-effective way. Cost effectiveness analysis reveals where the project money actually goes and the results achieved. The manner in which resources are utilized has varied between departments and partners. Incidences of poor resource utilization have included:

- a) *Payments of per diems above the stipulated* a range of 30-40% without proper justification e.g. in a classic case a Secretary, Driver and Accountant took a typewriter to Lusaka for repairs when one person could have done the job;
- b) *High cost of hiring conference venues* and facilities, which are often selected to ensure participants get allowances;
- c) *High administrative overhead costs* – some partners exceed the 10% mark-up for administrative costs without proper justification;
- d) *Extended periods of field monitoring* - 2-3 or more monitoring missions when one effective mission per year could be made thus saving on related costs;
- e) Abuse of procurement by partners who inflate prices on purchases and requisitions without proper justification;
- f) *Use of expensive school buildings materials* when cheaper ones could be used if only GRZ standards were lowered

The inefficiency in resource utilisation is correlated by this observation: "we are not fully efficient [but] what we get is good quality; we could channel [more] resources to children's needs" and "we could do double for the same (amount of) resources" (CR-SCN-Z, 2008). Another observation was that : "We can do better through better financial management and returns; there is no prudence [on the part of some partners] on managing resources" (SCN-Z Finance Manager, 2008).

Further incidences of inefficiency in resource utilization include:

- a) Slow pace of uptake of funds by the DSW and HRC. As one HRC staff observed: "Resources are lying idle and are not been utilized and may end up been returned to the funding agencies". Only about 8, 3% of the total allocation had been spent since project inception;
- b) Lack of proper accountability of project funds, which resulted in termination of partnerships of Edusport and DSW in Siavonga;
- c) Implementation of activities outside the agreed budget and "pushing" activities from one quarter to another without approval of affect budget allocations;
- d) Unplanned activities carried out at the request of the Country Office which "burdens and disturbs district activities since reimbursements are delayed and sometimes no refunds are made" (Siavonga DEBS, 2008).

In addition to cost-saving measures such as shared staff and office space with SCS; pooling of motor vehicles; outsourcing of IT support and gardening and sharing of responsibilities for monitoring and supervision of partners in the field the following actions could be taken to ensure efficient resource utilization:

- ➔ decentralizing monitoring activities and giving partners more responsibility for monitoring and supervision;
- ➔ Reduction by Program Staff in time spent on monitoring missions. The resources saved could be channelled to child programming or improving operational areas.
- ➔ Finding alternative cheaper venues for conferences and workshops and reducing the number of days spent on workshops e.g. with proper planning a 5-Day workshop could be implemented in 2-Days to save costs and time.

## 4. PROGRAMME EFFECTIVENESS

*"Man is a Bundle of Relationships, A knot of Roots, Whose Flowers and Fruitage is the World"*  
Ralph Waldo Emerson

### 4.1 Partner Cooperation and Collaboration

#### 4.1.1 Strategic Considerations in Choice of Partners

SCN-Z's choice of strategic and implementing partners is founded on and influenced by the identified partners' organizational philosophies, policies and strategies and past performance with regard to child programming, child rights and welfare. Generally SCN-Z's policy is "listening to partners and playing a facilitatory role" (SCN-Z, 2005) enabling partners to have a good degree of autonomy. SCN-Z always ensures that partners have;

- a) vision, philosophy, values and principles that respect, value and listens to children;
- b) the ability to learn and create an environment "where all children have hope and opportunity to live in freedom and security" (SCN-Z, 2005);
- c) the ability to interpret and operationalize SCN-Z's strategic objectives in a spirit of mutual understanding, collaboration and cooperation

#### 4.1.2 Cooperation with the Royal Norwegian Embassy

A strategic and good working relationship exists between with the Embassy which is anticipated to continue in the foreseeable future. SCN-Z meets all the requirements of programming, implementation and reporting e.g. timely submission of Annual Reports and use of the Results-Based reporting. It also helps to facilitate field trips and monitoring visits of Embassy staff and visitors e.g. a joint monitoring visit was made to Katombora Reformatory to check on the condition of incarcerated children. A number of issues of concern were raised including:

- a) The poor quality the 2007 Annual Report- this was later improved upon;
- b) SCN-Z's sustainability strategy is not clear e.g. it is not clear who will take up support for Children's Councils after external support;
- c) Inadequate involvement of the RNE in the proposal development process. SCN-Z maintained that the Embassy's role was to provide comments on planning documents;
- d) A shift in strategic focus of the RNE in 2009 from Basic Education to other areas will have implications for future funding to SCN-Z.

#### 4.1.3 Cooperation with Save the Children Sweden

Cooperation with SCS is reflected in office sharing, co-funding and sharing of staff (Administrative Assistant, Programme Accountant and Office Secretary) and a common interest in advocacy work for child rights e.g. mutual support for the Child Law Reform process, setting up the Office of the Commissioner (Ombudsman) for Children and Children's School Councils as well as a shared interest in HIV/AIDS programming. *The relationship with SCS is likely to be affected if meetings continue to be ad hoc and reactive to situations*

#### 4.1.4 Cooperation and Collaboration with Implementation Partners

SCN-Z maintains a very good working relationship with its implementing partners with exceptions where partners have lacked accountability and have misapplied programme resources. The main vehicles through which cooperation is promoted include, inter alia:

- a) **Partners' Forums** – these are held 3-4 times a year have been effectively used for networking, advocacy work, sharing of learning experiences and reviewing implementation challenges. Forums provide an opportunity for self evaluation and introspection and sharing success stories and to discuss improvements.
- b) **Traditional Institutions**– Chiefs, Village Headmen and other traditional authorities have been effectively used in advocacy work and sensitization on Child Rights and HIV/AIDS and in facilitating school development projects;
- c) **School Based Structures** – SCN-Z works through Parent Community School Committees (PCSCs), PTAs and PMC in Preventive Maintenance and in promoting and dissemination of child rights and HIV/AIDS messages.

## 4.2 Partnership Building and Advocacy

### 4.2.1 Partnership building

Partnerships are the means to promote its advocacy work, core values and principles and to build a strong network. SCN-Z achieves this through constructive engagement, dialogue and coordination with local and international NGOs donor agencies and GRZ institutions. SCN-Z seeks to build partnerships with organisations with complementary programme interventions to ensure sector wide impact. The following assessment is made:

- a) Partnership building at the national level has been successful as reflected in membership of SCN-Z on joint Committees of donor agencies and cooperation with GRZ institutions (based in Lusaka) and joint child programming e.g. with UNICEF, International Labour Organisation (ILO) and Plan Zambia and Sentinel Trust etc in production of ECCDE training manuals;
- b) *There is less evidence that the Partnership Building strategy is working well at local level.* Most approaches are compartmentalized approaches with few cases of complementarities e.g. the School Feeding Programme. Despite this unfavourable situation it is clear that good opportunities for future partnership building exist but only if SCN-Z could effectively engage with other agencies and vice versa.

### 4.2.2 Advocacy Work and Strategy

SCN-Z's has to a greater extent been successful in influencing policy and decision making that affects children especially in the five districts of its operations in Southern Province. Its advocacy work is strongly grounded in fieldwork and focuses on a relatively few issues: quality education, child rights and HIV/AIDS. It uses the media to implement its advocacy strategy which also enhances Programme Visibility and impact. The main achievements are:

- a) Policy coordination with key Government Ministries, NGOs and Civil Society, Save the Children Alliance, the UN System (ILO, UNICEF) and other donor agencies
- b) Promotion of the QE model at an International Conference on Quality Education attended by 72 participants. The model was portrayed as "the hope for Education in Zambia" (DEBS Livingstone, 2008);
- c) influencing the MoE to take an active interest in development of ECCDE in Zambia;
- d) Constructive engagement 14 chiefs in advocacy work in HIV/AIDS and children's rights in all five districts;
- e) Contribution to donor coordination in child programming and the sector wide issues;

Table 4 below illustrates Potential Areas of Advocacy and Partnership Building (Also refer to Appendix 3 Potential Areas for Partnership Building).

**Table 4-1: Potential for District Based Advocacy and Partnership Building**

SCN-Z Programme Partner	Organization with District Institutions	Area of Complementary Support	Potential for Advocacy and Partnership Building
Livingstone DEBS	CARE International, and Churches (St Franciscans) Ray of Hope New Start Centre	Support OVCs with school fees while provides school fees, food supplements.  Co-partnering for VCT services especially for pupils of 16 years.	MoH have opened a centre for those who are critically ill and provides nurses for referral cases while the Departments of Social Welfare and Community Development are providing expertise for community mobilization for Peer Education activities.
Kazungula DEBS	Legal Aid for Women Changes II	Provided support for 60% of the women in cases of bigamy, child defilement and abuse.	The village has received training from and SCNZ in HIV/AIDS which was conducted at Mukuni Basic and the Royal Village  Collaboration on child rights issues
Sinazongwe DATF Tuzumanane Women's Group	World Vision DAPP	IGA - provided 75 goats as an IGA	SCNZ focuses on training in HIV interventions.
Gwembe DEBS	Agra Zambia USAID Changes II programme	(Water Boreholes) Rural electricity	Community School teacher education, community health and nutrition and Community participation
Gwembe DEBS	World Food Programme	Support for School feeding program by WFP is helping to curb absenteeism as parents	Parents feel relieved as they do not have to fend for the children or send them out fishing in search of food.
Siavonga DEBS	Zain	Partnerships with the private sector e.g. to build governance rooms in schools;	Kabilla construction coming from funds raised from private sector as well as SCN-Z
Siavonga DATF	USAID Expanded Church Response (ECR) Programme CRAIDS The Global Movement for Children Harvest Hope	Focused on Health and Nutrition Programs "a healthy child in a healthy school environment is a high achiever". vide health support (ante-natal Support in form of books to OVCs, ECR has been assisting with books, shoes and uniforms for OVCs.	MoE requested to build a shelter. Gender Based Violence working group coordinated by World Vision

Source: SCN-Z MTR Evaluation, 2008



## 5. PROGRESS MADE AND PROGRAMME IMPACT TO DATE

*"When Spider Webs Unite, they Can tie Up a Lion" – Ethiopian Proverb*

### 5.1 Overall Progress in Implementing the Four Year Plan (2006-2009)

The programme's focus in the current 4 year Plan has been on "software activities": quality education, child rights and HIV/AIDS, which is a departure from the focus on "hardware" in the previous strategic cycle. Overall significant progress has been made and results achieved in Quality Education, ECCDE and CSEN within the framework of the Basic Education component. Some progress has been made in HIV/AIDS interventions while less progress than anticipated has been made in the Child Rights programme. The details of progress made and outcomes are outlined in the sections below. SCN-Z has continued with its support for school infrastructure in some community and regular schools.

### 5.2 Progress Made and Impact of Thematic Programme Areas

#### 5.2.1 Progress made and Impact of the Basic Education Programme

##### a) **Quality Education Programme (QEP)**

This programme has two components: the *pre-service teacher training programme* implemented in partnership with DALICE and UNZA and the *in-service teacher education programme* jointly implemented with the PEO, DEBS, schools and various local educational structures.

The QEP uses Action Research methodologies develop reflective skills of school managers, teachers and children, who then apply to seek viable solutions to various school management problems. This approach has worked well in improving the quality of education and promoting transformations in schools. In most schools visited, where QEP is implemented, there have been notable changes in behaviour and attitudes, better school attendance, and results and good professional practice among teachers.

##### i. **Community School Teacher Training Project (DALICE)**

This is a 3-year distance learning programme for Community Schools Teachers which initially started with ten (10) students per district but has since expanded to 25 schools in 5 districts. A total of 47 students (17 female and 33 male) are currently enrolled while 43 have since graduated with a 98% pass rate. The following main outcomes of the intervention:

- improved quality of teaching through a wide choice of methodologies, preparation of work plans and use of better teaching materials;
- improved school management since qualified teachers are being sent to Community schools;
- high enrolment levels in community schools due to availability of qualified teachers;
- trained Community School teachers share knowledge and skills gained with other untrained teachers and encourage their peers to go for training;
- Deploying trained female teachers to community schools is helping to change attitudes and to provide role models to the girl child.
- Changing attitudes of parents and traditional leaders e.g. corporal punishment has decreased; parents sit and listen to teachers while Chiefs are punishing parents who do not send children to school;



Unintended positive impacts have included:

- ➔ Skills gained by DALICE lecturers in module writing for the Distance Learning programme conducted by UNZA and Chalimbana In Service Training College;
- ➔ Teacher training materials have been shared with other agencies notably USAID funded Changes II program which is using them in community school teacher training programmes in non SCN-Z supported areas;

Key challenges of implementing this project have included:

- ➔ Lack of manuals, teaching materials and extended periods of training of part time students and transport;
- ➔ Students on training face other problems including lack of library resources and poor living conditions;
- ➔ Inadequate monitoring and supervision of students in the field. The recent acquisition of a vehicle will ease this problem;
- ➔ Difficulties in identifying mentors (or Senior Teachers) near Community Schools to provide on-the-job training to beneficiary student teachers;

ii. ***Partnership with University of Zambia***

This project has been implemented jointly with Charles Lwanga Teacher's Training College (CLTTC). To date 36 participants have acquired reflexive skills through Action Research methodologies, workshops, individual study and group presentations. Participants are regularly monitored and assessed in workplaces. A Secretariat has been established comprising a Coordinator, Secretary, University Librarian and four other members. Progress has been delayed due to:

- ➔ A 'Misunderstanding' with SCN-Z staff and consultants allegedly over UNZA's competence to implement QEP. This has since been normalized and implementation is on course;
- ➔ A 'busy schedule' of the QEP Manager has resulted in less monitoring of and interaction with the partner;
- ➔ Delays in retirements by UNZA has contributed to delays in disbursements which has affected implementation of activities

iii. ***Partnership with Provincial Education Office***

The PEO has provided administrative and technical support, overall supervision of the DEBS and monitoring of SCN-Z supported programs. A Resource Group has been formed to coordinate in-service training, open and distance learning and Training of Trainers (ToTs) workshops for District and Zonal Education Standards Officers, Zonal Inset Coordinators (ZICs) and District Resource Centre Coordinators (DRCCs). The following outcomes have been observed:

- ➔ coordination and monitoring of activities in schools by PEO staff (ESOs) has relieved pressure from the QEP manager;
- ➔ community attitude in towards education of children and school affairs is positive due to improved learning and motivated of children;
- ➔ ESOs are now able to effectively deal with classroom situations, conduct quality monitoring and teacher inspections, monitoring of preparation of lesson plans and open and distance learning;
- ➔ QEP has significantly improved pedagogy and literacy skills of teachers. Teachers are more reflective on how they can deliver in class, assess and

ask themselves: “*what could I have done differently*” to improve the teaching and learning environment.

- ➔ Better facilities, teaching and learning are attracting trained teachers and more pupils to remote schools where enrolment levels have increased. The ESO observed that “There are tangible differences between SCN supported schools and ordinary GRZ schools. The project has gone up to the child” (PEO, 2008).

Although there are positive changes in schools where QEP is implemented *the actual changes in pupils has to be fully assessed. External factors that which might affect impact in the long term include:*

- ➔ Insufficient GRZ funding to Community Schools, non-payment of salaries and deployment of teachers and lack of accommodation;
- ➔ Reduction in the PEO’s budget has resulted in decreased monitoring and supervision of schools. A Motor vehicle purchased by SCN-Z has eased monitoring and supervision in remote areas;
- ➔ insufficient materials to conduct research in child related matters in schools;
- ➔ Poor communication with some partners e.g. Kazungula DEBS office but this has since improved;
- ➔ Heavy workload of the ESO which results in less time devoted to monitoring QEP activities e.g. in 2008 monitoring was done once compared to 3 times in 2007.

#### iv. **Partnership with Livingstone DEBS**

The partnership spans 10 years and has been beneficial to the community especially in improving access to education. In the period under review the focus has been on teacher education and other ‘software’ activities. Progress made and outcomes include include:

- ➔ training of DEBS’ officers and head teachers in School Self Evaluation (SSE), QEP and School classroom practices has enhanced the delivery of quality education; All schools are participating in SSE while only a few are taking part in QEP;
- ➔ in improved performance of pupils as a result innovations introduced through QEP. There are more drama, debates, choral and poetry competitions carrying messages of quality education;
- ➔ collaboration with DALICE in training of Community School teachers;
- ➔ constructed of classrooms, ablution blocks and VIP latrines and rehabilitation of school infrastructure to improve on access, health and sanitation e.g. at Mahululo and Chaaba

v. **Partnership with Kazungula DEBS**

Since 1998 a total of 55 regular schools, 50 Community Schools and 1 self help school at Chief Mukuni's Palace have benefited from SCN-Z support. Chieftainess Mukuni summed up the support by stating that "SCNZ is an organization that has assisted us to serve our children in many ways". The focus in the period under review has been 'software' activities although 'hardware' activities have continued in a number of schools. Some of the achievements have included:

*"SCNZ is an organization that has assisted us to serve our children in many ways". Chieftainess Mukuni*

- improved teaching and learning environment through awareness creation, development of research skills and competence in classroom practices. "Training for transformation", QEP and SSE is having a tangible effect as observed by the DEBS "Teachers trained in this field (QEP) are [liberalized and] different from others" (Kazungula DEBS, SCN-Z MTR, 2008);
- Training of trainers of ZICs and Zonal Education Support Teams (ZESTs);
- During monitoring and supervision missions DESOs use the opportunity to diffuse new ideas and concepts in Quality Education;
- improved pupil's performance due to re-training of teachers and provision of learning and teaching materials e.g. at Kamwi Lower Basic School;
- a conducive learning environment in Community Schools resulted from teacher training, provision of textbooks, SSE and improved buildings
- enrolment of pupils at Libala Basic School has doubled from 20 to 40 due to better quality of education, adequate learning materials, desks and availability of teachers;

Promotion of QEP models in other schools has generated demand for support from the DEBS and SCN-Z as observed by the DEBS: "I went to a non SCN-Z supported school and when they saw me they reminded me about the need to disseminate the new ideas and concepts from SCN-Z" (Kazungula DEBS). \

The DEBS have experienced the following challenges during implementation:

- remoteness and poor accessibility of schools renders monitoring and supervision very difficult;
- defining and operationalizing the concept of 'Quality Education' has been difficult and hence the need to simplify the approach;
- School project management committees (PMCs) lack sufficient capacity in financial management and book keeping resulting in poor accountability of project funds.

*Support for 'hardware' activities*

In 2006 4 Classroom Blocks (CRBs), 2 teachers' houses and 6 toilets were constructed while in 2007 2CRBs and 1 teacher's house at Chonzo and 2 teacher's houses and 1CRB each at Nazibula and Machambila worth K270million were constructed. In 2008 2 teachers' houses and 1x2CRBs were under construction at Kamwi Lower Basic School. Rehabilitation of school infrastructure has continued where appropriate.

vi. **Partnership with Sinazongwe DEBS**

The district has 43 regular and 45 community schools most of which are not yet recognized by GRZ. SCN-Z support has focused on both hardware and software activities in hard-to-reach schools like Sikaneka and Sinantandabale. Some of the activities conducted and outcomes to date include:

- intensive in QEP training was conducted in 2007 for 30 teachers at Shampondo, Nambale and Chiyabi Basic Schools;
- representation of Zambia at an International Conference on Quality Education by QEP beneficiary teacher;
- training in QEP conducted in Choma for 10 ZICs from 10 Zones;
- In 2008 Kafwambile, Dengeza, Manzima, Siankondobbo and Maamba Special Schools joined the QEP after witnessing improvements QE in other schools;
- Improved results and performance has been observed in most SCN-Z supported school. Regarding performance the DEBS had this to say: “If all NGOs were doing as SCN-Z [then the situation could be a lot better]” and added “to me they remain second to none” (Sinazongwe DEBS, 2008).

The main challenges to programme implementation have included:

- Reduction in the QEP budget which resulted in reduction of beneficiaries from 19 to 12 teachers in 2008. For the district as a whole quality results could only be achieved if other schools were benefiting as well;
- Inadequate transport to conduct monitoring and supervision was still major constraint. The acquisition of 4 WD Motor Vehicle and motor bike had eased the situation;
- poverty and hunger has made it difficult to implement the School Community Partnership concept as people are busy looking for food;
- Many schools in Sinazongwe district are still ‘mud-and-pole’ and grass-thatched structures and hence the need to continue support for “hardware” (school infrastructure). According to the DEBS the emphasis on software “...was a generalized idea from Livingstone [to do away with hardware]” and further pointed out that “software alone cannot work without hardware; they complement each other. Quality alone cannot work. We still have Community Schools without desks”.

*“Software alone cannot work without hardware; they complement each other. Quality alone cannot work. We still have Community Schools without desks”.*  
Sinazongwe DEBS

**Support for ‘hardware’ activities**

In the period under review access to education in Sinazongwe has improved due to construction of 1x3CRB at Nang’ombe, Chiyabi and 1x2CRBs at Siankondobbo, Munzunwa, Kayuni and Syiapuwe; one teacher’s house at Dengeza and school rehabilitation at Kafwambila; 1x2CRBs at Sikaneka, Vwavwa, Chamukwapila and Siantandabale Community Schools; 1x3CRB at Siankondobbo, and the setting up of an ECCD centre at the Maamba School for CSEN. Delays in community contribution, financial disbursements and procurement, lack of expertise, delays by Contractors and bad quality work and the 2007 floods affected school construction works in the district.

vii. **Partnership with Gwembe DEBS**

The partnership started in 2002 and in the current Plan has focused on both hardware and software activities. The assertion that ‘SCN-Z goes where no one wants to go’ holds true with regard to schools in Gwembe district which are located in remote areas. The following have been the main achievements and outcomes of QEP activities:

- teacher education and Training of Trainers workshops have been conducted to strengthen the Teachers’ Resource Centre;
- A total of 25 teachers were trained in 2007 while 35 teachers were participating on QEP in 2008. All graduates from these programs are deployed and put on GRZ payroll;
- local communities have taken a keen interest and are actively participating in school affairs as observed by the DEBS “We are seeing a lot of community involvement in affairs of the schools”

*Support for Hardware Activities*

Hardware activities have mainly involved construction of 1x2CRB at Kalelehi, Yenga and Tanga, upgrading of community schools to permanent structures and construction of teachers’ houses. Community participation and contribution has been good and has helped speed up school infrastructure projects. Despite delays in funding the DEBS reported that they were nearly 75% in achieving their targets.

The main challenges and constraints in implementation include:

- Transport has been a major constraint. SCN-Z has provided a motor vehicle and motor bike for monitoring and supervision activities. The DEBS still faces high operating costs due to the rough and poor terrain of the district which results in constant breakdowns of vehicles;
- Inadequate books, sports equipment, desks and tables for both regular and community schools;

viii. **Partnership with Siavonga DEBS**

Since 2006 SCN-Z has provided support to 9 regular and 7 community Schools and has focused mainly on children’s rights and decision making, teacher education and sensitization of parents and communities. Progress made and outcomes include:

- Training of teachers in QEP methods has enabled them to investigate problems, conduct research (e.g. on absenteeism) and finding appropriate solutions; There are more creative and are sharing knowledge with others;
- 11 Community School teachers have been trained out of whom 5 completed a course on methodologies and school management;
- A District SWOT analysis and SSE were conducted which resulted in agreement on community partnership in provision of quality of education;
- Scaling up of QEP is been achieved through Zonal training and school based training workshops.

Implementation challenges facing the DEBS include:

- ➔ lack of resources and security is hampering the DEBs efforts to put up Child Friendly corners and maintain Libraries in Schools;
- ➔ Frequent changes in the curriculum means that literary resources are not readily available as new ones have to be sourced all the time;
- ➔ High enrolment rates reduce ratio of textbooks per pupil. The current national textbook ratio is 1:3 which the MoE is trying to bring it to 1:2.

b) **Early Childhood Care Development and Education (ECCDE) Programme**

This programme being piloted in partnership with the DEBSs in Dambwa Central and North in Livingstone and with the DATFs in Maamba and Kanchindu in Sinazongwe and Siavonga districts. Nine (9) other ECCDE centres have been identified for development. Table 5 below illustrates the number of ECCDE centres that have been established and the number children benefiting from the intervention. It shows that 606 children are already benefiting from ECCDE interventions with more children expected to benefit in 5 new areas in Gwembe, Sinazongwe and Livingstone.

**Table: ECCDE Centres established and Number of Beneficiaries**

Town/District	ECCDE Centre	No of Children Reached
Livingstone:	Chaaba	169 children
	Namatama	104 children
	Simoonga	67 children
	Mahalulo	Starting*
	Twabuka	Starting*
Siavonga:	Ibwemunyama	48 children
	Nabbanda	29 children
	Moonga	37 children
Sinazongwe:	Ngoma	152 children
	Matambo	Starting*
Gwembe:	St Patrick's	Starting*
	Chipepo Harbor	Starting*
<b>Total</b>		<b>606</b>

Source: SCN-Z, 2008; \*as of September 2008

Since inception the following have been the main achievements of the ECCDE programme:

- i. Opportunities have been opened for disadvantaged children who previously had no access such centres or pre-school facilities;
- ii. Training has been conducted for stakeholders including womens' groups;
- iii. Parents now send their children to ECCDE centres before Grade one;
- iv. Schools near ECCDE centres are benefitting from training and involvement in centre activities;
- v. In Livingstone 2 pilot ECCDE centres have been opened, ECCDE mentors trained and implementation activities is on course. DEBS officers and teachers have been trained in ECCDE;
- vi. In Siavonga 3 pilot ECCDE centres have been opened at Moonga, Nabamba and Ibwimwinya Basic Schools and are functioning well. Six (6) DATF members and teachers have been trained in ECCDE and a play centre established;



- vii. Sensitization meetings have been for Headmen and the community held in Malengo while another meeting was held for women and clergy in Kariba.

The key challenges to be addressed in the short and long terms include:

- i. Lack of adequate training in ECCDE concepts and approaches for key implementers like the DEBS officers, teachers and community workers;
- ii. Absence of focal point persons at district level has a meant less time is spent monitoring and supervising each project by the ECCDE Manager;
- iii. Establishment of ECCDE centres has generated a high demand for similar activities in communities near SCN-Z supported centres;

c) ***Children with Special Educational Needs (CSEN)***

This programme aims at improving the quality of life of CSEN and is implemented in partnership with Community Based Intervention Association [CBIA]. CSEN are being integrated into regular schools or are referred to St Mulumba or Maamba Special Schools in Choma and Sinazongwe. The main activities undertaken and outcomes include:

- i. Identification and placement CSEN who previously were neglected and denied their rights has been successful;
- ii. Sensitization and training has resulted in removal of negative stereotypes about the physical growth, development and education of children with disability. Changes in parental and community attitudes and reduction in ignorance, stigma and even fear of the unknown over children's disabilities;
- iii. teachers and community workers have been trained in handling disabled children while wheelchairs have been purchased for the 'forgotten' disabled children;
- iv. In Livingstone CSEN were identified with the help of CBIA and provided with education and sports materials;
- v. In Kazungula the DEBS has been promoting inclusive learning and provides opportunities for CSEN to participate in school activities. Two teachers from Mukuni Basic School have been sponsored to train in Special Education;
- vi. In Siavonga there are no CSEN facilities or capacity among teachers to deal with CSEN. Parents at Mandenga, Simaundu and Kapululira have been trained to carry out individual assessments of CSEN and establish their learning needs.

d) ***Support to Community Schools***

SCN-Z has continued its support to upgrade Community Schools and to improve the learning and teaching environment through provision of desks, chairs and learning materials. Kabbila Community School in Siavonga has benefited from this continued supported for hardware. The following observations were made with regard to support to Community Schools:

- i. SCN-Z's approach is holistic and different from others as observed by the DEBS: "SCNZ built classes and provided all requisites; they tackled the problem in a holistic manner";
- ii. New infrastructure at Community Schools has resulted in attraction of trained teachers from GRZ schools, reduction in children's walking distances, abuse cases and many dangers they face on their way to schools.
- iii. Difficulties have been encountered in mobilizing communities to provide upfront materials.



### 5.2.2 Progress made and Impact of the Child Rights Programme

The programme aims to strengthen the monitoring and implementation of the UNCRC and is implemented on the principle that “children should realize their rights to participation that takes into account their views and opinions” (SCN-Z, 2005). The two main components are: Development of the Child Act; and Establishment of the Office of Commissioner (or Ombudsman) for Children in addition to a component on Child Participation.

- a) **Development of the Child Act** – A Child Law Reform Process (CLRP) has been initiated to harmonize various child related legislation. The initial arrangement with the Department of Social Welfare (DSW) did not work resulting in the project being handed over to the Zambia Law Development Commission (ZLDC) in the Ministry of Justice (MoJ). A Project Co-ordinator has since being recruited and progress is on course. The following have been the main activities undertaken to date:
- i. harmonizing different pieces of legislation and aligning them to the UNCRC and the African Charter on the Rights and Welfare of the Child has started;
  - ii. comprehensive audit of 28 pieces of legislation has been done resulting in identification of four principal Acts that focus on Children;
  - iii. consultations with key stakeholders including Government Ministries, NGOs and Civil Society, provincial stakeholders are on-going activities;
  - iv. A Working Document has been prepared in consultation with the Legal Drafting Department of the MoJ and dissemination to get feedback on the ‘Audit of Laws’ has started;

The final outcome will be an improved legislative environment for children, strengthening of and filling gaps in existing law through Amendment, Repeal or Development of new legal provisions.

Key implementation challenges and issues include:

- i. Inertia and bureaucracy in implementing partners have resulted in significant delays in setting up and recruitment of a full time Program Officer;
  - ii. Harmonization of 28 pieces of child related legislation has been a major challenge due to existing contradictions, conflicts, duplication and fragmentation of efforts and differences in definitions of a child.
- b) **Office of the Commissioner (or Ombudsman) for Children** - This implemented in partnership the Human Rights Commission (HRC) and aims to establish an Office of the Commissioner (or Ombudsman) for Children which will:
- i. provide hope for children’s grievances and defence of children’s rights;
  - ii. receive complaints on treatment of children and deal with cases of violence and sexual abuse of children, legal reforms, reports of early marriages, corporal punishment and child trafficking;
  - iii. Set up a children’s desk, hold public hearings and receive referral cases;

A number of activities have been carried out as follows:

- i. Determination of the form and structure of the Office, identification of the hosts (HRC) and recruitment of a Program Officer has been delayed;
- ii. A study tour was undertaken to Sweden, Mauritius and Norway to learn about how the Office of the Ombudsman was set up and how it works;
- iii. A Public Hearing was conducted in September 2008 and a Report on Violence against Children prepared;

The recruitment of the Program Officer has added impetus to implement the following planned activities:

- i. 2-3 sensitization workshops on the Ombudsman’s Office in 9 provinces;

- ii. A national debate on children's rights using the results of the Public Hearings;
- iii. visits to Nakambala and Katombora Youth Prisons, Orphanages and CSEN Schools;
- iv. International study tour of Ghana and Nigeria to learn about Children's Rights.

A significant outcome of this process has been improved SCN-Z's visibility, image and profile as a strong supporter of children's rights. Public Hearings have for the first time brought out key issues that affect children but which previously were hidden from the 'public eye'. Key implementation challenges and issues have included:

- i. Delayed progress in setting up the Office due to two (2) main factors:
  - Substantial amount of time was spent on preparation of a Statutory Instrument (SI) to legalize the new Office. Subsequently the MoJ observed that the legal framework for setting up the Office already existed in the HRC Act and so there was no need for the SI;
  - Significant delay in recruitment of a Program Officer at the HRC;
- ii. Lack of commitment to implementation by both parties in the partnership. According to the HRC, communication between SCN-Z and HRC staff was informal and so did not bind the parties to meet the set objectives.

**c) *Child Participation in School Governance***

This is a pilot project implemented in partnership with ZCEA to promote child participation in school governance through the formation of Children's Councils (CC).

The following specific activities have been undertaken:

- i. A needs assessment and orientation meetings. This resulted in establishment of 60 Children's Councils. 15 schools have been identified to schools";
- ii. Training has been held for PEO staff, District Education Standards Officers (DESOs), Headmasters and patrons on child rights and child participation;
- iii. Parents and duty bearers have been sensitized who in turn are sensitising others in the community on value of child participation;
- iv. Sponsored visits to Norway and Nicaragua for training of District staff in Child Participation have been undertaken;
- v. Children's conferences are held every year at which children exchange and share experiences

Children's Councils have had the following outcomes:

- i. improved school management e.g. as pupils participate in decision making and attend PTA meetings at which they openly express their views and opinions about their rights;
- ii. PTA members are exposed to new concepts about child rights while Chiefs are involved in monitoring child rights programs;
- iii. improved enrolment and school attendance as pupils follow up cases of absenteeism and early marriages e.g. Haume Community School parents were reported to DSW;
- iv. children have opportunities to build self esteem, claim their rights, independence and autonomy with responsibility;
- v. Changing attitudes of teachers and parents e.g. acceptance of Children's Councils while initiation ceremonies are held during school holidays

### 5.2.3 Progress made and Impact of the HIV and AIDS Programme

Since 2006 HIV/AIDS has been implemented as a full programme intervention in partnership with the DEBS, GGAZ, Community Based Organizations (CBOs), Police Victim Support Unit (VSU) in Sinazongwe and Chiefs. Overall the following have been the main activities and outcomes of the HIV/AIDS interventions:

- i. Baseline studies have been conducted and children, teachers and parents empowered with information on HIV and AIDS;
- ii. Training workshops have been held on ECCDE, Child Rights, Gender and Sexuality, and Gender Based Violence; Child Participation, Sexual Reproductive Health (SRH), Sanitary Hygiene, human rights, and early marriages; and Psycho-Social Support (PSS) for children infected and affected by the HIV pandemic for Community care givers;
- iii. Communities are encouraged to form community child protection groups to protect children from all forms of abuse;
- iv. Children are also trained in child rights and responsibilities and they too form their own child protection groups in schools and communities;
- v. Monitoring of cases of School attendance especially for the Girl Child

Specific HIV/AIDS activities conducted by the DEBS include:

- i. *Livingstone* - the DEBS has promoted HIV/AIDS activities using Youth Friendly Corners, Peer Educators and Support Groups for teachers;
- ii. *Kazungula* - the DEBS has provided workplace HIV/AIDS training, encouraged staff to go for VCT and promotes the concept of "talking walls and trees" to create HIV/AIDS awareness in all schools;
- iii. *Sinazongwe* - the DEBS has conducted training in HIV/AIDS while IEC materials have been made available for awareness creation;
- iv. *Siavonga* - the DEBS has been sensitizing communities at Mandenga, Simaundu and Kapululira. HIV/AIDS sub-committees have been formed and Peer Educators trained to sensitize others;
- v. *Gwembe* - Children have started expressing themselves on matters of HIV/AIDS through drama, dance and poetry.

The key challenges to implementation has been financial mismanagement, lack of accountability and poor governance among some partners notably Edusport and Department of Social Welfare in Livingstone and Siavonga resulted in discontinuation of the partnership and delay in implementation.

#### a) **Partnership with Girl Guide Association of Zambia (GGAZ)**

The two (2) year partnership with GGAZ aimed sensitizing girls on Child Rights and responsibilities through a community outreach programme. In 2008 GGAZ was re-engaged GGAZ on the HIV/AIDS program focusing on the girl child. The number of beneficiary girls increased from 30 (in Grade 5 only) to 106 girls. The main activities undertaken and outcomes have been:

- i. A survey was conducted at Simamba, Nabbanda and Jamba Basic Schools and Chirundu Border areas of Siavonga, which revealed many cases of child abuse, lack of knowledge about children's rights, HIV/AIDS and Sexual Reproductive Health, high poverty and illiteracy levels, high school drop-out rate, prostitution, early marriages and pregnancies due to traditional practices;
- ii. Children, teachers and parents have been sensitization and trained in life skills, HIV/AIDS awareness creation and Income Generation Activities (IGAs);

- iii. Changes in teachers' and parents' attitudes towards the girl child have resulted in reduction in pregnancies, girls dropping out of school and less parental interference and control over girls;

The main challenges have been lack of capacity and qualified staff at GGAZ to implement program activities and absence of female teachers to provide role models and mentors for female pupils. Deployment of more female teachers to schools could help to resolve this challenge.

**b) *Partnership with Education for Sport Foundation (Edusport)***

The partnership which started in 2006 was for integration of HIV/AIDS, Child Rights and Basic Education activities in thematic Sports tournaments promoted in schools and sponsorship schemes for children from government ministries (e.g. MoE, MSYCD and MCDSW) and the DATFs. The following were main activities and outcomes included:

- i. A Baseline Survey was conducted and a pilot project on Kicking Out HIV/AIDS was launched in Kazungula district;
- ii. Identification of partner CBOs, formation of Committees and recruitment of community-based volunteers (mainly teachers) to implement project activities;
- iii. capacity building, training and networking were conducted which enabled Edusport to reach out to many children and other indirect beneficiaries;
- iv. Six (6) Training of Trainers workshops each accepting 30 participants were planned for the whole year;
- v. Sports tournaments targeting 576 children annually (i.e. 144 children from each of the 4 districts) were planned;

Progress made and main achievements:

- i. Replication of the project in Gwembe, Sinazongwe, and Livingstone;
- ii. An estimated 2000 to 3000 children and others benefited from the Kicking Out AIDS project activities. Community members who attended sports tournaments benefited indirectly from HIV/AIDS messages;
- iii. GRZ official's presence at major events was not only encouraging but provided an opportunity for advocacy work.

Due to lack of accountability, financial mismanagement and management style the partnership with Edusport was terminated in July 2007. The impact has been felt most by school going children who have lost out on the benefits of this intervention.

**c) *Partnership with District AIDS Task Forces (DATFs)***

Implementation of community based HIV/AIDS activities which are coordinated by the District AIDS Coordinating Adviser (DACAs) effectively started in October 2007 and January 2008 for the Siavonga and Sinazongwe DATFs respectively. Activities are part of the multi-sectoral response to HIV/AIDS, District AIDS Strategic Plans and Monitoring and Evaluation Frameworks. Since project inception the following activities have been implemented:

- i. Identification of four (4) Community Based Organizations (CBOs) at Malengo, Kariba, Gwashya and Bakasa OVC Projects;
- ii. *Orientation meeting* for 18 stakeholders on HIV/AIDS activities;
- iii. *Formation of five (5) Child Protection Groups (CPGs) and training* in child rights. CPGs are sensitizing others through drama, songs, poems, FGDs and peer education while abuse cases are referred to "community mothers";

- iv. Training in M&E, Strategic Planning and HIV/AIDS interventions conducted by the National AIDS Council (NAC);
- v. Training of Trainers on Gender and Sexuality organized by SCS;
- vi. 2-Day Training for teachers and health workers on child friendly concepts, child abuse and provision of Psycho-social Support (PSS);
- vii. Two (2) sensitization workshops on gender and sexuality for church youths and Chiefs, Headmen, Police Officers and Clergy on child abuse, early marriages and defilements;
- viii. *Community support and Sensitization activities* have included:
  - Support for Prevention of Mother to Child Transmission (PMTCT).
  - One PMTCT group has been formed and is active in Malengo;
  - Empowering traditional leaders like Chief Siadambwe with HIV/AIDS information, who have established HIV/AIDS project committees;
  - Community sensitization on child rights in Siavonga, Malengo and Gwenu;
  - Establishment of ECCDE Centres in 2009 will ensure that children under five years are incorporated in HIV/AIDS projects in the two districts. Community care givers have already been trained in ECCDE principles and practices;
  - Women's active participation in Sinazongwe is enhancing the programmes impact as they spend more time with children
- ix. *Operational activities and support* have included:
  - Monitoring and supervision of HIV/AIDS activities is done twice per quarter and there is close interaction with SCN-Z staff;
  - organizing a Partners Forum that was held in Siavonga;
  - Purchase of a Motor Vehicle to facilitate implementation, supervision and monitoring of HIV/AIDS activities and office machines: faxes, photocopiers and MVs and office furniture, 2 laptops, a second hand printer and photocopier;
  - DACA in Siavonga has provided technical support to the Sinazongwe DAFT to start HIV and AIDS activities.

The following have been some of the outcomes and impact to date of HIV/AIDS activities: Enhanced awareness of child rights among CPG members who are able to carry out activities without supervision e.g. they independently visited Choma and Monze.

- i. Children have gained knowledge, leadership skills and are identifying fellow children that are been abused and their performance in school has improved;
- ii. Changing attitudes of teachers and parents e.g. children able to express themselves; reduction in corporal punishment and less child abuse cases;
- iii. Breaking barriers which prevented children from being tested for HIV. No test can be performed on a child without the consent from the parents;
- iv. Reduction in the number of child and drug abuse and bad behavior among children due to interventions of CPGs. Children report abuse cases to teachers who in turn engage parents and community mothers for interventions.
- v. Schools, churches and communities that are not direct beneficiaries are participating HIV/AIDS activities and indirectly benefit e.g. community members "...come to listen to HIV awareness programs" (DACA Siavonga).



The main challenges experienced include:

- i. Initial delay in recruitment of a Program Officer and start-up activities at DSW in Livingstone;
- ii. Edusport, a key partner in the HIV/AIDS program, had their contract terminated in 2008 due to lack of accountability which affected progress their activities;
- iii. Heavy workload of the DACA who also serves as UN Volunteer (UNV) has meant some activities are not implemented in time;
- iv. Insufficient funds, IEC and recreation materials, literature and lack of transport to facilitate CPG activities including drama and sensitization on HIV/AIDS;
- v. Since HIV/AIDS and poverty are closely linked the focus on capacity building only without support for IGAs and economic activities might affect long term impact of HIV/AIDS interventions e.g. girls could likely stop risk behavior if they were involved in IGAs or were in some form of employment;
- vi. targeting groups under 5 years and how to introduce PMTCT, Home Based Care (HBC) and palliative care for HIV/AIDS sufferers is a problem;
- vii. CPG activities have only focused in the school and not in the homes where children come from and spend much of their time.

#### d) **Meetings with Chiefs**

Chiefs are custodians of traditional values, norms and practices and are important in HIV/AIDS programming. Chiefs are participating in the program interventions through:

- i. Training and orienting workshops in Child Rights, HIV/AIDS, Human Rights, Child Participation, Gender Based Violence and Sexual Reproductive Health (SRH);
- ii. Sensitization on current issues affecting the children in their districts such as early marriages and poor school attendance especially for the Girl Child;
- iii. Participation of (14) chiefs in five districts will ensure that advocacy work for children take root through the institution of chiefdoms;
- iv. Action Plans have been prepared together with the Chiefs so that they include child rights in customary laws especially to protect the girl child from early marriages.

The main outcomes of the cooperation with Chiefs have been:

- i. Incorporation of child rights and sensitization of their subjects on the dangers of HIV/AIDS and ensuring that the law takes its course e.g.
  - ➔ One village headman was removed from his position because he married off his young daughter. The child was later removed from the marriage and brought back to school;
  - ➔ Another villager was jailed for defilement after been reported by the Chief.
- ii. Changing attitudes towards traditional sexual cleansing ceremonies are conduits for the spread of HIV/AIDS. Chiefs have enacted local laws to curb this practice and sensitizing their subjects on the need to go for VCT before cleansing;
- iii. In Kazungula and Sinazongwe Chiefs meet regularly to review resolutions on children's rights and incorporate these in local rules and laws and decisions;
- iv. Villagers in chiefdoms are now openly able to talk about HIV/AIDS, child abuse and child defilements.

A key implementation challenge has been the absence of health facilities which makes it harder to report cases of child abuse and defilements. Curbing traditional sexual cleansing is difficult because people continue with other versions such as "Kujuta" (where

the man or women just sits on the laps of the other as a form of cleansing). This, however, may lead to sexual acts and the spread of HIV/AIDS.

## 6. POTENTIAL SUSTAINABILITY AND REPLICABILITY

*"Those who are fired with an enthusiastic idea and who allow it to take hold and dominate their thoughts find that new worlds open for them. As long as enthusiasm holds out, so will new opportunities"*  
Norman Vincent Peale

### 6.1 Overall Assessment of Potential Sustainability and Replicability

Overall the likelihood of continuation of the stream of benefits from the CP's services (and results), that is, potential sustainability in the short- and long-term is assured due to the following reasons:

- a) The CP receives adequate (national, sectoral and budget) policy support and is well aligned to national, provincial and district policies to allow continuity and replication. A *policy shift (to support areas other than Basic Education) planned for 2009 at the Embassy will not affect short term sustainability Plan but has long term implications, which will require adaptation to fill this gap;*
- b) HIV/AIDS interventions have good potential for sustainability due to large funding received from Donors and GRZ while insufficient policy support for QEP, Child Rights and Children's Councils may affect long term sustainability;
- c) The emphasis in community driven activities and participation has created a sense of ownership and has helped to embed the programme in community structures. It is likely that beneficiaries will continue to use programme's services and results;
- d) Partner contribution to the programme's institutional and management capacity has helped to embed interventions in institutional structures. Partners are sufficiently trained to enable continuity in implementation;
- e) Programme interventions have corresponded well with local perceptions of needs. QEP, Child Rights, Child Participation and Gender Equality have met with resistance from local people. Community participation has led to changing perceptions and improved relationships thereby enabling good potential for sustainability;
- f) The emphasis on using simple and appropriate technologies when introducing new concepts and innovation has enabled understanding and application of new ideas by all beneficiaries. Innovations are built on existing practices, knowledge and local capacities and as much as possible use local resources.



## 6.2 Sustainability of Thematic Programme Areas

### 6.2.1 Potential Sustainability of Basic the Education Programme

- a) **Quality Education Programme (QEP)** - the following factors will affect overall potential sustainability of the QEP:
- i. National, sectoral and donor policy support, good interaction and comprehensive institutional and management support for QEP activities
  - ii. convergence of program objectives and priorities with those of the MoE and no major policy shifts are anticipated in the foreseeable future;
  - iii. Inclusion of QEP activities in Annual Plans and budgets of some GRZ institutions such as the PEO and DEBS;
  - iv. focus on teacher education, knowledge, skills transfer and capacity building of community members and partners;
  - v. QEP activities and methodologies are affordable and can easily be conducted in any school environments;
  - vi. Institutionalization of QEP, fundraising and its inclusion in at UNZA and CLTTC budgets will ensure continuity after SCN-Z's support has ended;

Challenges and threats to potential sustainability and replication include:

- i. Lack of political will and resources to implement the QEP. Although contained in the National Policy on Education, MoE has not fully implemented Quality Education programmes in Zambia living it to external support;
- ii. Policy changes and experimentation with new ideas and concepts may affect the overall priorities and policies on Quality Education;
- iii. Insufficient qualified manpower at CP level to assist the QEP manager may affect implementation and potential sustainability;
- iv. Inadequate GRZ financial support to train and deploy of Community Schools teachers; high attrition of participants, lack of mentors and support from community may affect potential sustainability of the Community School Teachers' Training Project at DALICE.

#### **b) Potential Sustainability of SCN-Z activities implemented by the PEO and DEBS**

The following factors contribute to good potential sustainability and replicability:

- i. Mainstreaming (institutionalization) and integrating QEP into the PEO's and DEBS' routine activities and Annual Plans and budget.
- ii. Preventive maintenance plans for school infrastructure have been developed but have not been fully implemented in all schools as planned;
- iii. sharing of responsibilities among DEBS teams ensures continuity when other staff are transferred, on leave or are working elsewhere.
- iv. Affordability of implementing some SCN-Z activities e.g. QEP, which with commitment could be implemented even after the end of SCN-Z support. .

Challenges and threats to sustainability include

- i. Heavy workload experienced by the PEO and DEBS due to many MoE HQ assignments and GRZ and Donor projects respectively. This is virtually suffocating the partners with work affecting implementation of SCN-Z activities;
- ii. Lack of maintenance arrangements in some SCN-Z supported schools may lead to deterioration of school infrastructure in the long term.
- iii. In Siavonga uncooperative communities who are unwilling to bring up front materials may affect SCN-Z supported projects e.g. at Game and Kabbilla

Community School the communities failed to contribute materials due to dependency syndrome created by GRZ and donors.

**c) Early Childhood Care, Development and Education (ECCDE)**

Potential sustainability and prospects for replication are good due to the following:

- i. ECCDE has received sufficient policy support from the MoE, which recently approved the National Policy on ECCDE, which has improved prospects for increased GRZ funding and scaling up to other districts;
- ii. ECCDE objectives and priorities align very well with MoE priorities which have been in existence since 1996 but have not had a chance to be actualized;
- iii. the ECCDE concept has received wide acceptance at all levels of society (including Chiefs who see it as an opportunity to lessen child abuse cases);
- iv. ECCDE is affordable to rural and urban communities. All they need is to identify play centres while facilities are drawn from the surrounding environment as part of children's education;
- v. ECCDE Training manuals have been developed. These are and will continue to be accessible to all partners and communities;

The main challenges and threat to sustainability is the *absence of ECCDE focal point person or "Goal Owner"* who could solely focus on ECCDE activities at centre or district levels unlike the situation where DEBS officers are responsible for all interventions.

**d) Children with Special Educational Needs**

CBIA has adequate management and institutional capacity, is committed to training and capacity building of its staff and has policy support of MoE and other institutions. The main challenges and threats to potential sustainability however include:

- i. Insufficient Government funding to CSEN activities to supplement donor efforts;
- ii. Lack of funding and training in IGAs and fundraising ventures to continue meeting the needs of CSEN and other beneficiaries;
- iii. Negative socio-cultural practices and community attitudes towards CSEN e.g. children with disabilities are still considered "outcasts" in some communities;

## 6.2.2 Potential Sustainability of the Child Rights Programme

**a) Child Act Project**

Potential sustainability is good due to adequate institutional and management capacity and policy support of GRZ institutions especially from the Ministry of Justice and Zambia Law Development Commission (ZLDC). The following are the main challenges and threats to sustainability of the Child Act project

- i. The National Child Policy has not yet been approved creating a 'policy vacuum' e.g. it has not been decided what form or nature the harmonised Act will take;
- ii. The process of harmonizing 28 pieces of child related legislation is painstakingly very slow and is ridden with conflict, disagreement and fragmentation in interpretation of child related law;
- iii. The significant delay in implementation could potentially affect sustainability through changes in funding priorities of donor agencies;
- iv. Sustainability could be affected if feedback on the Law Reform process is not provided in time by all concerned parties including the general public. T

**b) Office of the Commissioner for Children**

Potential sustainability of this project is good due to the following factors:

- i. A policy framework for setting up the Office of Commissioner (Ombudsman) already exists in form of the Human Rights Commission Act
- ii. Adequate institutional and management capacity in form of guidelines on Child Rights and Protection and support for the UNCRC.
- iii. Existence of a multi stakeholder Children's Rights Committee with clear operational guidelines has ensured that the project is embedded in active HRC structures.
- iv. The HRC has pledged ownership and assumption of full ownership after SCNZ support. The project has been budgeted for by the HRC.

The main challenges and threats to setting up and long term sustainability include:

- i. Institutional inertia and complexities of GRZ bureaucracy in implementing the project. The slow pace in setting up this office could result in the project being affected by changes in funding priorities of donor agencies;
- ii. The independence of the new office is not guaranteed or assured since it will be wholly controlled by HRC, which also has other priorities.

**c) Child Participation and Children's School Councils**

Sufficient institutional support exists to enable continuity in child participation activities. Agencies like SCS are complementing SCN-Z support by providing additional funding for child participation. ZCEA has been promoting institutionalization and encouraging children to take ownership and responsibility of Children's Councils. Its long and broad experience provides hope that there will be continuity even after SCN-Z support stops.

The main challenges and threats to sustainability, however, include:

- i. Inadequate institutional and management capacity in many schools which has resulted in dependency on ZCEA;
- ii. The movement, transfer and departure of the Program Officer at ZCEA affected continuity;
- iii. There is little political and clear policy to sustain Children's' Councils;
- iv. High turn-over of leaders in Children's Councils; lack of teachers to guide the Councils and low leadership skills of core group members affects continuity;
- v. The mental and physical faculties of some children participating on the Councils are not fully developed to enable high level thinking required to understand and disseminate concepts of Child Rights, participation, and democratic processes.
- vi. Children's Councils are limited to Basic Schools where attrition rate is high due to pupils who move to High Schools.

### 6.2.3 Potential Sustainability of the HIV/AIDS Programme

There is good potential for sustainability in HIV/AIDS interventions due to the following factors:

- i. Considerable policy and budget support from national, sectoral and district partners;
- ii. HIV/AIDS activities have been incorporated in district multi-sectoral response and District AIDS Strategic Plans and budgets which are part of the Provincial and National AIDS Strategic Plans;
- iii. Communities have taken responsibility and ownership of implementing HIV/AIDS issues ensuring that these are embedded in community structures

The main challenges and threats to sustainability of HIV/AIDS interventions include:

- i. Insufficient manpower to handle the increasing number of community based activities and responsibilities. There are no focal contact persons specifically focusing on implementing SCN-Z activities at district level;
- ii. Delays in the start-up due to non-performing partners could affect quality of interventions and potential sustainability since the current partners have to 'catch up' on what was not implemented;
- iii. Heavy workload of the Siavonga DACA limits the amount of time spent on supporting communities;
- iv. Lack of suitable water transport to monitor project sites along the shores of Lake Kariba and on the Islands while women volunteers have to walk up to 30-35km to meet beneficiary communities;
- v. Community dependency on stipends/allowances for meals and transport during mobilization is a threat to sustainability as the same people would not participate if allowances were not available.

## 6.3 Scaling Up of the Country Programme

### 6.3.1 Factors affecting Potential for Scaling Up

The CP is playing and will continue to play an important and pivotal role in championing children's causes, rights and programming in Zambia. Consequently there are possibilities that in areas where the programme has made impact and demand for services exist or has been generated scaling up is inevitable. A number of factors will have to be considered when going to scale:

- i. Almost 90% of partners are quasi-government GRZ institutions, limiting SCN-Z's ability to influence or set the pace at which projects are implemented;
- ii. The number of existing partners, particularly GRZ institutions, is on the higher side to enable a more focused approach to implementation;
- iii. The choice of strategic implementing partners will have a bearing on future both short- and long term implementation. The ideal situation would be to work closely with civil society organizations at the grassroots level;
- iv. Advocacy should focus on key strategies for strengthening the monitoring and implementation of the United Nations Convention on the Rights of the Child;

### 6.3.2 Save the Children Unification and its Implications on Sustainability

The planned unification between SCN-Z, SCS and Save the Children US (SCUS), if realized will have a bearing on long term sustainability of the Country Programme. It would mean that the following key strengths of the three sister organizations would be pooled together to achieve greater impact: SCN-Z (in basic education, HIV/AIDS and child programming), SCS (in Child Rights, Child Participation and their Legal aspects) and SCUS (in emergencies mitigation (floods, droughts, disasters, livelihoods and food security)).

The unified structure would ensure greater effect in leveraging funding, lobbying and policy advocacy with GRZ and international agencies. If the plan to unify goes ahead the care would have to be taken to ensure continuity in all departments and to prepare all staff for such fundamental organizational changes. It is anticipated that by December 2008 an agreement on unification of all SC in Zambia will be reached with SCS becoming the managing member while SCN and SCUS will be participating members and will continue to fund the unified SC Zambia Country Programme.

## 7. CONCLUSION AND KEY FINDINGS

*"Today we begin in earnest the work of making sure that the world we leave our children is just a little bit better than the one we inhabit" Barack Obama, 2008*

### 7.1 Overall Conclusion and Key Findings

During the period under review the Country Programme not only made good progress towards fulfilling planned targets but also encountered a number of operational and programmatic challenges and problems as summarized below:

- a) The Country Representative Function, all departments and thematic programme components have performed well and are functionally integrated with thematic programme components. Except for start-up delays in Child Rights and HIV/AIDS and a few other dislocations, which have since been resolved, all programme interventions are on course to meet planned targets and fulfil programme objectives and purpose;
- b) Overall the CP exhibits a high degree of vertical, horizontal and function integration among its constituent components and generally a harmonious working relationship with all its implementing partners;
- c) Good progress has been made in *training and capacity building* and Partners' Forums have been effectively used to train and share experiences. However, targeted capacity building of beneficiary communities needs to be done to ensure ownership;
- d) Overall the CP has neither been cost effective nor efficient in *resource utilization as would be desired*. More resources are been spent on activities (and per diems for) such as monitoring, conferences and meetings than on interventions that could provide direct benefits to children; in other words more could be done to improve the quality of life of children for the same amount money;
- e) Collaboration and cooperation with funders, GRZ and other implementing partners has generally been good. However additional efforts have to be made to strengthen partnership building and advocacy by working closely with civil society organizations and targeting policy makers in key positions with a bearing on child rights and welfare;
- f) The broad outlook of potential sustainability and prospects for replicating most of the CP interventions is good. Lack of political will and comprehensive support from GRZ institutions is a major threat to sustainability.

## 7.2 Specific Conclusions and Findings for Programme Support

The following conclusions are drawn for the Country Programme's departments:

- a) **Programme Support and Administration** – this department is functioning very well and is adequately supporting operations at all levels. However, insufficient capacity in procurement, logistics management, and IT support often increases the workload of staff. Staff recruitment and retention has also been a challenge;
- b) **Finance Department** – overall performance is reflected the good balance between Office work, training, supervision and monitoring of partners, who are responsible for budgeting, setting priorities and driving their own programmes. Delays in disbursements, some acute, have been reported by all partners. These delays have resulted in heavy workloads which in turn affect the quality of results. Since this problem is external to SCN-Z, which also receives funding from other donor agencies, finding solutions will require concerted efforts of all partners including funding agencies. have to be investigated and sustainable solutions found since
- c) **Documentation** – since inception this department has performed well although its position and role in the overall organizational set up need to be further clarified and agreed upon. There is need to further develop systems, procedures and methods and to link this system with M&E and other departmental activities;

## 7.3 Specific Findings for Thematic Programme Areas

- a) **Basic Education Programme** - Overall progress has been good in implementing this component, which is well course on to achieving its planned targets. Early results from ECCDE interventions are encouraging to consider scaling up while support for CSEN is yielding positive results on the communities. The following have been the exception:
  - ➔ Delays in implementing QEP at UNZA due to the heavy workload of the QEP manager, among other factors. It is expected that the remaining activities will be completed as planned before the end of the current Agreement;
  - ➔ Absence of trained focal point persons at community level to assist the ECCDE Manager has been a constraint to progress.
- b) **Child Rights Programme** - The *Child Act* and Establishment of the *Office of the Commissioner (Ombudsman) for Children* projects have both experienced significant delays in implementation. Start up problems related to government bureaucracy, setting up and recruitment of Program staff caused the delays. With the assignment of the ZLDC (MoJ) and recruitment of Program Officers it is expected that implementation will be expedited and planned results achieved within the remaining timeframe.

*Child Participation* activities have been successfully implemented as reflected in the establishment of 60 functional Children's Councils in SCN-Z supported schools. The impact of the Councils is clear in emerging changes in school governance systems and attitudes of teachers and parents towards the education of children. Measures will have to be taken by GRZ/MoE to ensure the sustainability of the Councils.



- c) **HIV/AIDS Programme** - Delays were experienced in the start-up phase and later as a result of suspension of Partnership Agreements with Edusport and DSW in Siavonga. It took sometime before new partners were found during which time some projects were shelved or abandoned. Positive results are coming out of the collaboration with the DATFs in form of changes in attitudes towards HIV/AIDS, gender and sexuality although it is early to clearly determine the impact of interventions. The programme has been successful in using Chiefs for advocacy and sensitization on HIV/AIDS and Child Rights. It is evident that the impact prospects of HIV/AIDS interventions will be reduced due to high poverty levels and without support for Income Generating Activities (IGAs) to enable communities become self sufficient.

## 8. KEY RECOMMENDATIONS

*Experience does not err. Only your judgments err by expecting from her what is not in her power.  
Leonardo da Vinci*

### 8.1 Key Recommendations for the Country Office

The following measures are recommended to improve operations, programme support and implementation.

- a) **Improve documentation, systems and procedures and Strategic Planning**
- i. In the short term, develop a Documentation and Knowledge Management Strategy to safeguard Institutional Memory and engage service providers to help develop an operational Documentation System with procedures, guidelines and methods.
  - ii. In the long term, introduce a Logical Framework approach and integrate all existing tools and instruments e.g. Matrix of Results and Indicators Framework into a Logical Framework Matrix to ensure coherent Project Cycle Management;
- b) **Strengthen the staff situation at Country Office level.**
- i. In the short term recruit:
    - ➔ a Quality Education Officer to reduce heavy workload of the QEP Manager;
    - ➔ an IT Officer to provide hands-on support and develop an IT policy
  - ii. In the long term recruit:
    - ➔ a Logistics and Procurement Officer to improve on logistics planning, procurement, purchasing and supply and to guarantee the lifespan and security of CP assets;
    - ➔ a Monitoring and Evaluation Officer to ensure Quality Assurance of Programme results and impact and develop CP databases.
- c) **Increase the programme's resource envelope and fundraising activities, and improve on disbursements, resource utilisation and cost effectiveness of the CP. T**
- i. In the short term:

- ➔ recruit a Resource Mobilization and Fundraising Officer to focus on fundraising activities, funding proposal and grant writing and training of partners in fundraising;
  - ➔ Review the system of disbursements to identify major bottlenecks and develop sustainable solutions to funding of partners;
  - ➔ Reduce on number of monitoring visits, workshops and conferences to a minimum. The savings from this measure could be channeled to direct support for children;
- ii. In the long term:
- ➔ update, review and harmonize Accounting systems with other SC organizations (e.g. SCS and SCUS especially with planned joint programming);

d) **Strengthen Programme Operations and Logistical Support to Partners**

- i. In the short term:
- ➔ recruit 1 more permanent drivers to minimize the use of Temporary Drivers and safe guard the vehicles through better care and maintenance;
  - ➔ Increase monitoring of the use of vehicles through inspections of Log books and insist on partners following GRZ rules on use of vehicles to extend life span of project vehicles.
- ii. In the long term:
- ➔ conduct a feasibility for Introducing a Centralized Bulk Purchasing system to minimize abuse of existing bulk purchases system;

## 8.2 Key Recommendations for Thematic Programme Areas

a) **Strengthen Partnership Building and Advocacy Work**

- i. In the short term:
- ➔ Strengthen existing network for complementary work with Civil Society Organizations through constructive engagement and dialogue;
  - ➔ Develop and widely distribute Newsletters and Monthly or Quarterly Bulletins to provide up to date information and innovations as part of advocacy work and sensitization;
  - ➔ Use print media, electronic adverts, IEC materials or TV discussion programs to sponsor News items on children's rights and HIV/AIDS as part of advocacy and sensitization;
- ii. In the long term:
- ➔ Conduct in-depth research and analysis to ensure advocacy work is grounded on children's experiences and needs realities.
  - ➔ *conduct advocacy work* to influence:
    - ✓ policy on Quality Education e.g. by rolling-out QEP activities;
    - ✓ policy on ECCDE e.g. by holding a National Conference on ECCDE or introduce ECCDE courses and sponsor teachers to go for training, and
    - ✓ Policy on Children's Rights e.g. by sensitizing and creating channels for reporting child abuse and similar cases;
    - ✓ CSOs to support HIV/AIDS activities in SCN-Z's operational areas

- b) **Review Partnership Agreements for Implementation of QEP**
- i. Review the partnership with UNZA (which ends in December 2008) and consider made for an extension to support intake of a new cohort of QEP students in 2009;
  - ii. Consider full partnership with Charles Lwanga Teachers' Training College to meet increasing demand for QEP activities in Southern Province;
- c) **Conduct Impact Assessment and Comparative Studies for all thematic areas**
- i. QEP, ECCDE, HIV/AIDS and Child Participation in all the five districts of Southern Province before scaling up;
  - ii. *Comparative Study of Children's Councils* in fifteen (15) schools facilitated by ZCEA and those not participating in the programme before the end of the partnership to assess value added to supported schools;
- d) **Identify and recruit focal point persons** (Coordinators) for ECCDE and HIV/AIDS activities at partner level to reduce workload on Programme Managers;
- e) **Support Income Generating Activities (IGAs) and formation of Savings Clubs** for:
- i. Children's Councils (to become self sufficient) and
  - ii. Individuals and community groups infected or affected by HIV/AIDS. These interventions alone without tangible support are not having the desired effect
- Introduction of IGAs will, however, require a shift in current policy since SCN-Z does not support such activities;*
- f) **Strengthen Child Rights programming**
- i. Continuing advocacy and lobbying of GRZ for finalization of the Child Law Project and setting up of the Office of Commissioner for Children;
  - ii. Developing a plan to incorporate Children's Rights in school syllabuses;
  - iii. Design of a School-based performance monitoring system for Children's Councils to lessen monitoring visits;
- g) **Strengthen support for CSEN**
- i. Funding is required by CBIA for children with hearing impairment who are not going to school;
  - ii. Construction of Kanchindu CSEN school with boarding facilities;
  - iii. Construction of a complex of shops and offices for rent to generate income for CBIA to continue supporting CSEN;

### 8.3 Key Recommendations for Provincial and District Partners

The following are recommendations at Provincial and District levels

#### a) **Strengthen Support for Basic Education Programmes**

- i. **Strengthen QEP Activities**
  - ➔ Introducing QEP to eleven (11) more districts to include Itezhi tezhi and Namwala Districts;
  - ➔ Training and Capacity Building
    - ✓ Continue with teacher training and school management projects to improve quality of education retention of teachers;
    - ✓ Provide support for desks and learning materials due to increasing numbers of pupils;

- Add 5 more schools to the current portfolio of schools supported by SCN-Z in the district;
  - Support Localised curriculum and provide seed funds to support IGAs and empowerment; build capacity and disseminate new ideas and values to schools and communities; Need for more support with library and literary resources to promote a reading culture.
  - Need for more capacity building and training in QEP by scaling up to 123 GRZ schools (3 Schools per zone)
  - Lobby GRZ to provide funds to train teachers in QEP
  - Need to provide more Child Friendly corners and materials and books to cater for different levels of children using the facilities
  - Need to involve Charles Lwanga Teachers Training College in addition to DALICE as it is nearby and the challenges of transport can be reduced and local capacity built.
- ii. **Support for Construction (hardware) Projects**
- In Livingstone: re-introduce hardware support and rehabilitation of schools to meet increased demand for school places;
  - In Kazungula: upgrade Kamwi from Lower to Upper Basic School and include boarding facilities and extend support to other schools;
  - In Gwembe - re-introduce the hardware component as more CRBs, desks and teachers houses are still needed to increase access to Girl Education;
  - Introduction of Preventive Maintenance Open Days for Schools and DEBS to prolong lifespan of school infrastructure; Find local solutions for maintenance of buildings/preventive maintenance
- iii. **Strengthening Support for Community Schools**
- In the short term:*
- increase intake from 50 to 100 Community School Student teachers per year and lobbying other donors to provide additional support;
  - identify a source of funding for CSTTP through distance learning;
  - Procure a set of books on HIV/AIDS for Community School teachers.
  - Support minimum School Feeding Programs since these help to motivate children to attend school; Support the school feeding program
- In the long term:*
- build permanent infrastructure and providing learning and teaching materials in practical subjects such as Woodwork and Home Economics; Build permanent structures in all Community Schools and upgrade them in line with FNDP, MDGs MoE Policy;
  - deployment of trained Community School teachers and put them on the GRZ payroll to avoid attrition;
  - Improve 3-4 Community Schools and expand the Community School Training programme.
  - Need to change SCNZ structures which involve metal portal frames which are expensive and the costs are escalating; MoE used portal frames before and discarded the idea; its like going back to olden days.

**b) Strengthen HIV/AIDS Work Place Programme**

- i. Conduct training in Psycho-social Support (PSS), Voluntary Counselling and Testing (VCT) and HIV management;
- ii. Provide Home Based Care (HBC) support to bedridden HIV+ teachers, appropriate nutrition and put them on Anti Retroviral Treatment (ART);
- iii. Encourage teachers to go for VCT and use HIV+ teachers to sensitize others
- iv. Introduce IGA support for Child Protection Groups, Community Mothers and other community members
- v. Provide tangible support in form of IGAs since the valley districts are poverty stricken. Lobby for other donors to sink boreholes, dig canals and provide irrigation facilities to reduce poverty;
- vi. Need to train more Peer Educators to deal with HIV and AIDS in schools.
- vii. Introduce literacy programs to improve education of communities.

**c) Strengthen Support for Child Participation**

- i. Provide financially support to Children's Councils
- ii. Support Study tours and Exchange visits for Children's Councils to expose children to the outside world and what other CC are doing in other districts.
- iii. Support Children's Councils through more sponsorship of debates, drama, literature on school governance and democracy.
- iv. Support Children's conferences in the District.
- v. Support sensitization of communities and parents on value of ensuring children attend school.
- vi. Scale up Child Participation and Councils to other schools that are not SCN supported; the difference between SCN supported schools and non-supported schools is clear especially in remote areas where there is no Radio or TV.
- vii. Strengthening of Children's Councils;
- viii. Support children in the district to know about Child Participation only a few are benefiting;

**d) Strengthen PEO and DEBS Operations for Project Implementation**

- i. Support DEBS Accounts personnel to monitor project activities during training and to facilitate in financial management courses.
- ii. Provide additional transport for monitoring and supervision to reduce on operational costs;
- iii. Need for more funding for DEBS purchase computers for research activities

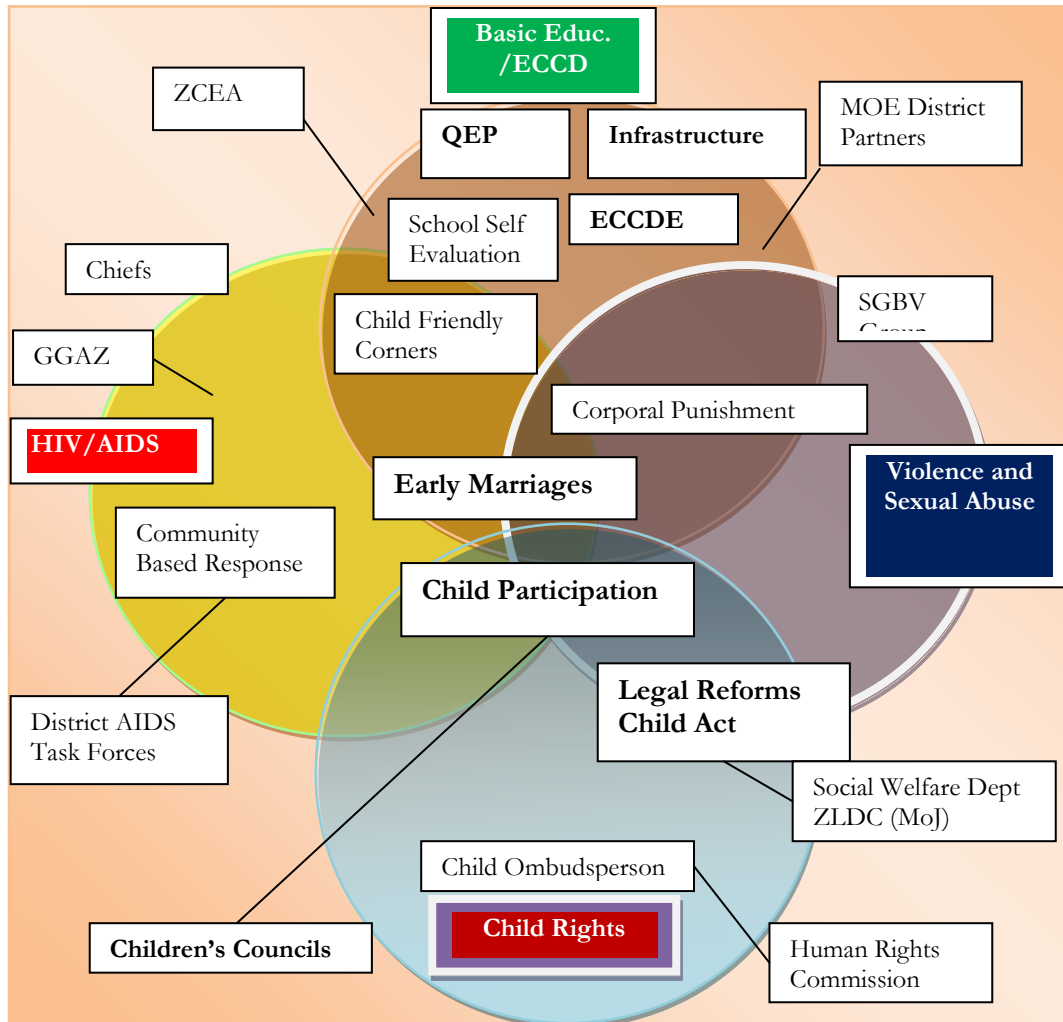
**8.4 Recommendations for Joint Programming and Unification**

The planned joint programming and unification arrangements of SCN, SCS and SCUS will have many benefits such as a common voice, harmonized activities, no duplication and exchange of technical expertise, inputs and knowledge to create synergy for greater programme impact. In preparation of such fundamental change and structural transformation it is recommended that:

- i. Adequate orientation and preparation of all staff for possible changes should be made in advance;
- ii. Measures to preserve institutional memories be devised and immediately upon unification;
- iii. Any form of scaling up should follow a conclusion on the unification process involving all the three organizations.

# APPENDICES

## APPENDIX 1: ORGANIZATION CHART OF THE COUNTRY PROGRAMME



Source: Save the Children Zambia Annual Report 2007



## APPENDIX 2: SAMPLE KEY EVALUATION QUESTIONS

### Objective 1:

Assess the progress of implementing the four year plan, document results and as far as possible evaluate impact

1. To what extent has the SCN-Z strategy been implemented?
2. What are the results achieved within each of SCN-Z's strategic priorities?
3. If observing lack of progress or alternatively a particular success in implementing the CP under any specific priority, the possible explanations to this should be detected and commented upon.
4. What is the estimated impact of SCN-Z's activity in Zambia?
5. To what extent is SCN-Z ensuring the SCN working principles of child participation and strengthening civil society? (Ref. SCN's Strategy 2006-2009)
6. To what extent is the CP able to relate to windows of opportunities to putting children's issues on the agenda?

### Objective 2:

Assess the relevance and scope of the current strategy and provide recommendations on whether and how it should be adjusted to better correspond to the actual context

1. Have there been changes in the context in Zambia influencing the relevance of the current CP strategy? This could be changes in:
  - the current situation for children in the region (baseline)
  - the political context (e.g. government capacity and will to take on responsibility as duty bearers in providing education, health and children's rights, to cooperate with foreign partners etc.)
  - the working environment e.g. priorities and competence of other actors? New actors? New legislation?
 Is there a need for changes in priorities and/or scope in SCN-Z's strategy in order to respond to the current context?
2. Is there a potential for scaling up of SCN-Z's activities in Zambia? How should an eventual up-scaling be focused to improve the impact for children in the region? How will new donors, sometimes proposing new activities (within the general strategy and working principles), affect the program?

### Objective 3:

Compare and analyse working methods, choice of partners and advocacy work in the different programme areas in order to distil possible "models" or "best practises" which seems to facilitate implementation and results.

3. Which working methods, partners and advocacy activities characterize each programme area? Are there systematic differences between the different programme areas?
4. Are choices of working methods, partners and advocacy activities strategically based, taking context, available partners, competence and resources into account?
5. Does any combination of working methods, partner cooperation and/or advocacy work seem to facilitate implementation and results in each programme area?
6. Can 'models' and/or 'best practises' be identified and replicated across programme areas?

### Objective 4:

Examine if the SCN-Z's administrative and technical capacity and systems are at level with the strategic ambitions, and identify potential needs for capacity building.

1. Does the CP have technical, administrative/logistical competence and capacity to implement the current strategy during the latter part of the current strategic period? If not, what kinds of capacity building and/or recruitment measures are needed?
2. Does the CP have adequate systems, process and tools for planning, monitoring and evaluation (PME) at programme and project levels? How do PME processes contribute to the CP's performance and effectiveness?
3. Does the CP have adequate proposal development capacity and experience to identify proposal opportunities and to produce proposals for relevant donors?

4. Does the CP have the capacity and competence to handle an up-scaling? If not, what capacity and competence building would be needed?
5. Is support from Head Office sufficient, relevant, systematic, structured and of high quality?
6. Does the CP have sufficient administrative, logistical and technical capacity to meet possible emergency related interventions? Is it viable to have standby CP preparedness within this area?

#### Objective 5:

Assess the current mode of partner cooperation to sum-up lessons learnt and identify necessary mechanisms to improve the collaboration with partners and key national actors to ensure the required impact on children.

1. Does SCN-Z's choice of partners and modes of partner cooperation contribute to fulfill the organization's objectives?
2. Does SCN-Z strike a good balance of governmental versus civil society partnerships?
3. Does the CP have the technical support capacity to support all partners?
4. Does the CP have clear and effective procedures for selecting, follow up and phasing out of partner cooperation?
5. Are the purpose and the objectives of the partnerships clearly understood both by SCN-Z and the partners? How is partnership policy implemented in practice?
6. How effective is planning, budgeting, implementation, support, reporting and accounting in co-operation with partners? Is there an efficient feed back for partner's plans and reports (technical and financial)?
7. To what extent does SCN-Z's cooperation with partners contribute to i) strengthen civil society and ii) enabling government as duty bearer?

#### Objective 6:

Assess the cost-effectiveness comparing resources with achieved results, identifying potential areas of improvements.

1. Do resources and strategic ambitions correspond?
2. Are resources managed in a cost-effective way in order to achieve the expected results?
3. Is it possible to make improvements in the way resources are being used to achieve greater impact?

**APPENDIX 3: POTENTIAL AREAS FOR NATIONAL LEVEL PARTNERSHIP BUILDING AND ADVOCACY**

<b>SCN-Z Programme Area</b>	<b>Organisation/Agency</b>	<b>Area of Complementary Support</b>	<b>Potential for Partnership Building and Advocacy</b>
Basic Education	World Food Programme (WFP) and Zambia Open Community Schools (ZOC)'s;	The School Feeding program implemented by the	(this programme has since closed in many SCN-Z supported schools and hence the need to fill the gap)
Basic Education	USAID's Changes II programme which	Improving Access to education through construction of classroom blocks and sensitization to communities to send their children to school.  Sharing of Teacher Training Materials	DALICE, which is implementing SCN-Z's pre-service teacher education, is also a partner of the Changes II in implementing HIV/AIDS, Life Skills and Literacy activities. DALICE's initiative titled "Teaching in the Window of Hope" is helping to disseminate HIV/AIDS awareness as a cross-cutting issue in community schools.
Basic Education-ECCDE	Plan Zambia, UNICEF and Children Sentinel Trust	developing a National Policy on ECCDE and manuals for ECCDE mentors	with Ministries of Education and Youth, Child Development and Sport;
Basic Education-QEP, SSE	The Zambia Open Community Schools Programme	Has previously been involved in Kazungula in training for transformation	Diffusion of innovations using QEP and SSE methods
Documentation and Knowledge Management	MISA Zambia and UNICEF	Developing media programmes for children	collaboration with external partners
All thematic programs but mainly HIV/AIDS	Sexual and Gender Based Violence (SGBV) Working Group	participation on the Multi-sectoral working group of civil society organizations (CSOs) and government agencies	Dissemination of HIV/AIDS and gender messages through Child Friendly Corners, school based HIV/AIDS clubs, Peer Educators and IEC materials, awareness raising and counselling activities.
HIV/AIDS	UNICEF, Alliance, Inspiration, UK Sport, Global Giving, Nike, Friends of Edusport Norway UK	collaborating and cooperating with and on the Kicking Out HIV/AIDS project	(school sponsorship)
GGAZ	Southern African AIDS Trust (SAT) International Youth Foundation ZNAN, CRAIDS (since stopped); Zambia Rainbow Coalition on HIV/AIDS, Boys and Girl Scout Grant Aid; NGOCC, World Association of Girl Guides and Girl Scouts, Zambia Association of Research and Development (ZARD).	dealing with women, gender, HIV/AIDS and advocacy issues training of Peer Educators;	
Human Rights Commission	CHIN, Children in Crisis, and Youth Media. VSU,	standing thematic Children's Rights Committee	works in partnership with ZCEA, SCN, SCS, MSYCD,
CBIA	ADD-UK [Action on Disability and Development], KNH [Kindernothilfe].		

#### APPENDIX 4: KEY REFERENCES AND DOCUMENTS REVIEWED

SN	Document
1.	Save the Children Norway –Zambia (2005) Country Programme 4 Year Plan – 2006-2009, Lusaka
2.	Save the Children Norway –Zambia (2008) Country Programme Annual Plan – 2008, Lusaka
3.	Save the Children Norway –Zambia (2006) Country Programme Annual Plan – 2007, Lusaka
4.	Save the Children Norway –Zambia (2007) Zambia Annual Report – 2007, Lusaka
5.	Save the Children Norway (2005) Evaluation Report of Save the Children Norway – Zambia Basic Education Programme Southern Province Zambia, Lusaka June 2005
6.	Save the Children Norway –Zambia (2006) Zambia Annual Report – 2006, Lusaka
7.	Save the Children Norway –Zambia (2005) Children’s Rights in Zambia: A Situation Analysis, Lusaka, November 2005
8.	Save the Children Norway/Ministry of Education (2007) Guidelines for Child Participation in School Governance Councils
9.	Ministry of Health/National AIDS Council (2008) Zambia Country Report: Multi-Sectoral AIDS Response Monitoring and Evaluation Biennial Report 2006-2007, Lusaka
10.	Save the Children Norway – Documentation of Good Practices Implemented By Save the Children Norway Africa Region to Fulfil the Right of Children to PROTECTION Against HIV and AIDS
11.	Save the Children Sweden (2008) Editorial Guidelines and Principles for Reporting on Children in the Media: A Snapshot of Children in Zambian News, Media Monitoring Project, Lusaka
12.	Save the Children Sweden (2008) Ending Legalised Violence Against Children: All Africa Special Report. Global Initiative to End All Corporal Punishment of Children
13.	UNFPA (1998) Gender, Population and Development in Zambia: A Review of Policies and Laws, Office of the President, Cabinet Office, Lusaka
14.	Planning Department, Analysis of Annual School Return for 2008, PEO Southern Province, September 2008

**APPENDIX 5: LIST OF PEOPLE INTERVIEWED AND INSTITUTIONS VISITED**

SN	Name of Respondent(s)	Position	Organization	Date of Interview
1.	Anne Glad Fredriksen	First Secretary	Royal Norwegian Embassy	07/10/08
2.	Lars Andersson	Country Director	Save the Children Norway Zambia (SCN-Z) Country Programme-Lusaka	27/08/09
3.	Zarina Geelo	Program Manager: Documentation and Knowledge Management		28/08/08
4.	Lontia Chinkubala	Programme Director		07/10/08
5.	Evan Mbozi	Program Manager-Quality Education and Research		06/10/08
6.	Gibson Nchimunya	Program Manager- Early Childhood Care Education Development		23/09/08 02/10/08
7.	Getrude Musonda	Program Manager-HIV and AIDS		02/10/08
8.	Ernest Mwenya	Program Manager-Child Participation and Child Rights		02/10/08
10.	Patuma Mwela	Program Administrator		02/10/08
11.	Kazunga Ngoma	Finance Manager		03/10/08
12.	Petronella Mayeya	Country Manager		Save the Children Sweden
13.	Geoffrey Tambulukani	QEP Coordinator	UNZA School of Education-Lusaka	29/08/08
14.	Dr. A Simuchimba	QEP Secretary		
15.	Dr. Oswell Chakulimba	Dean		
16.	<b>Michael Mwango</b>	<b>Acting Director</b>	Education for Sport Foundation (Edusport)-Lusaka	29/08/08
17.	Chiinga Chuba	Programme Officer		
18.	<b>D Kachu</b>	<b>Executive Director</b>	Girl Guide Association of Zambia (GGAZ)-Lusaka	29/08/08
19.	Chistine T Limwanga	Project Account		
20.	Mary C Nkhoma	Programmes Officer		
21.	Beauty Ng'uni	Training Coordinator		
22.	Royter C Phiri	Assistant Project Coordinator		
23.	<b>Judith Mulenga</b>	<b>Executive Director</b>	Zambia Civic Education Association (ZCEA)-Lusaka	01/09/08
24.	<b>Monica Jalasi</b>	<b>Senior Social Welfare Officer</b>	Department of Social Welfare H/Q-Lusaka	01/09/08
25.	Chileshe Kasoma	Senior Social Welfare Officer		
26.	Muchehe A Sialwidi	Senior Planning Officer	Provincial Education Office Southern Province	4/09/08
27.	Kombe B Mulando	Senior Education Standards Officer		
28.	Musiwa Lubosi	Senior Buildings Officer		
29.	Ghasto Nkandu	Statistician		
30.	Hellen Banda	Data Entry Operator		
31.	H J Sikwela	Principal		
32.	M Mulundano	Lecturer	David Livingstone College of Education (DALICE)	5/09/08
33.	B Havuluma	Lecturer		
34.	K Sinuma	Lecturer		
35.	S S Kabanze	Lecturer		
36.	D M Chisanga	Lecturer		
37.	A Banda	Lecturer		
38.	L M Kalaba	Lecturer		
39.	C K Muwonda	Lecturer		
40.	F Chongo	Lecturer		
41.	P M M Mwaanga	Lecturer		
42.	Alfred P Shanzie	Lecturer		
43.	Patson Gumbo	Ag Deputy Headteacher		
44.	Choompa Rosemary Munsanje	Senior Teacher		
45.	Ruth Eselina Ziba Simfukwe	Teacher In Charge		
46.	Davison Machachanni	Chairperson -	Mapenzi Community School (DALICE)	5/09/08
47.	John Chitembo	Treasurer		
48.	Mary Chileshe	Chairlady		

49.	Esumi Mutema	Committee Member		
50.	John Mainza	Field Manager		
51.	Balengu	Committee Member		
52.	Grace Miti	Committee Member		
53.	Ordinance Mweemba	Vice Chairlady		
54.	Dyles Banda	Community Member		
55.	Iness Lukunka	Committee Member		
56.	Nande Chungwe	Member		
57.	Finess Chungwe	Member		
58.	Langson Ngandu	Vice Chairman		
59.	Emmanuel Mainza	School Head Teacher		
60.	<b>Malambo T Hanguwa</b>	<b>District Education Board Secretary</b>	<b>Livingstone DEBS</b>	8/09/08
61.	Dennis Hamaja	Planning Officer		
62.	Gabriel Muvwanga	District Education Standards Officer		
63.	Maxwell T Chibesa	Assistant Accountant		
64.	Happy Daka	Accounts Assistant		
65.	Lillian Nyirenda	Accounts Assistant		
66.	Grace Banda	HIV/AIDS Coordinator		
67.	Choongo L Lewis	Head Teacher	<b>Nakatindi Community School Livingstone</b>	9/09/08
68.	Mwiya S Stanley	Deputy Head Teacher		
69.	Kopakopa Rosie	Senior Teacher		
70.	Chikwedzero	Guidance & Counselling Teacher		
71.	Maria Wamunyima	Grade 4 Class Teacher		
72.	Mrs Grace Munanyanga	Head teacher	<b>Livingstone Basic School</b>	
73.	Eunice M Nachibanga	SIC, Senior Teacher		
74.	Chibilika	Student Teacher – Grade 6		
75.	Mubambe Rose	Acting Deputy Head Teacher		
76.	Owen Kashoti	Acting Head Master	<b>Linda West Basic School Livingstone</b>	09/09/08
77.	Hamapande Richwell	Patron School Children's Council		
78.	Verinas Sakala	Matron School Children's Council		
79.	Agness Chama	Senior Teacher		
80.	Daka Felix	Chairman – Project Committee		
81.	Jimmy Banda	Vice Chairman		
82.	Rhodah Busiku	Parent		
83.	Musialela Anthony	Committee Member		
84.	Agness Mwila	Vice Chair – FAWEZA		
85.	Josephine Mutafela	Member - FAWEZA		
86.	Shamuko Mwiinga	Head Teacher	<b>Nanzanzu Basic School Livingstone</b>	09/09/08
87.	Grace Sipobole	Deputy Head Teacher		
88.	Charles Musanje	S/Head – Patron Children's Council		
89.	Namutablo Situmbeko	S/Head		
90.	Mrs S Mvula	Teacher		
91.	Mrs Zemba	Teacher		
92.	Edward Soonga	Head Teacher	<b>Maramba Basic School Livingstone</b>	10/09/08
93.	Mrs Kamayoyo	Deputy Head Teacher		
94.	Mrs Chiiya L H	Guidance Teacher		
95.	Kapelwa P M	School Inset Coordinator		
96.	Katowa P	Grade 4 Class Teacher		
97.	Mr Tembo	Grade 7 Class Teacher		
98.	Mukumba Henry	PTA Treasurer		
99.	Austin Phiri	PTA Committee Member		
100.	Mrs. Mutaka	Deputy Head Teacher	<b>Chaaba Community School Livingstone Peri-Urban</b>	10/09/08
101.	Moses Zulu	Teacher		
102.	Libebo Kakwisa	Teacher		
103.	Francis Imbula	Teacher		
104.	John Mwamba	PTA Chairman		
105.	<b>Mwala Imasiku</b>	<b>District Education Board Secretary</b>	<b>Kazungula DEBS</b>	11/09/08
106.	Ngosa Kakunta	Assistant Accountant		
107.	Michelo Kaliba	District Resource Centre Coordinator		
108.	Evans M Kaampa	District Education Standards Officer		
109.	Morgan Chaambwa	Acting Statistical Officer		



110.	Catherine Nyambe	Senior Teacher & A/Deputy Head	<b>Riverview Basic School Kazungula</b>	12/09/08
111.	Mushokabanji Mike	Teacher		
112.	Josephine A Phiri	Teacher		
113.	Rabeca M. Chiwala	Teacher/Zonal Inset Coordinator		
114.	Masupa C	Grade 7 Class Teacher		
115.	Banda John	PMC Chairman		
116.	Musokwe Teddy	PMC Committee Member		
117.	Mwanga David	PTA Trustee		
118.	Syulikwa Malawo	Head Teacher	<b>Simunkombo Basic School Kazungula</b>	12/09/08
118.	Kakomba H	Teacher/Guidance		
119.	Hamachesa E	Teacher		
120.	Liambai Julius	Teacher		
121.	Daniel Siambweda	Village Headman		
122.	Vincent Mutema	Parent		
123.	Brighton Mutoiwa	Parent		
125.	Rodrick Mushabati	PTA Chair Person		
126.	Monica Siansombe	Village Head Woman		
127.	Lawrence Lizazi	Village Headman		
128.	Gelly Mafula	Parent		
129.	Patrick Muyombo	Community Health Work	<b>Nguba Basic School</b>	13/09/08
130.	Mainza T	Head Teacher		
131.	Mwaanga Alfeyo	Teacher [Gr 7]		
132.	Mutale Florence	Teacher [Gr 1 & 2]		
133.	Anderson Chigali	Senior Headman		
134.	David Namakanda	Headman		
135.	Tyson Mweuluku	PTA member		
136.	Jonson Ngombwe	PMC Secretary		
137.	Patrick Siakale	PMC member		
138.	Andrew Katyaza	PMC member		
139.	Fair Munamaamba	PTA member		
140.	Habeenzu Mayaba	Teacher in Charge	<b>Katondo Community School</b>	13/09/08
141.	Carol Machona	Teacher		
142.	Obby Sibooli	Teacher		
143.	Samson Siamunyami	PMC Chairman		
144.	Remmy Mukombwe	PMC member		
145.	Tennyson Mwiinga	PMC Finance Chairperson		
146.	Her Royal Highness Diango	Chieftainess Mukuni	<b>Chief Mukuni's Palace Kazungula</b>	16/09/08
147.	His Honour the Mwendambeli	Prime Minister		
148.	Boniface Simasiku	Senior Headman-Mukuni Village		
149.	Chihebule Borneface	Head Teacher	<b>Kamwi Lower Basic School</b>	16/09/08
150.	Madanyani C N	Teacher		
151.	Matongo Mainsa	Teacher		
152.	Zemba Benson	ESO – General	<b>Sinazongwe DEBS</b>	18/09/08
153.	Sikabanga M M	DESO		
154.		DEBS		
155.	Horisby Hazaeemba	Deputy Head	<b>Chiyabi Middle Basic School Sinazongwe</b>	
156.	M Masenke	Children's Council Matron		
157.	C Jawana	Guidance and Counseling Teacher		
158.	Mr Hakalembe E	Head Teacher	<b>Nang'ombe Middle Basic School Sinazongwe</b>	18/09/08
159.	Mr Makwembo K	Teacher		
160.	Mr Munampamba B	Teacher		
161.	Mrs Sinkala	Teacher		
162.	Mrs Kakula M	Teacher		
163.	Mr Hamuhuma P	Teacher		
164.	Mr Nchiinga M	Teacher		
165.	B Beyani	Teacher		
166.	P Mwiinga	Teacher		
167.	E Siafunda	Teacher		
168.	M Siaminwe	Teacher		
169.	M Siankusule	Teacher		
170.	Mrs Mwinda	Grade 5 Class Teacher		

171.	Ackim Syatyoka	Works Committee Member				
172.	Reason Muchimba	Works Committee Member				
173.	Henry Neene	Works Committee Member				
174.	Dickson Sinamugulu	PTA committee Member				
175.	Josephat Syandemu	PTA Chairperson				
176.	Japhat Sinamweenda	Works Committee Member				
178.	Muwela E	Teacher	<b>Maamba Mine Special for CSEN Sinazongwe</b>	19/09/08		
179.	Sikaulu G	Teacher				
180.	Imwaka M	Teacher				
181.	Banda T	Teacher				
182.	Siakasimbo J	Teacher				
183.	Mwila R	Teacher				
184.	Milambo I	Teacher				
185.	Milimo V	Teacher				
185.	Mrs Simunji	Teacher				
187.	Beauty Chipikili	Catering Officer				
188.	Christine Ncholeka	House Parent				
189.	Rapheal Muchindu	House Parent				
190.	Richard Siankazi	Office Orderly				
191.	Jane S Nalubotu	Catering Officer				
192.	Milton Nkadaani	Driver				
193.	Lester Nambale	<b>DACA/UNV</b>			<b>DATF Sinazongwe (Maamba)</b>	19/09/08
194.	Jonathan Munyanina	Project Accountant				
195.	Isaac Kasaro	DATF Chairman				
196.	Jeff Kayamba	Chairman Advocacy and Networking				
197.	Mwiyi James	A/School Manager	<b>Siameja Basic School</b>	19/09/08		
198.	Jowen N. Siakapanga	Teacher				
199.	Chisamu Ronah	Teacher & Child Participation Matron				
200.	Munzele Raizy	Teacher/PU Coordinator				
201.	Enock Siampande	Maintenance Chairperson				
202.	Justin Siambona	Project Committee Member				
203.	Lungu Siakutoma	Maintenance Treasurer				
204.	Siabwanta A	Head Teacher	<b>Siankodobbo Community School Sinazongwe</b>	20/09/08		
205.	Musangu P	Deputy Head Teacher				
206.	Siatembo G	Teacher				
207.	Siapwaya C	Teacher				
208.	Nyungwe W	Student Teacher [DALICE/SCN Funded]				
209.	Ngenda B	Student Teacher [DALICE/SCN Funded]				
210.	Matimba M	Senior Teacher				
211.	Petrol Sibbuku	Headman Siankodobbo				
212.	Killion Chibamba	Village Vice Secretary				
213.	Patson Siamwiinde	Vice Head man				
214.	Prince David Sikalonzo	CAG Secretary				
215.	Timoty Siakalizi	Village Headman [Chuunga]				
216.	Modina Moono	PMC Member				
217.	Joseph Muleya	PTA Vice Chair Person				
218.	Salia Munsanje	CAG Member				
219.	Wilson Sichibeta	PMC Chair Person				
220.	Selina Siamoomba	CAG Vice Chair Person				
221.	Beatrice Siatambika	CAG Member				
222.	Raphael Siavaulwe	PTA Treasurer				
223.	Chrispin Mbola	PMC Treasurer				
224.	Simeon Munsaka	PMC Stores Keeper [CAG]				
225.	Sheila Kamwata Kunda	Chairperson	<b>Faith Based Elimination of HIV/AIDS (DATF)Sinazongwe</b>	20/09/08		
226.	Loveness Malumani	Vice Chairperson				
227.	Mutinta Sikwiya	Vice Secretary				
228.	Isabel Kamwendo	Administrative Assistant				
229.	Noria Simunene	Youth Secretary				
230.	Janet Kunda	Youth member				
231.	Fred Mayamba	Coordinator				
232.	Ireen C. Chibamba	Chairperson	<b>Tuzumanane Women's</b>	20/09/08		

233.	Nancy Chendela	Secretary	<b>Group (DATF)Sinazongwe</b>	
234.	Alice Kapokola	Treasurer		
235.	Sarah Siamuluwa	Advisor		
236.	Vida Banda	Vice Chair Lady		
237.	Alice Mweemba	Vice Secretary		
238.	Noreen Shaba	Member		
239.	Getrude Daka	Member		
240.	Jelina Muleya	Member		
250.	Alice Gondwe	Member		
251.	Thandiwe Milambo	Member		
252.	Edith Chipikili	Member		
253.	Martha Siangulube	Advisor		
254.	Josephine Mweetwa	Member		
255.	Fairness Hamalima	Member		
256.	Ester Mubemba	Member		
257.	Salomy Maiya	Member		
258.	<b>Joyce Musambila</b>	<b>District Education Board Secretary (DEBS)</b>		
259.	Venter Ng'andu	District Resource Centre Coordinator		
260.	Jacob Mubita	Education Standards Officer - SE		
261.	Carol M Chimoka	Accounts Assistant		
262.	Charcks C Nzala	Planning Officer		
263.	Lytton Dimba	Statistical Officer		
264.	Francesca Mushimbwa	Deputy Head Teacher	<b>Fumbo Community School Gwembe</b>	22/09/08
265.	Chileya Tanzanga	Teacher/Matron – Children's Council		
266.	Mr. Mooya	Teacher		
267.	Mrs. Mooya	Teacher		
268.	Mr. Mudenda	Teacher		
269.	Mr. Mweene	Headman Hamujebwa		
270.	Paul Hakalinda	Headman Makwenda/PTA member		
271.	Wilford Makaba	Treasurer-Children's Council		
272.	Agrippa Zulu	President-Children's Council		
273.	Moster Chalivwela	Chairperson-Children's Council		
274.	O. Munyumbwe	Headman Munyumbwe		
275.	Mr. Moonga	Student Teacher		
276.	E Milambo	PTA Treasurer		
277.	J. Siabwenzu	PTA Chairman		
278.	Mrs Zulu	Teacher		
	Ms Mwiinga	Teacher		
279.	Ms Sitali	Teacher		
280.	<b>+16 Parents</b>	<b>Community Members</b>	<b>Hauma Community School Gwembe</b>	23/09/08
281.	Mujibelo Mervis	Teacher [Grade 4]		
282.	Muyuni Catherine	Head Teacher		
283.	Mrs Chisamu S C N	Teacher		
284.	Muzeta Hitler	Teacher		
285.	Michello Onious	Untrained Teacher		
286.	Halubilo Augustine	PCSC Chair Person		
287.	Hang'ombe Oliver	C/Person for Building		
288.	Grace Nsondo	Committee Member		
289.	Nchimunya Chisamu	Committee member		
290.	Moses Hauma	Village Headman [Hauma]		
291.	Lyabwanda Clement	Member		
292.	Paul Mutundulu	Village Headman [Hankondowe]		
293.	Catherine Muyuni	Head Teacher		
294.	Muzeta Hitler	Teacher		
295.	Gorgina Hamanyuma	Member		
296.	Justinah Kalinda	Member		
297.	Nzaapa M	Senior Teacher	<b>Malilasuntwe Community School Gwembe</b>	23/09/08
298.	Syasyiipa C	Teacher		
299.	Mubbobe E	Teacher		
300.	Simuloongo L M	Teacher		
301.	Sinabanza M	Student Teacher [Charles Lwanga]		
302.	Syasyiipa S A	Volunteer Teacher		

303.	Hamusonde W	Volunteer Teacher		
304.	Esnart Hangala	Parent		
305.	Peggy Hangala	Parent		
306.	Virginia Hangala	Parent		
307.	Winard Nakajola	Village Headman		
308.	Danny Soko	Vice PCSC Chair Person		
309.	Edson Hazele	PCSC Chair Person		
310.	Grace Hangala	Parent		
311.	Bruno Hazele	PMC Chair Person		
312.	Enock Muleya	Vice Village Headman [Simunkonde]		
313.	Maggie Majendo	Parent		
314.	Selina Hazele	Parent		
315.	Liminess Halubala	Parent		
316.	Milimo E	Senior Teacher	<b>Gurumunyanga Community School Gwembe</b>	24/09/08
317.	Chisale W	Teacher/Guidance & Counseling		
318.	Nalishebo D	Teacher		
319.	Magusu C	Teacher		
320.	Mabuku M	Teacher		
321.	Kabika O	Head Teacher		
322.	Hakatombo	Headman		
323.	Nabbili	Headman		
324.	Chasokwa	Headman		
325.	Muduamba	Headman		
326.	Hamulondo	Headman		
327.	Unis Hancuuli	Parent- PTA		
328.	Beuty Chilonde	Parent-PTA		
329.	Kiliness Hamanuna	Parent-PTA		
330.	John Haluca	Parent-PTA		
331.	Cyrus Hamalondo	Parent-PTA		
332.	<b>+15 parents</b>	<b>Community Members</b>		
333.	<b>MK Hamoonga</b>	<b>Acting DEBS</b>	<b>Siavonga DEBS Office</b>	26/09/08
334.	Ben Mufuzi	Assistant Buildings Officer		
335.	Oris Sarenje	Planning Officer		
336.	Emelda Hakaloba	Teacher –In-Charge	<b>Lusumpuko Community School Siavonga</b>	26/09/08
337.	Sandford Samboko	Untrained Teacher -SHN		
338.	Mwanza Ian	Untrained Teacher – PU Coordinator		
339.	Mbita Richard	Untrained Teacher – Sports		
340.	Patrick Akanjulubeta	Teacher	<b>Kapululira Middle Basic School - Siavonga</b>	26/09/08
341.	Maureen Mwiinga	Teacher		
342.	Ireen Simuunza	Teacher		
343.	Manfred Moonga	Teacher		
344.	M Nayoto	Teacher		
345.	Mwansa Mantuku	Teacher		
346.	Harriet Musonda	Teacher		
347.	Chilekwa Kanungwe	Teacher		
348.	Vivien Simwanza	Teacher		
349.	Ivy Hamududu	Teacher		
350.	Elias Shimuunza	PTA Chairperson		
351.	Batunda Makoba	Teacher		
352.	Ackim Likomena	PTA member		
353.	Israel Mwanza	PTA member		
354.	Kennedy Simona	PTA member		
355.	Violet Banda	PTA member		
356.	Violet Mukuti	PTA member		
357.	Betty Siavwili	PTA member		
358.	Getrude Muhau	PTA member		
359.	Sharon M. Mufungulwe	PTA member		
360.	Idah Mutanga	PTA member		
361.	David Mulonda	PTA member		
362.	David Lyamba Simonda	PTA member		
363.	Fostina Mbonge	PTA member		
364.	Chilombo Knumbwa	PTA member		
365.	Ruth Muyunda	PTA member		

366.	Hamunjabwa C	Head Teacher	<b>Simaundu Community School Siavonga</b>	27/09/08
367.	Muyuni M H	A/Deputy Head Teacher		
<b>368.</b>	Chisenga L	Teacher		
369.	Chisenga B M [Mrs]	Teacher		
370.	Situmbeko	Teacher		
371.	Musukwa T	Teacher		
372.	Chisaka L	Teacher		
373.	Benson Siabwazya	Vice Chair Person		
374.	Clever Samende	Committee Member		
375.	Richard Siabwazya	Committee Member		
376.	Goodfellow Siasobwe	Chair Person		
377.	<b>Ernest Sakala</b>	<b>DACA/UNV</b>		
378.	Chief Siadambwe	Traditional Leader	<b>Siadambwe Siavonga</b>	
379.	Florence Simunji	Chairperson	<b>Kariba OVCs Project (DATF)Siavonga</b>	29/09/08
380.	Michael Simataa	Committee member		
381.	Faides Banda	Member CPG		
382.	Lizzy Sibanda	Member CPG		
383.	Mubanga Mwansa	Member CPG		
384.	Ackson Kalanda	Member CPG		
385.	Edith Chuulu	Community Mother		
386.	Godfridah Daka	Community Mother		
387.	Hanjase E	Teacher-in-Charge	<b>Kabbila Community School Siavonga</b>	29/09/08
388.	Mapulanga A	Teacher (DALICE graduate)		
389.	Njowe Edna	Deputy Teacher in Charge [DALICE]		
390.	Hamaila Edna	Teacher – SHN Focal Point Person		
391.	Vivious Kamoto	PMC/PCSC Treasurer Keeper		
392.	Peter Mainga	PCSC Chairman		
393.	Mainala Mulopa	PMC Committee Member		
394.	Edith Muonze	PMC/PCSC Committee Member		
395.	Ailess Changachanga	PCSC Committee Member		
396.	Cathrine Kalikumasa	PMC Committee Member		
397.	Manex Munyama	PMC Chairman		
398.	Henry Mahambe	PCSC Committee Member		
399.	Elizabeth Hapunda	Chairperson	<b>Gwashya OVC Project (DATF)Siavonga</b>	30/09/08
400.	Cosmas Syakwele	Headman – Gwena Village		
401.	Lackson Chipelema	Project Coordinator		
402.	Sabina Siakwale	Member		
403.	Lausa Siabanene	Member		
404.	Ester Siakwale	Member		
404.	Iness Kapumba	Member		
405.	Loveness Siambote	Member		
406.	Charity Muleta	Member		
407.	Juliet Mushiota	Member		
408.	Jelita Mweemba	Member		
409.	Maureen Siakwale	Member		
410.	Mable Siampole	Member		
411.	Dolice Siazibone	Member		
412.	Malita Siabuzu	Member		
413.	Bernard Lungu	Member		
415.	Alex Hapama	Member		
416.	Eunice Simunza	Member		
417.	Lawrence Kapumba	Member		
418.	Stanely Mugaila	Member		
419.	Litiya Sikabeta	Member		
420.	Teressa Simunza	Member		
421.	Gertrude Kapulisa	Programme Manager	<b>Community Based Interventions Association (CBIA)</b>	02/10/08
422.	Grace Mulonda	Development Officer		
423.	Catherine Musukwa	Finance and Administration Officer		
424.	Peter Kanunka	Senior Investigations Officer	<b>Human Rights Commission</b>	06/10/08
425.	K. Wakalala	Transcriber	<b>Judiciary</b>	

## **APPENDIX 6: TERMS OF REFERENCE FOR THE EVALUATION**

### **EVALUATION OF SAVE THE CHILDREN NORWAY - ZAMBIA SUPPORTED PROGRAMMES**

#### **Background**

Save the Children Norway is a membership organisation with a focus on child rights, for which the basis is the United Nations Convention on the Rights of the Child (UNCRC). SCN is politically and religiously independent. Since its establishment in 1946 and as a member of the global Save the Children Alliance, the organisation contributes to promoting children's rights through long-term development cooperation, emergency relief and advocacy work. SCN's work to promote children's rights comprises two equally important and interdependent elements: practical work for children and advocacy to improve external conditions that affect children's lives.

SCN works in 26 countries in Africa, Asia, Latin America, and Europe, in order to accomplish seven strategic objectives

1. Fulfil children's right to education
2. Fulfil the rights of children affected by armed conflict and disaster
3. Fulfil the rights of children to protection against physical and psychological violence and sexual abuse
4. Fulfil the right of children to protection against the impact of HIV and AIDS
5. Achieve better results for children through a stronger Save the Children
6. Strengthening implementation and monitoring of the UN convention of the rights of the child
7. Combat economic and political structures and systems that violate children's rights

Save the Children Norway, Zambia office was established in late 1998 with the request from NORAD to establish a Basic Education programme in Livingstone, Zambia. It was eventually seen necessary to move offices to Lusaka for more networking with other relevant organisations and government line ministries at that high level. During a decade of it operating in Zambia, it has expanded from being a basic education programme to a complete Country Programme supporting programmes through partnerships with the Provincial Education Office in Southern Province, District Education Boards in Kazungula, Livingstone, Sinazongwe, Gwembe, and Siavonga Districts, and David Livingstone Teachers Training College, Girl Guides Association of Zambia, Education through Sport Organisation, Community Based Intervention Association, Social Welfare department in Siavonga, Zambia Civic Education Association, University of



Zambia, Human Rights Commission, and the Ministry of Community Development and Social Services (Social Welfare Department). Save the Children Norway works within four (4) year strategy periods with each country programme developing a four (4) year long term Plan. Since its inception in 1998, SCN-Zambia has had two Evaluations at the end of each of the Strategic periods.

#### SCN Zambia's Strategic focus

- The long-term overarching development goal for the country programme is to contribute towards the improvement of children's lives in Zambia in an environment where their rights are fulfilled

SCN-Zambia's strategic priorities for the 4 year period 2006 – 2009 reflect the following strategic objectives:

1. 'Fulfil Children's Right to Education'
4. 'Fulfil Children's Right to Protection against the impact of HIV and AIDS'
6. 'Strengthen the monitoring and implementation of the United Nations Convention on the Rights of the Child'

In addition, strategic objectives number 3 is regarded as a cross-cutting issue in relation to the target groups defined by the above strategic objectives.

SCN has a clear policy on strengthening local capacity by working through local partners. Adjusting the implementation of the country program to be partner based has therefore been, and still is, an important focus.

To achieve the above-mentioned objectives, SCN-Z put down the following lines of action:

- Creation of good networking with other actors in the child development field
- A good mix of both national and district based partners with government and civil society
- Focus on a few objectives in order to maximise impact.
- Have a good monitoring and evaluation system with a cost effectiveness element emphasized.

#### **The overall purpose and relevance of the Country Programme evaluation**

The purpose of an evaluation of the Country Programme at this point is twofold: Evaluating the past and bringing in perspectives for the future work of SCN-Zambia. Hence, the evaluation should:

- To contribute to learning in Save the Children Norway as a whole, with the aim of improving the quality of programmes and the effects of resources used.
- Give input to an eventual up-scaling of the CP in Zambia in the next strategic period. Within SCN-Zambia, the results will contribute to the planning of the next four year long-term plan for 2010-2013.
- Detect key factors that influence on impact
- To contribute to the estimation and documentation of results and impact of the work carried out by SCN-Zambia.

#### **Main objectives of the evaluation and key questions**

Main objective:

Assess how far SCN-Zambia's program has responded to the set objectives, to document the impact of SCN-Z's work and identify potentials for improvement in order to maximize impact in the best interest of children.

Specific objectives:

1. To assess the progress made so far in implementing the four year plan, document results and as far as possible evaluate impact.
2. To assess the quality of the three programmes i.e. Basic Education, HIV and AIDS as well as Child Rights, and, how they respond to improving the lives of children.
3. To gauge the understanding by all players of SCN policies and procedures and how these are applied to the three programmes.
4. To assess the relevance of the procedures and systems employed to build partnerships and how these are relevant to achieving the Country Programme's objectives.
5. To assess the scope and extent of participation especially of children in programme activities in order for them (children) to realise their potential to contribute to sustainability of the programme.

**Methodological Considerations and Approaches.**

The methodology should be presented in an inception report to be approved by the steering group before implementation. The organisation of the field trip and selection of projects to be used as cases will be decided by the consultant in close cooperation with the CP representatives in the evaluation team. However, the selection of project cases should reflect all partners and thematic priorities.

The evaluation shall be carried out in as much a participatory manner as possible. Children shall be involved specifically to let them express their opinions about the projects. The evaluation team shall use both the quantitative and the qualitative methods to address the objectives of the evaluation. The team shall also be encouraged to carry out a critical and independent review and to address both intended but also unintended positive as well as negative aspects/outcomes of the projects.

**Targeting**

Include children both boys and girls in regular and community schools, community members women, men, youths taking into consideration disability, age, and gender. The partner office staff and District Education Boards, groups directly involved in project implementation, like teachers, head teachers, local committees, local leadership – Chiefs, village heads, counsellors, PTAs, etc, should be involved.

**Desk study**

Reading available literature i.e. programme proposals, strategic plans, quarterly, monthly and annual reports, mission reports, and initial plans in 2002 among other relevant documents and reports.

**Interviews**

Both, group and individual interviews of key people could supplement other means/methods of collecting information but not to be done in isolation. These should be triangulated with other methods since the reality is at times quite different from what people say.

**Observations.**

The evaluation shall include classroom/school observations as a method of assessing impact on teacher support and training in methodology/content and with classroom materials, school, infrastructure and development including child participation. This will also serve to verify

whether what people say is reflected in what they actually do but also give opportunity for further probing after the observations.

### **Roles and responsibilities of the stakeholders**

Save the Children Norway, Zambia office.

- To take the lead role in organising the evaluation in consultation with the Partners and relevant stakeholders.
- Identify the external evaluators and negotiate contracts.
- Prepare Terms of Reference (TOR) for the evaluation in close consultation with the partners.
- SCN should ensure that the study report is completed within specified time and distributed to relevant offices and authorities.
- Supply required materials and equipment to the external evaluators.
- Organise a meeting with the stake-holders for the evaluators to discuss/disseminate their findings.

### **Consultants/evaluators**

The evaluation team shall comprise of 2 independent professionals with a wide experience in education, HIV and AIDS, and human rights issues but also with knowledge and skills in participatory techniques used in evaluations. The team members shall have post graduate qualifications in the relevant fields of education, development and research techniques.

The consultants' roles shall include;

- a. To take a lead role in planning and developing methodologies and approaches for the evaluation.
- b. To carry out the desk study with the help from SCN staff.
- c. To carry out field/site visits to the partner districts and offices.
- d. To hold meetings with all stakeholders including SCN Staff to discuss the findings of the study.
- e. To write and compile the evaluation report and submit the final report to SCN- Zambia within the stipulated contract time.

### **Partners.**

- The partner staff will participate in the development of the TOR for the evaluation.
- Guide the evaluation team in identifying the locations for field visits.
- Organise field visits for the evaluation team and transport the team to the field where necessary.
- Show and discuss with the evaluation team what they have done over the past 3 years period.

Specification of projects and partners to be included in the Evaluation

The Evaluation will cover all the projects supported by SCN-Z and will include the following:

Kazungula District Education Board, Livingstone District Education Board, Provincial Education Office, Community School Teacher Training Project at DALICE, Gwembe District Education Board, Siavonga District Education Board, Sinazongwe District Education Board, Education Through Sport Foundation, Community-Based Interventions Association, Girl Guides Association of Zambia, Zambia Civic Education Association, Human Rights Commission, Ministry of Community Development and Social Services – HQ and Siavonga, Siavonga DATF.

## **Time frame**

In total forty five (45) days including week-ends and travel shall be allocated for the evaluation, beginning 21<sup>st</sup> August 2008 to 30th October 2008.

- Five working days for the desk study, planning/preparatory work (including an inception report) and meetings between the evaluation team and Save the Children Norway – Zambia Office
- Thirty working days in the field
- Seven days for report writing and compilation
- One day for discussion of findings with all stakeholders.
- Half a day for de-briefing with SCN-Zambia management.

## **Follow-up of the findings**

The evaluation team shall present their findings in a meeting with all the stakeholders, representatives of the communities, children, local leaders, government authorities, etc. The meeting shall be organised by Save the Children Norway office in collaboration with the partner offices.

## **The report format**

Generally the evaluation team should produce a report that represents information of issues and concerns of the stakeholders. The evaluation team should try to be as analytical as possible in the presentation of the findings. The report should include among other things;

- An overview of the methodologies and approaches used explaining factors that influenced the choice of methods and giving a critical analysis of some limitations of the methods used. What was actually done and why, should be spelt out including the sample groups and sizes interviewed or involved.
- Both qualitative and quantitative information and data leading to analysis of the conclusions and findings highlighting both positive and negative results of the projects interventions.
- To the extent possible disaggregating of findings per partner or project.
- Recommendations by the evaluation team with an analytical approach as to how they were arrived at.
- Where possible evidence of how the findings and recommendations were arrived at.
- A list of people interviewed.
- The report, excluding appendixes should not be more than 50 pages.

## **APPENDIX**

### **A check list of issues that may be considered during the evaluation**

1. A checklist of things to observe and give attention to: -
  - Physical condition of the schools and the classrooms
  - Teaching methodologies
  - The Classroom setting.
  - The children (appearance, nutritional status,
  - The Teacher.
  - Learning and Teaching materials/Aids
  - Teacher-pupil relationships.
  - Pupil to pupil relationships.
  - What is the state of the school infrastructure?
  - What impact has provision of new infrastructure had on the learner? How does the Community feel about the school environment?

- Documented cases (disciplinary, victimisation, abuse)
- Evidence of VCT services
- Awareness and knowledge of HIV and AIDS
- Child friendly spaces, play centres, information corners, and peer educators
- Availability of a school council, child rights club, and HIV and AIDS club.
- Water and Sanitation – status of toilets and water supply
- Friendly spaces for children with special needs
- Evidence of IEC materials distributed and disseminated.
- Impact of ECCD on children and parents
- Suitability of Learning and Play environment for children
- Impact of ECCD on learning achievement before and in Grade one and above
- ECCD infrastructure, learning and teaching aids

## **2. Assessment of the implementing progress of the four year plan**

- What are the achievements in different areas in relation to the set objectives in plans and budget over the three-year period?
- How do specific objectives relate to the promotion, protection, and fulfilment of rights and needs of children?
- How appropriate and meaningful are these objectives to the expectations of the communities at hand?
- What indicators of programming and implementation have you set out for your project?
- To what extent has the programme objectives been implemented?
- What changes in attitude are exhibited among the beneficiaries towards the interventions you provide?
- Have there been challenges encountered by Save the Children partners in the implementation of the SCN supported projects? If so, what are they?

## **3. Assessment of impact made during the period of implementing the four year plan**

- What impact has your programme on the welfare of the children in the communities you serve? In terms of methodology used, how effective is it for your project? What exactly has changed in the lives of the children (viewed from the perspective of the child)?
- What impact does the provision of services has on the beneficiary? How does the Community feel about the school environment?
- What is the situation of the children in the environment you operate?
- What are the results achieved for the project priorities?
- If observing lack of progress or alternatively a particular success in implementing the CP under any specific priority, the possible explanations to this should be detected and commented upon.
- What is the estimated impact of project activity on the intended beneficiaries?

## **4. Sustainability issues.**

- What is the community perception of the projects?
- What community initiatives are exhibited, which determine ownership of the programmes for sustainability?
- What capacities do community members; leaders, parents and children have that can ensure sustainability of the project initiatives?
- Assess community participation/ involvement in school developmental programmes
- What role have community members played in project management?
- How were decisions on issues at grass root level made?

## **5. Assessment of the administrative, technical capacity and systems**

- Does the Partner have *technical* competence and capacity to implement the project during the latter part of the current partnership period? If not, what kinds of capacity building and/or recruitment measures are needed?
- Does the Partner have the *administrative* competence and capacity to implement the current project?
- Does the Partner have adequate systems, process and tools for planning, monitoring and evaluation at programme and project levels?
- Does the Partner have adequate proposal development capacity and experience to identify proposal opportunities and to produce proposals for relevant donors?
- Does the Partner have the capacity and competence to handle an up-scaling? If not, what capacity and competence building would be needed?

#### **6. Capacity building of District Education Offices.**

- How are processes used in line with education policy in Zambia?
- What is the capacity of the District Education Offices in carrying out project demands versus normal Government duties plus SCN supported activities and present changes taking place in the Ministry of education?
- How have the projects been managed?
- What were the roles of stakeholders during Projects management?
- How effective are the Implementation structures and processes used?

#### **7. Partnership issues**

- What kind of relationship exists between Save the Children Norway office and the Partner?
- Are each others roles clearly spelt out, practiced for the achievement of the project objectives, and are these supportive of the partnership policy?
- How is Save the Children Norway perceived as by the partners?
- Does SCN provide good knowledge of the working methods, capacities and competence at the partner office?
- Does SCN offer sufficient/too little/too much involvement?
- Does SCN support come at the right time?
- Are resources managed in a cost-effective way in order to achieve the expected results?
- Is it possible to make improvements in the way resources are being used to achieve greater impact?



**APPENDIX 7: LOCATION MAP OF SCN-Z OPERATIONAL AREAS**

