

## Project Summary

### Kamawindow Community School: building a community not a classroom

Community schools play a crucial role filling gaps in the basic education system in Zambia in areas where there are no public schools. These schools are often built and run by the communities and many are located in rural areas and often act as a communal meeting place. While the government has recognized these schools and has a policy to ensure they have adequate staffing and equipment, the policy is not well implemented and many schools are understaffed and lack basic materials. This is the case in Southern province of Zambia where half of all the schools are community schools.

**Challenge:** Kamawindow Community School in rural southern Zambia is an example of such a school that faces a challenges in meeting its purpose to educate local children from grades one to seven. The school which was built by the local community of Mandona village has a poor structure that is unsafe for the 215 pupils that share the one classroom. Pupils sit on wooden poles and write on their laps as they do not have desks and chairs. This makes it hard for pupils to concentrate in class as the poles they sit on are uncomfortable. The pupils rely on one textbook which the teacher uses to conduct lessons. The room can sometimes get dark as the small windows do not provide adequate lighting for the students to see. The community needs a better structure for their school in order to improve learning outcomes.

**Solution:** The solution to helping the community of Mandona is more than building a school as the school will need materials, staff and even lighting solutions to be fully functional. This requires an innovative solution with a focus on sustainability. Chikanta Community Schools Development Project-CCSDP is a local non-profit that aims to ensure that the [National Operational Guidelines for Community Schools](#), which mandate state support to community schools are upheld. CCSDP has been running the 12-month project on the Guidelines with support from the Zambian Government Foundation. Using Kamawindow as a pilot-initiative, CCSDP with support from ZGF plan to build a one by two classroom block in Mandona village and continue their advocacy efforts so that the school can have its allocated staffing requirements as well as materials. Ensuring the guidelines are met is important as a well-built but understaffed school with no supplies is of no use to the community. Additionally, as CCSDP is currently a supplier of a pay-as-you go solar units to the local community it will also equip the classroom with solar lighting units to provide clean, reliable lighting.

**Long-term impact:** The long-term impact of upgrading Kamawindow community school is more than simply providing a new classroom to Mandona village but has a wider impact to Southern Province and Zambia as a whole. The 215 pupils of Kamawindow will have a modern, safe structure in which to have their lessons, which is well staffed and equipped. CCSDP will secure buy-in from local officials, after having been trained and supported in policy-engagement by ZGF. CCSDP's previous initiative supported by ZGF managed to score the following successes; increased teacher deployment, improved disbursement from the state and increased supply of educational materials. CCSDP plans to build on this success to ensure educational standards are improved in community schools across Zambia by holding the government accountable in implementing the National Operational Guidelines for Community Schools.

# Zambian Governance Foundation

## Final Report

### *Mini-Initiative Support Grant Partners*

<b>Name of organisation</b>	Chikanta Community Schools Development Project (CCSDP)
<b>Title of Initiative</b>	Advocacy for Access to Quality Education in Community Schools
<b>Location of organisation</b>	Southern Province /Choma District
<b>Contract period</b>	14/May/2015 – 13/May /2016
<b>Reporting period</b>	July 2015 to August 2016
<b>Date of report</b>	16 /09/2016

#### 1. Progress towards achievement of expected outcomes<sup>1</sup> of Initiative

<i>Indicators</i>	<i>Targets<sup>2</sup></i>	<i>Actual Outcome</i>	<i>Means of verification/ Source of information</i>
<b>Outcome 1</b>	Full implementation of identified thematic areas of the 2007 operational guidelines for community schools by the Ministry of Education through the DEBS and other stakeholders		
<b>Indicator 1</b> Number of Trained teachers deployed in community schools increased	Increase number of trained teachers deployed to 20 community schools from 64 at baseline to 74 at the end of implementation of the initiative.	After implementation of the initiative, number of trained teachers in community schools increased to 84 from initial 64 exceeding the target 74.	Pictures School Census Form Phone calls DEBS office
<b>Indicator 2</b> Number of teaching and learning materials supplied to community schools increased	Increase Number of teaching and learning materials supplied to community schools from the number at baseline	Number of teaching and learning materials supplied to community schools has gradually increased.  The DEBS encourages community schools to procure recommended books using part of the grant they receive.  Community schools procure educational materials using part of grants they receive from the DEBS.	Pictures Delivery Notes Spot check of books in schools reports from community members through phone calls )
<b>Indicator 3</b> The frequency the funds are disbursed to each community school improved	Improve the frequency at which funds are disbursed to community schools.	At baseline, disbursement of funds was inconsistent and schools were not sure when the next funding would be made. After implementation of the initiative, most community schools indicated that disbursement is done consistently (quarterly) and that even the allocation has increased.	record of reports from community schools through, visits to our office; phone calls
<b>Outcome 2</b>	Increased engagement skills for the community.		

<sup>1</sup> Outcomes refer to the ultimate results you want to see from the activities you are implementing (i.e. what ultimately happened as a result of the activities that were implemented).

<sup>2</sup> Note that it may not be possible to provide quantitative targets for all indicators

<i>Indicators</i>	<i>Targets<sup>2</sup></i>	<i>Actual Outcome</i>	<i>Means of verification/ Source of information</i>
<b>Outcome 1</b>	Full implementation of identified thematic areas of the 2007 operational guidelines for community schools by the Ministry of Education through the DEBS and other stakeholders		
<b>Indicator 1</b> communities initiate engagement meetings with policy makers and service providers	DEBS, Civic leaders, MPs ,CSOs and traditional leaders	<p>20 trained teachers have been deployed by the DEBS to 15 community schools.</p> <p>Community Schools have been supplied with educational materials by the DEBS office.</p> <p>The funds allocated to community schools have been increased. The funds are consistently received quarterly.</p> <p>Through local leadership Kamawindow, Sinalungu and Kasukwe Community Schools accessed CDF for construction of classroom blocks. Construction of all structures is underway.</p> <p>Chivuma, Mabanga and Kasiwe community schools received paint, doors, window frames, glass panes and cement for plastering and flooring of the classroom blocks.</p> <p>Through the Constituency office, Ben Mulalu accessed CDF for completion of 2 teachers' houses.</p> <p>Munzuma community school committee mobilised resources to build 1 teacher's house. The house is at window level and the construction is underway.</p>	<p>Pictures</p> <p>School Census Form</p> <p>Phone calls</p> <p>Video clip</p>

### 3. Provide details of challenges and learning against each outcome

<i>Outcome</i>	<i>Activities done</i>	<i>Challenges faced</i>	<i>Steps taken to resolve challenges</i>	<i>Lessons learnt</i>
1. Full implementation of identified thematic areas of the 2007 operational guidelines for community schools by the Ministry of Education through the DEBS and other stakeholders	<p>Developed 2 Questionnaires as tools for data collection (for DEBS-Choma and 20 Community schools).</p> <p>conducted Baseline survey to establish the number of trained teachers, educational materials and frequency at which funds are disbursed to 20 community schools</p> <p>1 Meeting with 4 people was held to review survey findings and compute the data.</p> <p>16 one to one meetings were held for 13 local leaders 2 MPs and 1 DEBS to influence their representation and commitment to community schools.</p> <p>1 stakeholders' consultative meeting was held with 41 participants to discuss and validate the survey findings.</p> <p>Produced 1 Documentary on the state of affair in community schools to inform and influence duty bearers.</p> <p>Produced 1 Position paper to inform and influence policy makers and duty bearers to fulfil their commitment to community schools.</p> <p>Conducted 6 radio programmes to inform and influence duty bearers to fulfil their obligations and commitment to community schools.</p>	<p>The DEBS and other key staff were transferred to other districts.</p> <p>Some of the trained teachers in community schools provided insufficient information for fear of victimization from supervising authorities.</p> <p>The type of vehicles available for hire were not suitable enough for rough terrains where most hard to reach schools are situated.</p> <p>The transport charges increased from initially planned.</p> <p>We missed out Zone Coordinators in our initiative who happens to be key persons mandated to receive finance and other resources for schools that do not have any trained teacher.</p> <p>The broadcast fees had increased from the budgeted for.</p>	<p>We had to write the new DEBS and held a meeting to inform him about the initiative.</p> <p>A meeting was held between CCSDP &amp; DEBS to share our challenges. He intervened.</p> <p>We had to park vehicle aside and covered over 5 kilometres on foot to the school.</p> <p>We made adjustment by using part of the money which was meant for food to meet increased transport charges.</p> <p>We made phone enquiries</p> <p>Part of the Funds meant for food and talk time was added to Radio programmes.</p>	<p>The DEBS should be fully engaged right from the beginning of the initiative being implemented.</p> <p>There should be a covering letter from the DEBS to move with when conducting baseline survey.</p> <p>There is need to consider the type of vehicle to hire when visiting schools in hard to reach areas.</p> <p>In programming we should include the Zone coordinators</p> <p>We should make wide consultations when preparing budgets because activity based budget is at times challenging when there is economic recession.</p>

<i>Outcome</i>	<i>Activities done</i>	<i>Challenges faced</i>	<i>Steps taken to resolve challenges</i>	<i>Lessons learnt</i>
2. Increased engagement skills for the community.	<p>2 Orientation meetings were held for PCSCs and traditional leaders with 69 participants to build their capacity to demand for better services from duty bearers.</p> <p>One (1) training workshop was conducted. 40 people participated (PCSCs and teachers- in –charge). We had only one facilitator from the DEB office – Choma.</p> <p>Carried out 10 trips to 20 schools in which community sensitisation meetings were conducted.</p> <p>15 quarterly visits were conducted and 20 Community Schools were visited.</p> <p>One (1) annual stakeholders meeting was held and 50 participants attended.</p> <p>books of accounts were purchased</p> <p>12 months salaries were paid for PO,ED,CF and FO</p>	<p>People in Choma district are farmers who largely depend on rain fed agriculture. Holding orientation meeting during rainy season (December) became a challenge as most traditional leaders were opposed to the idea of travelling to town for the meeting losing the whole day especially that it was planting period. They preferred spending few hours for the meeting and get back to their fields after the meeting. This was more challenging since participants were drawn from places far apart and they had no control over transporters.</p> <p>The depreciation of the kwacha led to some upward adjustment of the transport charges against the planned for.</p> <p>Going by the number of people who confirmed their participation for financial management meeting, K4, 500 had been withdrawn. Instead, even those that did not confirm came for the meeting.</p> <p>Target participants were busy with</p>	<p>2 Orientation meetings were held instead. One (1) meeting was for PCSCs and traditional leaders from eastern and southern part (held at Gamela in the afternoon) while the other one (1) was for those in the northern and western part (held at Mbabala in the morning) in Choma District. 69 people participated (34 in southern part while northern part had 35 participants)</p> <p>Money that was meant for food during school visits and community meetings was added up to transport</p> <p>We borrowed K2,200 to meet the expenses which was paid back</p> <p>We had to postpone the meeting to the later date after elections.</p> <p>We had to reschedule the visit to the time when roads are passable.</p>	<p>Traditional leaders as community gate keepers have to be engaged from the beginning to give proper timing when successful meetings should be held.</p> <p>We should consult financial experts on economical stability before making a budget.</p> <p>The money can be withdrawn. After spending, the balance can be banked.</p> <p>The implementation time table should be followed to avoid being overtaken by events.</p> <p>When developing implementation plan, the months in which heavy rains are experienced should not have many field visit trips.</p>

<i>Outcome</i>	<i>Activities done</i>	<i>Challenges faced</i>	<i>Steps taken to resolve challenges</i>	<i>Lessons learnt</i>
		<p>general elections and opposed the idea to attend the meeting as most them were elections staff.</p> <p>Most roads leading to rural community schools are very bad and impassable during rainy season</p>		

#### 6. Grant Partner's signature

Date	16/09/2016
Name of person who prepared the report	Alfred Mudenda
Signature of Grant Partner's representative	
Name of Grant Partner's signing representative	Siabalumbi Siamoongwa

## Annex 1: Additional outcomes

After stakeholders' consultative meeting, Choma central constituency office opened a file for education. The Office is now aware and able to identify community school based on the needs and lobby for support. After dissolution of Parliament, in June 2016, Constituency administrative officer phoned CCSDP director to inform Ben Mulalu Community School to visit Constituency Office to collect resources to complete two teachers' houses. Through the support, Ben Mulalu has managed to complete the two teacher's houses which will in turn contribute to improved access to quality education of children in the community.

The ESO-ODL invited CCSDP Director to his office to discuss on how best to help community schools in the District. He appealed to CCSDP to consider encouraging community schools to apply for upgrading if trained teachers are to remain in community schools. He disclosed that trained teachers heading community schools are just Teachers in charge and that they are purely at the level of a class teachers and cannot be elevated to another rank unless they move to an upgraded school. He stressed that upgrading of these schools will make teachers in community schools to be considered for promotion and that this will attract them more to work in community schools.

Traditional leaders mobilised community members to actively participate in school development projects by encouraging them to gather upfront materials for infrastructure development. Communities have managed to gather sufficient upfront materials to effectively improve infrastructure in community schools.

Traditional leaders sensitized the community on the importance of education and encourage parents to enroll children. Enrolment levels increased to **6,289** Children in 20 community schools from the initial direct target beneficiary of **5,780** children. It is also noted that they are discouraging early marriage and encourage parents to consider educating a girl child. Rural community schools were victims of early marriage and dropout rate for girls was high than boys'. At the moment rural community schools are changing e.g Kasukwe has 201 girls - 201 boys, Kamawindow has 105 girls - 110 boys, Lubwe has 111 girls - 101 boys, Chilube has 166 girls - 164 boys and Kasamu has 122 girls- 93 boys .

In their effort to become an environmentally friendly community, Munzuma community school management through the chairperson have embarked on a tree planting exercise in order to reduce the effects of climate change in the community. The idea was hatched upon attending a series of meetings by CCSDP on environmental issues. The ZGF Tool, how to become an environmentally friendly CSO was extensively used to facilitate community meetings on environmental issues. On the other hand, linkage has been made with the forestry department and the group has so far applied for a Farm Forestry Facility support to advance their tree planting project at school which will eventually be replicated at household and community level.