"COMMUNITY EDUCATION: THE ENGINE FOR SUSTAINABLE DEVELOPMENT",

ENGINE - End of Term Evaluation

Final Report

ROCS

By

Joseph Zulu,
George Sichone,
Florence Mpandamabula

JUNE 2, 2016

Contents

List of Tables

List of Figures

KEY ACRONYMS

CC	Children's Council
CDF	Constituency Development Fund
CCPU	Community Crime Prevention Unit
DEBS	District Education Board Secretary
FGD	Focus Group Discussion
IGAs	Income Generating Activities
KII	Key Informant Interview
M&E	Monitoring and Evaluation
MoH	Ministry of Health
PCSC	Parent Community School Committees
REK	Red een Kind
ROCS	Reformed Open Community Schools
SGs	Solidarity Groups
ZIC	Zonal In-service Training Coordinator

Executive Summary

Introduction

Red een Kind (REK) and Reformed Open Community Schools (ROCS) implemented a project funded by the EU called "Community Education: The Engine for Sustainable Development", or ENGINE in Zambia. The main aim of the project was to contribute to human development by improving access to quality education and empowering communities to mobilise additional resources for managing community schools. The project worked on developing the capacities of teachers, committees, pupils; and mobilising Parent Community School Committees (PCSCs), teachers of the schools, Community Solidarity Groups (SGs) and the children through Children Councils (CCs). This report, thus, presents the findings of the final evaluation of the implementation process of the project.

To effectively assess how the ENGINE Project performed, as well as document the project's best practices and generate insight into the lessons learned,10 PCSC's, 10 SG's, 10 Children Councils, and teachers from 10 community schools over and above 5 ROCS staff, staff from the DEBS Offices and staff from Department of Community Development in Chama participated in the assessment. This assessment utilised a participatory and integrated approach in generating qualitative data. On the other hand, secondary data was collected through review of approved program documents and excel database. Secondary data were analysed through the generation of graphs and charts. Qualitative data were analysed using thematic analysis.

Key findings

Relevance
The ENGINE project was classified as relevant as it focused on improving accessibility by orphans and vulnerable children to quality education services through the use of local compatible and acceptable processes which included:

- Strengthening community participation in the management of community schools and enhancing quality of education in community schools through involvement of the PCSC, SG and CC. All the 10 schools visited by the evaluation team had the PCSCs, SGs and CCs community structures in place;
- Building the capacity of PCSCs, SGs and CCs in lobbying and advocating for infrastructure development, increased school enrolment, retention and placement of trained teachers in community schools. The empowerment or capacity building activities were implemented in thirty (30) community schools.

Limitations in project relevance included trainings being too packed such that much work had to be done within a short period of time.

Effectiveness

- *Capacity development and participation of teachers in schools*: The average capacity development in teaching methodology, presentation skills, class management, and resource development was rated to have increased by about 17% since the baseline phase. Most teachers appreciated the skills acquired and informed that they are now able to effectively handle lesson preparations and teach the classes.

- *Infrastructure development and material support*: Of the 10 schools visited during the evaluation, 5 community schools had improved infrastructure. Overall, out of all the 30 schools in the project, 27 have received support from various stakeholders.

- *Increased enrolment, access to quality education and pass rate:* Increased enrolment levels were recorded as a result of sensitisation on the importance of education and follow-up activities by Children's Councils and PCSCs. Enrolment among the male OVCs increased by almost 40.8% while that of female OVCs increased by about 37%. The enrolment among the children with disabilities increased more than that of OVCs, that is, about 60% for males and while the enrolment among the females almost doubled.

- *Increased progression rate and pass rate:* Progression rate from grade 7 to a higher grade increased from 15% and 25% at baseline to 90% and 150% for girls and boys respectively.

- *Capacity development and empowerment for PCSCs:* The PCSCs reported that they were trained and re-trained in leadership, psychosocial, resource mobilisation and children's rights. The trainings helped increase the PCSCs' performance score in relation to their functioning roles, creating a child-friendly school, resource mobilisation and lobbying services. Overall, PCSC's average capacity was at 1.9 at baseline and 3.7 at ETE. It was reported that the trainings increased confidence and esteem in PCSC to lobby for both material and human resources. For example, through lobbying, 27 trained teachers were deployed by the government to community schools.

- *Capacity development and empowerment- Children's Councils*: 30 Children's Councils were formed, trained and are now functional. The CCs reported that the councils allowed the children to discuss issues of children's rights, the importance of education, life skills education, conflict management and advocacy.

- *Capacity building for SGs*: The project enhanced capacity for SGs to keep records; set and monitor goals, manage savings and loans; and mobilise financial and material resources. About 90 SGs (45 for Mafinga and 45 for Chama) were formed, trained and are now functional. The number of SGs participating in the networks significantly improved during the final evaluation from 14% at the baseline to 86% at evaluation phase.

- Limitations in project effectiveness included:
    - Inadequate period for project implementation;
    - Challenges in retaining volunteer teachers;
    - Communication gaps between project staff, the DEBS, and schools;
    - Limited access to loans by the SGs;
    - Shortage of books and other learning materials;
    - Overcrowding in classrooms.

Efficiency
- Financial resources were spent in accordance with project objectives and activities.
- The project had a lean management with a flat administrative hierarchy which helped quick decision-making and effective participation of the staff.
- The cost for project staff was performance based, thus, facilitating a balance between resources spent and outputs.

Sustainability
Factors which would promote sustainability included:
- Partnership developed with the Ministry of Education;
- Capacity building of the PCSCs, SGs, CCs;
- Building of modern infrastructure through community ownership;
- Community participation and networking;
- Availability of rules and regulations for meetings;
- Clear strategies for sustaining some groups in terms of replacement if members leave the group.

Limitations in project sustainability included:
- Inadequate capacity by some communities to mobilise their own resources.

Replicability
The project strategy is well defined and can easily be scaled up or replicated. Key issues to consider in undertaking project scale up and replicating the project include:
- Development and training of structures/ committees at school and community levels which should be actively involved in lobbying for resources, developing networks between the school and other organisations as well as sensitising the community about the value of education and support teachers.
- Provide training to teachers in teaching methodology.

Lessons learnt
- Developing community structures and full involvement of community in educational affairs helps increase school enrolment, retention, progression, as well as improved infrastructure and overall quality of education in community schools;
- Community participation and capacity are vital in addressing inequalities with regard to accessibility to education among the OVCs and children with disability;
- Community participation increases utilisation of local resources in the development of infrastructure as well as paying of salaries of the teachers.

Recommendations

- ➢ Develop comprehensive exit strategy. Key issues to consider in the strategy should include:

  - An approach for advocating for horizontal transfer of skills that were imparted by the project, that is, through the use of those who were trained in the communities to train others. Such trainings are not only cost effective but are also likely to facilitate the continuous transfer of knowledge at community level as well as acceptability and adoption of the project discourses and strategies by the community.
  - A dissemination plan of results on the best practices/ positive results from different schools to all major stakeholders at the school level. If possible the project team should include pictures and videos of the newly built infrastructure. Sharing of such information can motivate communities with low community and

resource mobilisation capacity to consider increasing their involvement in supporting community schools.

- An engagement plan for DEBS office to lobby for the district office to support exchange visits between those schools with high positive results and those with lower positive results. Such visits may increase morale in the low-scoring schools to strengthen the community engagement process.

➢ Develop a package on what works, for whom and what circumstances with regard to community engagement, and share it with all schools. This package is vital in helping the schools sustain, replicate and scale up the ENGINE strategy on their own.

➢ Lobby the Ministry of Education and other stakeholders to adopt the community engagement strategy to strengthening the capacity of community schools that was used by the ENGINE project as it proved to be effective in increasing school retention, enrolment, progression, pass rate and in reducing inequalities with regard to accessibility to education among the OVCs, and children with disability.

➢ Consider adopting a stepwise approach in implementing similar training activities in order to allow the stakeholders have enough time to assimilate and practice the accumulated skills.

➢ Consider integrating a comprehensive package on linking SGs to village savings and loan groups in the early stages of the implementation process of similar projects if the communities are to generate adequate financial resources and effectively contribute towards supporting teachers, the purchase of school materials, as well as sustain and scale up project activities.

➢ Consider lobbying for more improved infrastructure, furniture, TLM, TT to ensure quality is attained. Though infrastructure has improved; the number of classrooms, for example, are inadequate compared to school enrolments hence other children are still learning in old structures.

➢ ROCS and its partners should consider training volunteer teachers further to enhance their skills especially in areas of; personal and professional presentation as well as in knowledge and subject matter where they scored much less.

➢ Publish the findings of this study in an intentional journal so that different actors in the education sector can draw lessons from the project.

1.0 Introduction

1.1 Background

The global agenda to attain universal primary education was derived from the United Nations Declaration of Human Rights of 1948 Article 26 which states that "everyone has the right to education." The policy and funding impacts of this goal on the Zambian education policy debates and programming were high as it influenced Zambia to join the international community to achieve the Millennium Development Goals (MDGs) on attaining Universal Access to Primary Education. This desire further inspired the development of community school projects. In Zambia, community schools have been founded, owned and operated at the community level by communities. This initiative began in the mid-1990s as a response to the unmet education demand, as many children failed to access places in conventional schools. This was exacerbated by the absence of nearby public schools and the inability of families and communities at large to meet the costs associated with government and privately provided schooling.

According to UNICEF report, 2016, a third of children in Zambia lose one or both parents before they reach adulthood, with 19 percent of orphans losing both their mother and father. As a result, 1.2 million children are orphaned and one in three of these orphans are living with a grandparent[1]. In 2015, the number of orphans in Zambia was estimated to be 1.1 million (UNICEF, 2015). Because of these challenges, Zambia has placed emphasis on increasing school enrolment levels and supporting alternative modes of education delivery such as community schools.[2] As such, the idea of community schools has grown in Zambia with the hope of enhancing access to education for vulnerable and marginalised children.

It is in line with the goal to provide education to as many children as possible that REK and ROCS have been implementing the project funded by the EU called "Community Education: The Engine for Sustainable Development", in short ENGINE. The project is implemented in Chama and Mafinga districts of Zambia. In order to assess how the ENGINE project performed, document the project best practices and generate evidence for organisational learning and wider stakeholder information dissemination, Red een Kind (REK) and ROCS commissioned an End of Term Evaluation (ETE). This report, therefore, presents the results of external evaluation which was conducted in April 2016.

1.2 ENGINE profile

1.2.1 Project context

To effectively address the needs of community schools and enhance the quality of education in Zambia, Red een Kind (REK) and ROCS have been implementing the ENGINE Project in Chama and Mafinga districts funded by the EU. The direct target groups are ROCS itself, the Parent Community School Committees (PCSC) (thirty with ten members each), teachers of the schools (120) and the thirty communities with Solidarity Groups (SG) and the children attending the schools, indirectly as improved schools benefit them and directly through Children's Councils (CCs).

---

[1] **"UNICEF Zambia – Resources, Child Protection". 2016.**
[2] MoE (2004), Challenges of taking BESSIP to the classroom: towards effective partnerships in basic education

1.2.2 ENGNE objectives

Project main objective
The ENGINE project aimed at contributing towards human development by improving access to quality education and empowering communities to mobilise additional resources. The project sought to build the concept of Community Schools within the thematic areas of education and livelihoods.

Project specific objectives and activities
The following were the four main specific results areas that the ENGINE project aimed to achieve:
1. *Enhance technical and management capacity of ROCS staff to provide quality support to community schools and communities: Under this specific result,* ROCS staff were expected to be trained in the fields of results based management, monitoring and evaluation, Rights Based Approach (RBA), Gender Based Violence (GBV) and strategic planning.
2. *Strengthen the capacities of PCSCs and SG members to enable them lead the organization and management of Community Schools,* as well as *strengthen* mobilization skills using the Rights Based Approach*:* The main focus was to ensure that PCSCs benefit from the different management trainings, lobby and advocacy skills, networking skills, community and resource mobilization.
3. *Enhance capacity of 120 teachers of community schools to provide quality educational services:* Teachers were expected to be trained in pedagogical skills. Focus areas were child rights, promoting Children's Councils, lesson development as well as classroom, school and ENGINE data management tools. Other areas included life skills education, psychosocial support, supportive supervision and other basic teaching skills.
4. *Enhance the capacity of communities in (financial) generation possibilities:* The ENGINE project also aimed at building the financial capacity of the target communities in order to improve their socio-economic livelihood in a sustainable way. It was hoped that improved economic capacity would enable the communities to contribute towards meeting the costs of running the community schools, and subsequently enhance the quality of education.

1.3 Objectives of the evaluation

1.3.1 Main objective

The purpose of this End of Term Evaluation (ETE) was to assess how the ENGINE project performed, document the project best practices and generate insight into the lessons learned as well as provide evidence for organisational and wider stakeholder learning.

1.4 Evaluation themes

The evaluation was guided by the following key themes: Relevance; Equity; Efficiency; Effectiveness; Impact; Sustainability; Replicability; Lessons Learned; Networking and Recommendations.

2.0. Evaluation methodology

2.1 Background and approach

This ETE generated evidence through primary data collection, as well as review of secondary data sources. Primary data were collected using a participatory approach which involved conducting focus group discussions and key informant interviews. The secondary data sources included the M&E data base, baseline report, annual reports for 2013 and 2014, project budget and the midterm review report.

2.2 Study sites and sampling

The participants of this evaluation were selected using mixed purposeful sampling process based on logistical ease, time limitation and evaluation objectives. A total of 10 schools; 5 from Chama and 5 from Mafinga districts were sampled as shown in Table 1 below. The schools comprised 4 least performing and 6 high performing schools.

District:	High Performing schools	Low Performing Schools
	Chilubunta Community School	Kajimomo
	Mulumbu Community School	Samamba
1. Chama	Mphalausenga Community School	
	Chafuko Community School	Chiswe
	Chitete Community School	Khombe
2. Mafinga	Chizimba Community School	

Table 1: List of sampled schools

2.3 Evaluation Techniques

The following were the evaluation techniques and respondents in each sampled school:

- Key informant interviews with program staff in the field office (Program Manager) and at ROCS head office in Lusaka.
- Focus group discussions with all teachers in each target school.
- Focus group discussion with members of the PCSCs at each school.
- Focus group discussions with SG members at each school.
- Focus group discussion with children from the CCs.

Interview tool	Data collection techniques per District			Total
	Chama	Mafinga	Lusaka/ Lundazi	
FGD guide for Children	5	5	-	10
FGD guide for PCSCs	5	5	-	10
FGD guide for Teachers	5	5	-	10
FGD guide for ROCS Staff	1	1	1	3
FGD guide for ROCS Staff HQ	-	-	2	2
FGD guide for Communities and SGs	5	5	-	10
KII Program Staff Partners	2	1	-	3
KII with Program Staff at the Head Office			1	1
Total				49

Table 2: Summary of data collection tools and Participants

2.4 Design and reporting

3.4.2 Data analysis and reporting

The research team used both quantitative and qualitative techniques to analyze the data that were collected from various sources. All the field research was qualitative. Quantitative data from the project data base were placed in the excel spreadsheets and analyzed into graphic form for easy interpretation. Qualitative data were analyzed using thematic analysis.

2.5 Quality control strategy

The consultants were responsible for overall quality control issues to ensure that the deliverables of the assignment were in line with REK and ROCS evaluation objectives. Data collection tools were shared with REK/ROCS for review and validation before being used in the field. Further, a member from the project team monitored and checked the accuracy of the data collection process.

2.6 Safeguards for the protection of participants

The study was conducted in an ethical manner. All the study objectives were clearly explained to the study participants. The participants were informed that they were free to withdraw from the study at any point. Informants were also assured that none of their personal details or other identifiers would be included during the analysis and subsequent publication of the findings. By withholding respondents' personal details, it is not possible for readers to attribute views or statements to specific individuals.

2.7 Limitations of the evaluation

The evaluation faced time limitation as the distances between schools were long and the urgency to complete data collection was tight. To mitigate this challenge, the team was split into two groups in order to make sure all the sampled schools were covered within the limited time.

3.0 Findings

3.1 Summary of the results section

This section presents the results of the evaluation. The results have been presented around the following major themes: relevance, efficiency, effectiveness, sustainability, project scale up and partnerships. The strengths and limitations are discussed within the report. The report ends up with lessons learnt and recommendations.

3.2 Relevance of the Project

> "*The knowledge and skills we have received through children councils will save our lives as most of "us" children are able to continue schooling*" (Member of the Chiswe Chidren's Council at Chiswe Community School).

One of the objectives of this evaluation was to examine the relevance to which ENGINE activities were suited for priorities identified in key focus areas of capacity building, access to quality education and resource mobilisation. Findings reviewed that participants rated ENGINE activities as extremely relevant as the project focused on one of the major gaps/ needs in Zambia, which is the lack of adequate quality education services for orphans and vulnerable children (OVC) in most communities.

> "*ENGINE has helped us to enroll more vulnerable children as result of improved infrastructure as well as space for learning*" stated member of the PCSC.

Further, several respondents stated that the interventions by the ENGINE project significantly contributed towards strengthening community schools' capacity to effectively meet the needs of the OVCs and community. The above opening quote from a member of CCs illustrates some of the positive views on the project that were highlighted by study participants.

Observations during the evaluation, review of reports and interviews from the study participants showed that several transformative activities had been implemented by the ENGINE project in accordance with the project objectives. These activities were infrastructure development, teacher training; community sensitisation and capacity building, as well as development/ strengthening of committees. The stakeholders reported that these activities were relevant as they helped increase the number of enrolments in the schools, reduced absenteeism and increased community participation in school activities. Below, the project relevance is discussed in detail.

3.2.1. Capacity building and development of community structures

ENGINE conducted capacity building activities for various targeted community schools which helped in improving community participation in the management of community schools and enhancing the quality of education in community's schools. For instance, a discussion with children's council members reviewed that the formation of CCs helped in building the confidence of children to discuss matters related to the importance of education with their peers. Further, the project strengthened teachers and communities' capacity to effectively participate in running community schools. All the 10 schools visited by the evaluation team had evidence of community structures such as PCSCs, SGs, CCs as well as teachers.

> *"We are now more than before able to voice out on how the school should be managed – and the teachers listen to our views. This has made many community members support the school activities"* explained PCSC member

The empowerment activities were implemented in thirty (30) community schools. Some of the activities that triggered improved capacity included the formation of committees and building their capacity in leadership skills which enabled these community structures to be more responsive to the needs of the community schools and also OVCs. The direct target committees/ groups were ROCS itself, 300 members of the PCSC, 120 teachers of target community schools, 30 SGs and the 30 CCs.

3.2.1. Packed training sessions

Although stakeholders appreciated the capacity building activities, they complained that trainings were too packed and much work had to be done within a short period of time.

> *"Implementation of activities was good despite some challenges, one of them being that the trainings were too packed"* a teacher stated in an FGD

3.2.2. Infrastructure development

3.2.2.1. The role of lobbying and advocacy in promoting infrastructure development

One of the challenges faced by learners and teachers alike in most community schools is the lack of available good infrastructure. Informed by the baseline study and monitoring visits, the project put in strategies that resulted into strengthening infrastructure in the schools. This first approach in infrastructure development involved PCSC lobbying with the government for infrastructure. The training provided by the ENGINE in lobbying and advocating for the improvements of community schools helped them to effectively undertake such tasks. The second approach involved ROCS providing to a lesser extent building materials that were not locally available to top up on the building materials that communities had mobilised amongst themselves (i.e. roofing sheets, cement etc.). Findings from the FGDs with the PCSC showed the community actively participated in infrastructure development through modelling bricks, crushing stones and providing their labour (Figure 1).

Figure 1: Chitete Community in Mafinga with ENGINE

3.2.2.2. The role of stakeholder involvement and network development in promoting infrastructure development

Additional strategies included developing of partnerships among various stakeholders such as PCSCs, SGs, community leaders and the DEBS office. This partnership facilitated for the construction of decent classrooms and teacher's houses. The project involved various stakeholders in implementation and this enhanced the quality of implementation of activities. The stakeholders were drawn from the different government departments which included education, district councils, community development and agriculture as well as non-governmental organisations. One good example is the case of Mphalausenga were a private enterprise sponsored the construction of a 1 x 3 classroom block.

> *"We now know how to lobby, and also build networks. As you can see, that new classroom block is as result of our ability to develop partnerships with others" (SG FGD).*

3.2.2.1. Limited community participation

However, in some community schools, community participation has been very poor. One school that has had challenges in mobilising the community to participate in the implementation of activities is Khombe. There has been at this school failure to achieve set objectives for the school due to poor participation by the community to play their role. The school, for example, failed to put up a 1x2 classroom because the community failed to mould bricks for the building. Poor goal setting from this community school has also hindered the project from carrying out intended activities. ROCs, for example, would call for a meeting and the community would set a date but the community would not attend the meeting or achieve the set goal. The PCSC reported in the FGDs that communities around the school are not fully trained to handle big projects like infrastructure building on their own without the support of the project. The attitude of some of the headmen in this community has contributed to enhancing the problem of the community not participating in activities. This was confirmed by members of the PCSC FGD held at the school.

> *"Headmen feel for their own the people and so usually ignore the calls or complaints of PCSCs in issues of disciplining those who do not participate in school activities. This demotivates those who participate and also encourages those not committed to continuing absenting themselves from activities."*

> *"Many community members don't participate in the activities laid down by the school and since there is no action or punishment others get discouraged and also opt not to participate in programmes."*

3.2.3. Delivering better quality education

Figure 2: Delivering quality education
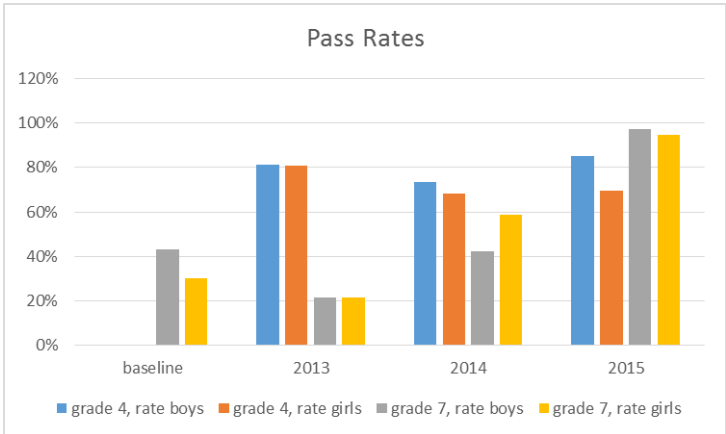
The main rationale for building the capacities of teachers and committees of community schools was to enable the schools to deliver better quality of education, the goal which most respondents stated that it had been achieved. The groups such as the PCSCs were coached to increase their capacities and this has resulted into their improved ability to lobby for qualified, government teachers. The availability of some qualified teachers has raised community confidence in community schools and has increased the levels upon which these schools will offer sustainable access to high-quality education. Access to quality education was also seen in the number of classrooms that has been put up in schools as compared to what was there before the project was implemented. Additionally, training of teachers was relevant for acquiring the correct and relevant teaching methods to ensure quality education was given to the learners. Review data and interviews revealed that all these activities resulted into increased pass rate as shown in Figure 2.

3.2.5. Equity of access to education for children

The other dimension of project relevance related to promoting equity with regard to learning at community level. The ENGINE project recognised that different children from most vulnerable households have a disproportionate lower access to education due to socio-cultural and economic barriers. Findings showed that the project activities paid more attention to improving access to education for vulnerable children. This was made possible through the activities conducted by the SGs, CCs and PCSCs who in one way or the other were all involved in lobbying, advocating and sensitising on equitable access to education.
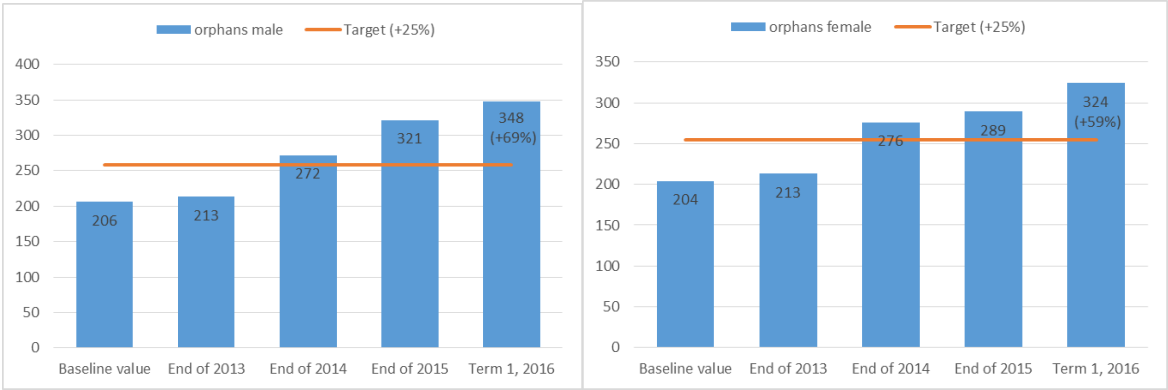
Figure 3: Equity of access to education by gender

As such, from baseline in 2013 to ETE in 2016, ENGINE recorded an increase in the number of orphans attending education (Figure 3). The numbers increased from 206 males and 204 female

pupils at baseline to 348 males and 324 females during the evaluation. Below is how one of the SG members explained their role in promoting an increase in school enrolment.

"Our work as SGs was to encourage families with children of school going age to be enrolled in school, and to make it practical, we provided books and clothing for most vulnerable community children especially those who lost parents".

Another important dimension to equity was about accessibility to education services and information by disabled persons. The evaluation demonstrated that a clear emphasis on disability was made by the project as indicated in Figure 5. The project promoted the rights of the disabled children and also attempted to reduce stigmatisation at community level. As a result of these activities, there was a significant increase in both female and male children with disability attending school.
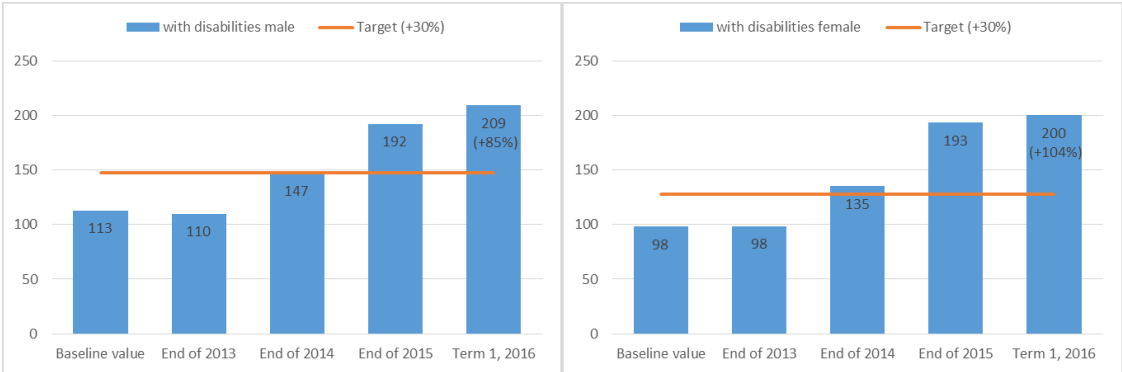
Figure 5: Access to education among the disabled males and females

3.3 Project Efficiency

This section analyses the project budget in relation to the project objectives and implementation process. The total direct accepted budget for this project was € 896,012 with which £ 672,009 funded by the EU/EDF and £ 224, 003 was from REK. The budget had an additional allowance for contingency reserve (maximum 5% of 7, subtotal of direct eligible costs of the action) translating into £39,876 and administrative costs at an allowance of £58,618 representing a maximum of 7% of 9, total direct eligible costs of the action. With this funding, the project contributed to ROCS staff remuneration with other on full time as reflected in Table 3 and Figure 6.
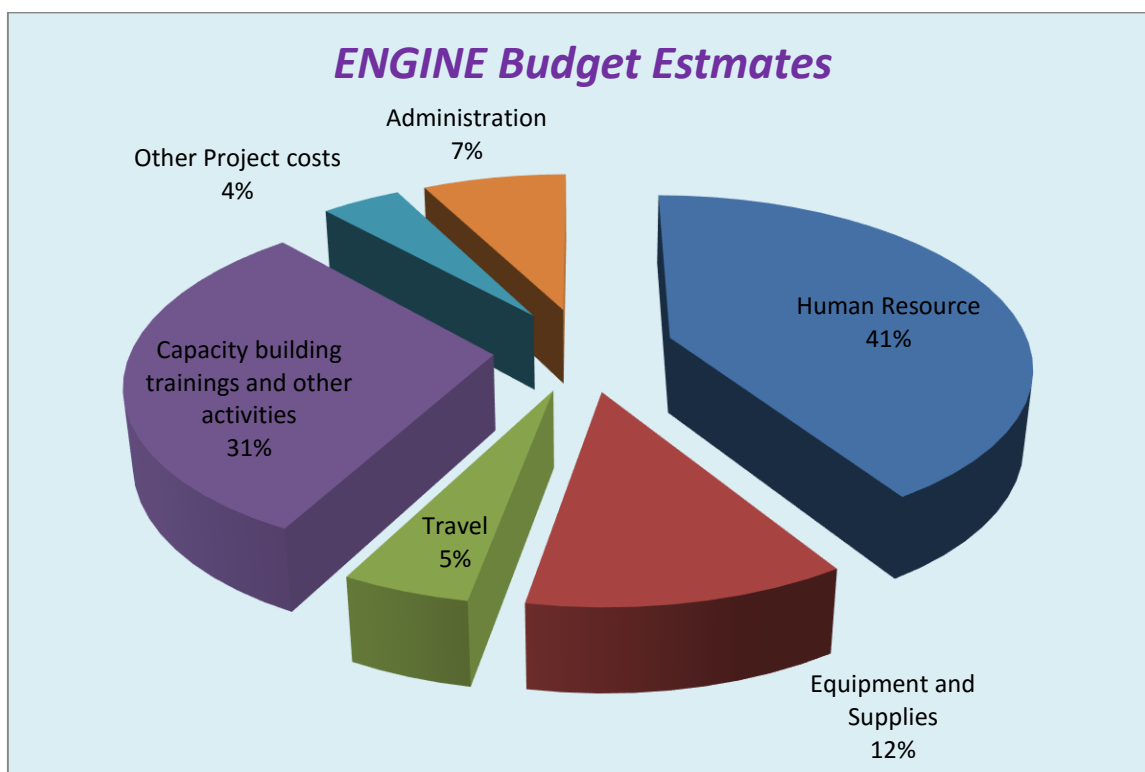
Figure 6: ENGINE Budget Estimates

ENGINE Budget Estimates	
Human Resource	343,143
Equipment and Supplies	99,108
Travel	39,863
Infrastructure, Capacity building/ trainings and other activities	255,926
Other Project costs	35,040
Local Office	63,368
Contingency	39,876
Administration Costs	58,618
Total Direct Budget	**934,942**

Table 3: ENGINE Budget Estimates

Financial resources were spent in accordance with project objectives and activities. Analysis of the schools that were targeted by the project, the financial and human resources involved, in relation to the results of the project activities demonstrated that the resources were efficiently used.

In addition, the project had a lean management with a flat administrative hierarchy represented at the district level where implementation took place. The cost for project staff was performance based with staff drawing a share percentage as a salary contribution based on their effort contribution towards the implementation of the project. This, with staff representation in the implementation sites, worked for quick decision-making and effective participation of the staff.

Further, the project relied on community participation as regards infrastructure development where communities moulded and burnt bricks, contributed their labour, crushed stones all of which were key to the leveraging and management of the project budget over and above. In general, the use of these community participation methodologies were cost saving measures as some resources which could have been spent had the project opted to fund all the activities were saved through the use

of local resources. This strategy further extended the coverage in the spending of project funds to other activities, thus, enhancing the project's efficiency and community ownership of the project

3.4 Effectiveness

Review of the project documents and interviews further showed that key result areas were in line with the major objectives of the project. This section discusses in detail the extent to which specific project indicators and outcomes were met.

3.4.1. Capacity development and participation of teachers in schools

Teachers in community schools have less formal education and less experience in teaching specific curricula than their public school counterpart. This evaluation rated teacher capacities, based on the trainings they attended, pupil's results, the environment at the community school and school innovations. The graph below shows the actual levels of teacher capacity development for the ENGINE project. Overall, information from desk review showed the average capacity development in methodology, presentation skills, class management, and resource development was rated to have increased by about 17% since the baseline phase. The evaluation established that this capacity was enhanced through training of community teachers in lesson preparation, teaching methodologies and schemes of work, weekly forecast and lesson plan development. Most of the teachers talked to, indicated that:

> *"Through ongoing capacity building and technical support that we received from ROCS, we are better able to prepare lesson plans, make weekly forecasts and deliver lessons effectively to children who are now able to read and understand lessons easily than before"*

> *"As teachers,…we are now able to host and attend Teacher Group Meetings (TGM) and Zonal Inset Meetings (ZIM) where together we reflect on our experiences and the activities that we do in our schools …. this is also a platform to teach and mentor each other on the work we do"*

Teachers also pointed out that the formation and consequential trainings that ROCS provided to various groups within the confines of the community schools made their work easy in terms of shared responsibility and support towards their work and livelihood. For instance, it was reported that PCSC's provided monitoring and technical support services to teachers in community schools which made their work easier.

Teacher group meetings. All teachers are members of teacher group meetings, usually held at one of the nearest government schools. The target was set at 75% and has been achieved.
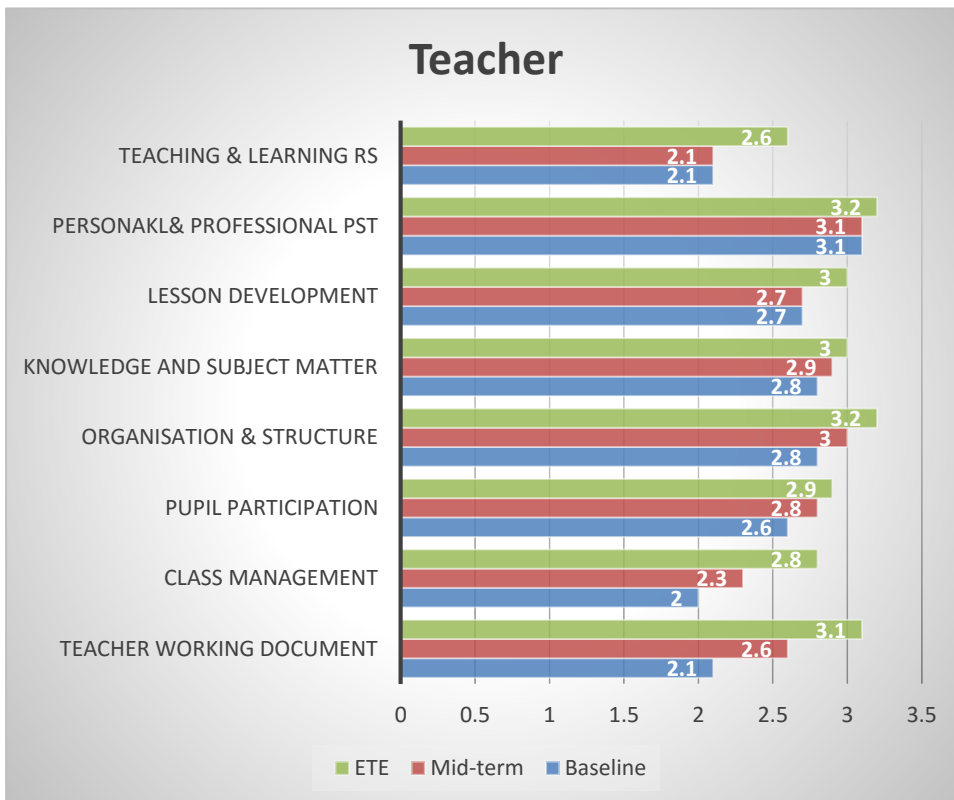
Teaching behavior. Figure 7 shows the average performance of teachers in class. The table shows the difference between baseline, mid-term and end term measurements. The biggest differences are in teacher working documents and class management, while there is less improvement (on average) for personal and professional presentation and in knowledge and subject matter.

Figure 7: Capacity and participation of teachers in community schools

3.5.2. Infrastructure development and material support

Infrastructure development was one of the key elements that could be attributed to ENGINE effectiveness (Tables 4 and 5). First of all, of the 10 schools visited, 5 community schools had improved infrastructure. For example, Chilubunta, Kajimomo and Mphalausenga each had benefited 1 staff house while Chitete, Chizimba and Mulumbu each had 1x2 new classroom blocks constructed. Overall, out of all the 30 schools in the project, 27 have received support from various stakeholders in either infrastructure building, teaching and learning materials and government trained teachers. In some instances, communities lobbied and applied for constituency development funds (CDFs) which was one of the ways that helped improve the resource and material levels for developing school infrastructure. However, in some schools like Chiswe, it was established that these processes of lobbying and stakeholder engagement (plans presented in the District Development Coordinating Committee (DDCC) and DEBS office had just begun.

District	Com School	Type Of Support	Supporting organisation
Chama	Kanyenjele	1x2 CRB 2double VIP Toilets 2 Staff Houses	UNICEF/DEBS
	Chivumbi	1x2 CRB with 3 double VIP latrines	ENGINE/SCHEWM
	Pina	1x2 CRB with 3 double VIPlatrines	ENGINE/SCHEWM
	Mulumbu	1x2 CRB with 3 double VIP latrines	ENGINE/SCHEWM
	Samamba	1x2 CRB	ENGINE
	Mphalausenga	1 Staff House	ENGINE
	Kajimomo	1 Staff House	ENGINE
	Kasuzi	Staff House	ENGINE
	Chilubunta	Staff House	ENGINE
	Nangwa	1x2 CRB	CDF

	Simulemba	1x2 CRB	CDF
	Kasambandola	1x2 CRB	CDF
	Samamba	3 Double VIP Toilets	SCHEWM/ROCS

Table 4: Infrastructure development in Chama

District	Com School	Type Of Support	Supporting organisation
Mafinga	Chitete	1x2 CRB	ENGINE
		1 Staff House	
	Eleven	1x2 CRB	ENGINE
		1x2 CRB In Progress	
	Mwalazi	1x2 CRB	ENGINE
		1x2 CRB	
	Bundi	2 X2 CRB	CDF
		3 Double VIP Toilets ,	
		1 Staff House	SCHEWM
	Chafuko	1x2 CRB	UNICEF/DEBS
		3 Double VIP Toilets ,	
		2 Staff House	
	Vilulu	1x2 CRB	UNICEF/DEBS
		3 Double VIP Toilets ,	
		2 Staff House	
	Kakusa	1x2 CRB	CDF
	Muyeye	2 X2 CRB	CDF
		3 Double VIP Toilets ,	DEBS
		2 Staff House	
	Inziza	1x2crb, 2double	CDF
	Mwanjila	1x2crb In Progress	CDF
	Butonga	1x3 CRB	CDF

Table 5: Infrastructure development in Mafinga

Below is how one of the key informants explained the infrastructure development situation.

> *"All schools, except Samamba were the classroom has not been completed, have new classroom blocks. Some community schools such as Mphalausenga, Kajimomo and Chafuko have teachers' houses and toilets as a result of ENGINE activities. However, more is needed to accommodate the growing numbers of learners at the schools."*

This evaluation further showed that more community schools in the ENGINE project witnessed improved infrastructure development that meets minimum standards. Findings from desk review and field work indicated that at baseline, none of the community schools had infrastructure that could be classified as meeting the minimum standards. However, with ENGINE activities through REK/ROCS funding and community resource contribution such as

brickmaking, crushing of stones and labour, 5, 15 and 22 community schools were reported have developed infrastructure that meets minimum standards in the 2nd, 3rdyear and at ETE period respectively (Figure 8).

Figure 8: Number of community schools with infrastructural that meets standards
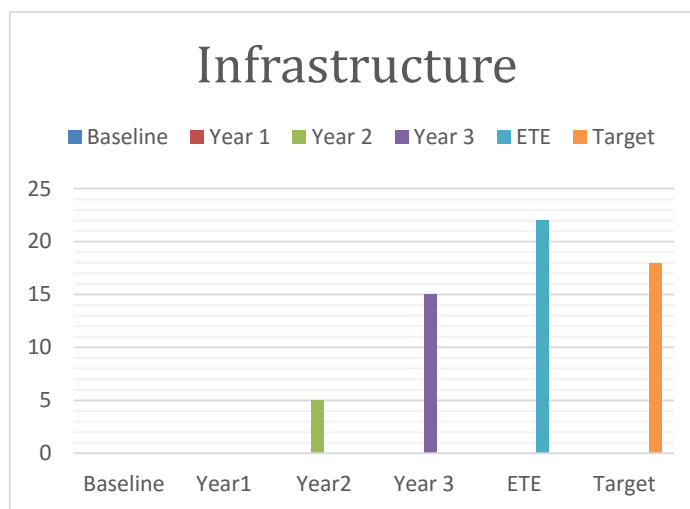
3.5.3. Increased enrolment, access to quality education and pass rate

The ENGINE project has also increased enrolment levels as a result of sensitisation on the importance of education and follow-up activities by CCs and PCSCs. In addition, the improved capacity of teachers to deliver lessons also contributed to this increased enrolment. The project also helped reduce absenteeism. Learners are also provided with education material such as pencils and books which are accessed through CCs who speak to the PCSCs and Solidarity Groups to assist them with these items. PCSC's activities in sensitising communities to send children to school have also helped reduce absenteeism and increase in the attainment of quality education in ENGINE managed community schools. Below is a statement on the role of CCs in promoting increased enrolment.

> *"In the meetings on governance, we discussed many issues and as a council we agreed to begin following up learners who were usually absent from school. This has led to increment in attendance as learners are always at school."*

The chart below (Figure 9) shows that from the baseline to the evaluation phase, enrolment among the male OVCs increased by almost 40.8%, while that of female OVCs increased by about 37%. The enrolment among the children with disabilities increased more than that of OVCs, that is, about 60% for males while the enrolment among the females almost doubled.

School Enroments by status
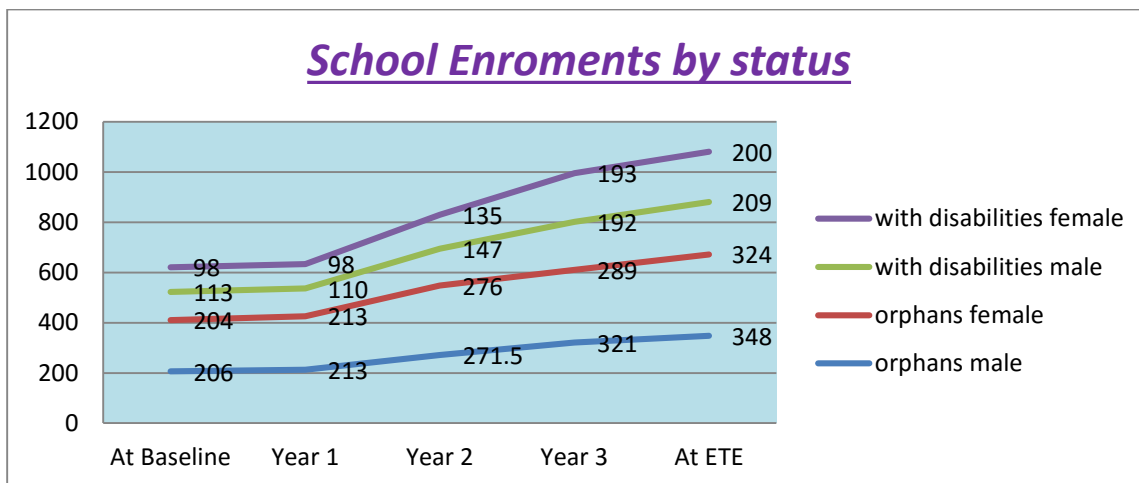
Figure 9: School enrolments by status

Apart from improving school attenance and enrollment, the project activities also facilitated changes in the progress rate for pupils moving from one grade to a higher grade in community shools. Desk review showed that the progress rate from grade 7 to a higher grade increased from 15 and 25 at baseline to 90 and 150 for girls and boys respectivelly. For those in grade 4, the progress rate to higher grade increased from 0 at baseline, to 77 and 87 for girls and boys respectively (Figure 10). The choice to use grade 7 and 4 pupils for progress rate was arrived at because most of the pupils and maximum grade in Chama district were grade 4 while in Mafinga district, the maximum grade in most community schools was grade 7.

Pupils progressing to a higher grade

	At Baseline	Year 1	Year 2	At ETE
Grade 7, Girls	15	25	40	90
Grade 7, boys	25	24	46	150
Grade 4, girls	0	42	79	77
Grade 4, boys	0	56	86	87
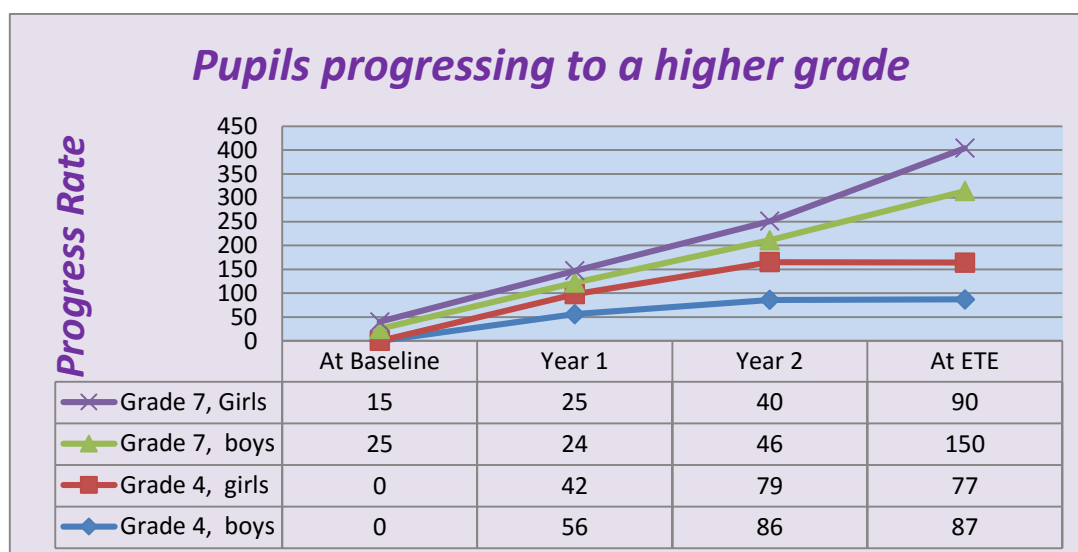
Figure 10: Pupil progress rate

While several factors contributed to the incresed pupil progress rate, findings showed that increased capacity building activities in the project significantly contributed to this huge transformation as exeplained by one key informent:

> *""Teacher capacity has been built through teacher training and increased teacher support and now teachers are able to teach with confidence and -more with knowledge on lesson preparation as compared to the past were they taught randomly and with no proper direction. The change in capacity has led to an improvement in national examination results in ENGINE supported schools."*

Additionally, interviews with teachers and PCSCs indicated that the development of infrastructure in community schools attracted more pupils to go start school.

> *"These days' pupils are attracted to school because they feel safe to be in school, they are not socked by the rains in the open or grass thatched structures"* stated a teacher at Chitete community school.

Additional factors which helped increase school progress and pass rate among pupils in some schools like Mulumbu included development of playing grounds for the children and purchase of sports attire and balls. It was reported that these activities coupled with increased sensitisation on the importance of education helped reduce the practice of early marriages, thus, helped reduce the number of girls withdrawing from schools.

3.5.3.1. Shortage of books and other learning materials:

There was, however, shortage of books and other learning materials as compared to the number of learners in the school. In most instances, available desks and classrooms were also inadequate as resources at community level to support or provide enough learning material for the children. Some schools did receive books from DEBS, and ENGINE used contingency budget to purchase essential packages for schools, however, this was insufficient.

> *" Yes, school enrollment has increased, but the challenge now is that we do not have enough learning materials for the children"* (Teacher, FGD)

3.5.3.2. Overcrowding in classrooms

Overcrowding in classrooms as a result of increased enrolment has led to pupils sitting on the floor because of lack of desks. The new blocks of classrooms can only accommodate a few pupils, therefore, those still in old ones feel left out. The increase in pupils has brought sanitation challenges requiring toilets and water. Teacher-pupil ratio problems as a result of increased attendance and increased enrolment have also emerged.

> *"The major complainant from the teachers is that there too many pupils compared to the number of teachers… we need to address this, otherwise it may affect quality of education in future "* (PCSC, FGD)

3.5.4. Capacity and empowerment

Analysis of the project indicators showed that the project effectively achieved high indicators with regards to capacity at different levels/ categories in addition to building the capacity of teachers. These categories were ROCS staff, PCSCs, CCs and SGs. Below is a detailed analysis of the specific categories.

3.5.6. Building the capacity of ROCS staff

The project met its targets with regard to capacity building in staff and all the planned trainings. Training targets were met in the fields of results-based management, monitoring and evaluation, PICD, RBA /GBV/STAR and strategic planning (Figure11). The trainings were effective in making the staff more capable of delivering and realizing key project outcomes.
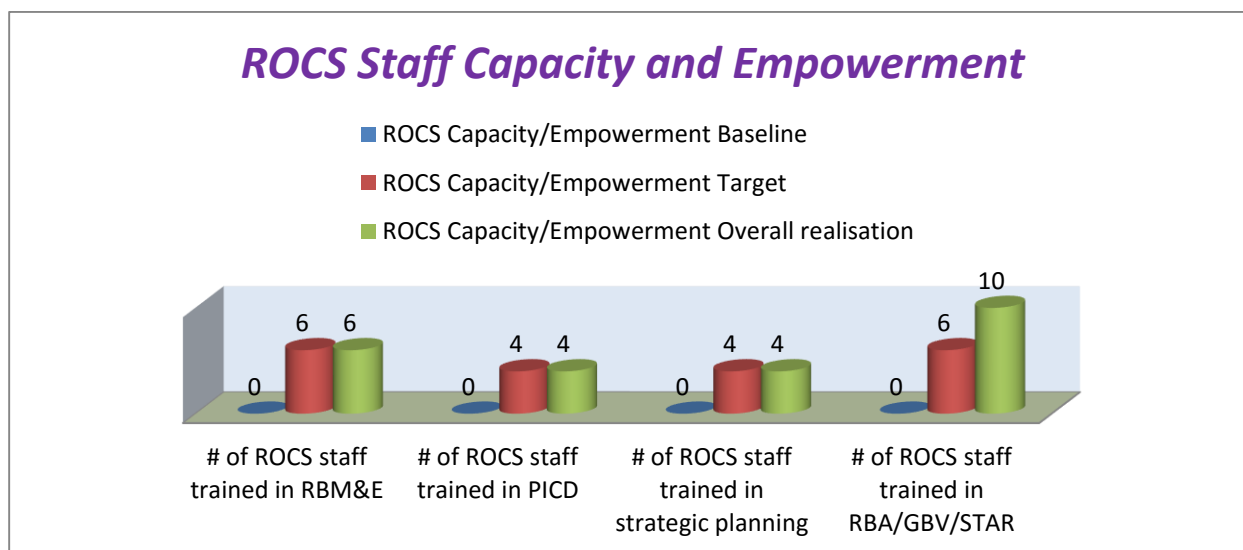
Figure 11: ROCS Staff capacity and empowerment

3.5.6. Capacity and empowerment for PCSC's

The PCSCs interviewed both in Chama and Mafinga were trained and re-trained in leadership, psychosocial skills, resource mobilisation and child rights. It was reported that the trainings helped increase the PCSCs performance score in relation to their functioning roles, creating a child-friendly school, resource mobilisation, and lobbying services. Table 6 below provides an overview of the output indicators related to the PCSCs.

Indicator	Target	Realization	Conclusion
No. of members of 30 PCSCs trained in internal functioning, lobby, resource mobilisation	300	166 male and 65 female = 231	Well on target
No. of members of 30 PCSCs trained in psychosocial support	300	292 male and 146female = 438	Well over target
No. of exchange visits carried out by PCSCs	30	26	Well on target
No. of meetings between PCSCs and relevant stakeholders for the purpose of resource mobilisation	36	46	Over target

Table 6: Indictors achievement

The indicator rating for specific ENGINE success on PCSC's capacity building is shown Figure 12 below. Three main indicators related to their functioning skills and knowledge, creation of a child-friendly schools, resource development and lobbying were documented. While the benchmark for PSCS's capacity on functioning skills and knowledge were 2.1 on the scale 1-4 (1 being the weakest and 4 strongest) at baseline, and their capacity to create child-friendly schools at 1.8, the evaluation recorded an increase of such capacities to 3.8 and 3.5 respectively implying that PCSC's were more skilful and knowledgeable and were more able to create child-friendly schools. On resource mobilisation and lobbying, PCSC's had their capacity increased from 1.5 to 3.8. Overall, PCSC's average capacity in the three assessment areas was at 1.9 at baseline and 3.7 at ETE.
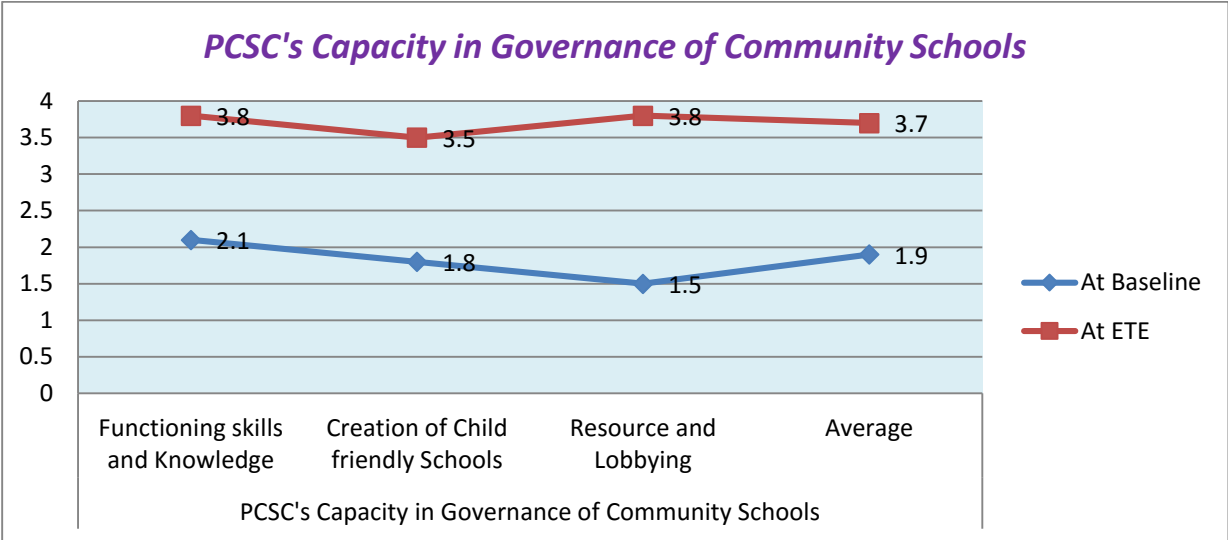
Figure 12: PSCS's Capacity in Governance of community schools

These training increased confidence and esteem in PCSC to lobby for both material and human resources. For example, through lobbying 27 trained teachers were seconded by the government in community schools. Mafinga received the highest number at 21 and Chama 6. In Chama, the beneficiary schools include Chilubuntha, Mphalausenga, and Kanyelele while in Mafinga the schools are Katete, Chafuko, Muyeye among other community schools. In general, the capacity and engagement of PCSC's in community schools under ENGINE resulted into a growth in resource mobilisation, school management, and lobbying. Further, ENGINE also enhanced documentation in schools, as indicated by PCSC evaluation respondents:

> *"As compared to the period before ENGINE, our capacity to generate resources for the school has improved tremendously ----- we can confidently lobby government and we are happy with the results of the lobbying process."* (PCSC members).

3.5.7. Children's councils

The formation of the Children's Council is another major project achievement. A total of 30 Children's Councils were formed, trained and are now functional. Children representing children councils informed the evaluation team that CC's provided a platform through which young people

participated in the governance of the schools. They further reported that the councils allowed the children to discuss issues of children's rights, the importance of education, life skills education, conflict management and advocacy skills. The study also showed that children discussed the performance with PCSC and that their involvement in school governance had contributed effectively to school enrolment.

> *"We used CC's to participate in the school decision making process and advocate for issues that affect us and our peers such as child rights and the problem of early marriage ...and about the value school on our lives and behavioural change " (Child in an FGD with CC).*

Overall, the idea of introducing CC's in community schools and subsequent training enhanced the life and negotiation skills of participating children. In addition, it increased the children's capacity to understand the relevance of education and willingness to engage children who had stopped school. As a result, the children in the councils were able to follow up their friends and encourage them to attend school, as explained by one child *"we visited 21 children who were not coming to school and 9 have since returned to school." (Chiswe Chidren's Council member).*

The representation by gender and district in children councils is shown in Figure 13 below.

Figure 13: Child Participation in children councils
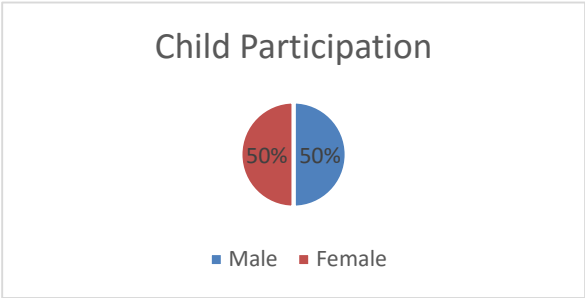
However, some respondents expressed dissatisfaction with the number of children that were trained. They requested that more children be trained in governance and leadership to allow for as many children as possible to participate in the governance of community schools as stated by one of the pupils at Chafuko Community School in Mafinga: *"At this school, we are so many, and most of our colleagues do not have the advantage of participating in the management of school activities because they have not been trained".*

3.5.8. Capacity building for SG's

Enhanced capacity for SGs to keep records; set and monitor goals, manage savings and loans; and mobilise financial and material resources was another important project achievement. About 90 SGs (45 for Mafinga and 45 for Chama) were formed, trained and now functional (Figure 14). Findings showed that 14 SG's were reported at the beginning of the project and that this number quadrupled to reach 87 SGs by the end of project evaluation.
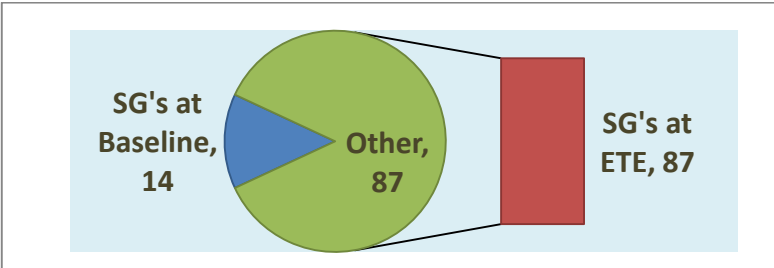
Figure 14: SG's participating in ENGINE

The number of SGs participating in the networks significantly increased during the final evaluation from 14% at the baseline to 86% at evaluation phase (Figure 15). Below is a detailed outline of the different types of capacities that SGs acquired from the project activities.

SG's capacity in record keeping: *"Through trainings in documentation and record keeping, we learnt how to record and file documents. As a result, we are now able to share records such as minutes from our group meetings, attendance, loan ledger and financial records."*

SG's capacity to set and monitor the goals: *"In our SG, we make targets for our activities and plan towards meeting those activities ..... through trainings and orientation, it has been easy for us to follow up and monitor our set goals and activities, ... in addition, we regularly evaluate what we do to ensure all activities are being implemented in line with our action plan."*

SGs' ability to raise income and mobilise resources: *"Business training and knowledge and skills acquired have helped us in increasing our savings, investments and paying back loans received .... We also share profit for the benefit of other members."*

Ability by SGs to meet basic needs and provide educational support: The SG's use financial resources to support communities in remunerating community school teachers, helps children with books and pens and contributes towards school materials. The SGs' strategy added value in reducing the poverty levels among participating community members through their involvement in income generating activities and training in resource development.

Figure 15: Number of SGs participating in networks
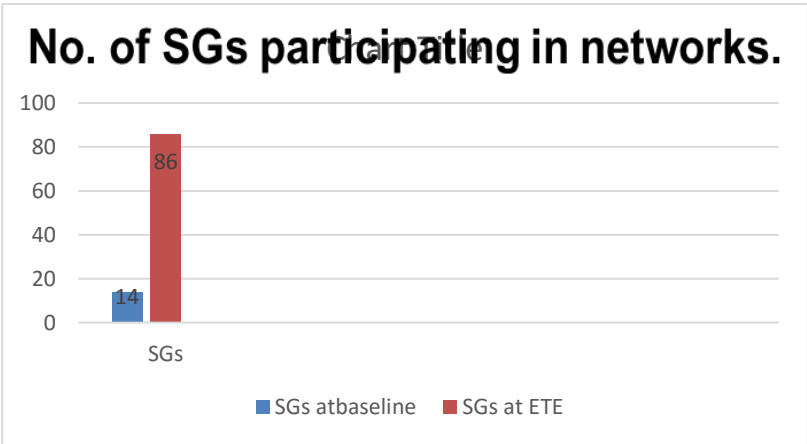
As a consequence, the activities of SG's have resulted in some improvement in the economic status in many households. The evaluation showed that the net capital value of SG's had increased from about K20, 130 at baseline to K34, 320 during ETE (Figure 16). Though the net increment is 'minimal' in comparative terms, the value the figure holds for a rural group/population has the relevance of turning the livelihoods of participating primary actors as illustrated by a statement from the SG. *"A two-time share of 350 and 200 Kwacha ($35 and $ 20) respectively I received from the profits from group savings helped me start a small business at home through which I pay the school fees for my daughter who is in a secondary school"* (SG member – Chilubunta Community School).
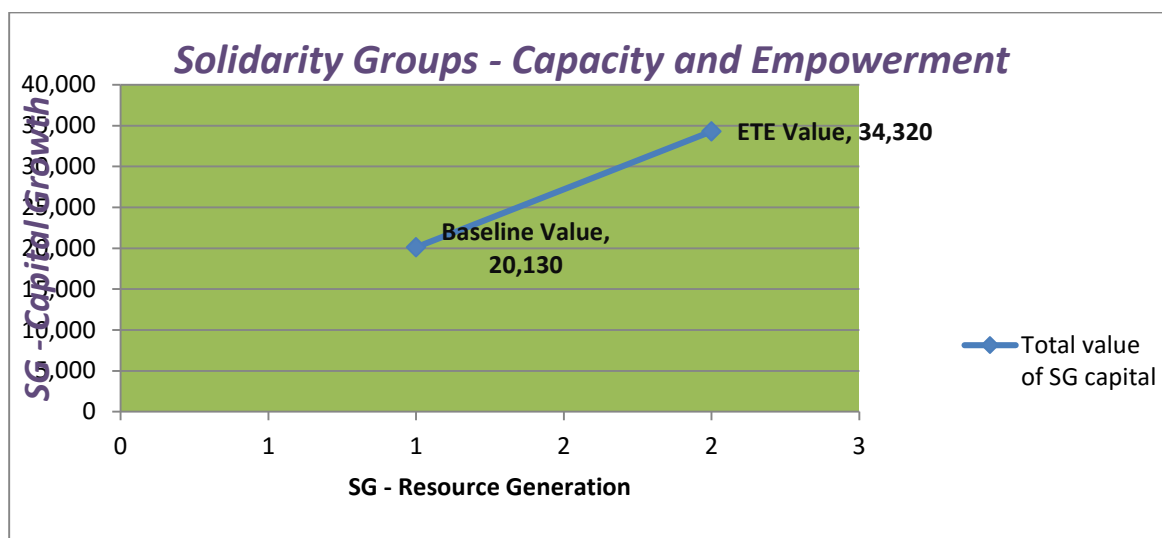
Figure 16: SG's Capacity and participation

ENGNE Summary on the Achievement Rating Scale

Below is a summary of ENGINE achievements on the rating scale. The numbers in the rating scale mean as follows:
1. Fully achieved, very few or no shortcomings
2. Largely achieved despite a few shortcomings
3. Only partially achieved, benefits and shortcomings finely balanced
4. Very limited achievement, extensive shortcomings
5. Not achieved

Expected Results	ARS	Logical Framework Indicators	Baseline Values	ETE Values	% increase
Increased # of pupils enrolled and retained in target Community Schools	1	% increase in male orphans enrolled and retained in schools	206	348	69%
	1	% increase in female orphans enrolled and retained in schools	204	324	59%
	1	# of Males with disabilities enrolled and retained in schools	113	209	85%
	1	# of Females with disabilities enrolled and retained in schools	98	200	104%
20 % increase in the # of pupils passing examinations at grade 4 and 7	1	increased % of grade 4 progress rate for boys	0%	85%	85%
	1	increased % of grade 4 progress rate for girls	0%	69%	69%
	2	increased % of grade 7 progress rate for boys	43%	97%	54%
	2	increased % of grade 7 progress rate for girls	30%	95%	55%
Increased capacity and empowerment levels for school committees	1	Increased strength of children's voice in community school	0	2.8	
	2	Increased score on the capacity of SG's	2.2	2.7	
	2	Increased score on the capacity of ROCS	2.7	3.3	
	1	Score for capacity of school committees (PSCS)	1.9	3.7	

1	No. of ROCS staff trained in result based monitoring and evaluation	0	10	
1	Increased No. of ROCS staff trained in RBA (including STAR and gender based violence act)	0	10	
1				
1	Increase in the No. of members of 30 PCSCs trained in internal functioning, lobby, resource mobilisation	0	231	
1	No. of members of 30 PCSCs trained in psychosocial support (M)	0	338	
1	No. of profitable income generating activities in target communities	0	87	
1	No. of SGs participating in relevant networks.	14	87	
1	Increased No. of Community Schools that have infrastructure that meets minimum standards	0	22	
1	Form and strengthen Children's Councils in community schools	0	30	
1	Increase capacity of teachers of 30 Community Schools in pedagogical skills and psychosocial care *(Males)*	0	238	
1	*(Females)*	0	39	
1	Percentage increase of teachers participating in TGMs	0%	100%	
1	Increased # of Solidarity groups (SG) participating in community school activities	14	87	
1	Increased No. of SGs trained in SG concept, including resource mobilization, conflict management, group dynamics, saving and finance	0	417	
1	No. of SGs trained in income generating activities, entrepreneur skills and agro-inputs service provision	0	239	
1	No. of SG's trained in RBA	0	239	

General performance: Overall, the project has achieved most of its objectives and therefore we rate its performance at one (1). The activities have proved relevant to meeting to the educational needs of community schools. Management of the project was efficient in the use of resources. Measures like community participation and contribution created project ownership and sustainability.

Table 7: ENGNE Summary on the Achievement Rating Scale

3.5.8. Limitations in project effectiveness

Dissatisfaction with the period of implementation period: Many stakeholders (partners, target groups and teachers) expressed dissatisfaction with the period of implementation of activities. They complained that just when they are beginning to learn what to do the project is being wound up. It was reported that in some areas, community had not appreciated value of the project and there was still need for more community engagement before the project completes.

> *"The project period has not been given sufficient time for communities and schools to reach full capacity in operation and sustainability"* (SG, FGD).

Teacher retention challenging a situation:

The table below provides an overview of the output indicators related to teachers.

Indicator	Target	Realization	Conclusion
No. of teachers of 30 Community Schools trained in pedagogical skills / psychosocial care	120	98/29 male and female	Well over target
No. of Zone Supervisors elected and trained	6	12 male teachers	Over target, but no women

Table 8: Output indicators related to teachers

<u>Retention</u>. In order to look at retention, an analysis was made of the 35 teachers whose lessons were observed during the baseline: for each teacher an investigation was made if s/he is still a community teacher at the time of the end term evaluation. The resulting analysis shows that 21 of these teachers are still active (60%). In Chama 6 out of 13 teachers stopped and in Mafinga 8 out of 22 stopped. The reasons are the following:
- 4 stopped after differences with the community over poor teacher support.
- 2 dropped after applying for adoption as councillors in the fourth coming general elections
- 3 voluntarily stopped after government sent an equal number of teachers to the same school.
- 4 relocated and got employed by road contractors.
- 1 was imprisoned for marrying an under aged learner. While this is a very negative reason, his imprisonment hopefully serves as a deterrent to others.

Communication gaps: Sometimes communication gaps were observed between project staff, the DEBS and schools. e.g. who should attend the meeting which led to non-representation in some cases.

Limited access to loans: Although the activities of SG's have resulted in some economic improvements, stakeholders noted that there is need to further enhance the financial capacity of the community through linking SGs with stakeholders that manage village savings and loan groups. They suggested that such linkages would enable the community generate sufficient resources to support the community teachers and meet the educational cost of the children.

Limited recognition of certificate: Lack of recognition inform of a certificate for those who were trained did not give them much confidence and sometimes demotivated some participants.

3.6 Sustainability of project activities
Stakeholders indicated that it was possible to sustain the project activities beyond the project. Below are some of the key issues which the community believed might trigger sustainability.

3.6.1. Partnership developed with the Ministry of Education
A working partnership that has been created with the Ministry of Education through the District Education Board Secretaries (DEBS) Offices in the target districts in the community schools was cited as one the key measures that had the potential of fostering sustainability. In this regard, 27 government trained teachers (21 in Mafinga and 6 in Chama) have been deployed to ENGINE schools. In some instances, the DEBS offices are also prioritising community schools for routine technical support and quality assessment. It was expected that such activities will sustain the

management of beneficiary community schools as well as the quality of education provided to children in these schools.

3.6.2. Capacity building
Capacity building which has led to change in the attitude of the community towards education was noted as another key dimension of sustainability. People have grown a desire to want to improve their standard of living and so are always active to activities that lead them to improved standard of living as a result of capacity building. Further, the training of community school teachers in pedagogical skills and psychosocial care and supervision would ensure continuity of quality education activities.

3.6.3. Building of modern infrastructure through community ownership
In the schools visited by the evaluation team, it was evident that the modern infrastructure built by the community with the support from the ENGINE project has created a sense of ownership and responsibility in the community, consequently, no vandalism may happen in the schools. Infrastructure development was reported in 5 out of the 10 schools visited.

3.6.4. Community participation and networking
The development of local structures and committees has enhanced local leadership, planning and monitoring capacities at the local level which are essential for fostering continued progress in meeting the educational needs of the OVCs. Cooperation between parents and school has increased in the past years and this is the basis for sustainability. Community participation, which included providing labour to the projects and participating in decision-making processes in schools is also high now than before. Over time, networking may lead to the transition of schools from community to government which will see these schools fully supported by the government.

3.6.5. Rules and regulations for meetings
Rules and laws have been set to ensure regular meetings are being held and those who absent themselves are penalised. Examples of such rules and policies included regulations aimed at curbing late coming for meetings, community activities, and school; absenteeism as well as early marriages.

3.6.6. Clear strategies for sustaining the groups
Groups are being sustained through replacing those who leave the group so that numbers do not dwindle. PCSCs have continued to train each other on various topics that they learnt from ROCS seminars. These trainings are also done each time there is a change of committee. Young people at Chafuko School have been incorporated in the PCSCs and SG youth groups to ensure continuity once the older generation goes out of leadership.

3.6.7. Limitations in project sustainability
Limited capacity by some communities to mobilise its own resources: This was seen for example, at Samamba school were material resources were provided for building the classroom by the community but it failed to mobilise financial resources to pay the bricklayer to complete the building. This has led to the planned classroom block not to be completed. Inability by the community to mobilise its own resources threatens the possibility of the expansion of infrastructure and also ability to renovate existing infrastructure.

3.7. Project scale-up and replicability

If REK/ROCS (or other institutions) would like to scale-up the project as well as replicate in other districts, the following should be taken into account to ensure successful implementation of similar activities:

- Continue with the concept of strengthening community structures or committees as they help enhance community participation in planning, implementation and monitoring of educational activities that are relevant to the OVCs.
- Make provisions for interactions or networking between different target groups in different community schools so that they learn from each other as well as benefit from each other's strengths.
- Teachers should be taken for regular trainings so that they are firmly grounded in teaching methodology.
- The project to work with government schools as well so that skills are also learnt by government teachers.
- There is need to fact in refresher training to SG and CC members to keep the members motivated and innovative.
- Provide staff to share the documented stories of change or best practices with stakeholders

3.8. Partnerships and collaboration

The project has networked with several organisations, departments and institutions at district level. Through these networks, the project has made efforts to communicate information developed for and generated from its activities to other stakeholders. Partnerships facilitated holding of successful stakeholders' meetings where chiefs, civic leaders, government officials, PCSC and SG members and Children Councils met to review and plan for the operations of community schools in their districts. Effective partnership with stakeholders have led to trained teachers being posted to the project supported schools by government, although more trained teachers are still needed. Through such partnerships, additional resources through CDF were also channelled toward renovating or building new school infrastructures. Apart from facilitating access to school materials and grants, the partnerships also helped in having the schools registered. All community schools supported by ENGINE that were not registered by the Ministry of Education are now on the government list and possibilities for community schools receiving technical support enhanced.

3.9. Monitoring and Evaluation

Discussions with staff revealed that most planned monitoring activities were undertaken. Onsite staff visits were regularly held. Monitoring was integrated in actual project implementation. During a visit to a school to mentor the PCSC, teachers, Children's Council or SGs the instrument was used. Issues identified during monitoring visits were followed up. During the same time, enrolment and pass rate figures were checked during such visits and related issues discussed. Some case studies arising out of the monitoring and evaluation activities were documented. Data collection tools were available and developed for use by field staff. Further, a baseline assessment and a Mid-Term Review (MTR) were conducted in the schools and communities. Annual outcomes were reported through annual reports. As a result of the internal monitoring and evaluation, an excel database was developed and regularly up-dated.

3.9.1. Limitation in the monitoring process

Limited involvement of DEBS staff in monitoring process: It was reported that there was not enough capacity in terms of human resource, and transport for DEBS to monitor what is happening in the schools. Transport to reach distant schools was not sufficient for stakeholders to monitor project activities. "*The project had too many activities and less manpower hence compromising effectiveness of the monitoring process.*" *(Key Informant Interview)*

Inadequate indicator for measuring of quality education: The pass rate was the indicator used to measure quality of education which was measured annually. This data did not comprehensively capture other aspects that are crucial to attaining quality education such as retention, enrolment and access which can be affected by issues such as teacher stability, household income and social and emotional support to a child which should have been monitored to ensure quality was implemented. For instance, in most of the schools, teachers are few to handle all children, different grades mix in classrooms because there is not enough space to learn properly and there is a shortage of books and desks. These aspects affect the quality of education the learners receive even though the pass rate in that year may be high. It was also learnt that in some communities pass rate had gone up but parents have not been prepared to support children to upper levels of education so many pupils are meant to repeat grades at the same school and are still not breaking through to succeeding in education at upper levels of Grades 5 and 8. This shows that a learner may pass not because of the school but because they have been drilled long enough to pass. Therefore, using pass rate as an indicator of the provision of quality education does not give the comprehensive picture as to whether quality education is occurring. It is one of the indicators but setting it as a major indicator gives a wrong picture as to the measure of the quality of education.

Delayed data from the field: Delayed data from the field, especially in the rain season was one of the major challenges with respect to monitoring processes.

4.0. Lessons learned

- The establishment of Children's Councils helped in increasing enrolment levels in schools whereas the establishment of zonal supervisors' system helped in reinforcing staff's efforts. Children and community members, in general, can play a leading role in developing and strengthening the concept of community schools.
- Capacity building to communities to increase their capability in lobbying and advocacy as well as linking communities to other stakeholders such as MoH was vital in strengthening local resource mobilisation and overall community engagement processes.
- Capacity and empowerment within ROCS, PCSCs, SGs, community school teachers and children through Children's Councils and others brought increased utilisation of the local resources in the development of infrastructure as well as paying of salaries of the teachers.
- The participation of traditional leaders and partners (DEBS) for example, contributed to project ownership by the community and as such enhances sustainability.
- SGs need more time than the project period for them to practically have meaningful businesses with high profits. Mentoring and coaching them in business concepts and value addition is vital.

5.0 Recommendations

5.1. Develop comprehensive exit strategy. Key issues to consider in the strategy should include

- An approach for advocating for horizontal transfer of skills that were imparted by the project, that is, through the use of those who were trained in the communities to train others. Such trainings are not only cost effective but are also likely to facilitate the continuous transfer of knowledge at community level as well as acceptability and adoption of the project discourses and strategies by the community.
- A dissemination plan for results on the best practices/ positive results from different schools to all major stakeholders at the school level. If possible the project team should include pictures and videos of the newly built infrastructure. Sharing of such information can motivate communities with low community and resource mobilisation capacity to consider increasing their involvement in supporting community schools.
- An engagement plan for DEBS office to lobby for the district office to support exchange visits between those schools with high positive results and with lower positive results. Such visits may increase morale in the low-scoring schools to strengthen the community engagement process.

5.2. Develop a package on what works, for whom and what circumstances with regard to community engagement, and share it with all schools. This package is vital in helping the schools sustain, replicate and scale up the ENGINE strategy on their own.

5.3. Lobby the Ministry of Education and other stakeholders to adopt the community engagement strategy to strengthening the capacity of community schools that was used by the ENGINE project as it proved to be effective in increasing school retention, enrolment, progression, pass rate and in reducing inequalities with regard to accessibility to education among the OVCs, and children with disability.

5.4. Consider adopting a stepwise approach in implementing similar training activities in order to allow the stakeholders have enough time to assimilate and practice the accumulated skills.

5.5. Consider integrating a comprehensive package on linking SGs to village savings and loan groups in the early stages of the implementation process of similar projects if the communities are to generate adequate financial resources and effectively contribute towards supporting teachers, the purchase of school materials, as well as sustain and scale up project activities.

5.6. Consider lobbying for more improved infrastructure, furniture, TLM, TT to ensure quality is attained. Though infrastructure has improved; the number of classrooms, for example, are inadequate compared with school enrolments, hence, other children are still learning in old structures.

5.7. ROCS and its partners should consider training volunteer teachers further to enhance their skills especially in areas of; personal and professional presentation as well as in knowledge and subject matter where they scored much less.

5.8. Publish the findings of this study in an intentional journal so that different actors in the education sector can draw lessons from the project.

6.0 References

Sullivan-Owomoyela, . J., 2005. *"Global Study on Complementary Models of Education, Zambia Community Schools" Consultant report for CARE. ,* Atlanta, Ga.:: CARE U.S.A..

Chondoka , Y. A., 2006. *Situation Analysis of Community Schools in Central Province of Zambia,* Lusaka: Government Printers.

MoE, 2003. *Strategic Plan: 2003-2007.* Lusaka: Ministry of Education.

MoE, 2005. *Educating the Nation: Strategic Framework for Implementation of Education for All 2006 – 2015,* Lusaka: Government Printers.

MoE, 2006. *Challenges of taking BESSIP to the classroom: Towards effective partnerships in basic education,* Lusaka: Government Printers.

MoE, 2006. *2005 Educational Statistical Bulletin,* Lusaka: Government Printers .

UNFPA, 2009. *Global Programme to Enhance Reproductive Health Commodity Security,* New York: UNFPA.

UNICEF, 2015. *Burden of Disease and Death,* http://www.unicef.org/zambia/children_5156.html: UNICEF.

WHO, 2009. *Sexual & Reproductive Health and HIV: Linkages: Evidence Review and Recommendations,* Geneva: WHO.

7.1 APPENDIX 1: BEST PRACTICE DOCUMENT

1.0 INTRODUCTION

In order to contribute towards the ongoing efforts of providing education to as many children as possible, REK and ROCS have been implementing the project funded by the EU called "Community Education: The Engine for Sustainable Development", in short ENGINE in Zambia. The project is implemented in Chama and Mafinga districts. The ENGINE project aimed at contributing towards human development by improving access to quality education and empowering communities to mobilise additional resources to support community schools. This document outlines the best practices of the project as defined by the study participants during an evaluation study. The information provided in this document is based on primary data collection in 10 schools; 5 from Chama and 5 from Mafinga districts. Data was collected using individual or group discussions with teachers, Parent Community School Committee members (PCSC), Solidarity Group members (SGs), Children's Councils (CCs) and other partners such as DEBS and Community development officers. Ranking participatory approach was used in coming up with the best practices. In the focus group discussions, the following steps were followed in developing the best practices:

1. Personal reflection: - 5 to 10 minutes spent in silent individual reflection
2. Peer interview: - each person presents - his / her best practices as guided by a set of questions
3. Group discussion
4. Final discussion: ranking of the best practices

2.0 BEST PRACTICES

1. Building the Capacity of Community and School-Based Structures in Managing and Championing Educational Affairs of Community Schools
Training of the community structures namely; Parent Community School Committee members (PCSC), Solidarity Group members (SGs), and Children's Councils (CCs) in lobbying, leadership, advocacy, goal setting, record keeping, networking and financial literacy was classified as top best practice by the study participants. They reported that capacity had triggered several mechanisms at individual and community levels and these were vital to strengthening and sustaining the operations of community schools. Relevant mechanisms that were triggered included increased innovativeness, assertiveness, and confidence to build networks, lobby for resources and materials, and support infrastructure development, particularly by the community structures. Below the multiple impacts of capacity building are outlined:

The training in lobbying has resulted in infrastructure development which includes the building of teacher's houses, classrooms, and toilets leading to reduced absenteeism. Practical examples of the impact of the capacity building included the construction of Mphalausenga 1 x 3 Classroom Block, 1x2 Classroom Block and 2 houses for the teachers at Chafuko Community School, and a Classroom Block at Mulumbu Community School buildings. Furthermore, capacity building increased awareness and motivation in the community to participate in managing the affairs of the of community schools. Motivation by the community resulted in improved community support towards teachers, more involvement of the community in promoting school enrolment and attendance as well as progression. Better community support towards teachers positively impacted on quality delivery of lessons by teachers and teacher retention, all of which have further improved

school progression and pass rate. In addition, increased knowledge on the importance of education, dangers of early marriages and other psychosocial issues motivated these structures to reach out the community members to discuss the value of education. Capacity building of SGs in financial literacy and in income generation possibilities helped the SGs to start income generating activities (IGAs). The profits from the IGAs were partly used to meet the educational needs of the children and also support the teachers in the schools. Additional benefits from the IGAs include promotion of food security at household and community levels and promotion of better standards of living in homes. However, the profits raised by some SGs are still low in some IGAs a situation which prompted the SGs to recommend the consideration of integrating and linking of SGs to community loans and savings support groups in the future implementation of similar projects.

2. Locally Driven Community Engagement Approach to Strengthening the Community School Concept

Apart from building the capacities of CCs, PCSCs and SGs, the ENGINE project empowered these structures to lead all the activities aimed at strengthening community schools at community level. Allowing local people to lead enhanced acceptability and adoption of the project strategies because of strong social bonds between the committee members and the community. Leveraging social bond is an important mechanism in project implementation as it often enhances trust or procedural justice among actors. Trust created a favourable environment for the community to freely ask questions/clarifications about the messages that were put across by the CCs, PCSCs and SGs, thereby promoting increased uptake of educational services in most communities. In addition, the use of local people was an effective strategy as it provided an opportunity to recruit as many vulnerable groups as possible into the educational sector, including children with disabilities. Reaching out to as many people as possible helped in addressing inequalities thereby promoting distributive justice with regards to accessibility of education.

Community involvement in school activities, in general, made it easier to mobilise resources to undertake school projects, enhanced networking and lobbying for support. The use of local human resources such as volunteer teachers and PCSCs to implement activities has led to community ownership of programmes and no cases of vandalism have been reported. Community mobilisation has proved to be the best way to implement project activities and has been identified by the community as one way of creating a progressive community.

Below the specific positive impacts of the CCs, PCSCs and SGs are outlined in detail:
- The formation of PCSCs has led to the provision of effective school management as this group is in charge of the recruitment and payment of teachers, sensitising to community on the importance of education and enrolling of pupils and also drive developmental activities at the school. The formation and in many cases the maintenance of PCSCs has created a confident PCSC leadership that provides direction to school activities such as teacher recruitment, supervision, infrastructure development, lobbying and advocating for trained teachers and CDFs. Resulting from this, the government has posted 27 trained teachers.

- The formation of SGs has led to an improvement in the economic status of many households. 90 SGs (30 groups in total were evaluated in all the ten schools evaluated) were formed and trained during the implementation of the ENGINE and these are now functional and has enhanced unity and working together by the community for the common good of the community, they have also improved capacity to help communities to support the learners by providing for their school requirements and teacher support. SGs have also been empowered with knowledge on how to keep records; set and monitor goals, manage

savings and loans; and mobilise financial and material resources which has ultimately improved the way they take stock of the performance of their businesses.

- Children's councils follow up their friends and encourage them to attend school, address issues of late coming and discuss matters of teacher performance with PCSC, and this involvement in school governance has led to the effectiveness of school activities towards learning. This has helped increase enrolment, reduced absenteeism and helped in taking care of orphans and vulnerable children at the school as a direct result of activities by the groups. Their impact as a result of activities such as meetings on governance, advocacy and disciplinary as well as sensitisations on the importance of education and against bad vices like early marriages, late coming and disrespect for parents and elders in the community, are well appreciated at community level. The CCs have also addressed concerns of respect raised by the community through meetings on discipline and this has seen a reduction in parents bringing reports to schools about children not respecting them.

3. Infrastructure Building through Community Participation

Community participation in the building of infrastructure through activities such as brick moulding, and laying foundations for classroom blocks, building toilets and digging boreholes to improve water and sanitation in the schools, is visible and greatly valued by the community. This has enhanced the sense of ownership and responsibility and has changed the perception of communities towards vandalism and learning in a community school. Below are pictures showing infrastructure built in one of the community schools.

Mulumbu Community School buildings before and after ENGINE

4. Teacher Training

Training of volunteer teachers in lesson planning, schemes of work and teaching methods led to the improvement in the delivery of lessons by the teachers and this has promoted quality education in the school. Teacher capacity has been built through teacher training and now teachers are able to teach with confidence and with knowledge on lesson preparation as compared to the past were they taught randomly and with no proper direction. This has led to an improvement in national examination results in ENGINE supported schools. Teacher training has also enhanced communication between the DEBS office and teachers as a result of improved communication skills in teachers. Additionally, community teachers are now attending Teacher Group Meetings (TGMs) and through this can now directly lobby for support from DEBS.

Trained Volunteer Teachers at Chizimba Community School

5.   Development of Collaborations / Networks

The project worked with MoE through DEBS, Councils, Faith Based Organisations, ZOCS, Time to learn, MCDMCH and others. The partnership with stakeholders led to increased support for the community schools. For instance, due to partnership with the DEBS office, there has been an increase in its support to the schools. This support has resulted in qualified teachers being posted to the project supported schools, training volunteer teachers and consequently, the improved quality of education in community schools as a result of monitoring activities by DEBS. This has also enhanced parents' capacity through PCSCs in decision-making in the schools. Another case in point is that there has been an increase in the number of communities that have received support from local councils through CDFs. These partnerships have provided platforms upon which schools and communities can lobby and advocate for support.

7.2. INTERVIEW GUIDES

Type of Interview: Focus Group Discussion Guide for Children's Council

Instruction: *About 8-10 pupils should be invited to participate in the FGD at each school. The recruitment of the pupils should be done with the help of the teachers. An attempt should be made to have a balance between male and female participants. Kindly record the FGD and also take notes.*

Introduction

My name is _____. We are independent consultants contracted by the Reformed Open Community Schools to conduct an End of Term Evaluation of the ENGINE Project. We would very much appreciate your participation in this exercise. The discussion will take about 30-50 minutes to complete. Please feel free to express your opinions and views, as there are no wrong answers. All views are confidential. Your participation will help the organization in understanding the status of achievements made so far in its activities and identify ways for improvement. It will also help the organization to collect information that will be used to guide future programs.

District
....Ward....................................Zone...

Name of Community School...No. of Council Members.......
(Boys........Girls......)

No. of Council members oriented....................................No. of Council members attend meetings..........

This form must be completed by the members of the children's council themselves with the teacher in charge. The measurement is done at the end of each term.

1.Date the council was established ....No. of meetings held this
  term...............................

*Mark with X where appropriate the type of meetings conducted:

Governance [   ]   Advoca[   ]   Operat[   ]   ([   ]   [   ]
Disciplinary [   ]

Others
              Specify..
....

Issues/Activities	List
Which issue(s) did you address this term?	
How did you do that?	
What was the result so far?	
How happy are you with these results on a scale of 1-4? (1 not happy, 4 very happy)	

1.   Outcome/Results of the activities/issues addressed this term ;
          I.   ....

II. ....
.
III. ....
.
IV. ....
.
V. ....

2. Are you receiving enough support from your teachers, PCSCs,
   etc...?
3. What TYPE of support would you need to improve in your work and from whom?
   ....
   ....
   ..

4. Any other information you would like to
share..

....
.

Effectiveness and Impact

- Of these practices, which one would rate **as top 4 best practices**, kindly provide reasons for your answer.
- Have there been any negative impacts or unintended consequences at this school?

Mechanisms for success
- **What issues or factors contributed to achieving the best practices?**

Sustainability

- Do you think the project results can be sustained after the end of the project? If yes, what has been done to make sure that the results are sustainable? If not, why do you think so?

Challenges

- What have been the main challenges that the project has faced?
- What extent did you address these challenges? (Probe in case there are some challenges which they did not manage to address)?

Lessons learnt

What lessons did you learn during the project period?

Recommendations

What recommendations do you have for the project?

Thank you very much

Type of Interview: Focus Group Discussion Guide for Communities with solidarity groups

Instruction: *About 8-10 Community Solidarity Groups (SG) should be invited to participate in the FGD at each school. The recruitment of the SG members should be done with the help of the project staff. Kindly record the FGD and also take notes.*

Introduction

My name is _____. We are independent consultants contracted by the Reformed Open Community Schools to conduct an End of Term Evaluation of the ENGINE Project. We would very much appreciate your participation in this exercise. The discussion will take about 30-50 minutes to complete. Please feel free to express your opinions and views, as there are no wrong answers. All views are confidential. Your participation will help the organization in understanding the status of achievements made so far in its activities and identify ways for improvement. It will also help the organization to collect information that will be used to guide future programs.

- What is your comment regarding the role of the school taking up a leadership role in the community?
- What is you comment regarding the capacity of *Community Solidarity Groups* (SG) to hold and coordinate meetings (probe for attendance)?
- We would like to find how the project has impacted your capacity in the following areas:
  - SG's capacity for record keeping
  - SG's capacity to set goals and monitor them
  - SG's capacity to manage savings and loans
  - SG's capacity to raise income and mobilize resources
  - SG's capacity to achieve other goals (please describe these goals)
- Outline the general benefits that you have realized from the SG?
- What are some of the 3 best practices or successes that have been produced by the SG?
- What has triggered these best practices or successes?
- What are the key lessons that have been learnt during the time the SG has been in place?
- Do you think the SG is sustainable beyond the project period? Kindly provide reasons for your answer?
- What are best strategies for scaling up the SG?
- What challenges did you face? How did resolve the challenges
- What recommendations do you have on the following?
  - Maximizing results
  - Promoting efficiency
  - Promoting sustainability
  - Scaling up of the project
  - Anything else

Thank you very much

Type of Interview: Focus Group Discussion Guide for Parent Community School Committee (PCSC)

Instruction: *About 8-10* Parent Community School Committee (PCSC) *should be invited to participate in the FGD at each school. The recruitment of the PCSC members should be done with the help of the project staff. Kindly record the FGD and also take notes.*

Introduction

My name is _____. We are independent consultants contracted by the Reformed Open Community Schools to conduct an End of Term Evaluation of the ENGINE Project. We would very much appreciate your participation in this exercise. The discussion will take about 30-50 minutes to complete. Please feel free to express your opinions and views, as there are no wrong answers. All views are confidential. Your participation will help the organization in understanding the status of achievements made so far in its activities and identify ways for improvement. It will also help the organization to collect information that will be used to guide future programs.

Parents for both individual interview and FDG

Relevance

- When did the project start at this school?
- What were the main activities that were implemented in the project?
- Who was involved in the project?
- What activities did you participate in as a Parent Community School Committee?
- Was there anything new to you in this project?

Effectiveness and Impact

- What are the main results achieved through the project at this school?
- Which good practices in the project are relevant for you?
- Of these practices, which one would rate **as top 3 best practices**, kindly provide reasons for your answer.
- How did you contribute to achievement of the results as Parent Community School Committee?
- What was the importance of the Parent Community School Committee?
- Have there been any negative impacts or unintended consequences at this school?

Mechanisms for success
- **What issues or factors contributed to achieving the best practices?**

Sustainability

- Do you think the project results can be sustained after the end of the project? If yes, what has been done to make sure that the results are sustainable? If not, why do you think so?

- What is your comment regarding the sustainability of the Parent Community School Committee?

Scalability
- If REK/ROCS intends this project to be scaled up after the end in June 2016, what does it have to do to facilitate this?

Challenges
- What have been the main challenges that the project has faced?
- What challenges did the Parent Community School Committee face?
- What extent did you address these challenges? (Probe in case there are some challenges which they did not manage to address)?

Lessons learnt

What lessons did you learn during the project period (probe for the Parent Community School Committee)?

Recommendations

What recommendations do you have for the project?

Thank you very much

Type of Interview: Focus Group Discussion Guide for Teachers

Instruction: *All the teachers at the school should be requested to participant in the FGD. Kindly record the FGD and also take notes.*

Introduction

My name is _____. We are independent consultants contracted by the Reformed Open Community Schools to conduct an End of Term Evaluation of the ENGINE Project. We would very much appreciate your participation in this exercise. The discussion will take about 30-50 minutes to complete. Please feel free to express your opinions and views, as there are no wrong answers. All views are confidential. Your participation will help the organization in understanding the status of achievements made so far in its activities and identify ways for improvement. It will also help the organization to collect information that will be used to guide future programs.

Relevance

- When did the project start at this school?
- What were the main activities that were implemented in the project?
- Who were involved in the project?
- How relevant were the activities to the education system?
- Was there anything new in this project?

Effectiveness and Impact

- What are the main results achieved through the project at this school?
- In what way has the project impacted on your capacity as a school/ teachers?
- Which good practices in the project are relevant for the Zambian Education sector?
- Of these practices, which one would rate **as top 3 best practices**, kindly provide reasons for your answer.
- Have there been any negative impacts or unintended consequences at this school from this project?
- What is your comment about was the implementation quality of the activities? (kindly mention both the main successes and weaknesses?)

Mechanisms for success
- **What issues or factors that contributed to achieving the best practices?**

Efficiency

- Where the resources enough for you to conduct the activities at the school?

Sustainability

- Do you think the project results can be sustained after the end of the project? If yes, what has been done to make sure that the results are sustainable? If not, why do you think so?
- Which aspects of the project do you think are sustainable?

Scalability

- If REK/ROCS intends this project to be scaled up after the end in June 2016, what does it have to do to facilitate this
  - What course of action and strategies will be recommended to REK/ROCS?

Challenges

- What have been the main challenges that the project has faced?
- What extent did you address these challenges? (Probe in case there are some challenges which they did not manage to address?)

Lessons learnt

What lessons did you learn on the following?

- Meeting project targets
- Maximizing results
- Promoting efficiency
- Promoting sustainability
- Any other issue?

Recommendations

What recommendations do you have on the following?

- Meeting project targets
- Maximizing results
- Promoting efficiency
- Promoting sustainability
- Scaling up of the project
- Anything else

Thank you very much

Type of Interview: Self-administered interview guide with staff

Instruction: *More than one member of staff can respond to this interview guide. Ideally this is supposed to be a self-administered questionnaire. However, staff are free to request that this be an administered interview. The Director will decide which staff can respond to the interview.*

Introduction

We are independent consultants contracted by the Reformed Open Community Schools to conduct an End of Term Evaluation of the ENGINE Project. We would very much appreciate your participation in this exercise. The discussion will take about 60 minutes to complete. Please feel free to express your opinions and views, as there are no wrong answers. All views are confidential. Your participation will help the organization in understanding the status of achievements made so far in its activities and identify ways for improvement. It will also help the organization to collect information that will be used to guide future programs.

Relevance

- When did the implementation of the project start?
- What were the main activities that were implemented in the project?
- Who many schools did the project cover?
- Who were the main stakeholders that were involved in the project?
- How relevant were the activities to the education system?
- Would you classify the activities as innovative, if yes, what was innovative about the project?

Effectiveness and Impact

- What are the main results achieved through the project?
- Did the project meet all the targets or objectives that were set? Kindly provide more details for your response?
- Which good practices in the project are relevant for the Zambian Education sector?
- Of these practices, which one would rate as **top 3 best practices**, kindly provide reasons for your answer.
- In what way did the project have any further impact beyond the results that were measured?
- Have there been any negative impacts or unintended consequences?
- What is your comment about was the quality of the implementation process (kindly mention both the main successes and weaknesses?)

Mechanisms for success
- What issues or factors contributed the achieving the best practices?

Efficiency

- What is your comment regarding the adequacy of the budget in relation to the planned activities?
- To what extent is the financial investment in the project reasonable compared to the results achieved?
- What is your comment on the timeliness of disbursement of project funds at various levels?
- How you would rate your human resource situation compared to the project activities?

- Describe the general progress in meeting project budget expectations, and explain any significant variation between the original project budget and how the grant has been spent.
- Does ROCS have sufficient cost awareness?

Sustainability

- What is comment regarding the extent to which the project results can be sustained after the end of the project. What has ROCS done to facilitate this?
- To what extent have relevant linkages been created that can last beyond the project period?
- What technical and managerial support is available to communities following project completion?
- In what ways are communities now better able to implement the major components of the project without further support from ROCS?

Scalability

- If REK/ROCS intends that this project be scaled up after the end in June 2016, what does it have to do to facilitate this?
  - What course of action and strategies will be recommended to REK/ROCS?

Challenges

- What have been the main challenges that the project has faced?
- To what extent did you address these challenges?

Lessons learnt

What lessons did you learn on the following?
- Meeting project targets
- Maximizing results
- Promoting efficiency
- Promoting sustainability
- Any other issue?

Recommendations

What recommendations do you have on the following?
- Meeting project targets
- Maximizing results
- Promoting efficiency
- Promoting sustainability
- Scaling up of the project
- Anything else

Thank you very much