

## FINAL EDUCATION OUT LOUD - ZANEC END OF PROJECT EVALUATION



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## List of Acronyms

CSO	Civil Society Organisation
DEBS	District Education Board Secretary
EGF	Evaluation Guiding Framework
EOL	Education Out Loud
ESSP	Education and Skills Sector Plan
FDG	Focus Group Discussion
GPE	Global Partnership for Education
KII	Key Informant Interview
MO	Member Organisation
M&E	Monitoring and Evaluation
NEC	National Education Coalition
OC1	Operational Component 1
PEO	Provincial Education Officer
RF	Results Framework
SA	Social Accountability
SO	Strategic Objective
ToC	Teacher Education and Specialised Services
TESS	Theory of Change
ZADEO	Zambia Education and Development Advocacy Organisation
ZANEC	Zambia National Education Coalition
ZOCS	Zambia Open Community Schools

# 1. EXECUTIVE SUMMARY

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The end of project evaluation provides a favourable assessment of the results of the EOL-ZANEC project. The Project has largely met its outcomes. ZANEC had developed a viable model for attainment of quality education for all with work that brought together elements of capacity building, research and analysis, evidence-based advocacy, partnership and collaboration on collective issues and problems, platforms and policy engagement, state institutions (especially district level), and civil society work engagement.

The evaluation has identified parts of the project where, although progress has been made, part of the process was met with challenges. This applies largely to the extent to which government and its agencies increase their responsiveness and ability to respond to areas of concern brought to their attention. Bringing about lasting improvements will require long term and consistent engagement with community partnerships, state agency partnerships, and potential new relationships that can contribute to ZANEC's current strategic plan and its approaches.

## **Main Findings**

### Relevance

Those interviewed shared the view that the Project approaches that ZANEC delivered through research, advocacy, policy engagement and capacity building, has responded to the needs of those in the Education space for the benefit of government partners, learners, communities and citizens at large. The EOL-ZANEC Project and its approaches were noted as effective in choosing relevant entry points: i) local-level spaces, such as Learner governance structures, ii) working with youth, girls and marginalised groups, iii) national-level policy spaces, iv) the Ministry of Education, and v) budget discussions on service delivery to district-level. The project worked to push issues relevant to the Zambian learner in accessing quality education. The EOL-ZANEC project was aligned to Zambia's policies and those of declarations made at regional and international level to which Zambia is a signatory.

### Validity

The EOL-ZANEC project was designed to meet the needs of the learner in line with regional and international objectives in the education space. All stakeholders who include players from the supply side, demand side and those that played a facilitation role were included in the delivery of the project. This approach was found to be standard for all schools in both urban and rural areas

### Effectiveness

Overall, the project and its objectives delivered what was originally intended and planned. The evaluation finds excellent progress made towards the project outcomes despite implementing under difficult circumstances due to the onset of COVID-19 which made it difficult to engage with stakeholders as was originally designed. Several programme and budget variations had to be made in order to respond to the operational risks faced. ZANEC advocated for pertinent matters at

national level, with some of the results being noted in the 2022 Education Sector Budget. Organisational learning and capacity was strengthened through engagement at various platforms locally and internally. Social Accountability initiatives have been scaled up and benefits acknowledged right through provincial level.

### Efficiency

Under programming, qualified personnel managed the project and costs were managed by engaging offsite focal points in various localities thus reducing the need for Secretariat staff to be often in the field. An audit was underway at the same time as the project evaluation and the audit will speak to the utilization of project funds. In spite of the Covid pandemic, ZANEC was proactive to think of alternative ways of implementation of activities. At the end of the project, 39 out of 42 activities were accomplished, representing 92.9%.

### Impact

Evidence was found of how the initiatives fostering good governance practices in schools were appreciated by “non-stakeholders” and the general response was to support the schools in addressing some of the challenges they were facing. These were recorded as unexpected results from the interventions, and the expected results were those identified in the scorecard initiative and resolved at school level and in certain instances district level. Certain issues were found to be major and required attention at provincial level and subsequently national level and were treated as advocacy matters.

### Sustainability

ZANEC activities are being delivered with a focus on sustainably building the capacity of individuals and government agencies without creating an overreliance on ZANEC and its resources. While this approach is appreciated by the beneficiaries (PTA, School Councils and government agencies), the nature of governance in education work is long term and needs to have political will to move things for systemic change. ZANEC has empowered and supported citizens to get closer to duty bearers through Social Accountability structures while ZANEC also engages government and service providers at the policy level to improve systems, this is the most effective way to promote a sustained change –aligning the supply-demand relationship. Overall, the end of project finds sustainability is at four levels: policy and legislation; learner involvement and re-energising local engagement with governance structures.

### Cross cutting issues

For gender, duty bearers have been pushing for gender parity as initially signed for in the Brussels Declaration of 2015 in line with the Education 2030 Agenda and SDG4. Zambia has attained gender parity at primary school level which currently stands at 1.01; secondary school level is yet to reach gender parity and currently stands at 0.90

Vulnerable learners were found to be in all the schools sampled under the evaluation. The levels of vulnerability varied. It was found that partners like CAMFED, Dreams, Kaoma Wise, Konkola Copper Mines were paying for school fees and providing school amenities for vulnerable learners as provided for under their organizations

programming. On average, 5% of a schools population was classified vulnerable and the statistics were higher in community schools as the learner catchment is primarily for the vulnerable.

Matters of school infrastructure will need to be seriously addressed especially that the Free Education policy will cater even for secondary school going children. Currently, transition from primary to secondary school stands at 67.5% and one of the major reasons for this is lack of infrastructure to absorb all learners from primary level.

The percentage for learners with a disability in mainstream schools was generally very low with a percentage of 0.02% and this was attributed to a lack of skilled teachers in the schools. The numbers were higher at schools that had special units such as at Mano Primary school in Mufulira because skilled teachers were present to teach at the hearing and visually impaired units of the school.

At national level, on one hand, policies that champion human rights exist such as Inclusive Education where every child has the right to access quality education with others; the Free Education policy which will ensure every child has access to education. The gap lies in how non-state players like ZANEC can effectively operationalise these policies at advocacy stage or indeed implementation via projects and other MOs. On the other hand, we have right holders who will not expose their children to the education system by virtue of the child living with a disability. Activities that will harmonise this disconnect in the environment will need to be rolled out ZANEC through its MOs will need to strategically champion

### **Recommendations**

It is recommended that:

1. ZANEC reflects upon and plans on how the organization will strengthen demand and supply side effectiveness in a bid to attract quick government responsiveness. It will be worth identifying influencers who can help to bridge the gap. Influencers can be individuals who belong to the inner circle of policy makers or institutions that are held in high esteem or regard within the Education sector
2. ZANEC advocates for specialized teachers to be employed in main stream schools for the policy on Inclusive Learning to be successful. The success of the policy will largely cater for the marginalized child to have access to quality education.
3. ZANEC strengthens CSOs on the ground in order for them to effectively influence agendas regarding improvement of the learning environment even without ZANEC support.
4. ZANEC strengthens its lobbying function to assist schools that may be overwhelmed with matters that are beyond their scope to resolve.
5. ZANEC strengthens the involvement of the marginalised in school governance structures to help document issues peculiar to different groupings
6. ZANEC provides operational manuals as part of its exit strategy to all schools where SA is rolled out. The manuals and any other documents given during training or after must be deemed property for the school, be recorded as such and accessed by stakeholders who form part of the SA structures. This will reinforce sustainability many years after exit and when new management and learners are in place.

## 2. INTRODUCTION

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The Zambia National Education Coalition (ZANEC) is a local chapter that functions as a National Education Coalition (NEC) in the country with a view to advocate for access to quality education by all. Zambia has had several policies in the Education space since the attainment of independence in 1964 all aiming for quality education for the learner at various levels. ZANEC as a coalition body has positioned itself to advocate for the attainment of the policies through its Member Organisations (MO), and these are Civil Society Organisations (CSO) operating in the Education space.

The Education Out Loud (EOL) fund project to ZANEC was provided by the Global Partnership for Education (GPE) to support Civil Society Organisations (CSOs) in advocating for improved national public education systems with the aim of strengthening public education systems in producing equality and gender transformative quality education for all, including marginalized groups. Oxfam-IBIS was the Grant Agent for EOL.

The EOL ZANEC project under the Operational Component 1 (OC1) gathered the voices of organizations and of those marginalized groups that tend to be discriminated in the national education systems such as girls and women, people living with disabilities and people living below the poverty line. In essence, the EOL projects pathway to change is two pronged, namely advocate for marginalized groupings inclusion and quality education access in the national education systems and build capacity and skills internally (ZANEC) to achieve improved national public education systems.

In its goal to increasing quality education access in the national education system, the expected outcomes of the EOL fund to ZANEC are:

Policy changes have taken place, influenced by civil society

ZANEC has become more inclusive, particularly of marginalized groups

Learning collaboratives on civil society strengthening are in place

ZANEC has better capacity to engage in policy dialogue

Consequently, the objectives of this end of project evaluation were to:

Compile information to document and/or confirm to what extent project outcomes and objectives were achieved (including change in the education policy formulation, implementation and monitoring; and effect on cross-cutting themes such as gender and inclusivity) and/or reported to EOL; in order to evaluate the project's effectiveness and efficiency; in addition to evaluate its relevance in the national context (for marginalized groups' interests/rights and in relation to national policies/priorities) and ability to adapt as well as the sustainability of the results achieved.

Compile information about lessons learned, good practices and successful innovations through the systematization of information, analysis and evaluation of the EOL financed ZANEC project, in order to orient the EOL Program and ZANEC for improving future project strategic planning and adaptation, particularly in relation to promote policy changes aimed at ensuring equality generating and transformative quality education for marginalized groups

Make recommendations on how to improve the strategic orientation and implementation of future ZANEC project(s)

In order to achieve these objectives, the evaluation set out to answer the following research questions under the key themes of interest: relevance, validity, effectiveness, efficiency, Impact and sustainability.

### **Relevance**

1. To which extent was the ZANEC project been relevant in the national political and socio-economic context?
2. To what extent did the project take into account the needs/rights/interests of marginalized groups i.e. in relation to reducing poverty?

### **Validity**

3. To which extent was the project design logical and coherent?

### **Effectiveness**

4. To which extent has the ZANEC project achieved its expected outcomes and agreed original or updated outputs?

### **Efficiency**

5. To which extent were the project resources (financial, expertise and time) used in an efficient manner and used to produce results?

### **Impact**

6. What were the expected and unexpected positive and negative effects produced by the project?

### **Sustainability**

7. To what extent did the ZANEC project contribute to produce broader, long term, sustainable development changes?



## 3. METHODOLOGY

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### 3.1 Inception

The evaluation kicked off with an inception period, during which the team undertook a review of various documents, developed the evaluation approach and analysis criteria (see Annex 2), and assessed the scope of stakeholders to be interviewed, all of which were informed by discussions with ZANEC Staff.

### 3.2 Field Plan, Sampling and Data Collection

Data collection took place between the 10<sup>th</sup> and 21<sup>st</sup> of January 2022. During this phase, a document review operational and programmatic documents shared by ZANEC and relevant stakeholders, listed in Annex 3 and Annex 4, was carried out.

Primary data was collected through in-person interviews with key internal, external, District and Provincial stakeholders, and in-person focus groups with community members/PTA, Key Informant Interviews with School Administrators and a questionnaire was administered to the learners. In total, the evaluation team reached 381 participants spanning four districts (Mufulira, Chingola, Mongu and Kaoma) in Copperbelt and Western provinces.

These two provinces were strategically selected out of the three in which ZANEC rolled out the EOL Project so as to cover a mixture of urban and rural districts within the data collection period:

**Copperbelt Province** – Two districts were selected namely Chingola and Mufulira and three schools in each district. The Copperbelt Province is an urban district.

**Western Province** – As with the Copperbelt Province, two districts, Mongu and Kaoma were selected and three schools in each of the districts. The Western province was selected as a representation of a rural province.

## 4. MAIN FINDINGS

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This section answers the six end of project criteria – relevance, validity, effectiveness, efficiency, impact and sustainability – and the seven evaluation questions. The findings are mostly qualitative and some results are qualitative.

### **4.1 Relevance: Was the intervention doing the right thing?**

#### ***1. To which extent was the ZANEC project been relevant in the national political and socio- economic context?***

Zambia is a signatory to several regional and international charters on education that push for improved education systems. These include the UN SDGs and in particular SDG 4 which states “Ensure inclusive and equitable education and promote lifelong learning opportunities for all”. The EOL-ZANEC project was relevant to this global and national goal as activities implemented resulted in outcomes that resonate with the higher aim.

#### **Advocacy at national level**

During the implementation period, ZANEC has been engaging with stakeholders at higher level on matters of equity, quality and access to education for all. The evaluation found that advocacy was conducted in four pathways; advocating for policy change and financing, advocating for compliance to education plans, participation in the development process of various policy agenda with a view to influence, and monitor actualization of approved policies.

It was further found that the four pathways all align to the project’s strategic objectives. Under objective 1, ZANEC has convened pre and post budget analysis meetings with other CSOs and MOs to generate input on what should go into the next budget based on what is pertaining in the Education sector. The analysis included matters that had and had not been addressed in the national budget. This was presented to parliament and was the start point of the engagement.

A working relationship exists between ZANEC and the Auditor General’s (AG) Office and all areas of interest in the official AG annual reports were scrutinized and anomalies officially reported to relevant authorities.

Under the EOL project, ZANEC conducted monitored the implementation of the Education and Skills Sector Plan, developed a shadow report on government’s adherence to the Global Partnership for Education Commitments and research to establish the status of education on school dropouts in relation to COVID-19 was conducted in 2021 and the findings will be used to inform advocacy for bringing back dropouts into schools in the next phase of programming.

#### **Capacity Building**

In 2012, government endorsed Social Accountability Policy to usher in the establishment of school governance structures. The policy has not been implemented as expected by school Administrators, leaving a gap that ZANEC capitalized on by offering capacity building to School Administrators, learners, community members

and Member Organisations on how to establish the structures, composition of members and operational guidelines.

During implementation, the capacity building sessions were rolled out in 9 districts of the three implementing provinces, and due to the positive results yielded in the ten pilot schools per district, two more districts on the Copperbelt province and another two in Western province were added to the project as a direct result of continual request by the DEBS.

### **Social Accountability (SA) Structures**

The government endorsed a policy to institute SA structures in all government schools and these were meant to promote good governance in education for delivery of services. All the sampled schools confirmed the existence of a school council that worked closely with their respective School Administrators through a questionnaire that was randomly administered to learners. Learners through their School Council members were able to push for improved service delivery using the score card initiative. Some matters identified at school level got escalated to the district level through the DEBS office and common matters within the District are tabled at the Provincial Interface Meeting for resolution through provision of solutions or advocacy at national level.

#### ***2. To what extent did the project take into account the needs/rights/interests of marginalized groups i.e. in relation to reducing poverty?***

The Education and Skills Sector Plan (ESSP) is the main guiding document for service delivery in the Education and Skill sector as it provides insight to issues on the ground. It was noted that financing to bursaries for orphans and vulnerable children in 2020 was at 0.32% of the national education budget, enough for 3.78% of school aged children per year. The school feeding programme is financed in order for schools in districts with high levels of food insecurity and poverty, can receive meals that are then delivered to learners. The programme received 0.29% of the education budget in 2020. The Directorate of Teacher Education and Specialised Services oversees education opportunities for children with disabilities and supervises and manages special education. In the same year of 2020, the Directorate received 0.04% to the education expenditure. The Keeping Girls in School Initiative that focuses on increasing retention of girls in school had 0.22% in education expenditure.

The policy on Inclusive Education for all, a model where learners with special needs learn from the same schools and in the same classrooms with other learners, was endorsed by government as a way of ensuring real learning opportunities for all. However, evaluation findings indicated that the sample schools had enrolment levels of 0.02% for children with disabilities and the main reason for this was a lack of specialized teachers in special education in main stream schools, causing a challenge for learners with special needs.

Vulnerable learners had received support in payment of school fees and provision of other school amenities from the schools internal initiative while others received support from stakeholders in the education sector

Specialized schools like Ndola School for the Blind and Senanga School for the Deaf are part of the schools that conduct their score cards which reflect specialized needs.

## 4.2 Validity: Was the intervention doing what it should have?

### 3. To which extent was the project design logical and coherent?

The EOL-ZANEC project was designed to meet the needs of the learner in line with regional and international objectives in the education space. All stakeholders who include players from the supply side, demand side and those that played a facilitation role were included in the delivery of the project.

#### **Delivery approach**

Consistency was noted from the way target schools had been selected as part of the project. Capacity building was offered to all stakeholders; at school level, learners participated in identifying issues through score cards and these were tabled before the school administrators. Solutions were identified and resolved at school level and matters that were beyond the school were escalated to DEBS (District) and later provincial level. It is at provincial level that items were taken higher to national level as advocacy matters.

This approach was found to be standard for all schools in both urban and rural areas. It was also observed that advocacy matters were evidence based as ZANEC picked issues from the score cards, official reports like the AG report, budget and other pronouncements by the government.

## 4.3 Effectiveness: Did the intervention achieve its objectives?

### 4. To which extent has the ZANEC project achieved its expected outcomes and agreed original or updated outputs?

Performance at outcome level

Objective 1: ***By 2021, ZANEC will have improved education governance and delivery of services through social accountability interventions in Zambia***

#### **Outcome 1.1 – ZANEC influences Education and Skills Sector budgeting process**

Under objective 1, ZANEC has convened pre and post budget analysis meetings with other CSOs and MOs to generate input on what should go into the next budget based on what is pertaining in the Education sector. The analysis included matters that had and had not been addressed in the national budget. This was presented to parliament and was the start point of the engagement.

ZANEC, in 2020 and 2021, convened a meeting with 10 MOs in attendance to analyse the education budget and state their position. The compiled report was presented to parliament and submitted to the Parliamentary Expanded Committee on Budgets and Estimates. The Committee accepted ZANEC's submission as can be evidenced by comparison of the submissions to the Parliamentary Committee Reports posted on the Parliamentary Website (<https://www.parliament.gov.zm/node/8884>)

Notable outcomes from this advocacy include:

- Recruitment of 30,000 teachers to be deployed in schools in 2022
- There is a marked improvement in quality of education in community schools through the provision of learning materials and qualified teachers by government

- Ministry of Education has directed that 20% of District funding should be reserved for community schools
- Decentralisation of the Education budget which will be managed at local level starting in 2022 ensuring all schools benefit.

The Committee Chairperson in 2021 further requested ZANEC to roll out SA interventions in his constituency after appreciating the good governance results from the intervention.

**Outcome 1.2 – Enhanced monitoring of education sector outcomes by ZANEC members**

ZANEC had facilitated the participation of 8 MOs in the Education sector Joint Annual Review under the theme “Learning under COVID” which resulted in a status report and the basis for engaging government.

Advocacy conducted specific to the challenges faced in the Education sector by the marginalized child was on the learning challenges experienced by the rural and vulnerable child who could not access virtual classes due to lack of gadgets, connectivity issues and lack of finances to purchase data. With support from the project, ZANEC conducted monitoring and made recommendations to the JAR for schools to re-open as all COVID protocols were being observed and no school had recorded a COVID case among the examination learners in school. A press release was issued by ZANEC to that effect and the schools for all other grades were reopened after a presidential directive in September 2020

Further, ZANEC convened a workshop in 2021 to analyse the 2020 AG report to highlight concerns in the application of education sector funds and provide recommendations on issues raised. In attendance were 10 MOs, Ministry of Education Permanent Secretary, Cooperating Partners, and other stakeholders.

As a result of the meeting, the Anti-Corruption Commission was written to with a view to take action on the anomalies observed in the report and feedback was received from the Commission. It should be noted that matters of corruption or mismanagement take time to be resolved because of the complex nature and at times political influences that surround the issues. However, with the action taken, ZANEC is in the right direction and it is hoped that legal proceedings will commence sooner than later

**Outcome 1.3 – ZANEC influences improved education sector services**

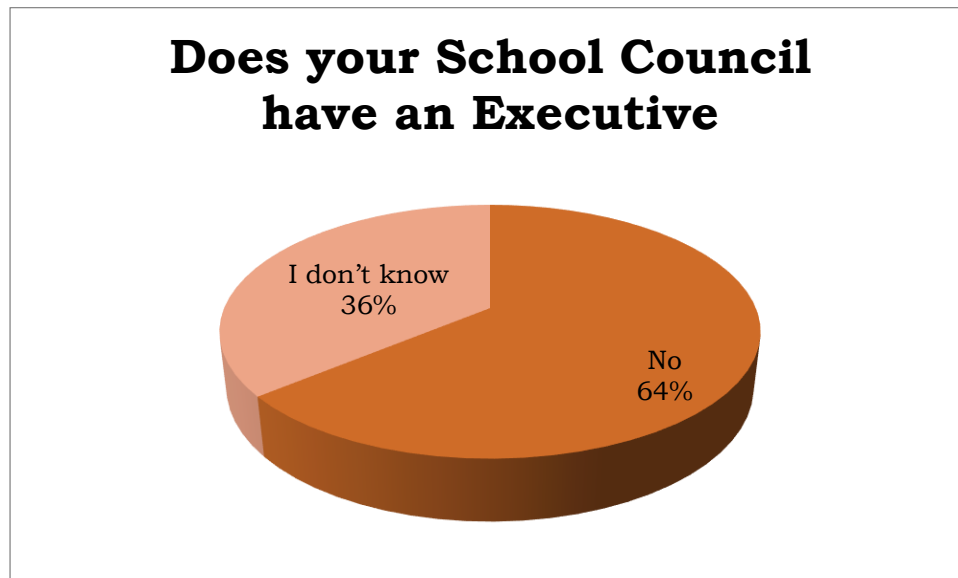
Under the EOL project, ZANEC conducted monitored the implementation of the Education and Skills Sector Plan, developed a shadow report on government’s adherence to the Global Partnership for Education Commitments and research to establish the status of education on school dropouts in relation to COVID-19 was conducted in 2021 and the findings will be used to inform advocacy for bringing back dropouts into schools in the next phase of programming.

Objective 2 - ***By 2021, ZANEC would have promoted the integration of Domestic Social Accountability at district and school levels***

**Outcome 2.1 – Increased accountability for service delivery in the education sector**

School Level

Key findings under this outcome indicate that 100% of the schools selected to be a part of the project had functioning SA structures. 340 learners across the evaluation were randomly selected and when asked if their School Council had an existing Executive, the response was 36% answered “I don’t know” while 64% answered “no”; considering that most of the existing council members had recently completed school or transitioned and schools had just opened and were getting ready to elect new School Councils



While the answer at face value seems to have a negative connotation, it is in fact a positive result as it confirmed that the learners knew what was expected of a School Council, affirming that the capacity building sessions had yielded a positive result. The field visits were conducted just when schools had opened and had several new entrants which was attributed to the lack of information by some.

When asked if they thought a School Council was beneficial to their school, the question received a **100% response in the affirmative** from all the 340 learners randomly sampled.

The project added four more districts to the intervention translating into 40 new schools. From the demand side of service delivery, the SA structures were seen to be a platform for transparency, accountability resulting in all stakeholders who include community members appreciating the structures. Under ZANEC influence, the School Councils have been rolled out in two community schools and one private school in the districts that were being sampled under the evaluation which is a positive stride as the initiative was originally meant for roll out in government schools. The good report on the initiative led to interest being generated in the community and private schools. The community schools are Luansobe Community School in Mufulira, Lourdes Community School in Mongu and Kingston Hill Academy in Kaoma is a private school.

#### District Level

The three DEBS offices engaged with all confirmed interacting with ZANEC and were aware of the activities implemented under the project as they were equally beneficiaries of the interventions which include capacity building in the score card initiative, School Council activities. It was found that the District Offices also had

notice boards provided by ZANEC where district score card information and financial information was placed to promote accountability. Unresolved issues at District level were aggregated and the top 6 escalated to provincial level, and tackled at the Provincial Interface meetings. Matters at the Provincial Interface meetings formed a basis for advocacy at national level.

The DEBS Chingola stated that a directive from his office had been issued for all government schools in the district to roll out score cards with the School Councils as a mechanism to promote good governance. However, capacity building would have to be undertaken if this is to be materialized.

**Objective 3 - At the end of the project ZANEC advocacy will have become more inclusive, particularly for marginalized and local groups**

***Outcome 3.1 - Improved gender parity and equity in schools***

The findings under this outcome indicate that ZANEC collaborated with the Zambia Agency for Persons Living with Disabilities, the statutory body that oversees the welfare of persons with disabilities, and aired radio programmes on community radio stations under the theme “Value of educating children with disabilities”. The radio programmes were aired from various districts across the nation.

ZANEC further held engagement meetings with the Ministry of Gender and the Ministry of Community Development and Social Welfare to address the plight of the girl child and vulnerable child as relates to education.

The evaluation through statistics at Ministry of Education found that at primary school level, the gender parity stood at 1.01 and at 0.90 at secondary school level with a 67.5% transition rate to secondary school.

The policy on Inclusive Education for all, a model where learners with special needs learn from the same schools and in the same classrooms with other learners, was endorsed by government as a way of ensuring real learning opportunities for all. However, evaluation findings indicated that the sample schools had enrolment levels of 0.02% for children with disabilities and the main reason for this was a lack of specialized teachers in special education in main stream schools, causing a challenge for learners with special needs

**Objective 4 - At the end of the project, ZANEC will have strengthened its capacity to effectively advocate for quality service delivery in the education and skills sector**

***Outcome 4.1 – Presence of learning approach***

ZANEC had affiliated itself to the following to strengthen organizational learning:

- Participated in the ANCEFA learning platform and General Assembly
  - Learning point on what other nations in the region are doing in line with SDG4
  - knowledge was shared on how to improve advocacy at regional and international levels
- Facilitate MOs participation in the Education Joint Annual Review field visits
  - ZANEC participated in physical and virtual build up meetings to the JAR
  - 8 MOs were sent to be part of the JAR themed “Learning under COVID”

- Participate in the biannual high level policy forum meetings for education actors that is held at regional and international for a
- ZANEC participates at the high- level meeting known as the Policy Implementation Technical Committee where all Directors from the Ministry of Education, Policy Implementation Technical Committee, Cooperating Partners engage. It has been an opportunity for ZANEC to influence decisions made at the meetings. The outcome from this meeting in 2021 were:
  - discussion on the theme of the JAR and agreement on the target provinces
  - discussion on the 2022 Education Sector Budget which addresses a number of issues ZANEC has been advocating for as highlighted under objective 1 above.
- Strengthening of ZANEC membership
  - A General Assembly was held in 2021 that ushered in a new Executive
  - An evaluation was conducted to assess the recently ended organization Strategic plan and the findings where the basis of the current Strategic plan that will be in operation from 2021 to 2026
- Participated in the ZINECDA Virtual Learning Platform
  - helped in developing the concept note and ToR for the learning collaborative
  - Participated in training on Strategic Planning and Resource Mobilisation. ZANEC has since purchased land that will be developed to generate funds for the coalition.

ZANEC undertook all these opportunities to strengthen its capacity to effectively influence decision making which has potential to result in quality education outcomes for Zambia.

A summary of the attainment of results at outcome level throughout the implementation period is depicted in the RAG rating below:

<b>KEY</b>	
	Unmet
	In progress
	Met

<b>OBJECTIVE</b>	<b>OUTCOME</b>	<b>RAG RATING</b>
1. By 2021, ZANEC will have improved education governance and delivery of services through social accountability interventions in Zambia	1.1 ZANEC influences Education and Skills Sector budgeting process	
	1.2 Enhanced monitoring of education sector outcomes by ZANEC members	



	<b>1.3</b> ZANEC influences improved education sector services	
<b>2.</b> By 2021, ZANEC would have promoted the integration of Domestic Social Accountability at district and school levels	<b>2.1</b> Increased accountability for service delivery in the education sector	
<b>3.</b> At the end of the project ZANEC advocacy will have become more inclusive, particularly for marginalized and local groups	<b>3.1</b> Improved gender parity and equity in schools	
<b>4.</b> At the end of the project, ZANEC will have strengthened its capacity to effectively advocate for quality service delivery in the education and skills sector	<b>4.1</b> Presence of learning approach	

#### **4.4 Efficiency: Was the intervention cost effective?**

#### ***5. To which extent were the project resources (financial, expertise and time) used in an efficient manner and used to produce results?***

##### Financial Management and Value for Money

At the time of the evaluation, the project was being audited and thus an assessment on the utilization of funds could not be made. However, the audit results will be able to speak to this evaluation question.

##### Programming

All programme staff employed at ZANEC are qualified in their respective fields and the project was managed professionally at Secretariat level. Offsite, ZANEC tapped into qualified focal point persons and members to coordinate activities at local level and District levels. This approach cut down on unnecessary travel by staff members at Secretariat into the field and thus helped in the reduction of implementation costs and staff time. The Evaluation found that 93% of activities were done with the exception of activities such as dissemination meetings due to time constraints.

#### **4.5 Impact: Was there any influence or effect from the intervention:**

#### ***6. What were the expected and unexpected positive and negative effects produced by the project?***

##### Unexpected Results

The transparency that the Notice Board Initiative has brought has been very pleasing to many stakeholders as all information pertaining to a school is readily available to all who walk in. This resulted in certain schools receiving help from well-wishers after noticing the challenges they were experiencing.

In Mongu at Kalangu Primary School, AVIC, a private construction company after grading the road where the school is situated took interest in the school notice board and upon noticing that a lack of female showers at the school was one of the contributing factors to absenteeism, offered to construct the showers. Works are underway.

The transparency at Kingston Hill Academy in Kaoma inspired some parents to purchase text books for the school to mitigate the negative pupil textbook ratio.

Njovu Zambia, an entity sponsored by the Czech government built a 1x3 classroom block and stocked it with desks. This was at Katongo Combined school in Mongu and it happened after learners during the score card sessions identified overcrowding in classrooms as one of the major challenges affecting learning.

The situation is also similar at Pamodzi Girls School in Mufulira where the transparency had led to several stakeholders coming in to help the school and one of the help rendered was the purchase of a water tank to help mitigate water reticulation issues the school had been facing.

Kaoma Wise, A CSO in Kaoma had taken advantage of the information on school notice boards relating to vulnerable number of children in the schools. The CSO further contacted the schools to inform them on the number of learners that they would sponsor in the school in line with their mandate. In 2021, they sponsored a total of 284 learners comprising 183 girls and 101 boys

##### Expected Results

It was found that at school level, all the schools visited had at least recorded a successful story as outlined in their various score cards which was encouraging to all stakeholders involved.

At Luansobe community school, the learner population stands at 1,300 learners with only 1x3 classroom block for all learners to use. With the help of lobbying from ZANEC focal persons, another 1x3 classroom block also consisting of a staff room and head teachers office has been built with help from the Copperbelt Development Foundation Limited. The classrooms are yet to be furnished with desks.

All the schools visited noted that academic performance had improved and this had been attributed to SA structures as learner truancy, access to academic books and teacher misconduct had reduced.

Purchase of text books and refurbishment of desks were reported at the schools visited. 60 desks were purchased at Kotongo Combined school, 50 at Kaoma

Secondary school, 2002 at Kingston Hill Academy, 525 books at Lourdes Community school, 9 at Kingston Hill.

#### **4.6 Sustainability: Will the benefits last?**

##### **7. To what extent did the ZANEC project contribute to produce broader, long term, sustainable development changes?**

ZANEC has empowered and supported citizens to get closer to service providers and duty bearers through SA structures while ZANEC also engages government and service providers at the policy level to improve systems; this is the most effective way to promote a sustained change –*aligning the supply-demand relationship*. Overall, the end of project evaluation finds sustainability is at three levels:

**Policy and legislation:** A certain level of results achieved are likely to be sustainable in the research, policy, and advocacy work. For example, where advocacy on policies have been taken note of by the legislative arm of government (e.g. submissions made to the Parliamentary Committee on Estimates and Budgets) as they have had input from ZANEC.

**Learner involvement:** These actors are now involved in governance for education engagement activities and dialogue with the duty bearers at school level, District and Provincial authorities. The structures and functions are in a strong position to continue without ZANEC involvement because of the capacity building that happened during implementation.

**Re-energising local engagement with governance structures:** Local engagements and processes from PTA, School Boards where applicable and community members have been developed and have improved both in function and performance. There is more meaningful inclusion of citizen participation which has supported an engagement process that is built around local priorities and identified issues at respective schools. Members of these structures like the PTA were equally part of those that received training as found at Kalangu Primary and Katongo Combined schools in Mongu, and that has enhanced participation as they play a facilitation role.

#### **4.7 Cross cutting issues**

The evaluation process analysed how project implementation took into account the incorporation of gender, vulnerability and disability into programming as part of basic human rights for the concerned categories.

For gender, duty bearers have been pushing for gender parity as initially signed for in the Brussels Declaration of 2015 in line with the Education 2030 Agenda and SDG4. Zambia has attained gender parity at primary school level which currently stands at 1.01; secondary school level is yet to reach gender parity and currently stands at 0.90. The project selected two all girls schools as part of the implementing schools for the project to empower the girl child in leadership skills and knowledge of their rights as young people. The rest of the implementing schools had a combination of boys and girls in the same school

Vulnerable learners were found to be in all the schools sampled under the evaluation. The levels of vulnerability varied. It was found that partners like CAMFED, Dreams, Kaoma Wise, Konkola Copper Mines were paying for school fees and providing school

amenities for vulnerable learners as provided for under their organizations programming. On average, 5% of schools' population was classified vulnerable and the statistics were higher in community schools as the learner catchment is primarily for the vulnerable.

Matters of school infrastructure will need to be seriously addressed especially that the Free Education policy will cater even for secondary school going children. Currently, transition from primary to secondary school stands at 67.5% and one of the major reasons for this is lack of infrastructure to absorb all learners from primary level.

The percentage for learners with a disability in mainstream schools was generally very low with a percentage of 0.02% and this was attributed to a lack of skilled teachers in the schools. The numbers were higher at schools that had special units such as at Mano Primary school in Mufulira because skilled teachers were present to teach at the hearing and visually impaired units of the school.

At national level, on one hand, policies that champion human rights exist such as Inclusive Education where every child has the right to access quality education with others; the Free Education policy which will ensure every child has access to education. The gap lies in how non-state players like ZANEC can effectively operationalise these policies at advocacy stage or indeed implementation via projects and other MOs. On the other hand, we have right holders who will not expose their children to the education system by virtue of the child living with a disability. Activities that will harmonise this disconnect in the environment will need to be rolled out ZANEC through its MOs will need to strategically champion

## 5. DISCUSSION AND ANALYSIS

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The end of project evaluation wanted to determine the extent to which national public education systems are producing equality and gender transformative quality education systems for all including marginalized groups. The results indicate that

ZANEC attempts to bridge the gap between supply and demand side engagement strategies, and capacity strengthening at school (local) level with further monitoring of the issues to encourage evidence-based engagement and advocacy in areas of neglect and poor responsiveness. ZANEC also aimed at enhancing their credibility in the eyes of government by pursuing a less adversarial approach to demand-side governance. At district level, authorities are now engaged with schools and expect them to share their priorities through the scorecard initiative. This was raised during field visits, where the DEBS offices in Chingola, Mongu and Kaoma worked with schools in their respective districts to address their concerns. At national level, ZANEC has been invited into various policy discussions with state side actors including inputs to draft policy and to support Ministry of Education in their capacity to deliver towards the Education Sector budget input.

Discussions with both ZANEC and ZANEC partners revealed how the project strategic objectives were influencing change at two levels: i) systemic change at the institutional and policy level and ii) attitudinal and behavioural change at the personal level. These approaches are a combination of the following:

1. **Capacity building:** ZANEC delivered support to its MOs, communities who are facilitators (PTA), demand-side partners (learners), and state supply-side partners (DEBS and PEO). Capacity building with demand side actors looks to awareness creation at school level on rights, entitlements, and responsibilities and uses tools to monitor service delivery progress, facilitation, and mentoring support in engagement meetings with supply side on issues affecting them. ZANEC provides capacity building support to state side actors (e.g., DEBS, PEO) through training.

2. **Research, advocacy, and analysis** are key approaches that ZANEC brings to discussions with government, civil society, and the media. It provides relevant evidence to inform the public, to hold government to account, and continues to influence the public discourse on issues in the education space and the lack of responsiveness on those issues from government and its agencies.

3. **Partnership building** with government ministries and agencies, specifically on areas of common interest, to support building systems and processes such as on matters affecting persons living with disabilities. With civil society, partnerships are formed on the basis of specific coalition building (e.g., adherence to policy pronouncements) and in the form of collective action on mismanagement issues through media announcements and policy advocacy.

The learners attested to the fact that they had seen changes in their school following the introduction of school governance structures and were appreciative of the interventions introduced by ZANEC. Similar sentiments were expressed by supply side at provincial and district levels. The interventions that ZANEC has been rolling out are likely to be sustained as suggested by the following quotes:

1. “The advocacy by ZANEC was for dropouts to get back to school and this was not confined to ZANEC schools only but was cutting across all schools in the district.” Mongu District Office
2. “ZANEC interventions have brought in transparency and accountability in schools to the extent that learners and parents alike now have information on school finances.” Kaoma District Office
3. “School Councils were introduced in December 2019 by ZANEC and the office has directed all schools in the district to have a functioning School Council.” Chingola District Office
4. “Pupils can now speak to Administration through the Council.” Learner, Chingola Secondary School
5. “The School Council discusses issues affecting the learners.” Learner, Mano primary School, Mufulira
6. “The Council has helped the government to know what he pupils at Kalangu need.” Learner, Kalangu Primary School, Mongu

The above quotations demonstrate the extent to which learning on the part of learners and supply side alike has been entrenched. For the learners, ZANEC has helped them to deal with what they regarded as obstacles to demanding that which they are rightfully entitled to.

Areas that will need improving are the operationalising of policies relating to marginalized groups and follow up with MOs working with marginalized groups on activity status especially after holding engagement meetings. There is a real danger of issues not proceeding beyond recommendations from these meetings/engagements. This will help improve the enrolment and retention of children with disabilities into schools.

## 6. LESSONS LEARNED

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Engagement with various stakeholders informed the evaluators of the following:

1. Project staff can still achieve results even under challenging circumstances if innovation is embraced as was seen with the EOL-ZANEC project that had rolled out activities during the COVID-19 pandemic
2. Cultivating relationships with stakeholders whether supply side or demand side is an effective way of result achievement as it is easier to get buy in.
3. Training of stakeholders is an important exercise as duties are carried out with confidence from an informed position.
4. Teacher transfers are high and many schools are left without trained personnel when the ones trained are moved to new places. It would be helpful to enter into an agreement with those trained to:
  - Notify ZANEC when they are moved to a different school
  - Have them establish the SA structures in the new schools they go to. ZANEC can claim success through attribution.
5. As a coalition, ZANEC should build capacity and create structured programmes for MOs at District level for them to engage policy makers in their localities to minimize gaps in implementation.
6. Every project has associated risks; partners on the ground need to be notified of potential risks and mitigation measures as a way of averting severe consequences

# 7. CONCLUSIONS AND RECOMMENDATIONS

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The end of project evaluation provides a favourable assessment of the results of the EOL-ZANEC Project. The project has largely met its objectives with some achievements at the outcome level. ZANEC has developed a viable model for Social Accountability and governance in education work that brings together elements of capacity building, research and analysis, evidence-based advocacy, partnership and collaboration on collective issues and problems, platforms and policy engagement, state institutions (especially district level), and civil society engagement.

The evaluation has identified part of the Outcome areas where, although progress has been made, part of the process was met with challenges. This applies largely to the extent to which government and its agencies increase their responsiveness and ability to respond to matters raised through advocacy on policy issues. This is not a new challenge and bringing about lasting improvements will require long term and consistent engagement with community partnerships, state agency partnerships, and potential new relationships that can contribute to ZANEC strategic plan and its approaches.

## 7.1 Recommendations

It is recommended that:

1. ZANEC reflects upon and plans on how the organization will strengthen demand and supply side effectiveness in a bid to attract quick government responsiveness. It will be worth identifying influencers who can help to bridge the gap. Influencers can be individuals who belong to the inner circle of policy makers or institutions that are held in high esteem or regard within the Education sector
2. ZANEC advocates for specialized teachers to be employed in main stream schools for the policy on Inclusive Learning to be successful. The success of the policy will largely cater for the marginalized child to have access to quality education.
3. ZANEC strengthens CSOs on the ground in order for them to carry effectively influence agendas regarding improvement of the learning environment even without ZANEC support.
4. ZANEC strengthens its lobbying function to assist schools that may be overwhelmed with matters that are beyond their scope to resolve.
5. ZANEC strengthens the involvement of the marginalised in school governance structures to help document issues peculiar to different groupings
6. ZANEC provides operational manuals as part of its exit strategy to all schools where SA is rolled. The manuals and any other documents given during training or after must be deemed property for the school, be recorded as such and accessed by



stakeholders who form part of the SA structures. This will reinforce sustainability many years after exit and when new management and learners are in place

# 8. ANNEXES

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## Annex 1. Terms of Reference

**TERMS OF REFERENCE:** Terms of Reference for consultancy to carry out a final evaluation of the EOL financed Zambia National Education Coalition Project 2020-2021.

### **Title of the consultancy**

“Evaluation of EOL financed Zambia National Education Coalition Project 2020-2021”

### **Background Information**

The Zambia National Education Coalition (ZANEC) was awarded a grant from the Education Out Loud (EOL) fund in 2020. Education Out Loud (EOL) fund is established by the Global Partnership for Education (GPE) for supporting civil society organisations in their efforts to advocate for improved national public education systems in low-income - and lower-middle income countries with the aim of ensuring that the public national education systems become stronger in producing equality and gender transformative quality education for all, including for marginalized groups. Oxfam-IBIS is the Grant Agent of EOL. As part of the EOL Operational Component 1, EOL supports 50+ National Education Coalitions (NECs) that gather the voices of organisations of those marginalized groups that tend to be discriminated in the national education systems, such as girls and women, people living with disabilities and people living below the poverty line.

EOL OC1 provides support to the National Education Coalitions to enable them to exist and participate with a coordinated voice in education policy discussions to defend the right to education for all and particularly for the marginalized groups. The OC1 grants also support the strengthening of the national education coalitions’ capacities and skills to participate effectively and meaningfully in evidence based and policy-relevant discussions.

Overall the EOL OC1 Theory of Change is that the national public education systems will improve if civil society organisations participate in policy setting arenas and discussions and advocate in favour of marginalized groups’ right to quality education; particularly if the civil society organisations are strong actors with good governance, technical and advocacy skills acquired through diverse learning strategies; and are capable of collecting and using evidence on the education situation of marginalized groups and in participating in the multi-level monitoring efforts.

The global EOL OC1-Objective is to strengthen national civil society engagement in education planning, policy dialogue and monitoring, and the expected outcomes at the end of the EOL program are briefly stated:

1. ZANEC has become more inclusive, particularly of marginalized groups
2. ZANEC has better capacity to engage in policy dialogue
3. Policy changes have taken place, influenced by civil society
4. Learning collaboratives on civil society strengthening are in place

Oxfam IBIS is the EOL Grant Agent. The EOL structure consists of a Global Management Unit (GMU) placed in Denmark and four Regional Management Units (RMUs) for West and Central Africa (WCA) placed in Ghana; Horn, Eastern and Southern Africa (HESA) placed in

Uganda; Asia and Pacific (AP) in Nepal; and Latin America and Caribbean (LAC) in Mexico, respectively.

ZANEC, just like other 51 National Coalitions that are OC1 grantees, elaborated its own fully fledged project with information about the national context; theory of change, objectives, expected outcomes, outputs, activities and budget.

Among others, ZANEC participated in policy discussions to advocate for marginalized groups' right to quality educations. ZANEC also participated in the Policy Implementation Technical Committee (PITC) also known as the Local Education Group (LEG) where the Education and Skills Sector Plan (ESSP) is discussed and ZANEC positions are presented to influence policy implementation. From March 2020 when the first cases of COVID 19 were recorded in Zambia, ZANEC had to rapidly adapt to the use of virtual meetings as means for raising concerns directly with the Ministry of Education and other public authorities regarding the continuity of learning amidst the COVID 19 pandemic for all learners including poor and marginalized groups such as people with disabilities and female adolescents. All EOL supported Coalitions including ZANEC are considered to have contributed to changes in public policies, laws, directives and guidelines since the start of the project in 2020. While the Covid-19 has negatively affected EOL program implementation in general and caused that some activities such as workshops and project visits to be cancelled; it is estimated that 40 (¾) of the 52 supported NEC projects are on-track reaching their expected project results at the end of 2020.

EOL incorporates the human rights-based approach and aligns to the Sustainable Development Goals, particularly SDG4 on quality education. The promotion of gender equality and inclusion of marginalized groups, such as people living with disabilities, is a cross-cutting concern in the EOL program.

#### Purpose and objectives of the consultancy

The purpose of the consultancy is to evaluate the EOL financed Zambia National Education Coalition project (2020-2021).

The specific objectives are to:

- 1) Compile information to document and/or confirm to what extent project outcomes and objectives were achieved (including change in the education policy formulation, implementation and monitoring; and effect on cross-cutting themes such as gender and inclusivity) and/or reported to EOL; in order to evaluate the project's effectiveness and efficiency; in addition to evaluate its relevance in the national context (for marginalized groups' interests/rights and in relation to national policies/priorities) and ability to adapt as well as the sustainability of the results achieved.
- 2) Compile information about lessons learned, good practices and successful innovations through the systematization of information, analysis and evaluation of the EOL financed ZANEC project, in order to orient the EOL Program and ZANEC for improving future project strategic planning and adaptation, particularly in relation to promote policy changes aimed at ensuring equality generating and transformative quality education for marginalized groups.
- 3) Make recommendations on how to improve the strategic orientation and implementation of future ZANEC project(s). This evaluation is carried out during the last semester of the implementation of the EOL financed ZANEC project, and the results will be used as input to inform or adapt an eventual new EOL financed ZANEC project design.

The primary users of the evaluation are the Zambia National Education Coalition (ZANEC) and EOL Regional Management Unit.

The secondary users of the evaluation are EOL Program staff and stakeholders, such as Oxfam IBIS staff, GCE and its regional coalitions, etc.

### **Scope of the Evaluation**

The evaluation should concentrate on those ZANEC strategies and activities, that are financed by EOL (first phase of EOL financed ZANEC project), and carried out in the period from January 2020 (including coalitions that went through a Year Zero) to the end of December 2021.

The evaluation should not take into account ZANEC activities that have been financed by other donors and sources, unless there has been at least 50% EOL co-financing of the relevant initiative.

The evaluation will integrate human rights approach, gender equality perspective, disability inclusion and other non-discrimination issues as a cross-cutting concern throughout its methodology and all deliverables, including the final report.

The evaluation should pay special attention to how the intervention is relevant for the national development strategy, particularly in relation to the implementation of SDG 4; the national education sector plan; and GPE support program in the country.

### **Evaluation criteria and questions**

The project will be evaluated in relation to the relevance and validity of the design; effectiveness, efficiency, impact and sustainability.

Some of the questions that the evaluation should seek to answer are the following:

#### Relevance:

- To which extent has the ZANEC project been relevant for the stakeholders in the national political and socio-economic context?
- To which extent has the ZANEC project been aligned to EOL OC1 Objective and outcomes, established in the EOL Global results framework (view annex)?
- To which extent has the ZANEC project been relevant in relation to the GPE supported education sector plan in the country?
- To what extent has the project taken into account the needs/rights/interests of marginalized groups i.e.inrelation to reducing inequality?
- To what extent did the project strategy integrate the human rights- and gender perspective and to what extent did it succeed in operationalizing it?
- Has the ZANEC project been adapted during its implementation and in which aspects?

#### Validity:

- To which extent was the project design logical and coherent?

#### Effectiveness:

- To which extent has the ZANEC project achieved its expected outcomes and agreed original or updated outputs?
- What are the gaps and differences noted and what are the justifications?
- What are the underlying factors beyond the control of the project that have influenced its performance?

#### Efficiency:

- To which extend the project resources (financial, expertise and time) were used in an efficient manner and used to produce results?

- Was the project designed to be cost efficient?

To which extend the project identified possible risks? Were these risks adequately identified and mitigated? Effectiveness of management arrangements:

- To which extent did the management capacities and arrangements put in place support the achievement of the results?

Impact orientation and sustainability:

- What is the evolution between the situation at baseline and at end line?

- What are the expected and unexpected positive and negative effects produced by the project? How did these changes come about?

- To which extent did the ZANEC project contribute to produce broader, long-term, sustainable development changes?

- And if so, whether the changes have been durable or replicated?

- To which extent did the ZANEC project contribute to increase civil society organizations capacities (their own or their membership)?

Cross-cutting areas:

- To which extent were gender equality and human rights-based approach incorporated in the project proposal design?

- To which extent did different marginalized groups benefit - in different ways - from the intervention?

- To which extent did the intervention succeed in involving both women and men, rights holders, and duty bearers, especially the most vulnerable?

- To which extent EOL project implementation mainstreamed a non-discrimination principle?

Lessons learned and adaptations:

- Which were the lessons learned from the project implementation experience?

- How did the ZANEC strategy work? Or how did it not work?

- Why did the ZANEC strategy work? Or why did the ZANEC strategy not work?

- Were any lessons learned during implementation used to adapt the project?

- Has the quality of partnership been balanced or has there been a relationship of subordination?

The assessment/evaluation criteria and questions can be changed and should be further elaborated by the external consultant, but fundamental changes should be agreed between the ZANEC and the external consultant.

EOL RMU to be informed or consulted about the final list of evaluation criteria and questions.

### **Cross-cutting issues / Issues of special interest**

The consultancy must apply the following approaches in the analysis: the results-based management approach (which links planning of expected results (objectives and outcomes), implementation, monitoring, evaluation and learning; adaptive management approach, (promotes reflections on the project; and adapts the project to unforeseen significant changes

in the project context and learnings from the implementation); the human rights-based approach (which takes into account international standards and commitments, national legal and policy framework; and the roles of duty-bearers and right-holders, respectively); as well as cross-cutting concerns for gender equality, disability inclusion and concern for non-discrimination for all groups of people, throughout the methodology and all deliverables. In relation to this, there is an interest to know if the policy changes as well as the ZANEC strategies were aligned to an equality generating and human rights-based approach as well as to the SDG-agenda; if gender equality, disability inclusion and social inclusion perspectives were taken into account in the policy changes as well as in the ZANEC strategies.

### **Methodology**

The details of the methodology will be elaborated by the external evaluator on the basis of the present Terms of Reference (ToR) and documented in the inception report.

For the design of the methodology, it is recommended to use a combination of qualitative and quantitative evaluation methods; and involving various analysis methods; carrying out triangulation of data, using different data collection methods, types of data and stakeholder perspectives. The Consultant will also be required to utilize the human rights- and gender perspective approach in the analysis as well as equity lens in the analysis; including ensuring that there is a clear logical link between the data collected and analyzed and the conclusion and recommendations presented. The data analysis and interpretation will have to be well communicated through accessible language and useful visuals (diagrams, graphs, tables as needed).

The methodology could include the following activities:

- Read relevant EOL and ZANEC documents such as projects and narrative reports; EOL Technical Progress Reports and other documents.
- Participate in a Virtual meeting with ZANEC representatives and EOL Regional Management Unit (RMU) Monitoring and Evaluation Advisor and GCE and Regional Coalition for having inputs to the proposed methodology.
- Elaborate semi-structured interview guidelines for interviews with separate interviews or focus group discussions with representatives of the ZANEC Secretariat, ZANEC members, EOL Regional Management Unit; GCE Regional Coalition, Local Education Group members, national authorities and other stakeholders;
- Compile information through the established methodology (interviews, focus groups, surveys); analyze and draft a preliminary report.
- Present the preliminary findings to the ZANEC and EOL RMU-MEL advisor (and eventually stakeholders) in order to receive feedback.
- Incorporate factual corrections and relevant information.
- Elaborate the final report including executive summary and annexes.
- Present the conclusions and recommendations to the ZANEC (and eventually stakeholders).
- The methodology will need to take into account health protocols related to Covid-19 and be adapted in case there are changes during the collection of information.

### **Duration and period**

The duration of the consultancy is maximum three months. The specific consultancy start- and end date will be agreed with ZANEC and the RMU. Last date for the external consultant to hand in the final report is 11. February 2022.

### **Main deliverables and payments**

The consultancy has 3 deliverables.

Payments will take place in three parts (the first payment is 15% of the total amount and will be paid after the deliverable 1 (Inception Report) has been handed in and approved by ZANEC; the second payment is 50% of the total amount and will be paid after the deliverable 2 has been handed in (Draft report) and approved by ZANEC; while the third and final payment will constitute 35% of the total amount and will be paid after deliverable 3 (Final report) has been handed in and approved by the NEC; in accordance with the schedule below and established deliverables.

Longer mission trips are not foreseen as part of the consultancy. Shorter trips and transport costs should be covered by the consultant. The consultant will also cover the costs of workshop facilities for focus group discussions and stakeholder meetings unless otherwise agreed with the NEC.

Deliverables Delivery dates Percentage of the total payment

1. Inception report that contains the precise methodology and workplan for the evaluation. 2 weeks after contract signature 15% of total consultancy amount (deliverable 1) Payment will take place two weeks after NEC approval of the product.

2. Evaluation Draft Report (written in English, French, Spanish or Portuguese) 8 weeks after contract signature 50% of total consultancy amount (deliverable 2) Payment will take place two weeks after NEC approval of the product.

3. Evaluation Final Report (written in English, French, Spanish or Portuguese), included an executive summary of maximum 5 pages. 12 weeks after contract 35% of total consultancy amount (deliverable 3) Payment will take place two weeks after NEC approval of the product.

The evaluation report shall have this obligatory INDEX and sections included:

Index:

1. Cover page
2. Acknowledgement (if any: optional)
3. Table of Content
4. List of tables, list of annexes,
5. List of acronyms,
6. Summary (max. 5 pages) written in SPANISH, PORTUGUESE OR FRENCH AND IN ENGLISH.
7. NEC introduction (short description of NEC)
8. NEC - EOL project intervention and theory of change
9. Objective of the evaluation
10. Scope and methodology of the evaluation and limitation of the evaluation
11. Literature review: assessment of achievement based on available reports
12. Results of the evaluation: (results on relevance, results on effectiveness, results on efficiency, results on the impact, results in relation to sustainability, results on cross-cutting issues)
13. Analysis and discussion
14. Lessons learned, good practices, case studies

15. Conclusion
16. Recommendations
17. References
18. Annex: photos,
19. Annex: list of participants in the discussion
20. Annex: verification materials signature amount (deliverable 3) Payment will take place two weeks after EOL approval of the product.
21. Annex: data base (excel PART B)

The text (point 7 – 16 included) can MAXIMUM be 50 pages long.

The report is handed in word and in pdf.

### **Orientation and supervision of consultancy.**

This consultant will receive technical orientation about the NEC project from the NEC focal point for the evaluation. The NEC provides overall supervision of the consultancy; and all payments require approval of the NEC Director. The consultant(s) will be responsible for logistics, communication and secretarial work; as well as for the administration of all methodological tools such as questionnaires, focus groups, etc.

RMU MEL advisor is given the opportunity to submit comments to the evaluation draft report. A technical evaluation follow-up committee will be set up. It will consist of the consultant, NEC, RMU MEL Advisor/Manager. Any member of the committee may request a meeting of this committee in case of technical difficulties, such as understanding a tool or delays in the production of the deliverables, etc.

### **Management Arrangements and work plan**

The consultant who MUST be independent from the NEC and stakeholders should have the following skills/experience/qualifications:

- Hold a Master's Degree in international development, social sciences, economy, political science or monitoring and evaluation.
- Have minimum 5 years' experience in working in international development programs.
- At least four different experiences of elaboration of technical reports or knowledge management publications related to international development cooperation.
- Be qualified as evaluator of development projects in the social area with expertise in applying human rights based approach and gender perspective.
- Have experience in working in different national development contexts and/or at regional/global level
- Technical knowledge to development of social policies, preferably education policies.
- Knowledge to the 2030 Sustainable Development Agenda.
- Excellent writing skills in (include language)
- Availability in September – December 2021

The selection process of the national external and independent consultant will be agreed with the RMU with the aim of assuring a transparent selection process.

### **Legal and ethical matters**



The consultancy and its products should comply with Oxfam’s Code of conducts and standards, General Data Protection Regulations (GDPR-rules), international established ethical guidelines and “no conflict of interest” statements. The evaluator will be independent and impartial in relation to the NEC; will produce useful and credible information and recommendations for the established users; carry of the evaluation action plan in a transparent way and comply with international established ethical guidelines for evaluations. The principal consultant and his / her team must comply with and respect the rights of the interviewees by guaranteeing them confidentiality and security.

### **Submission of bids**

Technical and financial proposals of a maximum of 10 pages (annexes not included) must include the following elements:

-Technical proposal integrating the understanding of the TORs and the methodology proposed to carry out the evaluation.

-Composition of the team with a detailed CV of each team member and the roles of each in carrying out the assessment.

-Detailed budget of the offer (The consultant will have to cover the costs related to local travel, food, accommodation, and measures to protect against the pandemic of team members etc.);

-The financial offer proposed by the consultant should take into account the available budget and include all the expenses relating to the performance of the evaluation (consultants' fees and the operational costs of carrying out the evaluation. It should also include the cost of the translation of the five-page summary into ENGLISH in case the document is written in Spanish, French or Portuguese).

At least two extracts (3-5 pages) of evaluation reports carried out for similar missions;

-Date of submission of tenders: no later than 15 October, 2021

Send Expressions of Interest to:

The Executive Director,

Zambia National Education Coalition,

Baptist Fellowship Building,

Plot 3061/2 Corner Makishi Road and Great East Road,

P.O. Box 30774,

Lusaka-Zambia,

Email: [admin@zanec.org.zm](mailto:admin@zanec.org.zm)

## Annex 2. Evaluation Guiding Framework

Relevance: Was the intervention doing the right thing?	Terms of Reference Question <i>This is what the end of project evaluation will answer within the headings of relevance, validity, effectiveness, sustainability.</i>	Judgement Criteria This is the area in which the consultant will probe and gather evidence so as to answer the end of project evaluation question.	Evidence Sources
	1. To which extent was the ZANEC project been relevant in the national political and socio-economic context?	Strategic objective activities / approaches are being taken up and delivered by programme participants (demand side and supply side) Evidence of adaptation of strategic objective activities and approach to necessary changes	<p><b>Strategic objective documentation</b> (Quarterly reports, case studies, stories, media clippings, policies etc)</p> <p><b>Focus Group Discussions (FGD) and Key Informant Interviews (KII) of participants involved in SO</b> (e.g. service providers, citizens, government, community) demonstrating changes in capacity, behaviour, skills, responsiveness.</p>
	2. To which extent has the ZANEC project been aligned to EOL OC1 objectives and outcomes, established in the EOL global results framework?	Strategic objective results speak to overall EOL outcomes Evidence of adaptation of overarching EOL outcomes	
	3. To which extent was the ZANEC project relevant in relation to the GPE supported education sector plan in Zambia?	Evidence of advocacy for improved national public education systems for all	
	4. To what extent did the project take into account the needs/rights/interests of marginalized groups i.e. in relation to reducing poverty?	Evidence of involvement of marginalised groups in activities with increased enrolment and retention in schools	
	5. To what extent did the project strategy integrate the human rights and gender perspective and to what extent did it succeed in operationalising it?	Evidence of gender consideration in all levels of implementation	
	6. Has the ZANEC project been adapted during its implementation and in which aspects?	Evidence of duplication of effort by other MOs and non- pilot schools	
Validity: Was the intervention doing what it should have?	7. To which extent was the project design logical and coherent?	Evidence of consistency in the project cycle – from implementation to result harvesting	As above
Effectiveness: Is the intervention achieving its objectives?	8. To which extent has the ZANEC project achieved its expected outcomes and agreed original or updated outputs?	Evidence of progress and success in each strategic objective, specifically outcome level results have been achieved	As above

		Evidence of results across target / beneficiary groups Evidence of results for women and other marginalised groups	
	9. What are the gaps and differences noted and what are the justifications?	Do gaps exist? If yes, were they unavoidable?	
	10. What are the underlying factors beyond the control of the project that have influenced its performance?	Did the project have threats and weaknesses and or strengths and opportunities that contributed to unexpected results	
<b>Efficiency: Was the intervention cost effective?</b>	11. To which extent were the project resources (financial, expertise and time) used in an efficient manner and used to produce results?	Evidence of VfM in project execution	As above
	12. Was the project designed to be cost effective?	Evidence of internal systems to offer checks on operations	
	13. To what extent did the project identify possible risks and were they mitigated?	Evidence of a periodically updated risk register	
<b>Impact:</b>  Was there any influence or effect from the intervention?  <b>Sustainability: Will the benefits last?</b>	14. What was the situation at baseline and at end line?	Evidence of improvement in statistics at endline from baseline	As above
	15. What were the expected and unexpected positive and negative effects produced by the project?	Evidence of changes in attitudes and practices of targeted groups, beneficiaries, and institutions in education	
	16. To what extent did the ZANEC project contribute to produce broader, long term, sustainable development changes?	Evidence of outcome results that are taken up, institutionalised and benefiting targeted groups, beneficiaries, institutions etc.	
	17. If any, whether the changes have been durable or replicated?	Evidence of roll out of interventions by stakeholders	
	18. To which extent did the ZANEC project contribute to increase CSOs capacities?	Evidence of training on interventions to MOs	

### **Annex 3. List of documents reviewed**

- 1x ENGLISH OC1 – Project Proposal template
- 1x Jan 2022 OC1 – Grantee Part A + Completion Report
- 1x Jan 2022 Part B midyear Narrative Report
- 1x Jan 2022 ZANEC Quarterly Indicator Monitoring tool
- 1x ZANEC-ZAP Evaluation Report
- 1X Story of Change

## Annex 4. Participant List (Stakeholders and locations)

<b>Participant</b> <i>Here if 'community member' fine. Or if you have the name that is great as well.</i>	<b>Role</b>	<b>Organisation</b>	<b>Gender</b>	<b>Location</b>
1. Phumile N Zimba	Supply	Chingola Secondary School	Female	Chingola
2. Christabel Kawina	Supply	Chingola Secondary School	Female	Chingola
3. Happy Mugode	Facilitator (PTA)	Chingola Secondary School	Male	Chingola
4. Temwani Banda	Demand	Chingola Secondary School	Male	Chingola
5. Mary Makasa	Demand	Chingola Secondary School	Female	Chingola
6. Kasunga Nachedembe	Demand	Chingola Secondary School	Female	Chingola
7. Maria Zwawu	Demand	Chingola Secondary School	Female	Chingola
8. Favour Njilikwa	Demand	Chingola Secondary School	Female	Chingola
9. Nancy Musenga	Demand	Chingola Secondary School	Female	Chingola
10. Thomas Siwale	Demand	Chingola Secondary School	Male	Chingola
11. Jedidiah Muzungu	Demand	Chingola Secondary School	Male	Chingola
12. Monica Kapembwa	Demand	Chingola Secondary School	Female	Chingola
13. Mary Chanda	Demand	Chingola Secondary School	Female	Chingola
14. Chama Chibi	Demand	Chingola Secondary School	Female	Chingola
15. Rosemary Banda	Demand	Chingola Secondary School	Female	Chingola
16. Mtoso Fumbelo	Demand	Chingola Secondary School	Male	Chingola
17. Jack Musenge	Demand	Chingola Secondary School	Male	Chingola
18. Taizya Silavwe	Demand	Chingola Secondary School	Male	Chingola
19. David Chanda	Demand	Chingola Secondary School	Male	Chingola
20. Joshua Mulaya	Demand	Chingola Secondary School	Male	Chingola
21. Felistus Namukoko	Demand	Chingola Secondary School	Female	Chingola
22. Bright Mutawali	Demand	Chingola Secondary School	Male	Chingola
23. Joseph Silweya	Demand	Chingola Secondary School	Male	Chingola
24. Christopher Longwe	Demand	Chingola Secondary School	Male	Chingola
25. Rodney Kaulu	Demand	Chingola Secondary School	Male	Chingola

26. Francis Bwembya	Demand	Chingola Secondary School	Male	Chingola
27. Victoria Nayame	Demand	Chingola Secondary School	Female	Chingola
28. Leticia Lungenda	Demand	Chingola Secondary School	Female	Chingola
29. FlavioKunda	Demand	Chingola Secondary School	Female	Chingola
30. Gabriel Mpundu	Demand	Chingola Secondary School	Male	Chingola
31. Joseph Chewe	Demand	Chingola Secondary School	Male	Chingola
32. Victoria Tembo	Supply	Nakatindi Girls Secondary School	Female	Chingola
33. ChongoMwansa	Supply	Nakatindi Girls Secondary School	Female	Chingola
34. Clara Mpundu	Demand	Nakatindi Girls Secondary School	Female	Chingola
35. Mapalo Nyati	Demand	Nakatindi Girls Secondary School	Female	Chingola
36. Nora Mwenya	Demand	Nakatindi Girls Secondary School	Female	Chingola
37. MwikiKafunga	Demand	Nakatindi Girls Secondary School	Female	Chingola
38. Rose Mwenya	Demand	Nakatindi Girls Secondary School	Female	Chingola
39. Ruth Kalafula	Demand	Nakatindi Girls Secondary School	Female	Chingola
40. Janet Banda	Demand	Nakatindi Girls Secondary School	Female	Chingola
41. AgnessNg'uni	Demand	Nakatindi Girls Secondary School	Female	Chingola
42. Blessing Ngoma	Demand	Nakatindi Girls Secondary School	Female	Chingola
43. Nataizya Chirwa	Demand	Nakatindi Girls Secondary School	Female	Chingola
44. Eunice Chishimba	Demand	Nakatindi Girls Secondary School	Female	Chingola
45. NalisheboSusiku	Demand	Nakatindi Girls Secondary School	Female	Chingola
46. Faith Kunda	Demand	Nakatindi Girls Secondary School	Female	Chingola
47. TizaMwase	Demand	Nakatindi Girls Secondary School	Female	Chingola
48. DonaciaKajilambinga	Demand	Nakatindi Girls Secondary School	Female	Chingola
49. FulyelaAmbeni	Demand	Nakatindi Girls Secondary School	Female	Chingola
50. Theresa Mulenga	Demand	Nakatindi Girls Secondary School	Female	Chingola
51. MapheshoKasono	Demand	Nakatindi Girls Secondary School	Female	Chingola
52. Elizabeth Mulima	Demand	Nakatindi Girls Secondary School	Female	Chingola
53. Praise Mulenga	Demand	Nakatindi Girls Secondary School	Female	Chingola
54. Hope Mapapanji	Demand	Nakatindi Girls Secondary School	Female	Chingola

55. Victoria Mtonga	Demand	Nakatindi Girls Secondary School	Female	Chingola
56. Priscilla Bweupe	Demand	Nakatindi Girls Secondary School	Female	Chingola
57. Vanessa Kasongo	Demand	Nakatindi Girls Secondary School	Female	Chingola
58. Naomi Kapao	Demand	Nakatindi Girls Secondary School	Female	Chingola
59. Hope Musonda	Demand	Nakatindi Girls Secondary School	Female	Chingola
59. WinannieKajilambinge	Demand	Nakatindi Girls Secondary School	Female	Chingola
60. Nora Limata	Demand	Nakatindi Girls Secondary School	Female	Chingola
61. Audrey Jere	Demand	Nakatindi Girls Secondary School	Female	Chingola
62. Margaret Chilombo	Demand	Nakatindi Girls Secondary School	Female	Chingola
63. Davies Mwelwa	Supply	Chingola Combined School	Male	Chingola
64. Hope Nakazwe	Demand	Chingola Combined School	Female	Chingola
65. NamukoloNalishebo	Demand	Chingola Combined School	Female	Chingola
66. Martha Zulu	Demand	Chingola Combined School	Female	Chingola
67. Evans Samau	Demand	Chingola Combined School	Male	Chingola
68. Astrid Mwila	Demand	Chingola Combined School	Male	Chingola
69. ChiweleChisenga	Demand	Chingola Combined School	Female	Chingola
70. Maseam	Demand	Chingola Combined School	Female	Chingola
71. Francis Zimba	Demand	Chingola Combined School	Male	Chingola
72. Benjamin	Demand	Chingola Combined School	Male	Chingola
73. Blessings Sankata	Demand	Chingola Combined School	Female	Chingola
74. Catherine	Demand	Chingola Combined School	Female	Chingola
75. Chama Mwansa	Demand	Chingola Combined School	Female	Chingola
76. Karen Chansa	Demand	Chingola Combined School	Female	Chingola
77. Edwin Muchimu	Demand	Chingola Combined School	Male	Chingola
78. Vincent Lupukeni	Demand	Chingola Combined School	Male	Chingola
79. Mary Namukonda	Demand	Chingola Combined School	Female	Chingola
80. Newton Chinyanta	Demand	Chingola Combined School	Male	Chingola
81. Joshua Yamba	Demand	Chingola Combined School	Male	Chingola
82. Julien Mulongo	Demand	Chingola Combined School	Female	Chingola

83. Josephine Phiri	Demand	Chingola Combined School	Female	Chingola
84. Zoe Chuba	Demand	Chingola Combined School	Female	Chingola
85. SuwilanjiNambeye	Demand	Chingola Combined School	Female	Chingola
86. Mwelwa Mushibwe	Demand	Chingola Combined School	Male	Chingola
87. Fortune Chami	Demand	Chingola Combined School	Male	Chingola
88. Natasha Musangala	Demand	Chingola Combined School	Female	Chingola
89. Frank Chishimba	Demand	Chingola Combined School	Male	Chingola
90. Kelvin Lungu	Demand	Chingola Combined School	Male	Chingola
91. Moses Muzinga	Demand	Chingola Combined School	Male	Chingola
92. Obed Phiri	Demand	Chingola Combined School	Male	Chingola
93. Noah Simulunga	Supply	DEBS	Male	Chingola
94. Catherine Musonda	Supply	Pamodzi Girls Secondary School	Female	Mufulira
95. Gilbert Siame	Facilitator	Pamodzi Girls Secondary School (Board Chairperson)	Male	Mufulira
96. MainessMugode	Demand	Pamodzi Girls Secondary School	Female	Mufulira
97. Cleodah Shaba	Demand	Pamodzi Girls Secondary School	Female	Mufulira
98. LungoweAongola	Demand	Pamodzi Girls Secondary School	Female	Mufulira
99. Precious Mwape	Demand	Pamodzi Girls Secondary School	Female	Mufulira
100. Precious Chirwa	Demand	Pamodzi Girls Secondary School	Female	Mufulira
101. BiyaKatongo	Demand	Pamodzi Girls Secondary School	Female	Mufulira
102. LubutoKalikeka	Demand	Pamodzi Girls Secondary School	Female	Mufulira
103. Carol Mupeta	Demand	Pamodzi Girls Secondary School	Female	Mufulira
104. Natasha Zulu	Demand	Pamodzi Girls Secondary School	Female	Mufulira
105. ZodwaMulemwa	Demand	Pamodzi Girls Secondary School	Female	Mufulira
106. Dorcas Chewe	Demand	Pamodzi Girls Secondary School	Female	Mufulira
107. Bwalya Chilufya	Demand	Pamodzi Girls Secondary School	Female	Mufulira
108. Bwalya Kangwa	Demand	Pamodzi Girls Secondary School	Female	Mufulira
109. KerityChileshe	Demand	Pamodzi Girls Secondary School	Female	Mufulira
110. Maureen Kabwe	Demand	Pamodzi Girls Secondary School	Female	Mufulira



111. Musonda Kaunda	Demand	Pamodzi Girls Secondary School	Female	Mufulira
112. Chama Nzunda	Demand	Pamodzi Girls Secondary School	Female	Mufulira
113. Ethel Mututa	Demand	Pamodzi Girls Secondary School	Female	Mufulira
114. Diana Kabele	Demand	Pamodzi Girls Secondary School	Female	Mufulira
115. BetshebaMayaba	Demand	Pamodzi Girls Secondary School	Female	Mufulira
116. FebbyKilufya	Demand	Pamodzi Girls Secondary School	Female	Mufulira
117. Annie Katuka	Demand	Pamodzi Girls Secondary School	Female	Mufulira
118. NadiKanyinji	Demand	Pamodzi Girls Secondary School	Female	Mufulira
119. Gladys Chabala	Demand	Pamodzi Girls Secondary School	Female	Mufulira
120. Janet Nakamba	Demand	Pamodzi Girls Secondary School	Female	Mufulira
121. Emelly Banda	Demand	Pamodzi Girls Secondary School	Female	Mufulira
122. Justina Muchaala	Demand	Pamodzi Girls Secondary School	Female	Mufulira
123. MapaloKaimbi	Demand	Pamodzi Girls Secondary School	Female	Mufulira
124. Emil Mutobe	Supply	Mano Primary School	Male	Mufulira
125. WestoneMudenda	Supply	Mano Primary School	Male	Mufulira
126. Grace Chishimbe	Supply	Mano Primary School	Female	Mufulira
127. Abraham Makasa	Demand	Mano Primary School	Male	Mufulira
128. Emmanuel Mulenga	Demand	Mano Primary School	Male	Mufulira
129. Tanya Hamainza	Demand	Mano Primary School	Female	Mufulira
130. AgnessMupondwa	Demand	Mano Primary School	Female	Mufulira
131. Joyce Bwalya	Demand	Mano Primary School	Female	Mufulira
132. NchimunyaSianelabile	Demand	Mano Primary School	Male	Mufulira
133. Brian Maluba	Demand	Mano Primary School	Male	Mufulira
134. Precious Munyati	Demand	Mano Primary School	Female	Mufulira
135. MadalitsoBeenzu	Demand	Mano Primary School	Male	Mufulira
136. Kondwani Nhlema	Demand	Mano Primary School	Male	Mufulira
137. Ronald Cane	Demand	Mano Primary School	Male	Mufulira
138. Royd Mwatimu	Demand	Mano Primary School	Male	Mufulira
139. Venetious Chola	Demand	Mano Primary School	Male	Mufulira

140. JennipherChitambala	Demand	Mano School	Primary	Female	Mufulira
141. Florence Tamba	Demand	Mano School	Primary	Female	Mufulira
142. Adam Zulu	Demand	Mano School	Primary	Male	Mufulira
143. Patience Kilonda	Demand	Mano School	Primary	Female	Mufulira
144. PascalinaNkonde	Demand	Mano School	Primary	Female	Mufulira
145. Seth Yaya	Demand	Mano School	Primary	Male	Mufulira
146. Mutale Mulenga	Demand	Mano School	Primary	Male	Mufulira
147. RahmahChisenga	Demand	Mano School	Primary	Female	Mufulira
148. MapaloNawakwi	Demand	Mano School	Primary	Female	Mufulira
149. Erica Nakamba	Demand	Mano School	Primary	Female	Mufulira
150. Wilson Kabali	Demand	Mano School	Primary	Male	Mufulira
151. Yvonne	Demand	Mano School	Primary	Female	Mufulira
152. Robert	Demand	Mano School	Primary	Male	Mufulira
153. LighZupu	Demand	Mano School	Primary	Female	Mufulira
154. Reuben Mukanzu	Demand	Mano School	Primary	Male	Mufulira
155. LemyeniLitana	Demand	Mano School	Primary	Male	Mufulira
156. Veronica Njovu	Demand	Mano School	Primary	Female	Mufulira
157. Elizabeth Zulu	Supply	Luansobe Community School		Female	Mufulira
158. Bernadette Ng'andwe	Demand	Luansobe Community School		Female	Mufulira
159. Royce Mutale	Demand	Luansobe Community School		Female	Mufulira
160. Bupe Musonda	Demand	Luansobe Community School		Female	Mufulira
161. Matilda Mofya	Demand	Luansobe Community School		Female	Mufulira
162. Justin Mwewa	Demand	Luansobe Community School		Male	Mufulira
163. Hassni	Demand	Luansobe Community School		Male	Mufulira
164. Theresa Chisha	Demand	Luansobe Community School		Female	Mufulira
165. Evans Mutale	Demand	Luansobe Community School		Male	Mufulira
166. Chilufya Mwape	Demand	Luansobe Community School		Male	Mufulira
167. Brendan Chikonde	Demand	Luansobe Community School		Male	Mufulira
168. Belita Mwape	Demand	Luansobe Community School		Female	Mufulira

169. Dominic Chalwe	Demand	Luansobe Community School	Male	Mufulira
170. MirriamNkweto	Demand	Luansobe Community School	Female	Mufulira
171. Maureen Munthali	Demand	Luansobe Community School	Female	Mufulira
172. Festus Sinyinza	Demand	Luansobe Community School	Male	Mufulira
173. Honest Sinyinza	Demand	Luansobe Community School	Male	Mufulira
174. Robert Nsama	Demand	Luansobe Community School	Male	Mufulira
175. Memory Mwansa	Demand	Luansobe Community School	Female	Mufulira
176. Prisca Chalwe	Demand	Luansobe Community School	Female	Mufulira
177. GetrudeKafula	Demand	Luansobe Community School	Female	Mufulira
178. NescoNamfukwe	Demand	Luansobe Community School	Female	Mufulira
179. Chrispine Mulenga	Demand	Luansobe Community School	Male	Mufulira
180. Joshua Kalya	Demand	Luansobe Community School	Male	Mufulira
181. Daniel Siyepa	Demand	Luansobe Community School	Male	Mufulira
182. Juliet Mwelwa	Demand	Luansobe Community School	Female	Mufulira
183. Clement Mwape	Demand	Luansobe Community School	Male	Mufulira
184. Benson Mwelwa	Demand	Luansobe Community School	Male	Mufulira
185. Bernard Kapwenge	Demand	Luansobe Community School	Male	Mufulira
186. Nawa Mulambwa	Supply	PEO	Male	Mongu
187. LiwakalaMuyoba	Supply	DESO	Male	Mongu
188. WakumeloMutukwa	Supply	Katongo Combined School	Male	Mongu
189. LikongeMaliti	Facilitator	Katongo Combined School	Female	Mongu
190. Mercy Kaole	Facilitator	Katongo Combined School	Female	Mongu
191. Joseph Ngila	Facilitator	Katongo Combined School	Male	Mongu
192. KabukabuMasialeleti	Facilitator	Katongo Combined School	Female	Mongu
193. Nora Kunda	Demand	Katongo Combined School	Female	Mongu
194. HafeniHafeni	Demand	Katongo Combined School	Male	Mongu
195. BipandaBipanda	Demand	Katongo Combined School	Male	Mongu
196. MwendamenaMwendamena	Demand	Katongo Combined School	Male	Mongu
197. Christine Lubasi	Demand	Katongo Combined School	Female	Mongu
198. ChikumbiMwango	Demand	Katongo Combined School	Male	Mongu

199. LubindaMubiana	Demand	Katongo Combined School	Male	Mongu
200. Beauty Nyuwa	Demand	Katongo Combined School	Female	Mongu
201. Memory Katonda	Demand	Katongo Combined School	Female	Mongu
202. Joy Chinyemba	Demand	Katongo Combined School	Female	Mongu
203. Mildred Choolwe	Demand	Katongo Combined School	Female	Mongu
204. Bertha Namanga	Demand	Katongo Combined School	Female	Mongu
205. Deborah Palata	Demand	Katongo Combined School	Female	Mongu
206. RabeccaKazimba	Demand	Katongo Combined School	Female	Mongu
207. Sarah Mbundi	Demand	Katongo Combined School	Female	Mongu
208. Naomi Swana	Demand	Katongo Combined School	Female	Mongu
209. Kelvin Munalula	Demand	Katongo Combined School	Male	Mongu
210. KutomaLikando	Demand	Katongo Combined School	Female	Mongu
211. RabeccaLishomwa	Demand	Katongo Combined School	Female	Mongu
212. Danny Musole	Demand	Katongo Combined School	Male	Mongu
213. Given Silume	Demand	Katongo Combined School	Male	Mongu
214. VilimbaMubukwano	Demand	Katongo Combined School	Female	Mongu
215. Owen Nyambe	Demand	Katongo Combined School	Male	Mongu
216. NalukuiMufalali	Demand	Katongo Combined School	Female	Mongu
217. NotuluMbanga	Demand	Katongo Combined School	Female	Mongu
218. Cecilia Simataa	Demand	Katongo Combined School	Female	Mongu
219. Jeff Chingumbe	Demand	Katongo Combined School	Male	Mongu
220. SilisheboKabutu	Demand	Katongo Combined School	Male	Mongu
221. Martin Inambao	Supply	Kalangu Primary School	Male	Mongu
222. Nyambe Lubinda	Supply	Kalangu Primary School	Female	Mongu
223. InutuSitwala	Supply	Kalangu Primary School	Female	Mongu
224. NamakandoMilupi	Facilitator	Kalangu Primary School	Male	Mongu
225. Munene Nyambe	Facilitator	Kalangu Primary School	Female	Mongu
226. MwayangubaMulonda	Supply	Kalangu Primary School	Male	Mongu
227. MutembweKalimbwe	Facilitator	Kalangu Primary School	Male	Mongu

228. WamundilaSepiso	Demand	Kalangu School	Primary	Female	Mongu
229. MuyundaNdala	Demand	Kalangu School	Primary	Male	Mongu
230. MwananyambeSepiso	Demand	Kalangu School	Primary	Male	Mongu
231. InambaoSimbowe	Demand	Kalangu School	Primary	Male	Mongu
232. Nyambe Sitanimezi	Demand	Kalangu School	Primary	Female	Mongu
233. Gift Simui	Demand	Kalangu School	Primary	Female	Mongu
234. TambeSongolo	Demand	Kalangu School	Primary	Female	Mongu
235. KasukaSimui	Demand	Kalangu School	Primary	Female	Mongu
236. AmukolaAmukola	Demand	Kalangu School	Primary	Male	Mongu
237. NyandweNyandwe	Demand	Kalangu School	Primary	Male	Mongu
238. Emma Kabila	Demand	Kalangu School	Primary	Female	Mongu
239. TebuhoNjekwa	Demand	Kalangu School	Primary	Female	Mongu
240. Diana Mubiana	Demand	Kalangu School	Primary	Female	Mongu
241. EtambuyuMubita	Demand	Kalangu School	Primary	Female	Mongu
242. MirriamNjekwa	Demand	Kalangu School	Primary	Female	Mongu
243. LisepisoLisepiso	Demand	Kalangu School	Primary	Male	Mongu
244. SibandiMubiana	Demand	Kalangu School	Primary	Male	Mongu
245. AkakandelwaSitumbeko	Demand	Kalangu School	Primary	Female	Mongu
246. Muleta Muleta	Demand	Kalangu School	Primary	Male	Mongu
247. SipaloMutembe	Demand	Kalangu School	Primary	Male	Mongu
248. IlitongoMubiana	Demand	Kalangu School	Primary	Male	Mongu
249. NasileleSimate	Demand	Kalangu School	Primary	Female	Mongu
250. NamakauMubebo	Demand	Kalangu School	Primary	Female	Mongu
251. MulemwaAkakulubelwa	Demand	Kalangu School	Primary	Male	Mongu
252. BiembaTombi	Demand	Kalangu School	Primary	Female	Mongu
253. MashekwaMukelabai	Demand	Kalangu School	Primary	Female	Mongu
254. WamunyimaMulala	Demand	Kalangu School	Primary	Male	Mongu
255. Blessings Chileshe	Demand	Kalangu School	Primary	Female	Mongu
256. LungoweSikananu	Demand	Kalangu School	Primary	Female	Mongu

257. LikumbiMbilikita	Demand	Kalangu Primary School	Female	Mongu
258. NamakandoKawengo	Demand	Kalangu Primary School	Female	Mongu
259. Matilda Konga	Supply	Lourdes Community School	Female	Mongu
260. AlishekeMalamo	Supply	Lourdes Community School	Female	Mongu
261. Anne Chanda	Supply	Lourdes Community School	Female	Mongu
262. Katunga Kabindama	Facilitator	Lourdes Community School	Male	Mongu
263. ConceptorMwambu	Facilitator	Lourdes Community School	Female	Mongu
264. Kayawe	Demand	Lourdes Community School	Male	Mongu
265. Malimo	Demand	Lourdes Community School	Male	Mongu
266. Andrew	Demand	Lourdes Community School	Male	Mongu
267. Jones	Demand	Lourdes Community School	Male	Mongu
268. Paul	Demand	Lourdes Community School	Male	Mongu
269. Lubasi	Demand	Lourdes Community School	Female	Mongu
270. Elly	Demand	Lourdes Community School	Female	Mongu
271. Emmanuel	Demand	Lourdes Community School	Male	Mongu
272. Martin	Demand	Lourdes Community School	Male	Mongu
273. Fred	Demand	Lourdes Community School	Male	Mongu
274. Lubasi	Demand	Lourdes Community School	Male	Mongu
275. Abigail	Demand	Lourdes Community School	Female	Mongu
276. Simasiku	Demand	Lourdes Community School	Male	Mongu
277. Masela	Demand	Lourdes Community School	Female	Mongu
278. Nyambi	Demand	Lourdes Community School	Female	Mongu
279. Febby	Demand	Lourdes Community School	Female	Mongu
280. Kakwezhi	Demand	Lourdes Community School	Male	Mongu
281. Muyunda	Demand	Lourdes Community School	Male	Mongu
282. Nathan Chingambe	Demand	Lourdes Community School	Male	Mongu
283. Precious	Demand	Lourdes Community School	Female	Mongu
284. Jessica	Demand	Lourdes Community School	Female	Mongu
285. Mercy	Demand	Lourdes Community School	Female	Mongu

286. Alice	Demand	Lourdes Community School	Female	Mongu
287. Kabaenda	Demand	Lourdes Community School	Female	Mongu
288. Michael Kalondo	Supply	Mahilo School	Male	Kaoma
289. NasileleChipango	Supply	Mahilo School	Femle	Kaoma
290. Luneta Chitanjika	Supply	Mahilo School	Male	Kaoma
291. WamuiInambao	Facilitator	Mahilo School	Male	Kaoma
292. Charles Kanjengo	Facilitator	Mahilo School	Male	Kaoma
293. SikananuMulako	Demand	Mahilo School	Male	Kaoma
294. Gloria Zobolo	Demand	Mahilo School	Female	Kaoma
295. Margaret Kambeya	Demand	Mahilo School	Female	Kaoma
296. Olivia Akatama	Demand	Mahilo School	Female	Kaoma
297. MulyayaMbachinenge	Demand	Mahilo School	Female	Kaoma
298. WasaMwitumwa	Demand	Mahilo School	Female	Kaoma
299. FalesiKakinda	Demand	Mahilo School	Female	Kaoma
300. Dorcus Lumana	Demand	Mahilo School	Female	Kaoma
301. ChilemuChindele	Demand	Mahilo School	Female	Kaoma
302. Dorcas Kalumbwana	Demand	Mahilo School	Female	Kaoma
303. InongeSitumbo	Demand	Mahilo School	Female	Kaoma
304. FrybornMunsaka	Demand	Mahilo School	Male	Kaoma
305. Nyambe Sitali	Demand	Mahilo School	Male	Kaoma
307. KapaluKahyata	Demand	Mahilo School	Male	Kaoma
308. KayaweMashata	Demand	Mahilo School	Male	Kaoma
309. AmusaaLiywali	Demand	Mahilo School	Female	Kaoma
310. Samuel Mukuma	Demand	Mahilo School	Male	Kaoma
311. Maria Muzala	Demand	Mahilo School	Female	Kaoma
312. Jonah Malumani	Demand	Mahilo School	Male	Kaoma
313. MusoleMukoboto	Demand	Mahilo School	Male	Kaoma
314. Gift Kalukango	Demand	Mahilo School	Male	Kaoma
315. SitumbekoSitumbeko	Demand	Mahilo School	Male	Kaoma

316. Kirby Mutelo	Demand	Mahilo School	Combined	Male	Kaoma
317. Kemuel Phiri	Demand	Mahilo School	Combined	Male	Kaoma
318. Martin Imangambwa	Demand	Mahilo School	Combined	Male	Kaoma
319. Mary Biemba	Demand	Mahilo School	Combined	Female	Kaoma
320. LikandoNdumba	Demand	Mahilo School	Combined	Female	Kaoma
321. Naomi Musipili	Demand	Mahilo School	Combined	Female	Kaoma
322. Mercy Hatyoka	Supply	Kingstone Academy	Hill	Female	Kaoma
323. Cephas Imbuwa	Supply	Kingstone Academy	Hill	Male	Kaoma
324. Victor Mutafela	Supply	Kingstone Academy	Hill	Male	Kaoma
325. Jenny Nkonde	Facilitator	Kingstone Academy	Hill	Female	Kaoma
326. Joy Milupi	Facilitator	Kingstone Academy	Hill	Female	Kaoma
327. Mate Sibesanu	Facilitator	Kingstone Academy	Hill	Male	Kaoma
328. Ngawa Mwale	Demand	Kingstone Academy	Hill	Female	Kaoma
329. MelimusMuleba	Demand	Kingstone Academy	Hill	Male	Kaoma
330. Malama Phiri	Demand	Kingstone Academy	Hill	Male	Kaoma
331. Eric Chimpati	Demand	Kingstone Academy	Hill	Male	Kaoma
332. David Tembo	Demand	Kingstone Academy	Hill	Male	Kaoma
333. Mary Simakumba	Demand	Kingstone Academy	Hill	Female	Kaoma
334. Sonia Pezulu	Demand	Kingstone Academy	Hill	Female	Kaoma
335. Joyce Sijamba	Demand	Kingstone Academy	Hill	Female	Kaoma
336. ModesterSimooba	Demand	Kingstone Academy	Hill	Female	Kaoma
337. Joshua Choongo	Demand	Kingstone Academy	Hill	Male	Kaoma
338. Bupe Phiri	Demand	Kingstone Academy	Hill	Female	Kaoma
339. MaimisaKalota	Demand	Kingstone Academy	Hill	Female	Kaoma
340. Henry Liswaniso	Demand	Kingstone Academy	Hill	Male	Kaoma
341. John Zulu	Demand	Kingstone Academy	Hill	Male	Kaoma
342. Andrew Kaumba	Demand	Kingstone Academy	Hill	Male	Kaoma
343. Karen Shelela	Demand	Kingstone Academy	Hill	Female	Kaoma
344. LuyandoMaumbu	Demand	Kingstone Academy	Hill	Female	Kaoma



345. NchimunyaChoonga	Demand	Kingstone Academy	Hill	Female	Kaoma
346. Naomi Mubita	Demand	Kingstone Academy	Hill	Female	Kaoma
347. Ryan Namooobe	Demand	Kingstone Academy	Hill	Male	Kaoma
348. Chisomo Mwale	Demand	Kingstone Academy	Hill	Male	Kaoma
349. MbololwaMbala	Demand	Kingstone Academy	Hill	Female	Kaoma
350. Malesi Lungu	Demand	Kingstone Academy	Hill	Female	Kaoma
351. AgnessChilapala	Demand	Kingstone Academy	Hill	Female	Kaoma
352. Natasha Nyirongo	Demand	Kingstone Academy	Hill	Female	Kaoma
353. MutintaSinkongo	Demand	Kingstone Academy	Hill	Female	Kaoma
354. KayiKamboi	Demand	Kingstone Academy	Hill	Female	Kaoma
355. Monde Chidakwa	Demand	Kingstone Academy	Hill	Female	Kaoma
356. Thabo Mubiana	Supply	Kaoma Secondary School		Male	Kaoma
357. UpiteKayombo	Supply	Kaoma Secondary School		Female	Kaoma
358. Jacob Kalaluka	Supply	Kaoma Secondary School		Male	Kaoma
359. Jonathan Kahale	Demand	Kaoma Secondary School		Male	Kaoma
360. LuyandoSimoso	Demand	Kaoma Secondary School		Female	Kaoma
361. Joseph Daka	Demand	Kaoma Secondary School		Male	Kaoma
362. Clara Ng'onomo	Demand	Kaoma Secondary School		Female	Kaoma
363. Jethro Sakala	Demand	Kaoma Secondary School		Male	Kaoma
364. ChiwegoMainza	Demand	Kaoma Secondary School		Male	Kaoma
365. Mukang'anduMwando	Demand	Kaoma Secondary School		Female	Kaoma
366. DivotiAshel	Demand	Kaoma Secondary School		Male	Kaoma
367. SiyembukoKabanje	Demand	Kaoma Secondary School		Male	Kaoma
368. Regina Poniso	Demand	Kaoma Secondary School		Female	Kaoma
369. AstridaKabwe	Demand	Kaoma Secondary School		Female	Kaoma
370. MisheckMuyenga	Demand	Kaoma Secondary School		Male	Kaoma
371. Justin Liyungu	Demand	Kaoma Secondary School		Male	Kaoma
372. ChibweLwimba	Demand	Kaoma Secondary School		Male	Kaoma
373. ChibunaTemuso	Demand	Kaoma Secondary School		Male	Kaoma

374. LikandoYambwa	Demand	Kaoma School	Secondary	Male	Kaoma
375. TarciciousLikwese	Demand	Kaoma School	Secondary	Male	Kaoma
376. Innocent Lengwe	Demand	Kaoma School	Secondary	Male	Kaoma
377. SililoTimuna	Demand	Kaoma School	Secondary	Female	Kaoma
378. SikwaMubiana	Demand	Kaoma School	Secondary	Male	Kaoma
379. MerrineShikabone	Demand	Kaoma School	Secondary	Female	Kaoma
380. KukenaMakunku	Demand	Kaoma School	Secondary	Male	Kaoma
381. Ronald Muliunda	Demand	Kaoma School	Secondary	Male	Kaoma

## **ABOUT US**

The Zambia National Education Coalition (ZANEC) is a Coalition of non-state actors working in the Education and Skills Sector. It is a recognized institution advocating for improved access to quality education by all citizens. The organisation is involved in research, advocacy and member capacity enhancement on different aspects of Education and Skills Sector in Zambia.

## **VISION**

“A sustainable and inclusive education system that responds to national aspirations and fosters an environment for self-fulfillment”

## **MISSION**

“ZANEC is a coalition of education organisations promoting quality and inclusive education for all, through influencing of policy, building consensus, holding duty bearers accountable and strengthening the capacities of stakeholders in the education sector.”

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