

Annual Report 2022

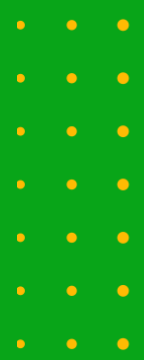


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MISSION

2022



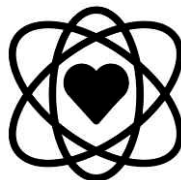
VISION

“A Zambia where all Community School Learners, especially Orphans and Vulnerable Children (OVC), girls and Learners with special education needs, obtain quality and equitable education that enables them to realize their fullest potential”



MISSION

“ZOCS exists to brighten prospects of Community School Learners by empowering Community School building partnerships, influencing policy, supporting learners and creating conducive learning environments.”



VISION

Accountability

Collective Excellence

Commitment

Professionalism

Respect for Human Rights

CAG	Community Action Group
CAOOSC	Community Action for Out of School Children
CDC	Curriculum Development Centre
COVID 19	Coronavirus Disease 2019
CWD	Children with Disabilities
DEBS	District Education Board Secretary
DRCC	District Resource Centre Coordinator
EAA	Education Above All
EAC	Educate A Child
ECE	Early Childhood Education
ELK	Early Learning Kiosk
EOI	Embassy of Ireland
ESO	Education Standards Officer
GPE	Global Partnership for Education
HEI	Hei Verden
ICT	Information Communication Technology
IDD	Innovation Development Directorate
IFERB	Internet Free Education Resource Bank
MoE	Ministry of Education
ODL	Open and Distance Learning
OOSC	Out of School Children
OVC	Orphans and Vulnerable Children
PCSC	Parents Community Schools Committees
SPARK	Skills, Participation, Access to Relevant Knowledge
SCREAM	School Readiness Accountability Monitoring
TLM	Teaching and Learning Materials
SRI	School Readiness Initiative
UNHCR	United National High Commissioner for Refugees
UNICEF	United Nations Children’s Fund

I am pleased to present the Zambia Open Community Schools (ZOCS) 2022 Annual Report and to offer my thanks to all our supporters who have contributed to another year of wonderful achievements for the ZOCS family.

By the end of 2022, we are delighted to have provided quality education to 259,691 Orphans and Vulnerable Children in 1,371 Community Schools across the ten provinces of Zambia.

We welcomed an additional 41,992 OVC to Community Schools. Following the implementation of the Free Education Policy.

We are grateful to all who contributed in any way, whether through financial support, time to hear the ZOCS story, gifts in kind, appeals, regular giving or one-off donations.

In August, ZOCS launched its Donate A Book campaign to help vulnerable children with school supplies especially that Government pronounced the Free Education Policy that saw thousands of children getting enrolled in school. Enrolling more children in school demanded that they get supported with school supplies as some parents/guardians still did not genuinely afford to provide the basic school requirements for their children.

The public responded with great generosity and we were able to collect exercise books, pencils, text books and other item deemed necessary for children.

This clearly demonstrated ZOCS' continued efficiency in the education sector. I would like to thank the many partners of ZOCS' work for their acts of giving which enabled learners on the ZOCS program to access quality education.



Mr. Victor Koyi

On behalf of more than 259,691 Orphans and Vulnerable Children who receive quality education in Community Schools, I would like to thank the volunteer teachers that have dedicated their time to ensure there was teaching and learning in the schools.

Without the volunteer teachers' hard work and perseverance, Community Schools would not flourish. ZOCS' vision is simply to see a Zambia where all Community School Learners, especially Orphans and Vulnerable Children (OVC), girls and Learners with Special Education Needs, obtain quality and equitable education that enables them to realize their fullest potential.

That vision guided and inspired us as strongly as ever in 2022, and we look forward to a time when the learners to whom we offer quality education today will grow up to become the men and women who lead their families, communities and Zambia into a more prosperous future. All thanks to the power of education!

We are delighted to provide an overview of the achievements made during the past year and to thank everyone who has shown their commitment to our shared vision in the year 2022.

As one volunteer teacher from one of the Community Schools said: “To dedicate your time to teaching a vulnerable child calls for selflessness.” She is right. It may be a simple act each day, but it demands long-term commitment. And it has an immediate impact by seeing this child develop in their education, grasping the simple concepts that literally offer security to a child’s future in its long-term promise.

True to our motto, it offers hope for the future through quality education. Hope that begins each morning as they walk to school, continues in class, walk back home and keeps eager to go back to school again the next day.

As long as those learners attend school, ZOCS promises to be there to support them. Such hope is the outcome of the combined acts of kindness and generosity from ZOCS’ donors, suppliers and volunteers who bring this beautiful work to life every day.

ZOCS believes in the transformative effect of quality education for the underserved children. We see that transformation as much in the smiling faces of the 259,691 learners who have access to quality education in our 1,371 Community Schools. Remember, Community Schools were founded on the principle of care and support for the underprivileged.



Mrs. Cleopatra Muma

The principle of care and support creates an equal opportunity for success to children who, because of circumstances beyond their control, would never have a chance to go to school.

Evaluation of our work findings have shown that our belief is a simple idea that works. For example, 1,601 (992 girls and 609 boys) vulnerable young people drawn from 67 secondary schools completed their Grade 12 Secondary School Education, and they performed exceptionally well. Such performance rekindles our commitment in service.

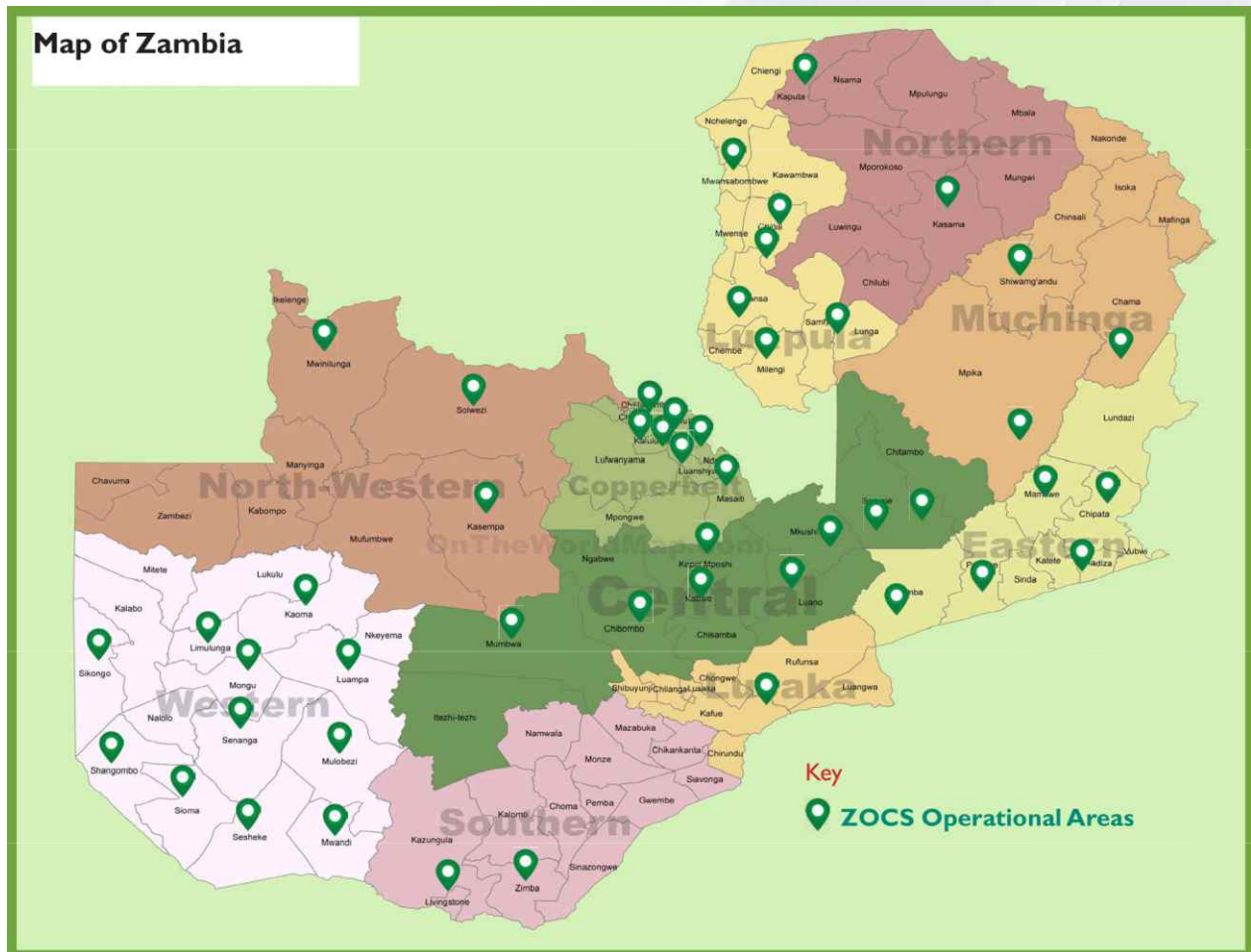
We are so grateful to everyone who has made this possible. At ZOCS, we talk about lots of acts of generosity and so we would like to thank everyone who supports our work in whatever way. Through your time, skills, money, goods and prayer, you are helping us keep our promise to the **Zambian Child**. May we continue to work together in the new year so that we reach out to the next child waiting in hope.

OUR PARTNERS

We are grateful to our partners in ensuring that Orphans and Vulnerable Children access quality education. With their support, ZOCS continues to fulfil the mission! Our special gratitude goes to;

- Alive and kicking /Zambia Trust UK
- Book Aid International-UK
- Communities Without Borders
- Educate A Child (EAC)
- Embassy of Ireland (EOI)
- Friends of ZOCS
- Hei Verden
- Kondanani Zambia Australia
- Lions Club of Long Acres
- Media Houses
- Ministry of Community Development and Social Welfare
- Ministry of Education
- Ministry of Health
- Ministry of Home Affairs (VSU)
- Ministry of Youths and Sport
- Rubies Energy Zambia Limited
- CALPOSA
- Child Fund
- Pick N Pay
- Global Giving
- Airtel Zambia
- Mr. Patrick Mvula
- Reformed Open Community School (ROCS)
- Roger Federer Foundation
- Rotary Club of Nkwazi
- Save the Children International-Zambia
- Shoprite
- St. Nobert College-USA
- Religious and Civic leaders
- World Vision Zambia
- Zambia National Education Coalition (ZANEC)
- Zambia Project-USA
- Cummins Zambia
- Joseph Sikasula
- Woolworths
- ITHS Towers
- ABSA
- University of Zambia
- Makerere University
- VVOB





Advocacy and Influencing

Approaches aimed at influencing government policy and legislation to benefit OVC's access to quality education.

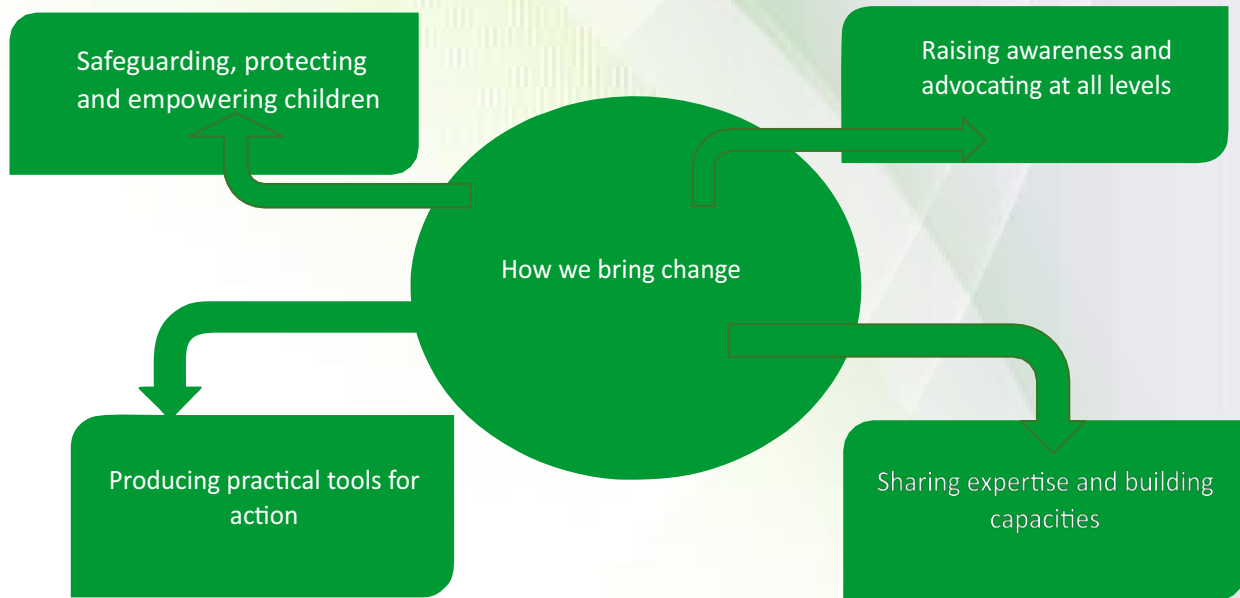
Capacity Building

Increasing teacher and community capacity to provide quality education to OVC

Service Delivery

Supporting the development of schools, providing teaching and learning materials, bursaries, school feeding and communities to create an enabling environment for enhanced educational opportunities for OVC.

ADVOCACY AND INFLUENCING



- Legislative Policy Engagement

Beyond our role as a leading NGO actor on OVC Right to Education, ZOCS also plays an important part in ensuring its respective stakeholders remain informed and participate in advocacy activities. This generally includes submission of activity reports, annual reports, research findings and evaluation reports to the Parliamentary Committee on Education, Science & Technology who are key in decision making processes.



ZOCS Posing for a photo with the Parliamentary Committee

Early in the year, ZOCS made a submission to the committee on the implementation of Zambia's School Re - entry Policy. The presentation was centered on the fact that despite the policy being in place, there were a number of notable gaps that existed and prevented girls from being in school. To that effect, the organization continued to support Government in creating awareness in communities

through sensitization meetings and radio programs to help bring girls back to school with the retention rate standing at 86% as of 2022 under the Community Action for Out of School Children (CAOOSC) project. Such efforts resulted in positive change in various communities across the country with Choma district recording the highest retention levels, where girls that dropped out due to pregnancy and other reasons were re-entered in school. This was done through engagements with communities and traditional leaders such as Chief Cooma who is champion of promoting child education and advocates strongly against early marriages.

Ministry of Education - ZOCS Partnership

Riding on the existing Memorandum of Understanding (MoU) with the government of Zambia, ZOCS collaborates with the Ministry of Education and other line government ministries. ZOCS held engagement meetings with the Ministry of Education on how Community Schools would benefit from the re-introduction of the Free Education Policy (FEP) from primary to secondary school.

As a result, government has allocated grants, teaching and learning materials, deployment of qualified teachers and infrastructure development in community schools. The re-introduction of FEP resulted into a sharp rise in enrolments in schools especially at primary school level. ZOCS conducted monitoring visits in 65 schools in Southern, Western, Northern and Copperbelt provinces and observed an increase in school enrolments by an average of 34%. ZOCS continues to advocate for more support towards improved infrastructure development, staffing levels, provision of learning and teaching materials in community schools.

Our Success in Lobbying for Trained Teachers in Community Schools

All along, learners in Community Schools have been taught by volunteer teachers. These courageous individuals have demonstrated an unwavering commitment to their profession and the well-being of underprivileged students. The remarkable impact of their hard work is evident in the academic performance of the learners.



As the Government initiated a recruitment drive of over 30,000 teachers, ZOCS timely notified the Ministry of Education regarding a qualified volunteer teacher who required consideration for the recruitment process. ZOCS requested that these teachers be retained in their respective Community Schools. With assistance from Provincial Education Officers and District Education Board Secretaries in ZOCS' jurisdiction and beyond, a number of volunteer teachers were recruited and put on government payroll.

**ZOCS IS GRATEFUL TO GOVERNMENT
FOR DEPLOYING TRAINED TEACHERS
TO COMMUNITY SCHOOLS**

ZOCS partnered with two leading universities in Africa, University of Zambia and Makerere University to carry out evidence-based research to strengthen school and community capacities for adoption of play – based learning in Uganda and Zambia. The results from the research’s will then be used to influence the adoption of a National Policy for Integrated Early Childhood Development (IECD) focused on Play-based Learning. ZOCS has been implementing a low cost, community based and non-formal day care program called the School Readiness Initiative. The initiative involves the use of locally sourced educational materials, which are introduced to caregivers’ teachers, parents and schools to provide avenues for cognitive, affective and psychomotor development of the child. In order to domesticate its effectiveness for the adoption of the model. ZOCS with the support from IDRC has been carrying out evidence-based research in Zambia and Uganda.

On the 12th of October 2022 ZOCSs together with Makerere University in Uganda hosted the First National symposium to present the recent research findings from the learning visit in Zambia and the baseline in Uganda on Scaling the school readiness initiative (SSRI) through play-based learning in Uganda, the symposium attracted education enthusiasts from across the Globe to share knowledge about their experiences and findings.



Play based learning is encouraged in Community Schools



Hon. Twaambo; Minister of Education, Hon Syakalima; ZOCs ED, Cleopatra Muma; ZOCs Board of Trustee Vice- Chairperson, Dr. Nyambe and ZOCs Board Governor Chairperson, Mr. Koyi cake cutting with children from Rosamystica to celebrate ZOCs at 30 years.

On the 29th of November 2022, ZOCs hosted an AGM which graced the celebration of the organization's 30th Anniversary. The AGM was attended by the Minister of Education, Permanent Secretaries, Members of Parliament and other senior government officials. The AGM was a platform where ZOCs presented its performances for the year and was used to advocate for further partnership. Additionally, ZOCs' partners such as Hei Verden, Educate A Child, Save the Children and World Vision, Community representatives including teachers, PCSC and Learners.

One of the major highlights of the AGM was a presentation by the young girls from Rosamystica School. The learners used a combination of cultural art, poems and songs to advocate for the vulnerable child in the presence of the leaders and decision makers. The confidence exhibited by the learners demonstrated the impact of the organization's work. The minister reflected of his experience working with ZOCs when handing over of desks at Emedel School in Ng'ombe, Lusaka

– 'When I went there, I said I didn't see any compound in the kids. And I told them, I said there's no compound in your brain, I can see human beings with brains... What matters is a brain and I could see the demonstration which is what these kids were doing here.'

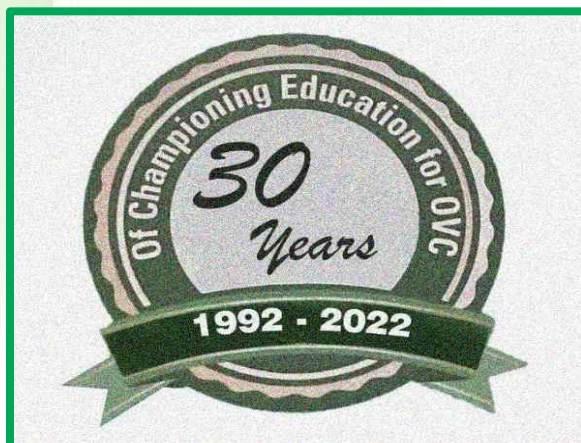
International Literacy Day Celebrations 2022-Transforming Literacy Learning Spaces



ZOCS participated in the commemoration of the International Literacy Day Celebrations, showcased how it uniquely supports government's efforts in transforming the learning spaces in community schools. At the national event, ZOCS presented innovations aimed at enhancing acquisition of literacy proficiency by learners at ECE and primary levels. The innovations showcased were the tablet-based KnowHow course, the

ChildSteps tool, the Bridge to school concept and the education acceleration strategy. In her speech the Executive Director highlighted the work done by the organization to provide education opportunities for the underprivileged children countrywide. As a result of a well interpreted theme of the year, ZOCS was awarded a certificate of participation by the MoE.

30 YEARS OF DEFENDING THE RIGHT TO EDUCATION FOR THE OVC



It has been 30 years of remaining consistent in serving the Orphans and Vulnerable Children of Zambia with an opportunity to attain quality education. The organization was founded in 1992 by the Sisters of Charity. ZOCS has championed social justice for the OOSC and OVC through delivering education services, building the capacity of thousands of volunteer teachers, empowering communities to provide education locally and collaborating with the government to establish policies and legislation that formalize technical, material, human and financial support to Community Schools. ZOCS was created from a

unique need to address the socioeconomic impact of the HIV/AIDS pandemic, the economic structural adjustment program and poverty in the 1980s which combined to produce a generation of Zambian children without a support system. For the Sisters of Charity, led by Sister Ileen Mcloughlin, the idea of an 'open community school' presented an education opportunity without barriers to entry and participation. The 'open community school' embraced OVC of all ages to provide them with a quality learning experience of basic skills (reading, writing and life skills), the Sisters of Charity started the first such open school in 1992 enrolling 48 girls operating in an open field in Lusaka's Misisi compound.

Thirty years on, ZOCS mission remains resolute in supporting the Out of School children and Orphans and Vulnerable Children. ZOCS' quest is "to brighten prospects of community school learners by empowering community schools, building partnerships, influencing policy, supporting learners and creating conducive learning environments". We salute the visionary past and present women and men who have served in this organization that continues to instill hope in the lives of thousands of children.

ZOCS started when some children of school going age were not attending school due to several barriers, and we will end when all the out of school children are in school. That's our commitment to the Zambian Child.



Some of the attendees during the ZOCS AGM Meeting 2022

Children's rights, advocacy and social accountability, a priority for ZOCS

In a bid to ensure communities and children benefit from an improved and quality service delivery in education, health and nutrition, child protection and social protection, ZOCS trained 40 child rights club members (22 girls, 18 boys), 20 patrons/matrons (13 females, 7 male) and 10 District Advocacy Committee (DAC) members (4 females, 5 male).

Such efforts of training were implored with the aim to increase knowledge on children's rights and social accountability tools, enhanced knowledge and skills to lobby and influence service providers and policy makers.



Community dialogue improves school attendance

The benefits that are generated from community meetings or parents/guardians' involvement in education matters cannot be underestimated. It was from such a background that community dialogue meetings were prioritized in 2022. As a result, parents and guardians started supporting their children's regular school attendance



National symposium on scaling up School Readiness Initiative



ZOCS and ROCS pose for a picture with key staff from the ECE directorate during the National Symposium on School Readiness in Zambia.

ZOCS in collaboration with ROCS hosted the first ever National Symposium on School Readiness under the theme "Scaling up sustainable school readiness in Zambia" The high-level meeting was officially opened by the Permanent Secretary in the Ministry of Education Mr. Joel Kamoko. Other key speakers at the gathering were the Roger Federer Foundation, UNICEF, Save the Children, WVOB, researchers and academicians.

The School Readiness Initiative (SRI) is anchored on Sustainable Development Goal number 4.2 and to ensure that children were developmentally on track, built teacher competencies through training and peer to peer learning.

Community Participation on the School Readiness Initiative

In order to establish joint responsibilities among stakeholders for early learning, the project identified and engaged various key stakeholders. Parents Community School Committees (PCSC), Traditional, Civic and Religious Leaders proved to be critical to the attainment and realization of joint responsibilities for the SRI. Other key stakeholders include the Ministry of Agriculture and Ministry of Community Development and Social Services who supported target Schools with the implementation of the School Gardens to

promote nutrition for early learners and viable business plans that supports teacher retention and sustainability.

Stakeholders engaged at district level

ZOCS held various meetings to lobby for increased budget and teacher deployment to the ECE sector following the pronouncements by the new dawn government on FEP. The ECE sector received an increment of 15% in education budget allocation for 2022.



ZOCS used different platforms at district level to lobby for increased support towards ECE in Community Schools

THE PROGRAM

CAPACITY BUILDING

Edu-Tech Inclusion for Teachers in Rural Community Schools

Community schools continue to face challenges in the use of information and communication technology (ICT) in Zambia. It is from this background that ZOCS procured and distributed a total of five hundred and seventy eight (578) tablets to the value of sixty-five thousand three hundred and fourteen dollars (\$65,314) in thirteen (13) Districts in Central and Southern Provinces. Schools were also provided with solar batteries and solar panels to overcome the challenge of lack of electricity. A total of 456 (245 male, 211 female) teachers were equipped with knowledge and skills of the Early learning Kiosk (ELK), a self-guided tablet-based course. The three components of ELK consist of the Knowhow course for teachers, Childsteps for learner assessment and Tool Box for guidance on natural playgrounds and parental activities. The use of digital learning (tablet-based) improved teaching and learning in classrooms, and facilitated personalized including peer-to-peer learning. It also contributed to increased parental involvement in supporting learners' education. Parents had an opportunity to track their children's development milestones based on the assessment reports shared by the teachers.

Entrepreneurship Delivery in Schools

ZOCS provided entrepreneurship training to 879 (439 Male, 440 female) PCSC members and head teachers from 589 schools. As a result of the training, school managers have the ability to recognize profitable opportunities and generate income for school management and development.

Schools that ventured in crop and vegetable production were provided with farming inputs such as maize, groundnuts, cow peas and these were able to produce food for their domestic and commercial.

Schools that ventured in tuck shop businesses were able to supply important commodities for the school staff, learners and surrounding community members which in turn helped schools to support school operations, teacher incentives and school feeding among other needs as evidenced by some of the case studies collected during monitoring visits. A total of 3989 ECE learners benefited from school feeding program in 128 community schools.

ZOCS invested a total of ZMW 1,458,000 to support school-based Income Generating Activities (IGA) benefiting 486 schools with startup capital of ZMW 3000 in Southern, Central and Western provinces. The IGA was used to support teacher incentives and implement the school development plans developed by the PCSCs.



Learners become active participants in class where the teacher is able to apply the pedagogical skills while teaching. Thus, ZOCS invests in workshops for volunteer teachers to possess that skill.

Training of Community School Teachers in Pedagogical Skills

Most effective teachers are those who continually reflect on their own practice and implore a combination of instructional strategies to meet the needs of learners. Despite Zambia's effort in ensuring children's access to schooling, quality education delivery remains a challenge especially in Community Schools. This is because most trained teachers are deployed in public schools leaving "a significant number of teachers at community level, including volunteers untrained and unqualified" (ESSP 2017-

2021:76). These volunteers do not have sufficient exposure to knowledge, skills and competences in effective lesson delivery. To address the challenge of poor pedagogical skills among untrained volunteers (UVs) in Community Schools, ZOCS provided basic in-service training.



Pedagogical skills training in Mongu

Over 1,812 volunteer teachers (1,056 Male: 756 Female) were reached in all the district of the 8 Provinces (Eastern Central, Copperbelt, Luapula, North Western, Western and North Western). In an effort of ensuring that teacher capacity is ongoing in schools, ZOCS strengthened the school, Zone and District structures, to continue conducting coaching and mentoring to teachers

Parental Involvement in Education

The COVID-19 outbreak in Zambia forced schools to shift to remote learning to protect the learners from the risk of the virus. The condition brought about by COVID-19 caused concerns among stakeholders of education, including teachers and parents. It was from this background that ZOCS with support from partners introduced the Bridge to School Cards in schools to ensure learning continued at home. ZOCS distributed a total of 11, 434 Bridge to School Cards to parents in 378 Community Schools. Parents were able to make toys with their children using locally available materials at home.

Parents increased their interaction and discussion with their children and became more responsive to their children's developmental needs.

Malcolm Moffat College of Education trains volunteer teachers

A total of 50 (35 M, 15F) Community School volunteer teachers were enrolled for a Primary School Diploma course at Malcolm Moffatt College of Education and were supported with boarding, tuition, books and transport fees.

Typically, volunteer teachers would have completed their Secondary School education but because of financial constraints, many preferred offering teaching services to vulnerable children in

Community Schools. As a way of motivating them, those offering such a noble service and had the right qualifications to go into tertiary were identified and presented with a chance to get a qualification, better positioning them for recruitment and payroll benefits.

These students attended physical lectures during school holidays to avoid disturbing teaching and learning in their Community Schools. The College also gave them assignments and with support of smart phones, the teachers managed to interact with their lecturers via WhatsApp created for this group.

The students who were already offering a service in Community Schools were monitored by the College staff to ensure there was application of theory taught in practice.

As one volunteer teacher beneficiary Mr. Innocent Saboi shared, *“The training has made a huge different in our teaching of the learners. the teaching methodologies have contributed to an improved performance among learners. For example, I teach Grade 6 and when schools opened, I only had eight out of 78 learners who could read. A month later I have 35 learners able to read and I know by the end of this term they will all be reading”*

Furthermore, Volunteer teachers enrolled at the College were encouraged to work hard during the year under review following Government's 'massive (30 000) recruitment of teachers. During the recruitment process, ZOCS lobbied Government to consider recruiting Community School volunteer teachers who already had qualifications, a request that was granted. That step equally promoted the retention of volunteer teachers to continue offering a service in Community Schools knowing they stood a chance to be recruited.



Malcolm Moffatt Volunteer teacher/student Mr. Innocent Saboi teaching his Grade 6 Class at Chainda Open Community School

The teacher further shared that College attendance contributed hugely to their survival skills. Though not paid as volunteer teachers, learners through sharing with parents how good their teachers had become and parents witnessing their children's performance improve, the volunteer teachers found themselves during weekends offering tuition to other children in communities at a fee.

CHILD SAFEGUARDING

ZOCS has zero tolerance to any form of child abuse and exploitation

Report child abuse or the suspicion thereof immediately

There is no compromise when it comes to child safety



Let us close any gaps leading to child safeguarding policy breach

THE PROGRAM

SERVICE DELIVERY

Bursary program produces high flyers

In its quest to improve service delivery for the underserved children and communities, ZOCS continued to provide bursary support to 2078 (1304 girls; 773 boys) learners at Secondary School level with a completion rate of 99%. The support was towards the payment of school fees, school requisites such as shoes, books, uniforms, school bags, calculators, solar study lamps and sanitary towels for girls. ZOCS continued to provide support to the learners who needed recommendation for them pursue tertiary education at universities and colleges.



Bursaries beneficiaries receiving supplies.

Under the Hei Verden project, an additional 300 learners were supported with bursary. A total of 150 were in Grade 11 and the rest Grade 10. These were identified and supported in Mulobezi, Sesheke and Nkeyema districts of Western province. The Harriet Sianjibu-Miyato (HSM) Scholarship Fund supported 70 learners.

See more beneficiaries in the table below

SN	Donor	Districts	Male	Female	Total
1	Embassy of Ireland	Choma, Kabwe, Kalomo, Mazabuka and Mumbwa	609	992	1601
2	HSM Scholarship Fund	Choma, Kalomo, Zimba, Lusaka, Kabwe, Kitwe	25	45	70
3	Zambia Project	Lusaka, Mumbwa and Choma	10	15	25

4	Rotary Club	Lusaka	3	9	12
5	HEI	Nkeyema, Mulobezi, Sesheke	120	180	300
6	Rev. Stuart	Monze	6	7	13
7	Mr. Mvula	Choma		1	1
	Total		773	1249	2022

Bursaries making a difference: The case of Enock Thinago

“My academic journey has been so difficult because my mother who has been the only sponsor is a subsistence farmer and she only farms crops for consumption in the house, which was hard for me to focus on school as I have always wanted to assist my mother make ends meet doing piece works” ...

... “With the support I have been receiving I am guaranteed of a good career because I have been studying hard and I want to become a nurse so that I can fill the gap of the shortage of staff in the villages of Mumbwa.”

It is evident that bursary support motivated learners to work extra hard and it was evident in their performance and results.



Grace Mwape decorating a cake, a skill acquired, thanks to ZOCS Sponsorship

Skills and Vocational Training for Youths

This intervention targeted young people who had accessed and completed secondary education through the ZOCS scholarship support. It was aimed at enabling young people transition into successful adults through the acquisition of basic skills needed to address societal challenges in everyday life.

Each and every student is provided with school's fees that are paid directly to the school account, equipment for a program/course, for example; food production, auto-mechanics, power electrical, bricklaying, and tailoring.

Infrastructure and WASH Investments in Community Schools

Community Schools in rural Zambia face the infrastructure development needs. One of the constraints in providing access to education is lack of conducive learning space in schools. As part of the commitment to create quality access to age-appropriate low-cost classrooms for ECE learners. ZOCS constructed a total of 128 ECE low-cost Round Huts in 2022 with community participation.

The completion of the ECE classrooms has positively contributed to the provision of suitable learning environment in Community Schools. As a result of the ECE centers constructed, a total of 5852 (3017 girls, 2835 boys) learners were enrolled in Central and Southern provinces.



ZOCS also constructed a total of 244 1x2 classroom blocks, using low-cost community materials and thirty (30) toilets to meet the minimum ratio requirements.



One of the round huts constructed for ECE learners



The organization partnered with MoE, Airtel Zambia Limited, Amalgamated Banks of South Africa (ABSA), Infrastructure HighTech Services (IHS), RUBiS Energy, Woolworths, Cummins, Global

One of the toilets constructed for the Early Learners

Giving, and Rotary Clubs towards construction of classrooms. The public private partnerships (PPPs) continued to support infrastructure development such as teachers' houses, Water Sanitation and Health (WASH) facilities for the benefit of children in the supported schools.

Understanding that water is life and adequate access to it, sanitation, and hygiene (WASH) in schools impacts health, educational outcomes, and gender disparities, ZOCS working with different stakeholders through their Corporate Social Responsibility, provided water to Schools in Chongwe, Kafue, and Choma.

In an effort to maintain a safe and clean school environment for learners, ZOCS installed 7 boreholes in Chongwe, Kafue, Choma and Kalomo districts. Good hygiene practices were encouraged in schools through sensitization meeting with teachers and learners.



Newly built classroom blocks handed over

ZOCS handed over a total of 37 teachers' houses and 62 classroom blocks among them a 1x3 classroom block at Makululu Community School in Kabwe district. In addition, another 1x3 was handed over at shambelamina in Nkeyema and a 1x2 at Kapa in the same district. Mwalubemba Community Schools received a 1x3 classroom block and Twalubuka in Ndola district.



A completed 1x2 classroom block at Mwalubemba Community School in Chongwe



The 1X2 Classroom block built and handed over at Shambelamina Community School in Nkeyema, thanks to Hei Verden

RESOURCE MOBILIZATION

The resource mobilization followed the strategic objective number 4 of the ZOCS strategic plan (2021-2025) which focuses on strengthening organizational performance to build upon ZOCS' reputation and enhance its capacity and resilience to reach the most underserved populations.

ZOCS conducted a training in resource mobilization and fundraising from 25th to 27th January, 2022. A total of 18 participants (10 male and 8 female) from the ZOCS board of governors, management and staff were trained. The training-built ZOCS' capacity in relevant strategies for resource mobilization, branding and knowledge management to reposition the organization in a competitive environment.

During the period under review, ZOCS developed a Resource Mobilization database. This database was intended help the organization map out potential resource partners.

For sustainability purposes, ZOCS persistently in partnership with MoE provided incentives to 1054 (436 females: 659 males) volunteers teachers in Community Schools. The incentives were invested in small businesses and farming activities.

Donate a Book Campaign Launch

ZOCS launched a "Donate a book campaign" to raise resources for books for vulnerable children. This campaign was aimed at addressing some of the gaps that have been noted since the reintroduction of the Free Education Policy where many learners attend classes but do not have school supplies which in turn affect their performance and self-esteem, and if not addressed may be a reason why some children drop out of school.

MONITORING AND EVALUATION

Free Education Policy

During the year 2022, ZOCS commissioned a study on the implementation monitoring of the Free Education Policy that the Government had introduced, the purpose of the study was to assess the impact of the policy on the schools. Preliminary findings indicated that there were both positive and negative impact of the policy

Figure: 1 increased enrolment in schools due to the Free Education Policy

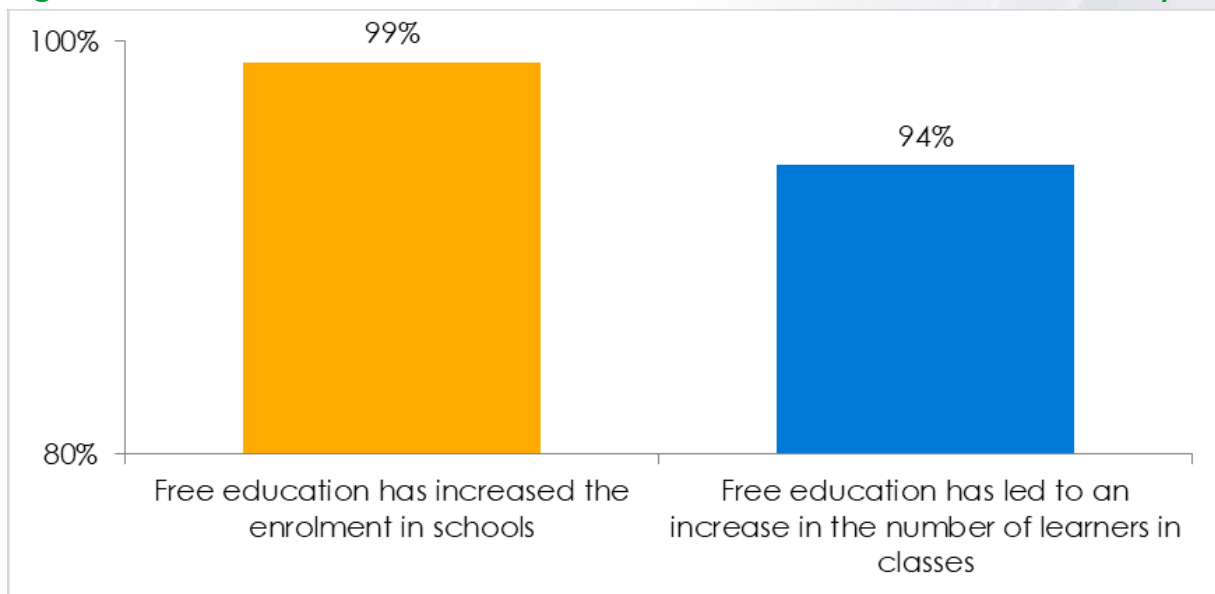
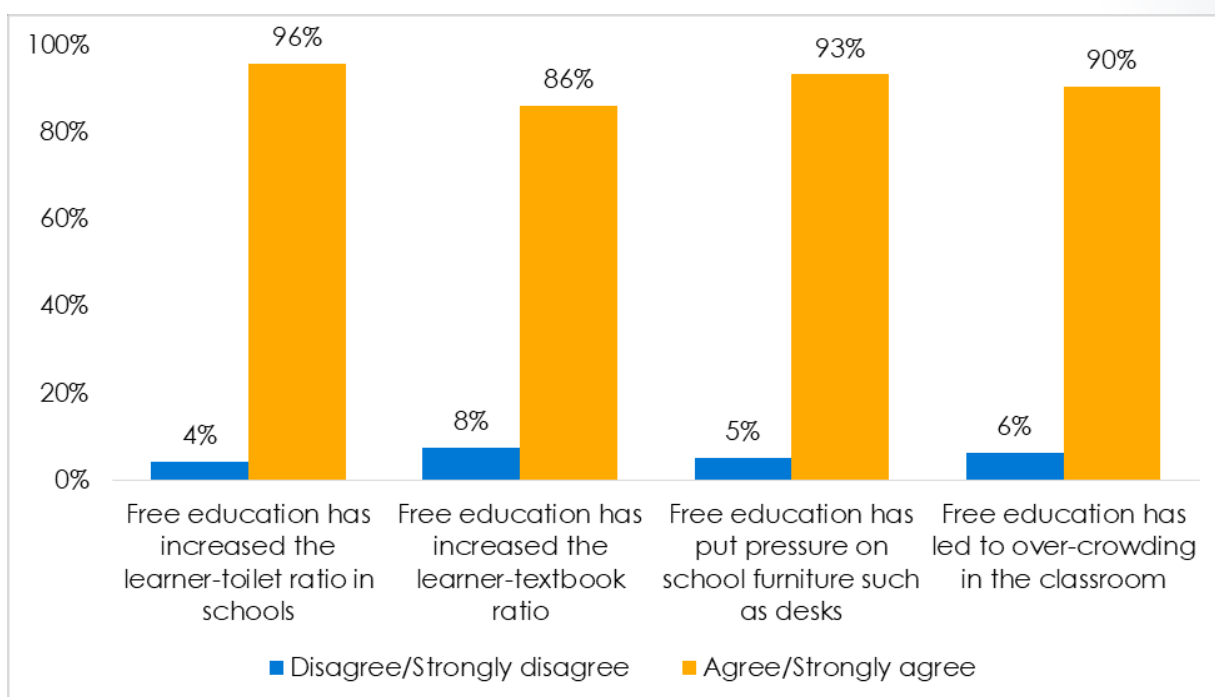
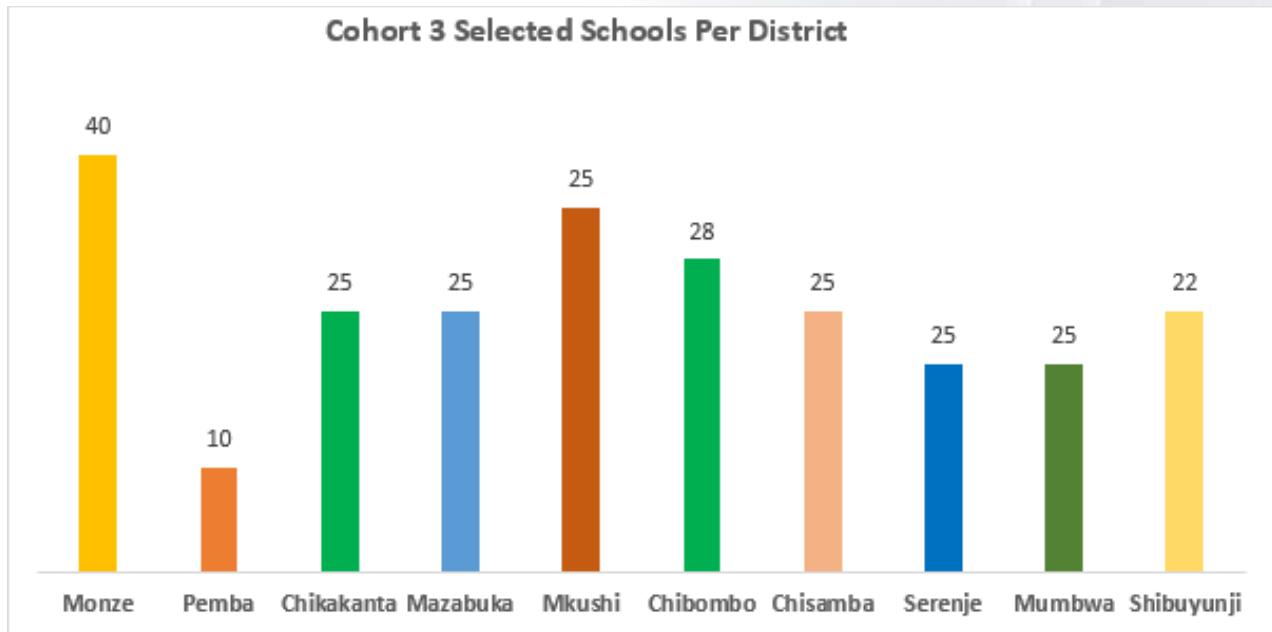


Figure: 3 Free educations has caused pressure on education facilities



School Readiness Initiative (SRI) Cohort 3 Baseline Study

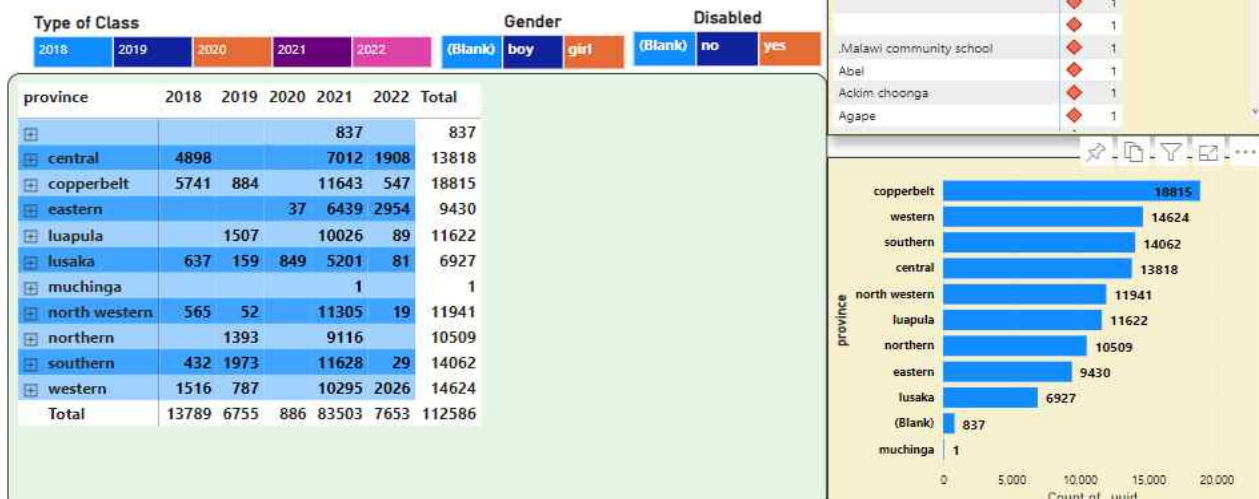
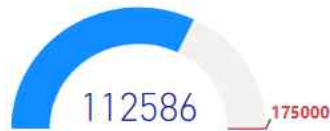
The School Readiness Initiative is a seven-year project split into 5 cohorts. With Cohorts 1&2 coming to an end in 2022, the M&E team in collaboration SRI project team collected baseline data for cohort 3 from 10 Districts of Central and Southern provinces as presented in the graph below



The purpose of the baseline survey was to collect both quantitative and qualitative data in order to establish the starting point and enable the setting of relevant baselines for each indicator and targets across a number of the initiative's impact indicators. The data collection was through the use of the MDC data collection tool (KoBo collect) developed by the Rodger Federer Foundation, the target of 250 schools was set and reached as planned.

Merging of Enrolment data for CAOOC project

From inception of the CAOOSC project, data was being captured directly in excel spreadsheet until March, 2019. A KoBo collect tool was introduced to be used as a database for the project. Two data sets have been maintained since 2019 (KoBo & Excel Version). During the period under review the M&E team initiated developed of a dash board that was aimed at merging the data in KoBo and excel, so that the project can have all the dataset in one place. Below is the interface of the dashboard, however it is still work in progress.



Summary of the Endline survey: Achievements

- 1,601 (992 girls and 609 boys) vulnerable young people drawn from 67 secondary schools were sponsored during the 2019 – 2022 funding period and completed Secondary School Education.
- 370 learners (girls and boys) mostly grade 12s were supported with solar lamps to aid them study at home in the night.
- 131 G12s were supported by ZOCS with revision study material to aid them in the preparation for grade 12 examination.
- ZOCS' supported learners who wrote their grade 12 examination in 2021 recorded a 100% pass rate. An analysis of results for 321 of the 394 learners who wrote their Grade 12 examinations in 2021 was done and it was gratifying to note that 14% of the learners obtained Division I, 21% Division II, 22% Division III, 25% Division IV, 19% GCE and none of them failed.
- 103 OVCs (67 females and 36 males) were sponsored in skills training in different fields – Tailoring, food production, power electrical, auto mechanics Auto - mechanics, bricklaying, general hospitality, and Information Technology (IT). This was above the target set.
- 99% of young girls and boys supported by ZOCS were retained in school and completed their secondary school.
- 98% of girls sponsored by ZOCS returned to school after the March 2020 closure of schools due to Covid-19 pandemic.
- The bursary support and advocacy interventions and activities in schools and communities by ZOCS were also successful in supporting the retention, progressions and completion of secondary school education by girls and boys supported by ZOCS, averaging at 99%.

2022 ZOCS AT WORK

2022



A WORD TO OUR STAFF

ZOCS would like to take a moment to appreciate and acknowledge the incredible work throughout the year.

ZOCS would like to extend its sincerest gratitude and appreciation to each and every staff for their hard work and contributions. Thank you for your unwavering commitment to our mission and the people we serve.

We look forward to another year of making a difference, and we know that with our dedicated employees, we can achieve even more.



NGOs table early access to education for children

CHISHIMBA BOWALA

SCALING up education without restriction in Zambia was more than just a theme at yesterday's national symposium organised by Battered Open Community Schools (ZOCS) and the co-sponsoring partners - it is a move, they agreed.

With Government having implemented the new admission policy, early childhood enrolment in schools has drastically improved, but the need to provide a quality foundation for young learners remains a challenge and stakeholders, including the Ministry of Education, agree that there is work to be done.

ZOCS, in partnership with Zambia Open Community Schools (ZOCS), International Business Initiative, which has been receiving funding and technical support from Bayer Funder Foundation (BFF), the initiative, which started in 2019, is expected to run up to 2023 with a target to reach out to 22,000

vulnerable children from 1,000 community schools.

Government, through Minister of Education Douglas Fyfe, who was represented by the deputy of Permanent Secretary for Technical Services, has committed to support the initiative, which is to support of the long-term provision of education access for children.

"As a way of life, we want the new admission provision to be a game-changer for the education sector," said Fyfe.

Mr Fyfe said that the initiative is a joint effort between the Ministry of Education, the private sector and the community. He said that the initiative is a joint effort between the Ministry of Education, the private sector and the community. He said that the initiative is a joint effort between the Ministry of Education, the private sector and the community.

"The new admission provision is a game-changer for the education sector," said Fyfe. "It will ensure that all children have access to education, regardless of their socio-economic status."

Mr Fyfe said that the initiative is a joint effort between the Ministry of Education, the private sector and the community. He said that the initiative is a joint effort between the Ministry of Education, the private sector and the community.

ZOCS hails HH's stance on education

PRURI



By JULIUS PHIRI
THE Zambia Open Community Schools (ZOCS) is excited with President Hakanda Hichilema's stance on education calling it a pronging step in the right direction.

During the opening of parliament on September 10, 2021, the Head of State acknowledged that the education

all levels of learning needed an overhaul. ZOCS executive director, Julius Phiri, said in a statement yesterday that the organisation had for the past 29 years been supporting the efforts in ensuring that Orphans and Vulnerable Children (OVC) had access to quality education.

Ms Phiri appealed to stakeholders to ensure that all efforts aimed at transforming the education sector considered the plight of the OVC.

In an initiative programming had a deliberate policy to support more girls and children with disabilities.

She said her organisation welcomed the move by the Government, Local Higher Education, and Ministry of Education to reform to allow all learners with potential to excel.

"ZOCS has over the years secured tertiary support for OVC in secondary schools, but has struggled to find support which can allow these learners to pursue higher education," she said.

community schools, the recruitment and deployment of quality lecturers to schools.

Muchinga

By MUKONDA MUCHINGA, Mucinga says construction of an economic corridor is the 'prized asset' under his leadership.

Mr Skazwe says it works on the roads in the province routine. He said in an initiative good road network people as it would be well-being.

"The first thing I wish to see in road infrastructure has been you will road network has been we are going to build

Airtel donates tablets to schools

Gadgets to improve learning in community schools

Mwalubemba pupils finally take their seats

CHISHIMBA BOWALA

With 200 pupils and only three classrooms, the school of 120 learners in Mwalubemba, who through their teacher Zephania Mwalubemba, had been waiting to take their seats in their classrooms for over a year.

Mr Mwalubemba said that the school had been waiting for over a year for the government to provide classrooms for the pupils. He said that the school had been waiting for over a year for the government to provide classrooms for the pupils.

The steps we have taken as an organisation is to supplement what the government is doing. And what we are witnessing is through a partnership that we have had with Airtel to support schools.

HH pledges protection for girl child

ZAMBIA DAILY

VOL 26 NO. 032 MONDAY, FEBRUARY 7, 2022

ADDIS ABABA, Zambia will continue to advocate and put in place measures to protect the girl child to end early marriages in the region, one said for all.

President Hakanda Hichilema will, in his capacity as African Union (AU) champion an ending child marriages, collaborate with member states of the continental body to ensure that the problem is eradicated.

The head of State was speaking during his presentation at the just-ended 35th AU Assembly of Heads of State and Government.

He said in addressing root causes of child marriages, traditional leaders were identified as the main stakeholders and Zambia has been consistent with its engagement with chiefs.

Mr Hichilema said the goodwill ambassador and special rapporteur on ending child marriages were appointed to facilitate the important work of the campaign against the vice.

He said the goodwill ambassador and special rapporteur have continued to thoroughly engage focal-point institutions in member states on issues relating to the campaign.

Continues on page

2022

Zambia Open Community Schools (ZOCS)

Plot 20 Tito Road, P.O Box 50429

Lusaka, Zambia

Tell: 260-211-253841 or 260-211-253843

Fax: 260-211-253854

email: zocs2008@gmail.com

Website: www.zocs.org.zm