

DEVELOPMENT AID FROM PEOPLE TO PEOPLE(DAPP)ZAMBIA

Sponsor Program Update September-2020



TO HUMANA PEOPLE TO PEOPLE ITALY, SPAIN
AND UFF NORWAY



DAPP CHILDREN'S TOWN

1.0 INTRODUCTION

Children's Town, operating in Malambanyama area of Chibombo District, provides reformation, academic education, vocational training and psychosocial counseling for former street children who are recruited from major towns in Zambia by DAPP staff with the support of the Ministry of Community Development and Social Services. The center also extends its services to vulnerable children from the surrounding communities.

The Centre has the following components; (1) Primary education from preschool to grade 6, (2) Practical Theoretical Education (PTE) from Grade 7 to 9 and a double stream which integrates children from the communities with former street children from Lusaka and Kabwe Districts and (3) Vocational training for children from the surrounding communities. The center also strengthens the children's reintegration process to prepare families and communities for placement of the children back into society at the end of their journey.

2.0 PROJECT ACTIVITIES

2.1 Objective 1: Providing basic education and PTG training for former street children and for children from the area surrounding the Children's Town.

During the half year of 2020, the school had a total of 515 pupils from preschool to grade 9 (237 girls and 278 boys) as segregated below:

Pre-school: The preschool enrolled 66 children from the community, 35 boys and 31 girls. The grade 1 class of 2020 had 46 pupils, 35 of whom were from the 2019 Children's Town preschool intake (making 76 % of the current class population).

Primary school education: The school had a total of 355 pupils enrolled from grade 1 to 7.

The Practical Theoretical Basic Education (PTE): The PTE is a 3-year programme running from Grade 7 to 9. The programme is organized as a 3-year long expedition pictured symbolically to conquer the highest mountain of the Mount Everest. It is divided in ten hikes, to reach ten plateaus linked to skills and knowledge achieved during the hike. A hike is a strenuous process upwards which starts from a situation in the lowlands, where both the teacher and students are in control of all the activities. During the reporting period, the programme had a total of 172 pupils, 70 in Grade 7, 54 in Grade 8 and 48 in Grade 9 who were at different stages "hikes" in the programme.

Grade 7 learners were in the first year of the PTE program with the theme; ‘running together’. All the activities were done in common using Hike 1 under the theme; ‘Questions and Answers’.

Grade 8 learners were in the second year of the PTE program with the theme; ‘running the school together’, and were doing Hike 4 with a theme; ‘Focus on Zambia – past, present and future’.

Grade 9 learners who are in their final year of the PTE program with the theme ‘Running the World Together’ did hike 7 with a theme ‘Practicing your Trade’.

Below is a distribution of the total school pupil population:

<i>No.</i>	<i>Level</i>	<i>Male</i>	<i>Female</i>	<i>Total</i>
1	Pre School	35	31	66
2	Grade 1	24	22	46
3	Grade 2	30	21	51
4	Grade 3	26	21	47
5	Grade 4	25	20	45
6	Grade 5	17	26	43
7	Grade 6	22	23	45
8	Grade 7	41	29	70
9	Grade 8	30	24	54
10	Grade 9	28	20	48
	Total	278	237	515

Other Activities:

Main pupil assessments: The school conducted assessment tests across all class levels towards the end of the first term. The results showed an overall average pass rate of 68%.

School Action on Covid19

With the outbreak of the covid-19 pandemic, the school formed a task-force team to spearhead all preventive measures at the school. The team comprised 6 teachers.

General preventive measures included the following:

- Daily updates on how the pandemic was unfolding in the country.
- Sensitization talks for all people and pupils who remained at the school when classes were closed on actions such as correct and consistent hand wash.
- Worked with the local clinic on disinfection and spraying of the school.
- Closed some illegal entry points into the school and manned the gate to monitor and control entry.

- Conducted thermal screening at the school entry point and ensured that everyone on the school premises wore a face mask whenever they were in public.
- Ensured that the hand wash system was in place and working well at all times.

Academic and hostel measures:

As schools were allowed to reopen for examination classes (grades 7 and 9), Children's Town was well prepared with actions including:

- Rearranging desks/tables in classrooms to allow for physical distancing of one meter apart and only 15 children per classroom.
- Provision of face masks to all pupils and teachers.
- Hostels depopulated and re-organized to have only 3 children per sleeping room.
- The dining hall and shelter set tables were set one meter apart and their use restricted to four people per station. Stations are also disinfected regularly-before and after meals.

Actions to promote learning continuity:

At the time the school pupils were leaving due to the early closure, they were given enough scheduled work to carry home for study. However, such work could not be monitored as movements were restricted for both pupils and the teachers. Additionally, most communities do not have access to internet services which could have eased this process.

Relief food distribution activity: The National Disaster Management and Mitigation Unit (NDMMU) of Zambia and DAPP signed a Memorandum of Understanding (MOU) in 2019, for DAPP to implement its food relief (maize meal) distribution exercise in the Chibombo and Chisamba Districts which were affected by drought which led to poor crop harvest during the 2018/2019 season. This was implemented through Children's Town, which is in the area as identified by the NDMMU. Implementation was started in June 2019, and ended in February 2020.

The NDMMU overall objectives were:

- a) To supplement the food requirements of the affected population, particularly vulnerable households, until the next harvest in 2020.
- b) To enhance the coping mechanisms of the most vulnerable groups in the food deficit areas

In this, the main activities conducted by DAPP through Children's Town included:

- a. Identification of beneficiaries
- b. Food dispatches to Final Delivery Points
- c. Distribution of food rations to beneficiaries
- d. Monitoring and reporting

The target beneficiary mobilisers identified the food beneficiaries through the Village Headmen, prioritizing the aged, disabled, orphans and vulnerable children, chronically ill persons and people who are HIV positive and are not able to find food.

Below is an account of the distribution:

No.	Name of District	No. of Wards reached	No. of Villages	No. beneficiaries	Total quantity of food distributed
1.	Chibombo	17	721	20,529	36,880*12.5 kg bags (461 metric tons)
2.	Chisamba	10	190	9,083	26,880*12.5kg bags (336 metric tons)
	Total	17	911	29,612	63, 760*12.5kg bags (797 metric tons)

2.2 Objective 2: To provide vocational training to vulnerable adolescents from the surrounding community

The project runs 6 months' vocational skills training courses namely carpentry, tailoring and mixed farming for youths with the aim to provide the youth with practical skills to increase their ability to earn an income. The students then sit for TEVETA (Government approved trade test) at the end of the 6 months. During the report period, the school had a total of 22 students in the vocational skills training program. They completed their training in April and are currently out on attachments and await their exams in September. The process of enrolling another set of 30 students is underway, while awaiting the lift on school closures.

The students in the program recruited from the ZAMFAM project in the community surrounding Children's Town. After acquiring vocational training skills, they are reintegrated into the community clubs to utilize their skills in groups and benefit from any possible income generating start-up empowerment. Currently, ZAMFAM is creating a database of the former vocational students for possible empowerment and 75 youth have so far been identified.

2.3 Objective 3: Children keep a good health and spirit through participating in sport and culture.

The school conducted various activities including sports and clubs to keep the children active and to encourage interaction and good health. Clubs included Choir, Dancing, Steel Band, Anti- Aids club, Jets club and Culture, while sports disciplines included athletics, football, basketball, table tennis and volleyball.

2.4 Objective 4: To rehabilitate former street children and re-integrate them in communities and with their families.

Recruitment of former street-children: On 13th January 2020, a team of 35 children in were brought to Children's Town with the support and close cooperation of the Ministry of Community Development, and Social Services. These were placed in the school system in grade 7 (with both ordinary stream and the PTE program), and are undergoing rehabilitation.

Family life: The school had a total of 90 children (37 females and 53 males) in boarding, in a family setup of 9 groups of 10 children each. The school family program worked with a total of 24 parents who are also class teachers. During this reporting period, 207 family meeting reports were generated from the planned 216. These inform the school of the general and specific wellbeing of the children as they live at the school.

When schools closed due to the covid-19 pandemic, the number of children in the families was reduced, as some of the children chose to go home and be with their relatives/guardians. The boarding remained with 38 children during the closure. After reopening of schools for the examination classes on 1st June, 2020, the boarding school then had 25 girls and 47 males making a total of 72 children in boarding.

Evening programs: The evening programs were utilized to read and study during weekdays, while at weekends, students held various forms of entertainment.

Health aspect: During health programs, 75 girls from grade 7, 8 and 9 were tested at the start and end of the term for pregnancy by health workers from the nearest health facility. The tests were conducted a second time on 50 pupils towards the close of schools. In both instances, all tests were negative.

Reintegration of former street children into communities after completion of the Children's Town program: The school made phone-call follow-ups (*due to movement restrictions during the Covid19 pandemic*) on the welfare of 30 former pupils who were reintegrated last year. It was established that they have all continued with education in grade 10 and are settling in well with no major challenges. The former pupils are being sponsored by their guardians, whilst a number of them have been provided with education support by their former Child Care Facilities (those that offer grade 10 sponsorship) where they had once stayed before coming to Children's Town. They are being supported whilst they continue to stay in their own homes.

3.5 Objective 5: Children's Town boarders take part in running the town and the project contributes towards economic sustainability.

Participation in the running of the school was conducted through the existing eight Functional Groups namely; *Boarding, Maintenance, Production, Welfare, Academic, Sports, PTE and Security*. Functional groups involve children put in different groups who participate in the running of the school and work hand in hand with different teachers on various tasks.

Children's Town Food and Agriculture Production to Generate Income

The school had 9 income generating activities carried out to contribute towards the running of the school, as well as to promote food sustainability by producing food for daily consumption. The production section of the school is also part of the practical learning conducted by the students. Activities were spearheaded by the Production and Skills

department and included the following; poultry, tailoring, piggery, animal rearing, field crops, vegetable gardening, shop rentals, carpentry and tractor hire out.

Income from production: The unit earned an income of K38,098.02 and incurred expenses of K25,179, resulting in a total surplus of K12, 919.02 in the reporting period through sales of various types of produce. This amount is expected to increase in the other half of the year after the sale of field crops harvested.

Livestock rearing: In livestock, the unit continued to raise 17 herds of cattle, 35 goats, 9 pigs, 15 chickens and 9 ducks.

2019/2020 Season production: In farming/agriculture activities, the unit harvested a total of 56*50kg bags of maize, which now awaits sale and 16*50 kg bags of soya beans. Furthermore, the school is now harvesting 1 lima of cow peas and 1 lima of sunflower yet to be sold.

Vegetable gardens: The school continued to grow an assortment of vegetables both for sale and for contribution towards the school kitchens.

Investments at the School

Improvement of infrastructure at the school: These included the following:

- Finalizing the construction of staff toilets and renovation of the girl's dormitories, while works were also conducted on dormitory six at the boys' wing.
- The school started the construction of 6 units of teacher's houses, with 2 now at rim beam level. Furthermore, renovations were conducted on 1 teacher's house, whose roof and walls were completely damaged and had a poor electricity system.

FEATURE STORY-COVID19 LEARNING OUTREACH PROGRAMME

DAPP Children's Town Outreach Learning Programme during the closure of schools due to COVID-19, has ensured that none-examination class pupils continue with their education syllabus.

The learning programme has 397 pupils from preschool to Grade 6 that it grouped into four different meeting places to ease up the learning process. Geoffrey Ndiwa, School Patron explained that at the centres before grouping the pupils into their different grades, they are given masks to wear, sanitize their hands and we explain to them the importance of sitting apart.



Figure 1: Pupil on their own within their communities

"The whole idea of the program is to keep learners up-to-date with school work. Since we are not allowed to be teaching, our job is to give them tasks which they do at home for a week and then bring them back for marking," Ndiwa said.

The tasks come with instructions from the teachers. The pupils go through the tasks in "Trios" (groups of three pupils). This helps slow learners understand the tasks before going home.

"At home the learners find time to work in their trio groups and those parents who are able to, participate in coaching the pupils on their tasks. This kind of

learning has helped so much because it's participatory. Parents are able to monitor the progress of their children's learning process," Ndiwa added.

The program has given teachers experience of understanding various methods of teaching they were not exposed to during their training. At the initial stage the teachers went door to door sensitizing families about COVID 19 and selling the idea of the program to the communities, receiving an overwhelming support.

"We teach from open places. At first it felt awkward, but now we have gained a lot of experience. Our friends from other schools used to say, 'why should a teacher follow a pupil?' But for us what matters is the passion we have to help the pupils. We now understand them more than before. We now understand why some pupils get late to school for instance, because we cycle the very long distances which they walk to come to school," Ndiwa revealed.

The programme has made learners to be up-to-date with the subject syllabuses, and it has also enhanced the good relationship between the school and the communities and this means the pupils will not be behind with school work when schools re-open.

