

ENGLISH (EN)

# GLOBAL GRANTS COMMUNITY ASSESSMENT RESULTS

#### Use this form to report community assessment findings to The Rotary Foundation when you apply for a global grant.

Assessing the strengths, weaknesses, needs, and assets of the community you plan to help is an essential first step in designing an effective and sustainable global grant project. See [Community Assessment Tools](https://my.rotary.org/en/document/community-assessment-tools) for full instructions and helpful tips.

This form will help you report the results of your community assessment, and it’s required when you apply for any humanitarian or vocational training team grant. Complete a separate form for each beneficiary community (e.g., school, health care system, or village), using information that is both current and specific to each community. Remember, you can’t use global grant funds to cover the cost of doing an assessment, but you can use district grant funds.

### COMMUNITY OVERVIEW

Describe the characteristics (such as geographic information, main sources of income, population size, and access to education/health services) of the specific community where this project will take place.

This project will take place in Ng’ombe Compound, a densely populated urban slum of the capital city of Lusaka. Estimates of population from official sources range from 60,000 to 120,000 in this small area of approximately 2 square kilometers. Most households within Ng’ombe Compound live below the poverty line and lack access to basic services such as running water, sanitation, and electricity. Many of these households have unstable sources of income. The most common jobs would be traders in the market, casual labor at construction sites, or working as a maid or security guard.

Throughout Zambia, over half of the population is under the age of 18. When born into poverty in areas like Ng’ombe, children are often limited in their growth and development in numerous ways. One of the limitations they face is accessing a quality education. In this community, there are 2 government funded elementary schools who educate approximately 4,000 students. Due to a lack of government schools and the costs that were associated with attending them originally, the community responded by establishing their own schools which are supported by donors or parent contributions. This movement began over 25 years ago and is still a major contributor to the education system in Zambia today. In Ng’ombe Compound, there are over 70 registered community schools who are educating 16,500 elementary school-aged children. However, these schools lack resources and skills to be able to deliver a high-quality education. Without a good foundation in school, many children struggle to learn the basics of reading and math, and fail to complete secondary school.

### COLLECTING COMMUNITY ASSESSMENT DATA

When you conducted the assessment, who in the community did you speak to? At least two different community representatives and beneficiaries who are not involved in Rotary (such as teachers, doctors, or community leaders) should be included in the discussions.

As the Rotary Club, we have been in partnership with Impact One, a nonprofit organization who has been working with community schools in the Ng’ombe area for more than 10 years and conducts many forms of assessment in the area – including monthly discussion groups with the partner schools, yearly assessments of management and teaching practices within the schools, and yearly reading assessments of the students in their partner community schools.

We also met with 8 school directors and 15 literacy teachers that represent 12 of Impact One’s partner schools in the community to hear their perspective on the use of educational technologies within their schools.

When in the last year did the discussions occur?

The discussions with Impact One have been ongoing since our original project which took place in 2018. The community group meeting with the 12 new partner schools took place in November of 2023.

What methods did you use to collect information from community members (such as community meetings, interviews, or focus groups)?

We called for a meeting where we facilitated a guided discussion around the schools’ current lack of educational technologies, how they would be interested in using technology if it was available, and what methods they would use to monitor a technology project.

### TARGET POPULATION

Who is directly benefiting from the project? List the groups that will benefit (such as schools, hospitals, vocational training centers, cooperatives, or villages).

The project will directly benefit 12 community schools in Ng’ombe Compound with technology support and training to ultimately improve the operations and teaching practices to benefit their current enrollment of 1,900 students.

Community schools are established by local members within the community who see the need for education and have a desire to address that. They are supported by monthly contributions that parents make to the school (approximately $3 to $5 each month). However, many parents are unable or unwilling to make this payment. The schools use what little income they bring in each month to run their schools including paying rent and utilities, maintaining the facility, and paying teachers a small monthly allowance for their service. With limited finances, they often rely on outside donors and partners to help with the purchasing of books, desks, technology, and other educational resources.

Often, teachers within community schools have not received formal training as teachers, and are doing the best to pass on knowledge by copying textbooks onto a chalkboard and letting the children copy the notes into their own notebooks. The teachers lack the right skills and resources to create effective, interactive lessons. As a result, children often lack a solid foundation in literacy and critical thinking that they will need to continue higher education.

Describe the process of how the beneficiaries were identified.

Beneficiaries were identified by the partnering organization, Impact One Initiative. Having worked in the Ng’ombe community for 10 years, Impact One has a strong understanding of the area and has been providing support to 7 different community schools. In 2021, Impact One invited community schools within the area to apply to join a second network of schools to begin receiving training and support from the organization. The selection process involved a criteria that schools had to meet in order to discern their suitability for the program. Criteria included length of time in the same location, number of students and teachers who would be impacted, and the fee structure of the schools to ensure their target population was impoverished households. 12 schools met the criteria and were invited to join this second network which was launched in December of 2021. Since that time, the schools have received management and education training to help improve their standards of operation, and have been given access to story books and teaching resources through the Impact One Library and Training Center.

### COMMUNITY STRENGTHS, NEEDS, PRIORITIES, AND PROJECT DESIGN

Describe what matters to members of the community as they were expressed during the assessment.

One of the primary issues that matters to most Zambians is education. Community schools have been set up because individuals see the power education has in overcoming poverty and developing the country, and they recognize that the government is not in a position to provide this service for all children at this point in time. Impact One’s partner schools were all established to meet the growing need for education in Ng’ombe Compound. In providing this service, they desire to create schools of excellence that can compete with more affluent schools.

During the meeting, the directors and teachers expressed a desire to have access to tablets and computers for their students and teachers. They believe technology is the way of the future, and their schools can benefit from staying relevant. Technology can give the schools an added advantage in many ways.

Describe the community’s strengths and resources.

The local initiative to start and sustain community schools is a very significant strength. Community members are drawing from their own knowledge and resources to be able to provide a needed service. Operating under limited resources, they are very resilient, resourceful, and creative at overcoming challenges. They possess commitment to their cause and a passion for the children. With more than 70 community schools in the area, there is also healthy competition to be the best school which elevates their standards.

The network of community schools created by Impact One is also a strength in the community. In this program, the schools are collaborating with each other, sharing ideas, and encouraging one another through their own lessons learned. This shared knowledge is a strength that is rare in most impoverished communities of Zambia.

Describe any challenges and gaps in the community’s behaviors, skills, and knowledge.

One major gap is access to technology. Among the 12 partner schools in the discussion group, only 3 expressed that they have a tablet or laptop for the administration to use and only 1 school has tablets that students have access to for learning. This lack of technology is further limiting students in their development and keeping them from staying current as the world moves forward. It also limits the teachers’ abilities to research and prepare lessons, keep accurate assessments of their students, and submit reports to directors and relevant authorities.

Another gap that has been identified through Impact One’s work over the past 10 years is the ability to teach English literacy effectively. With a sight-reading approach, many children are not catching on to reading, and if they do, they often lack the ability to comprehend a text. When Impact One launched this second network, only 50% of the students in the 12 schools could read simple words. Impact One has since introduced a phonics-based learning approach which has been very effective for the schools. But with English being a second or third language for most teachers, they struggle to correctly pronounce the letter sounds and confuse them with the local language sounds. If they teach the phonics incorrectly, then the blending of words will also suffer.

Another gap in the Zambian education system is the teaching of critical thinking. Most methods involve memorizing and reciting information, but very few opportunities are given for children to problem solve or think creatively. The teachers in the group identified the lack of games and activities used in their classrooms to promote fun learning.

What issues will the project address, and how does the community currently address those issues?

This project will address the issue of literacy and quality education within the community. As mentioned before, the community has already created the local initiative of community schools to address the need for education. However, their standards are often poor and affect the level of education the children can receive. This project will help improve the learning standards in the identified schools by introducing educational technology to support the changes that are already taking place. The technology will add value to the current method of phonics teaching, and give teachers access to interactive, open-source apps. It will assist them in ensuring the correct letter sounds are taught and be a significant teaching aid to monitor the implementation of the reading program and assess its progress. The tablets can also help create more interactive lessons by giving the children games to play, research to do, and digital books to read.

The directors of the schools have also been receiving training in administration practices from Impact One. The addition of a laptop or tablet will help the school improve its administration by reducing the burden of handwritten reports, creating more accurate and efficient methods of monitoring finances, staff performance, and schools’ plans, and reducing the time and financial costs of outsourcing the typing and printing work which is their current practice.

Provide the specific details of the project design and how it will solve these issues.

This project will supply a specified number of tablets and laptops to each school to enhance their operations and standards of education. The technology will add value to trainings that the schools have already received in literacy and management skills by assisting them in their implementation of new skills. The tablets will also provide students with the opportunity to engage in interactive learning through literacy games, math games, and critical thinking games that will be installed. The expectation is that the tablets will increase both attendance and engagement in class due to excitement. The technology will be used by the administration and teachers to streamline their record keeping system, assist in the development of lesson plans and reports, and also give them access to social media and email to engage with external partners.

The project design will also include ongoing training and mentoring to assist the schools in utilizing the technology effectively. Impact One will design and deliver training content according to the needs of the schools and make routine visits into the schools to identify and address any challenges faced. The long-term goal will be to see a sustainable shift in methodologies and practices that ultimately benefit the standard of education the students can receive. Technology will act as support to these long-term changes that we expect to see across the board in the directors, teachers, and students.

Describe the long-term plan for the project (such as oversight, financial responsibilities, and expected behavior change) after Rotary’s involvement ends.

The Rotary Club will work in collaboration with Impact One Initiative, a local organization, who will oversee the network of schools after the project officially ends. If schools uphold the standards of use and participate fully in the training and mentoring, then the equipment will be handed over to the schools at the end of the project to become their own responsibility. Impact One will maintain a relationship with these schools and will continue to be available for any questions or challenges that may arise. Through ongoing monitoring, Impact One will ensure that the community schools continue to strive for excellence in the delivery of their services.

**Impact One Initiative – Phase II Global Grant**

**Project Assessment Team Leaders**

**Rotary Club of Lusaka Central**

A group of people posing for a photo

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In the picture left to right – Rotarian Roberto Donatini, Past President and Host Project Manager Daljeet Singh, Past President Jamshid, Assistant District Governor Bwalya Ngandu, Mary Katebe, Impact One Initiative Executive Director Whitney Moreau Zulu, and Lusaka Central Club President Francis Ndilila

A person standing in front of a group of people in a room

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Past President, Tejinder Singh leads a community discussion in the assessment process.