

End of Project Evaluation

Facilitating the Whole School Approach to Greener School Communities with SCOPE Zambia Members Project

Submitted To
Regional Schools and Colleges Permaculture
ReSCOPE Project Number A-ZMB-2018-1008

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Cover Image: Mumbwa School- Student Water Drinking Point by Stella Chintu

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LIST OF ACRONYMS

Acronym	Description
CODEP	Community Development Programme
CYC	Community Youth Concern
DEBS	District Education Board Secretary
EA	Environment Africa
FGD	Focused Group Discussions
GLM	Green Living Movement
ILUD	Integrated Land Use Design
KATC	Kasisi Agricultural Training Centre
KDF	Kaluli Development Foundation
KEEP	Kapiri Ecovillage Empowerment Programme
NGOs	Non-Governmental Organizations
PTA	Parent Teacher Association
ReSCOPE	Regional Schools and Colleges Permaculture
SCOPE	Schools and Colleges Permaculture Programme
SDS	Staff Development Sessions
SPT	School Permaculture Teacher in Charge
TOR	Terms of Reference
ToT	Training of Trainers
UCZ	United Church of Zambia
WEZ	Women Environs Zambia
WWF	World Wildlife Fund
YAZ	Youth Alive Zambia
ZWGF	Zambia Women and Girls Foundation

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We would also like to thank Ms. Chifundo Jean Khokwa and Mr. John Macharia the SCOPE National Coordinators from Malawi and Kenya for their contribution. Further gratitude goes to Mr. Mtonga District Education Board Secretary (DEBS) for Chipata District and all the Key Informants listed in Appendix 4, who took part in the evaluation. We thank all the SCOPE Zambia Implementing Partners and School Administrators for the input that provided the main substance of this evaluation. Most sincerely, we express our deepest gratitude to the schools that allowed us to document their permaculture initiatives, and took the time and risk to meet with the enumerators one on one in spite of a global pandemic. This evaluation would not have been possible without their cooperation and knowledge. To that end we hope the evaluation contributes to the continued success of the project.

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Sunday, 28 March 2021

0 EXECUTIVE SUMMARY

0.1 INTRODUCTION

This report submitted to Regional Schools and Colleges Permaculture (ReSCOPE) is the final deliverable of the five deliverables expected when the End of Project Evaluation consultancy contract was awarded to AnChiCon in January 2021.

Deliverable 1 Submission of the Inception Report

Deliverable 2 Field Evaluations

Deliverable 3 Preparation of a Draft Report

Deliverable 4 Draft Report Validation

Deliverable 5 Submission of the Final Report

The Terms of Reference are attached as Appendix 1.

0.2 METHODOLOGY

The objective of the evaluation was to provide ReSCOPE the project holder with an assessment of its implementation of the Facilitating the Whole School Approach to Greener School Communities with SCOPE Zambia members, with particular focus on the project's overall impact to strengthen SCOPE Zambia's capacity to develop, implement and monitor projects with its Member Organizations.

The evaluation team used a mixed method approach to collect data for analysis and interpretation. This included a desk-based document review, key informant interviews and a field evaluation of 8 out of the 33 schools implementing the ReSCOPE programme across the country.

0.3 KEY FINDINGS

0.3.1 Pilot Schools

The objective of engaging with the pilot schools was to ensure that "The pilot schools apply sustainable land use practices in a participatory and integrated way". To a large extent this was achieved as several of the myriad of indicators and sub-indicators designed to track the achievement of that objective were reached.

0.3.2 Capacity of Scope Zambia

The objective was to ensure that "The capacity of SCOPE Zambia to develop, implement and monitor projects with its members is strengthened". The targets and achievements for this were:

- A board for SCOPE Zambia with at least three women: This has been achieved; a board has been set up with 3 of the 7 members being women.
- Development and adoption at least five relevant policies; Achieved six policies;
- Membership of at least 10 full members at least 3 of them headed by women; Achieved 15 Implementing Partners of which 7 are headed by women.

Thus, all targets were exceeded

0.3.3 Regional Linkages

Objective: The regional linkages and experience sharing among the SCOPE country chapters is strengthened. The indicators and their achievements were:

- SCOPE country chapter will have documented how they used the lessons from their sharing with other chapters: Achievements: ReSCOPE has documented lessons learnt from other chapters, applied these and shared its experiences on social media such as on the ReSCOPE and SCOPE Zambia Facebook pages and WhatsApp groups
- Production of at least one learning materials following capacity building by ReSCOPE: Achievement: A set of learning material has been developed by ReSCOPE for use by participating schools.

0.4 OVERALL ASSESSMENT

The evaluation team concluded that the project is relevant and at best effectively and efficiently implemented, and that the projects design and approach to strengthening the capacity of SCOPE Zambia and its members although achieved, needs a number of adjustments to safeguard the integrity of the project and provide project momentum. Recommendations regarding these matters are outlined next.

0.5 KEY RECOMMENDATIONS

0.5.1 General

- Develop an organic market online to generate income for SCOPE Zambia and Stakeholders
- Support a first seed animal integration programme – i.e. first chicken and first goat donations from local headmen, chief or agro supply business

0.5.2 SCOPE

- Promote Individual membership to interested small scale farmers who are engaged and/or ascribe to ideals of permaculture and environmental conservation
- Recruit strategic partners who are able to fund specific schools or specific components of the programmers
- Develop a produce log for schools to monitor productive levels and record produce use
- Revamp the Newsletter for digital distribution to stakeholders
- Scope Zambia adopts the Malawi M&E system and Tablet App and train contact Persons in Monitoring and evaluation

0.5.3 ReSCOPE

- Develop a programme enabling permaculture teachers to visit community farmers to provide training materials and Farmer Field School (FFS).
- Strategically raise the profile and visibility of the project, to create awareness and influence policies that support ILUD
- Develop a Permaculture Certification Programme with NRDC and TEVTA or a private agriculture college such as KATC

0.5.4 Implementing Partners

- Carry out routine training for staff other than contact person to ensure continuity and to expand resource available

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- Assist in providing additional funding sources to implement the activities being undertaken by Scope Zambia
- Strengthen policy advocacy as people on the ground and in regular contact with the government agencies.

0.5.5 Schools

- Task or assign a lead teacher with the responsibility of displaying the design plan and ensuring that an electronic copy of the design is transmitted to the Scope Office. This will be beneficial in monitoring the actualisation of plans set forth in the plan.
- Develop specific training material. This would be beneficial not only to the stakeholders but can be used as awareness or promotional material for a much wider audience.
- Develop reading material for all learners at each grade alongside other methods of inculcating into the minds of the learners such as posters displayed in classes and poetry and song.

0.6 CONCLUSION

The ReSCOPE programme in Zambia has positively influenced the Zambian pilot schools with which it has interacted, and, through the transfer of resource persons, even those that it has not directly interacted. The project could increase its impact and outreach further by extending individual membership to interested small scale farmers who are engaged and/or ascribe to ideals of permaculture and environmental conservation.

Its activities have been relevant to the communities they operate in and to Zambia in general, has been effective and highly likely to be sustainable among the communities it operates even if and when SCOPE operations cease.



Photo above- Mweemba School- Sinazongwe showing marked pathway, by Stella Chintu

Photo below – Mumbwa School – Mango trees, by Stella

1 PROJECT BACKGROUND

1.1 INTRODUCTION

This report submitted to Regional Schools and Colleges Permaculture is the final deliverable of the five deliverables expected when the End of Project Evaluation consultancy contract was awarded to AnChiCon in January 2021.

- Deliverable 1 Submission of the Inception Report
- Deliverable 2 Field Evaluations
- Deliverable 3 Preparation of a Draft Report
- Deliverable 4 Draft Report Validation
- Deliverable 5 Submission of the Final Report

The Terms of Reference are attached as Appendix 1. The Inception Report was submitted on January 25th and the field evaluations and key interviews were undertaken between February the 1st and the 8th of March 2021. The validation workshop took place on the 19th of March 2021 with feedback given to which this final report has aimed to address.

1.2 The Project

Registered as a regional NGO, ReSCOPE supports a network of country SCOPE chapters in Zimbabwe, Malawi, Kenya, Uganda and Zambia, all sharing the common vision of making schools a “Learning Center” for students, teachers’ parents and the community to work together towards sustainable land use. Using the Integrated Land-Use Design (ILUD) process as a tool to assist schools redesign their school grounds ecologically with the help of the community. ***The overall goal of the project is to improve sustainable environmental management and food production practices in the project area.***

Since 2018, ReSCOPE has been facilitating the capacity building of SCOPE Zambia and its member organizations in implementing the Whole School Approach to Greener School Communities Project, linking partners with schools and relevant government institutions and stakeholders for the successful implementation of the project. The project involves 16 partner organisations and 33 schools in the districts of Sesheke, Kafue, Lusaka, Chipata / Kasenengwa, Chisamba, Kapiri Mposhi, Chibombo, Sinazongwe, Chongwe, Rufunsa, Katete, Monze, Livingstone, Chasefu, Kazungula, Kifuwe, Sinda, Petauke, Chilanga, Mumbwa and Lundazi.

The project impact areas include Education, Agriculture, Land-Use, Environment, Climate Change adaptation and mitigation, Food Security, Nutrition, Health, Water and Sanitation. *Table 1-1* summarises the ReSCOPE guiding theory of change

Table 1-1 ReSCOPE Theory of Change

Individuals Change	Partner Organisations and School Change	Community Change	Societal Change	Change Over Time
Positive attitude towards ones environment and use of land	Demonstrate and facilitate Integrated Land-Use Design and change schools landscapes	Adopt and spread permaculture	Gain support from national policy makers	Food and nutrition security, resilient communities

2 METHODOLOGY

The objective of the evaluation was to provide ReSCOPE the project holder with an assessment of its implementation of the Facilitating the Whole School Approach to Greener School Communities with SCOPE Zambia members, with particular focus on the project's overall impact to strengthen SCOPE Zambia's capacity to develop, implement and monitor projects with its Member Organizations.

The Terms of Reference indicate that, the evaluation should review the overall goals of the project, its outputs and activities based on the OECD DAC evaluation criteria to determine the relevance and fulfilment of objectives, implementation efficiency, effectiveness, impact and sustainability of the project. In addition, the evaluation should provide sufficient understanding on the current status and future potential of the project. The evaluation team used a mixed method approach to collect data for analysis and interpretation that included a desk-based document review, key informant interviews and field evaluation. The evaluation Matrix is provided in Appendix 7.

2.1 EVALUATION PROCESS

2.1.1 Review of Project Documentation

A comprehensive document review was done as part of the desk review. The documents scrutinized included all documents relevant to the operations of ReSCOPE such as, the funding proposal, implementing partner project documents, field progress reports and Back to Project Office Reports (BTPoR). The documentation was made available electronically and included the following:

- 1 The Project Application to Bread of The World
- 2 Scope Zambia Constitution
- 3 MOU between ReSCOPE Programme and SCOPE Zambia
- 4 MOU for Participating School and Member Organization
- 5 Financial Policy for Scope Zambia
- 6 Scope Zambia Accounting Manual
- 7 Audited Financial Report For the period March 2020 to August 2020
- 8 Scope Zambia Strategic Plan 2019-2023
- 9 Charter of the Board of Directors
- 10 Baseline Study Report
- 11 Implementing Partner Reports

Appendix 2 provides the complete list of documents reviewed during the evaluation.

Online relevant regional literature was reviewed to obtain an understanding of regional practices and gather global activities related to permaculture.

2.1.2 Inception Phase

The evaluation team prepared an Inception Report with an outline of the evaluation process as well as the key questions for the field data collection. On the 27th of January the evaluation team had a Microsoft Teams online evaluation kick-off and clarification meeting with the ReSCOPE staff and the SCOPE Zambia National Coordinator to agree on the field data tools, data collection itinerary and field study sample size.

2.1.3 Data Collection

The enumerator travelled to 8 schools to meet with school administrators, implementing partners, students and community farmers and parents to collect field data of each project site to provide

both a qualitative and quantitative basis for evaluating the project against OECD-DAC evaluation criteria.

2.1.4 Sample Framework

With 16 partner organizations and 33 project schools across the country, stratified sampling was used to select 8 sample schools to represent the project given the travel distance and geographical disposition of the project sites, budget, time and COVID 19 health considerations. The stratified sampling framework was divided into strata (province) and substrata (the school project phase) to pick the eight schools that make up a representative sample of 27% of the total number of schools since each school site and district has unique characteristics. The list of schools visited is provided below:

Research Destinations



Figure 2-1: Map of Evaluation Areas

2.1.5 Photo Documentation

The photographic documentation of the project sites involved a collection of digital reportage style photographs from the use of a professional camera and cell phone. Five (5) photographs of the school grounds were taken from different strategic points as prescribed in the Terms of Reference. The photographs used in this report are described in Appendix 5.

2.1.6 In Depth Interviews with Key Informants & Stakeholders

Between February the 22nd and March the 3rd the evaluation team conducted interviews with project staff, key informants and stakeholders. ReSCOPE was responsible for identifying all key informants for the evaluation.

The evaluation team was provided with a list of 16 implementing partners and 19 key informants all of whom were invited to take part in the evaluation. The evaluators contacted all the informants by phone or email and ReSCOPE posted reminders on its WhatsApp groups, when required. The response rate was 58% per cent contacted/interviewed- 71 /41. A list of all key informants who were interviewed for this evaluation is available in Appendix 4.

All informants were informed about the essence and importance of the evaluation, their role in it and their confidentiality. Interviews were conducted in person, by phone and online video conference and on average lasted about 60 minutes per interview. A questionnaire was used to guide the enumerator and contained quantitative and open-ended, neutral questions. Separate question sheets were developed for each group of stakeholders interviewed. Interviews were noted into Microsoft Word Documents and Excel Spread Sheets for analysis. The instruments and tools used are provided in Appendix 8.

2.1.7 Data Analysis and Draft Report Preparation

Analysis was done by collating the qualitative data and comparing the quantitative data to the indicators described in the project documents to prepare the draft report. All qualitative data, including all documentation and transcripts from key informant interviews were systematically coded using Excel Spread Sheets to support an accurate and consistent approach to data analysis. The data analysis was done by classifying recurring regularities in the data around particular questions and emerging themes.

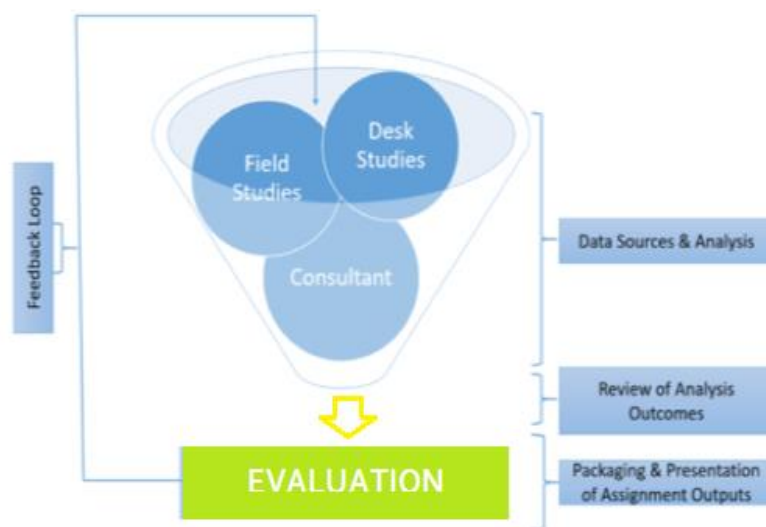


Figure 2-2 Data Correlation and Synthesis

2.1.8 Validity of Findings

To strengthen the validity of findings the evaluation used triangulation in the following ways: using multiple data sources; and multiple methods of data collection. Other methods of triangulation, such as using multiple evaluators and repeating observations over time have not been possible due to the limitations discussed below.

2.2 LIMITATIONS IN DATA COLLECTION AND ANALYSIS

During the data collection and analysis, the following limitations occurred:

- The prevalent limitation in the evaluation was that, by mid February 2020 Zambia was in the midst of the on-set of the second wave of the COVID 19 virus, compelling the evaluation team to forego face to face group discussions. This capped the number of key informant interviews the evaluation team could conduct and entailed the constant deferment of appointments.
- While originally planned meetings with some key informants from the DEBS was not possible this consequently meant that the evaluation team did not interview all of the officials as intended. DEBS as part of the Ministry of General Education is a key stakeholder to the project.
- With the nonexistence of a Mid Term Review, the evaluation team relied on the baseline study data for a comparison with the results of the End of Project Findings. In some cases the data was not available.
- The Teams of Reference for the evaluation did not include a comprehensive review of the financial component of the project. As a result, the evaluation does not provide a detailed cost-benefit effectiveness of project activities or a value for money analysis.



Photographs of Kacheta School garden showing intercropping

3 OPERATING ENVIRONMENT ASSESSMENT

3.1 PROJECT GOVERNANCE

ReSCOPE is a regional organisation comprising 5 Scope Chapters located in Zimbabwe, Kenya, Uganda, Malawi and Zambia. ReSCOPE has a regional management team which includes a Regional Facilitator and an Advocacy and Communications Coordinator. ReSCOPE has a board of 6 members

The Scope Zambia management team is led by a National Coordinator and a board composing 3 women and 4 men. Board interviews established that SCOPE Zambia has existing capacity within its board as its members have been or are currently working within the NGO space and have, financial, legal and institutional management experience. The board has yet to co-opt 2 members from the Ministries of Environment and Agriculture.

The National Coordinator's responsibilities are stretched and could in the long term affect efficiency. There will be a need to look into recruitment of supportive staff. The organizations gender parity levels are commendable and compensation levels perceived reasonable.

While the SCOPE Zambia constitution, Section 3 Objectives /Aims states that "SCOPE will - provide any or all of the material, mental, physical, economic or social needs of the participating schools, colleges and organizations and assist participating organizations where possible to raise funds for their ILUD projects", interviews with implementing partners found an unclear understanding of the responsibilities and tasks between the Member Organisations (MO) and Schools and between SCOPE Zambia and the implementing partners. As it stands the burden of responsibility both financial and otherwise falls heavily on the Implementing partners. The aspect of minimal financial support being given to the Member Organisations has affected motivation in some cases and could affect sustainability of the project in some areas.

This lack of understanding with respect to school, partner and SCOPE responsibilities and support levels if resolved will increase organizational effectiveness and give implementing partners the incentive to provide innovative school intervention programmes and seek supplementary support.

In depth interviews with Regional National Coordinators found:

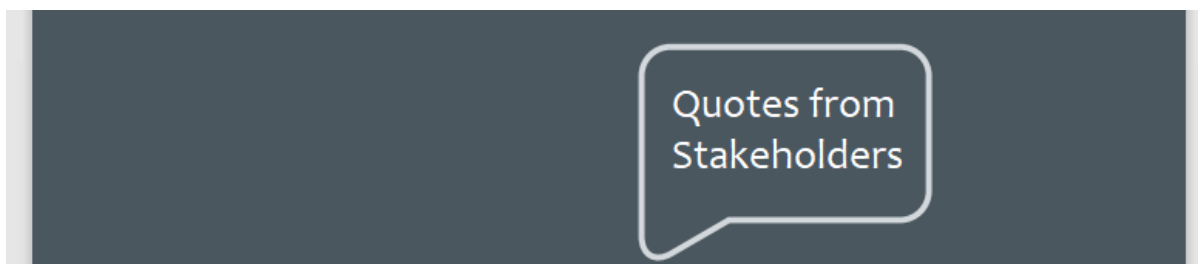
- Linkages between country chapters established
- Knowledge-sharing, learning and collaboration increased
- Participatory processes put in place to advance the project
- The potential for project partnering capacities increased

3.2 STAKEHOLDER INVOLVEMENT

All the Implementing Partners and Board Members interviewed agreed on the need for further involvement and inclusion into the project of the following key stakeholders:

Community and Traditional Leaders
Provincial and District Education Offices
The Ministry of Education
District Agriculture Extension Office
Ministry of Lands, Natural Resources and Environmental Protection
Forestry Department

Agriculture Training Institutions



Board Member “Capacity has been built! Expanding programmes will allow for financial autonomy”

Implementing Partner “The approach and the ideology should be introduced in a manner that changes the mindset”

Head Teacher Chiparamba School “Permaculture Club participated in a regional competition “Marketing of African Products” and won a regional first prize!”

Lukamantano Student “Through permaculture I have managed to start rearing chickens and I am able to pay my school fees”

Implementing Partner “We would like to have ownership in scope”

DEBS “DEBS Involvement can be improved if we are also trained. Synergies can be strengthened if DEBS becomes a partner in the planning implementation and monitoring of the school permaculture programmes”

DACO “We already have a structure and the resources, co-ops and schools can implement SCOPE program if SCOPE can work and plan with DACO”

DEBS “DEBS should have ownership of the programme outside of that sustainability is lost”

Farmer “ If SCOPE can provide links with private sector agro-suppliers or commercial farmers to retail inputs like – mulch, compost and organic pesticides”

DEBS “Training Standards Officers (SO) in permaculture would ensure that schools are monitored regularly by the SOs. DEBS would then address quality and continuity. SOs can then also lobby DEBS for key teachers in program implementation to stay on at schools”.

3.3 SWOT

In the application of the SWOT technique for the analysis of the project, the organizational capacity of ReSCOPE and SCOPE Zambia and the indicators for determining its effectiveness, capabilities and efficiencies were examined. Table 3-1 outlines this.

Table 3-1: SWOT – Organisational Capacity

INTERNAL FACTORS	
STRENGTHS	WEAKNESSES
<p>Strong and dedicated Board Members</p> <p>Board Members bring various competences which can be taken optimum advantage of</p> <p>Availability of permaculture training professionals/human resources</p> <p>Programme produces better nutritional foods</p> <p>Dedicated head teachers lead the project</p> <p>Committed Staff</p> <p>Adequate capacity for data reporting and sharing.</p>	<p>There is very limited visibility of SCOPE’s activities outside the participating schools and communities</p> <p>Staff placed into job roles that take them away from their areas of expertise/under staffing</p> <p>Weak Risk Management Policy</p> <p>Predominantly top-down approach which is not amenable to participatory, bottom up ownership approaches</p> <p>Dependence on donor and external funding</p>
EXTERNAL FACTORS	
OPPORTUNITIES	THREATS
<p>Demand for organic food products increasing</p> <p>Growing interest in permaculture education</p> <p>Rising consciousness on environmental issues</p> <p>Changing national demographics and educational levels</p> <p>The growing effective collaborations within the NGO space</p> <p>Small farm sizes caused by high population density provide permaculture intervention opportunities</p> <p>Growing network of farmer cooperatives development groups and social network provide multi innovation platforms</p> <p>Growing mobile phone penetration in rural areas Areas</p>	<p>Inadequate government support and policy for farmers to adopt permaculture</p> <p>Depreciating value of Kwacha to Dollar</p> <p>Funding could be limited given the numerous competing demands for scarce development project resources post COVID 19</p> <p>Weak social capital (trust) in the nation as a whole</p> <p>Emerging pest and diseases</p> <p>Climate change and unfavorable weather</p> <p>Growing number of GMO/ chemical fertilizer companies.</p>

4 OPERATION CAPACITY ASSESSMENT

There is broad agreement that capacity in the context of development refers to “the ability of people, organizations and society as a whole to manage their affairs successfully” (OECD/DAC 2006). In other words “the process through which individuals, organizations and societies obtain, strengthen and maintain the capabilities to set and achieve their own development objectives over time”. (UNDP Capacity Assessment Note, 2008)

The evaluation team developed a set of four key indicators to measure the capacity development activities of the project toward its expected goals.

4.1 CAPACITY TO PROVIDE PERMACULTURE KNOWLEDGE

Table 4-1 summarises the assessment of – ReSCOPE and SCOPE Zambia’s ability to communicate and educate the implementing partners and schools on permaculture solutions.

Table 4-1: Ability to Educate Partners

Project Level	Observation	Comments
ReSCOPE to Implementing Partners	Comprehensive permaculture education programmes exist and are being delivered remarkably	Workshops are compressed rather they can be tackled according to topics to provide more in depth training over a series of sessions
Implementing Partners to Participating Schools	Adequate	However, should provide more hands on training to teachers
Permaculture Teachers to Students	Somewhat Adequate	Need for leveled reading material for all learner’s at each grade.

4.2 CAPACITY FOR STRATEGY DEVELOPMENT

Table 4-2 summarises the assessment of – ReSCOPE and SCOPE Zambia’s ability to develop effective organizational, project policy, related strategies and plans

Table 4-2: Strategy Development

Project Level	Observation	Comments
ReSCOPE and SCOPE Zambia	Strategies and program policies exist but need refining Stakeholders are identified but their participation is limited	The evaluation team found that the strategic plan outlines very specific deliverables but needs measurable indicators and target goals.
Implementing Partners	Somewhat Adequate	Need for training in report writing, project planning and proposal writing
Participating Schools	Inadequate	No school land design plans were available.

4.3 CAPACITY OF PROJECT MANAGEMENT

Table 4-3 summarises the assessment of ReSCOPE and SCOPE Zambia’s ability to execute relevant management activities.

Table 4-3: Ability to Execute Activities

Project Level	Observation	Comments
ReSCOPE Programme and SCOPE Zambia	Adequate Board Members are actively participating in the implementation of the project The required management skills are in place and there are plans of updating the required skills and for upgrading the office technologies	The programme risk management does not have insurance coverage policies Each Board Members roles and responsibilities on the board need to be further articulated
Implementing Partners	Some responsibilities for project implementation are not clearly defined	Train and induct Partner Executives on SCOPE Program
Participating Schools	Somewhat Adequate	All schools have staff trained in permaculture. Urgent need to increase number of trained teachers.

4.4 CAPACITY TO MONITOR AND EVALUATE THE PROJECT

Table 4-4 summarises the assessment of ReSCOPE Programme and SCOPE Zambia’s ability to evaluate programme activities against expected results and provide feedback for learning and adaptive management.

Table 4-4: Capacity for M&E

Project Level	Observation	Comments
ReSCOPE Programme working with SCOPE Zambia	Adequate Monitoring and evaluations are conducted timely.	Currently M&E and National Coordinator have to conduct physical visits to collect data. Adopt the Malawi M&E system and Tablet App
Implementing Partners	Evaluations are being conducted as per project plan but the evaluation results are not remitted to SCOPE Zambia in a timely manner	Train contact Persons in Monitoring and evaluation.
Participating Schools	Adequate Monitoring and evaluation plans are in place but evaluation activities are sporadically conducted during the school term	Monthly Meetings 22% Termly Reports 67% Photographic Reports 11%

5 FINDINGS ON ACHIEVEMENTS

5.1 PILOT SCHOOLS

Objective: The pilot schools apply sustainable land use practices in a participatory and integrated way.

5.1.1 Trained Teachers:

Indicator 1: *By the end of the third year the 32 trained teachers, at least 11 of them being women, have conducted at least 3 staff development sessions on Permaculture to the whole school staff.*

The evaluation team through its data analysis found that of the 8 schools visited 29 teachers were trained in Permaculture with 15 of them being female. In addition, 12 teachers were trained in at least 1 other staff development programme namely in: seed multiplication. Integrated land use design and in water and soil management.

The project's results and achievement ratios were very good for the key project components. The poorer results obtained for staff development may be explained by the fact that schools do not have training material and that schools were closed for almost a year. However, without firm evidence this remains very much a hypothesis

5.1.2 Schools Demonstrate Sustainable Land Use

Indicator 2: *At least twenty schools have demonstrations of sustainable land use that meet 80% of the defined quality criteria by the end of the third year.*

All schools visited had 100% achievement ratio of sustainable land use with varying levels of implementation depending on the phase of interaction within the SCOPE programme.

5.1.3 Sub Indicators

a) Involvement of parents, teachers, learners and the school administration in the project

Project strengthening at the visited school was commendable with every school having a head teacher committed to the project and at some schools the deputy head involved as well. On average each school had 2 school administrators familiar with the project's activities, 1 lead permaculture trained teacher in contact with the implementing partner and spearheading field work and at least 2 other permaculture trained teachers and 8 active teachers. Student participation was mostly at grades 6 to 11, with each grade level averaging 12 active club members and each school had on average of 15 active parents.

Active Participation is defined as – having some understanding of permaculture techniques, having attended planning meetings and having taken part in field work.

According to the Baseline Study - 42% of parents actively participated, each school had at least one contact person and a few pupils actively involved in environmental clubs.

b) An integrated land use design plan for the whole school

The evaluation team found that 67% of the schools said they had a detailed land use design plan and 33% had a draft plan or sketch plan from the start of the project. However, only one school was able to show the evaluation team a copy of the design. **The Baseline Study** findings indicated that all schools had no land use design plan. The evaluation found that the reason for the absence of a physical copy of the design plan could be apportioned to the fact that there was no person specifically assigned with the responsibility to ensure that the design was displayed and that the

proposed ideas are implemented. this therefore limited the team coming up with a more accurate finding in terms of how far in the implementation of land designs each school was at. Table 5-1 average land availability and use from the schools visited.

Table 5-1: School Land Availability and Use

Average Acreage	Average Bare land	Marked Pathways	Shaded Car Park
17.5 Acres	20% of Total Acreage	77% off All Schools	100% Off All Schools

Source: Evaluation Data

c) Planting and care for at least 5 varieties of fruit trees

Of the schools visited **all of the schools** grew more than five fruit tree varieties that included Mango 19% Orange 19% Pawpaw 16% Guava 16% Lemon 16% Avocado 6% Sugar Cane 3% Moringa 3%. **Baseline Study** Only seven schools had fruit trees in an assortment of avocado, orange, guava, lemon, pawpaw and mango.

d) Planting and care for at least 5 varieties of legume plants

Of the schools visited all of the schools had planted more than five different legume plants that included Maize 14% Okra 10% Tomatoes 10% Impwa/Local egg plant 10% Pumpkin 7% Lemon Grass 7% Millet 7% Green Beans 7% Groundnuts 3% Sunflower 3% Cabbage 3% Bambara Nuts 3% Pumpkin Leaves 3% Bondwi/*amaranthus* 3% Rape 3% Sorghum 3% . The **Baseline Study** stated that only one school planted and cared for legume plants.

e) Planting and care for at least 10 additional varieties of food plants

The average number of food varieties across the areas visited was 5 with the local maize, cow peas, bean and pumpkin leaves being the most common. The main reason for this was that farmers do not have access to a variety of local seeds for many of the food crops. More seed banks with local seed varieties need to be encouraged.

f) Intercropping system used on at least 75% of the planted area

Field observations on inter-cropping indicated that while inter-cropping is practiced at most schools and although crop diversity exists, maize was the most widely grown crop and just over 44% of the planted areas had fruit trees intercropped with maize and groundnuts. **Baseline Study findings indicate that** there were very limited intercropping activities in schools.

g) Marking out of access routes around the school

From the schools visited 77% had clearly marked pathways and shaded car parks. **Baseline Study - No school had marked pathways on school premises. Error! Reference source not found.** shows this relationship.

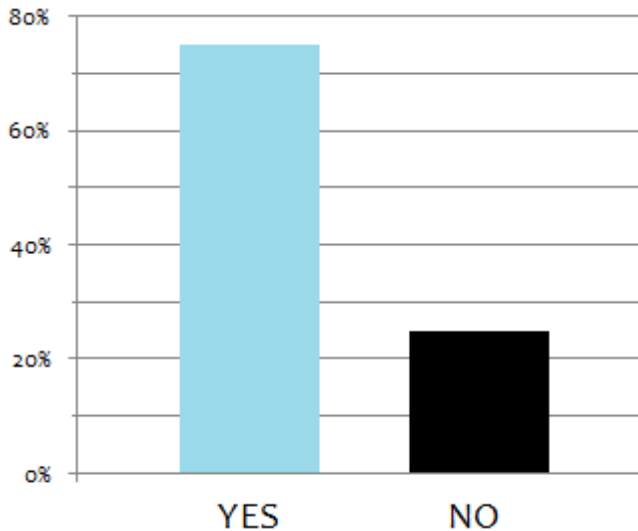


Figure 5-1 Landscaping

h) Presence of water harvesting structures on at least half of the land

Although conventional method of water harvesting did not appear present because of the cost attached to tools such as buckets or barrels for harnessing rain water other methods of water conservation were being used. Methods such as intercropping, mulching, tree shading and swales were practiced. Most of the schools visited used some form of water harvesting while only a few were unable to due to closures of schools and Covid 19 lockdown.

i) Presence of a functional waste management system

Field observations noted the presence of waste trash bins at all the schools surveyed and no litter on the school yards. However, none but one of the schools were involved in solid waste management apart from burning and using rubbish pits. **Baseline Study** No conventional waste management techniques taking place in schools except for Pit Latrines

j) At least one third of the school land covered or mulched.

Of the schools visited 81% of the schools had over one third of the bare land covered with lawn. **Baseline Study** None of the school land was covered or mulched except a bit of black soil around the assembly grounds. However, all the schools visited had only just resumed classes after almost 1 year of lockdown and therefore very little activity was taking place

k) Natural soil improvements

All the schools visited used some form of soil improvement techniques however the schools stated the need for research into more current and less laborious methods of making manure as they had challenges getting animal manure from local farmers and in some areas the availability of black soil was a problem.

l) Agroforestry system

All the schools visited had no agro forestry trees mainly due to lack of tree seeds and sources of seedlings nonetheless species of Indigenous trees had been preserved, mainly Mubanga, Musondo, Nzakaka and Masuku. However, ReSCOPE had distributed to each school an average of at least 5 neem tree seedlings.

m) Use of natural pest management

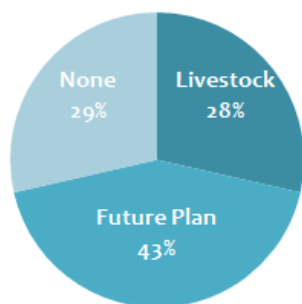
Only 40% of the respondents used non-synthetic or organic (natural) pest management respectively and 60% did not use natural substances. Those interviewed expressed very little knowledge on the natural pest management methods available to them.

n) Woodlot

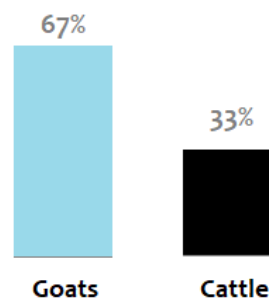
All the schools visited had woodlots.

o) Animal integration

The evaluation found that livestock integration is not practiced at most schools. The cost of fencing to avoid crop damage and thieves were cited as major drawbacks of livestock integration. Lack of suitable forage and limited space were also mentioned. However over 43% of the schools had future plans of animal integration mostly to have access to animal manure. Figure 5-2 summarises the findings.



Source: Evaluation Data



Source: Evaluation Data

Figure 5-2: Animal Integration

p) Evidence of integration into the school teaching and learning

Of the schools visited 40% indicated that the project was part of their academic school policy and, 30% of the schools had their teachers integrating permaculture into their lesson plans. However, only 25% of the schools had printed material on permaculture. Evidence of integration of permaculture into school teaching and learning programme gives a clear indication of sustainability and continuity of the programme into school. 5% of the schools used food forests and other elements in the environment or songs/ nursery rhythm/ drama plays and homework assignments for teaching.

The evaluation team was not able to find any evidences of books on permaculture farming available to learners or educational posters in classrooms.

Table 5-2: Integration into school policies

As School Policy	Teacher Lesson Plans	Print Materials	Other
40 %	30 %	25%	5 %

Integration of Permaculture Source: Evaluation data

p) Diversity of food sources across the food groups

The crop yield over the past year was rated good by all the schools visited with 50% of the fruit and vegetable used for school consumption, 38% saved for the seed bank and 13% of the produce sold. It is anticipated that yield will increase in the coming years with an increase in varieties of foods as the various permaculture practices such as intercropping and the seed multiplication programme continue. Permaculture as a farming practice will ensure sustainable land use, improved nutrition and food security.

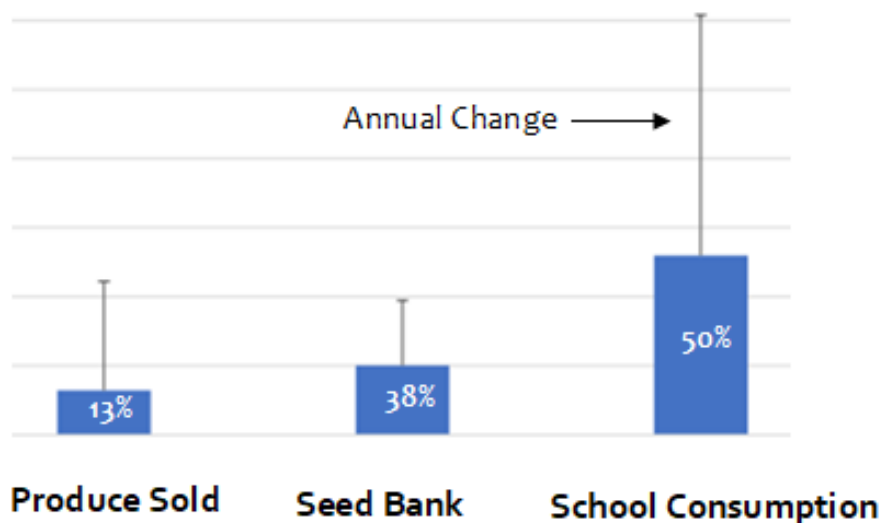


Figure 5-3: Agro – Product Usage at Schools

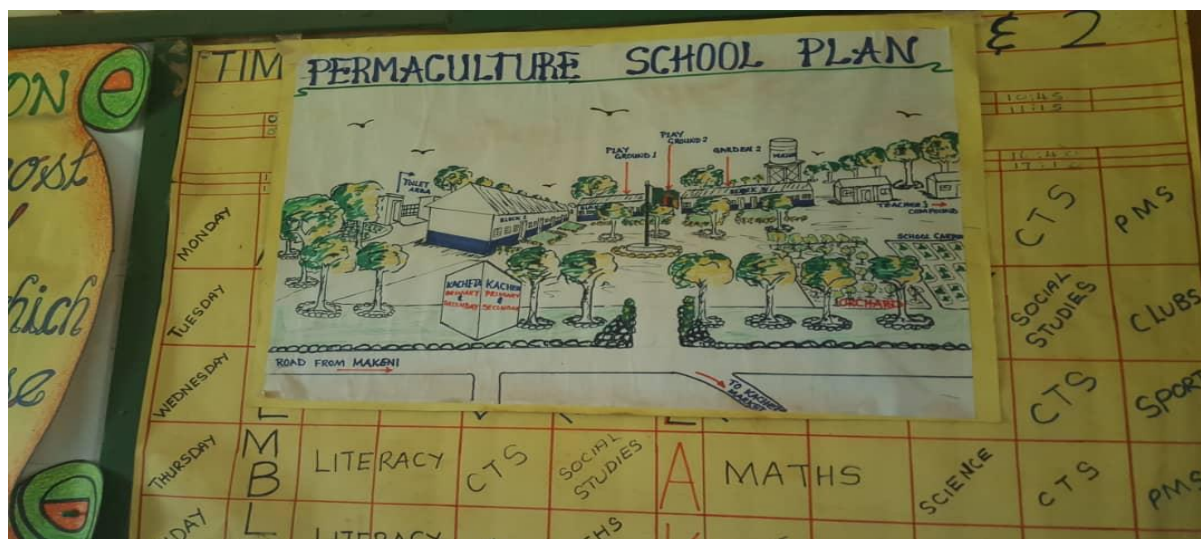
5.1.4 Pilot Schools - Staff development programme

The total enrolment in the study responsive schools was 5046 (2397 boys 2676 girls). This represents 1:30 teacher pupil ratio and a permaculture teacher ratio of 1:1009.

Table 5-3: School Profiles

Name of School	Total Number	Students		Teachers		Trained in Permaculture	School Classification
		Boys	Girls	Male	Female		
Kacheta School	733	343	380	9	10	4	Government
Chiparamba	946	489	488	6	14	3	Government
Chimoza	215	113	102	6	2	4	Government
Kalobolelwa	397	212	185	11	7	3	Government
Mweemba	350	153	197	8	1	2	Government
Lukamantano	603	300	309	12	15	2	NGO
Mumbwa	502	187	315	16	16	20	Government
St. Pauls School	1300	600	700	6	30	3	NGO
	5046	2397	2676	74	95	(AVG) 5	6 GRZ/2 NGO

Of all the schools visited only one school (Mumbwa) had conducted in-house staff development sessions, revealing the need for support with in-school staff development efforts to further increase the number of trained teachers, given that the main source of permaculture information was from ReSCOPE and SCOPE Zambia 31% and the Implementing Partners 31% with Print Media 0 % Online 30% and Radio 0 %. The new Facebook page is a great start on providing permaculture skills and knowledge to a wider target group. However not many of the targeted stakeholders have access to smart phones or internet.



5.2 CAPACITY OF SCOPE ZAMBIA

Objective: The capacity of SCOPE Zambia to develop, implement and monitor projects with its members is strengthened.

5.2.1 Adoption of Relevant Policies

Indicator 1. *By the end of the third year, the SCOPE Zambia Board, at least 3 of them being women, have adopted at least 5 relevant policies that guide the work of SCOPE Zambia*

Scope Zambia has in place a board comprising 7 members, 3 of whom are women. The number of Scope Zambia policies adopted to guide them are seven. These include

1. A constitution
2. Strategic Plan
3. Risk Management policy
4. Financial Policy
5. Child Protection and Child Labour Policy
6. Operations Manual
7. Board Charter

5.2.2 Membership Guidelines

Indicator 2 *By the end of the third year, SCOPE Zambia will have developed membership guideline which they will have used to subscribe at least 10 full members at least 3 of them headed by women*

A membership guideline has been developed and Scope currently have a membership base of 15 Implementing Partners and of the 15 Implementing Partners reflecting a 150% achievement ratio. 7 of the 15 partners are headed by women.

5.3 REGIONAL LINKAGES

Objective: The regional linkages and experience sharing among the SCOPE country chapters is strengthened.

5.3.1 Documentation of Use of Shared Lessons

Indicator 1 *By the end of the third year each SCOPE country chapter will have documented how they used the lessons from their sharing with other chapters*

The ReScope programme has documented lessons learnt from other chapters. These are documented in a newsletter, in minutes recorded and also shared on a Scope Zambia Facebook page. ReSCOPE has in addition created different social media platforms such as WhatsApp on which sharing is done.

Three visits have been undertaken by ReSCOPE and SCOPE Zambia to other Scope Chapters.

A peer-to-peer learning by representatives of all the SCOPE country chapters has been organised.

5.3.2 Production of Learning Materials

Indicator 2 *By the end of the third year, each country chapter have produced at least one learning materials following capacity building by ReSCOPE*

A set of learning material has been developed by SCOPE Zambia for use by participating schools. Although the Evaluation Team did not see material from the other SCOPE Chapters, we were informed that the entire SCOPE Chapters have developed learning material.

6 ASSESSMENT OF FINDINGS

The findings are assessed in the context of the overall goal of the project, that is, ***“to improve sustainable environmental management and food production practices in the project area”***.

6.1 RELEVANCE

The project is addressing identified land use needs and food security, issues and challenges facing the beneficiaries and their environment and is aligned with national priorities. In addition, it is supported by both schools and communities because it seeks to address issues of food security and land use. Beyond the project objectives and outcomes, the data collected shows an increase of Integrated Land-Use Design (ILUD) at participating schools as compared to the start of the project.

6.2 EFFICIENCY

Efficiency relates to the ability to achieve objectives in a timely and cost-effective manner. Regarding time, as a resource, the evaluation can say that in view of the fact that various performance indicators were achieved, as outlined in the previous section, within the project period, the project was efficiently executed. However, participating schools have lagged in follow up in-school training of their staff.

With regard to cost of implementation and whether better results could have been achieved with the same cost or whether the same results could have been achieved at a lower cost, the evaluation is unable to express an opinion as the evaluation team did not have the required in depth access to the programmes financials to form an opinion.

6.3 EFFECTIVENESS

Most project indicators were achieved, the technical capacity of partners training permaculture methods, seed multiplication and intercropping demonstrations, as well as providing learners hands-on food production know-how and improving school landscapes has been realized. As a result of the project activities, food production in partner schools has improved and the use of sustainable environmental management and food production methods have been integrated into school activities.

However, attention needs to be given to the integration of Livestock, aspects of water harvesting and community farmer outreach.

6.4 IMPACT

Learners in the programme are unquestionably acquiring land use custodianship at an early age. Learners carry these skills through secondary and college. In addition, learners, teachers and the community as permaculture custodians are passing on these practises creating a domino or multiplier effect.

The school feeding programmes are also impacting positively on the nutritional status of the communities. Although adequate Monitoring and evaluation plans are in place to evaluate activities these are conducted within a limited framework capturing only through limited methods such as

Monthly Meetings which are only 22%, Termly Reports 67% and Photographic Reports 11% which are delivered very sporadically.

6.5 SUSTAINABILITY

In relation to sustainability the evaluation team observed that because the inputs required are mostly without significant cost, compared to other farming methods, and the practises encouraged soil fertility and improved water management even areas facing dry spells are still able to produce food crops thus ensuring continued food security.

The team found that although trained permaculture school administrators and teachers are transferred to other stations, the acquired knowledge and practices regarding sustainable environmental management and food production practices remain in practice at their original stations and that, due to the relevance of these practices, especially in the context of climate change, these trained permaculture school administrators and teachers are likely to introduce these permaculture practices at their new stations. This increases the project impact beyond the initially targeted schools. A very good outcome indeed.

Views from key informants portray a high level of confidence in the sustainability of the project's in-school approach and results, with most implementing partners feeling moved to express their commitment to being part of a project that is at the forefront of sustainable agricultural practices.

6.6 OVERALL

The evaluation team concluded that the project is relevant and at best effectively and efficiently implemented, and that the projects design and approach to strengthening the capacity of SCOPE Zambia and its members although achieved, needs a number of adjustments to safeguard the integrity of the project and provide project momentum. Recommendation regarding these matters are outlined next.

7 RECOMMENDATIONS

The recommendations are outlined below in general terms and in specific terms relative to scope, re-scope and schools.

7.1 GENERAL

1. Develop an organic market online to generate income for SCOPE Zambia and Stakeholders
2. Support a first seed animal integration programme – i.e. first chicken and first goat donations from local headmen, chief or agro supply business

7.2 SCOPE

7.2.1 General Relative to Scope

Relative to SCOPE Zambia, it is recommended that, SCOPE Zambia:

1. Consider providing financial support or targeted specialised income generating training such as entrepreneurship in beekeeping, or organic produce value addition of herb and product packaging. To provides opportunities to generate income with permaculture processes. Financial risk is shared between SCOPE and implementing partners and schools setting an attractive base for more financial investment from other agricultural produce actors.
2. Promote Individual membership to interested small scale farmers who are engaged and/or ascribe to ideals of permaculture and environmental conservation
3. Target private schools with resources and have them school work with a government or community school
4. Recruit strategic partners who are able to fund specific schools or specific components of the programmers
5. Review membership fees as the current ones are inadequate. SCOPE could generate income from having fees for the various categories of members. Tierd Corporate sponsoship
6. Develop a catchment management plan to target farming blocks. Kenya has focused on working with 14 schools. The idea is that these 14 will become the model for the other schools to follow.
7. Sign MOU with DEBS; this would strengthen ground impact, in terms of adoption of practises and assist with continuity.
8. Increase the number of Board meeting to 4 per year plus One Annual End of Financial year meeting
9. Indemnify board members and Investigate comparable NGO board compensation
10. Develop a more detailed strategic plan with clearer and measurable indicators
11. Research comparable polices and complete programme Risk Management Policy
12. Develop a produce log for schools to monitor productive levels and record produce use
13. Revamp the Newsletter for digital distribution to stakeholders
14. Explore a linkage with WaterAid and other international NGOs to facilitate the drilling of boreholes
15. Create an In-House Advocacy Desk to directly address the specific policy and advocacy issues such as child labour, permaculture practices as an option within the production unit educational policy
16. Pursue the Title Deed for the demonstration site to develop it into an ongoing active site with a permanent permaculture extension assistant on site
17. Exploit expertise from local universities and research institutions as well as other NGOs
18. Research and pilot-test improved water management field interventions so that efficient and sustainable water utilisation techniques and approaches are demonstrated

7.2.2 SCOPE Zambia Capacity

The project goal of facilitating the capacity development of SCOPE Zambia and its implementing partners has been realized as ReSCOPE has provided training and overall leadership, using its experience and expertise from previous regional projects.

However, the secretariat needs to be strengthened. The National Coordinator's broad responsibilities require an administrative assistant in day-to-day clerical tasks.

7.2.3 Membership guidelines

The evaluation team recommends that SCOPE outline more clearly through a continual induction and orientation program what the mandates of each of the stakeholders are. This lack of understanding with respect to school, partner and SCOPE responsibilities and support levels if resolved will increase organizational effectiveness and give implementing partners the incentive to innovative school intervention programmes and seek supplemental support.

Clearly defined and articulated membership guidelines will eliminate any ambiguity that might arise in the partnerships.

7.2.4 SCOPE Zambia Capacity Monitoring and Evaluation

Monitoring and evaluations are conducted timely. Currently M&E and National Coordinator have to conduct physical visits to collect data. The Consultants recommend that SCOPE Zambia adopts the Malawi M&E system and Tablet App and train contact Persons in Monitoring and evaluation.

This will address the issue in which Evaluations are being conducted as per project plan but the evaluation results are not remitted to SCOPE Zambia in a timely manner

7.3 RESCOPE

1. Develop a programme enabling permaculture teachers to visit community farmers to provide training materials and **Farmer Field School (FFS)**. The field school would be a Group Discussion Extension "school without walls" that teaches basic agro-ecology and management skills and provides a platform to exchange ideas and a channel through which problems encountered by the farming communities are identified.
2. Strategically raise the profile and visibility of the project, to create awareness and influence policies that support ILUD
3. Develop a Permaculture Certification Programme with NRDC and TEVTA or a private agriculture college such as KATC

7.4 IMPLEMENTING PARTNERS

7.4.1 Proposal writing

Work with ReSCOPE and SCOPE Zambia to craft funding proposals which are targeted to the permaculture activities

7.5 SCHOOLS

7.5.1 Integrated Land Use Design Plans

Although the field visits showed that the schools were implementing ILUD. There were no copies of the actual designs.

It is recommended that schools should task or assign a lead teacher with the responsibility of displaying the design plan and ensuring that an electronic copy of the design is transmitted to the SCOPE Office. This will be beneficial in monitoring the actualisation of plans set forth in the plan.

7.5.2 ReSCOPE -Production of learning Material

Although the programme aimed to achieve only the publication of one set of training material and though Key informants were satisfied with the training material, both the community farmers and teachers felt that current materials used were compressed and that rather they can be tackled according to topics to provide more in-depth training over a series of sessions.

We are therefore recommended that topic:

1. Specific training material be developed. This would be beneficial not only to the stakeholders but can be used as awareness or promotional material for a much wider audience.
2. reading material for all learners at each grade alongside other methods of inculcating into the minds of the learners such as posters displayed in classes and poetry and song be developed

8 CONCLUSION

The ReSCOPE programme has positively influenced the Zambian pilot schools with which it has interacted, and, through the transfer of resource persons, even those that it has not directly interacted. The project could increase its impact and outreach further by extending individual membership to interested small scale farmers who are engaged and/or ascribe to ideals of permaculture and environmental conservation.

Its activities have been relevant to the communities they operate in and to Zambia in general, has been effective and highly likely to be sustainable among the communities it operates even if and when SCOPE operations cease..

APPENDICES

Appendix 1 Terms of Reference for Evaluation

ReSCOPE is a non-governmental organisation working with five SCOPE country chapters and their partner organisations in Zimbabwe, Malawi, Kenya, Uganda and Zambia. The organisation works in the areas of agriculture and environmental education in school and college communities. It seeks to reduce dependency of participating countries on mono crops as staple foods which results in malnutrition and other non-communicable diseases and environmental degradation due to inappropriate land husbandry. It tries to achieve this by building the capacity of country chapters and their partner organisations to use the whole school approach in working with school communities.

In the region and in Zambia in particular, agriculture is considered a cornerstone of a strong, diversified economy, providing livelihoods, food, raw materials and exports for the country. Small scale farmers produce the bulk of the agricultural output. Despite the existence of the education policy in Zambia to have all schools establish school gardens, the schools lack the capacity to design the school grounds in an integrated way as well as knowledge and skills for producing food in a sustainable manner.

SCOPE Zambia is one of the chapters working with ReSCOPE with its 16 partner organisations and 33 schools in 21 districts of Zambia. ReSCOPE is working with schools and communities through their partner organisations with the aim of building the capacity of SCOPE Zambia and to increase knowledge on sustainable agriculture methods and environmental awareness by implementing the whole school approach to greener school communities program and it is hoped that through this approach, there will be increased food availability, accessibility, utilization and food system stability which in turn will reduce malnutrition and other non communicable diseases as well as environmental degradation.

To this end, ReSCOPE has been implementing a project with the support of Bread for the World since September 2018. We now seek the services of a qualified and experienced consultant to conduct an end of project evaluation that will inform the impact/achievements of the project implementation in the project areas.

Project Purpose and Objectives

The purpose of this assignment is to conduct an end of project evaluation for our “Facilitating the whole school approach to greener school communities with SCOPE Zambia member organisations “project. The overall goal of the project is to improve sustainable environmental management and food production practices in the project area. In conducting this evaluation, the ideal consultant will focus on the following specific objectives.

- a) The pilot schools apply sustainable land use practices in a participatory and integrated way.
- b) The capacity of SCOPE Zambia to develop, implement and monitor projects with its members is strengthened
- c) The regional linkages and experience sharing among the SCOPE country chapters is strengthened.
The project involves 16 partner organisations and 33 schools which are in the districts of Sesheke, Kafue, Lusaka, Chipata, Chisamba, Kapiri Mposhi, Chibombo, Sinazongwe, Chongwe, Rufunsa, Katete, Monze, Livingstone, Chasefu, Kazungula, Kifuwe, Sinda, Petauke, Chilanga, Mumbwa and Lundazi. The purpose of the evaluation is to assess the implementation and impact of the project. The assessment should be based on the OECD – DAC criteria. The assessment framework should include but not limited to questions on the relevance, effectiveness, efficiency, impact and sustainability of the project implementation in the participating schools and communities. Among the questions to be answered include:
 1. To what extent have the project objectives and indicators been achieved?
 2. What were the major factors influencing the achievement or non achievement of the project objectives?
 3. Were activities implemented cost efficiently?

4. How do the project outcomes contribute to the attainment of the overall project goal/objective?
5. What has the project done to ensure that the results can be sustained in the medium to long term?

The expected results of the evaluation should include the following:

- a) Capacity building of partner organisation in the Integrated Land use Demonstrations (ILUD) implementation.
 - Accompaniment of the partner organisation by ReSCOPE in the implementation of ILUD in participating schools (has ReSCOPE accompanied partner organisation in the implementation of ILUD in participating schools?)
 - Participation of partner organisation in the conducted baseline survey by ReSCOPE in participating schools (has partner organisations participated in the baseline conducted?)
 - Provision of monitoring support by ReSCOPE to partner organisation to monitor participating schools (has ReSCOPE provided support to partner organisation to monitor schools?)
- b) Capacity building of SCOPE Zambia as a network organisation
 - The Setup organisation structures by SCOPE Zambia (platform for members to meet, membership guidelines, SCOPE Board)-do SCOPE Zambia have membership guidelines, Board?
- c) Regional network activities for all SCOPE country chapters
 - Peer to peer learning and exchange visits attended by representatives of all country chapters
 - Learning materials produced by SCOPE chapters for use by participating schools (has SCOPE Zambia produced learning materials for use by participating schools?)

For the partner organisations, the evaluation should profile and assess each organisation and determine the ability to deliver relevant training in schools and ability to practice ILUD principles either at their offices, homes or attached schools.

Overall, the evaluation report should provide the relevant information that will enable us to attribute the impact/changes to the project implementation based on the following indicators:

Indicators for project component number 1:

- By the end of the third year the 32 trained teachers, at least 11 of them being women, have conducted at least 3 staff development sessions on Permaculture to the whole school staff.
- At least twenty schools have demonstrations of sustainable land use that meet 80% of the defined quality criteria by the end of the third year.

Indicators for project component number 2:

- By the end of the third year, the SCOPE Zambia Board, at least 3 of them being women, have adopted at least 5 relevant policies that guide the work of SCOPE Zambia
- By the end of the third year, SCOPE Zambia will have developed membership guideline which they will have used to subscribe at least 10 full members at least 3 of them headed by women

Indicators for project component number 3:

- By the end of the third year each SCOPE country chapter will have documented how they used the lessons from their sharing with other chapters
- By the end of the third year, each country chapter have produced at least one learning materials following capacity building by ReSCOPE

For indicator 1, the quality criteria that is being used to monitor the project is:

- a) Involvement of parents, teachers, learners and the school administration in the project
- b) An integrated land design plan for the whole school
- c) Planting and care for at least 5 varieties of fruit trees
- d) Planting and care for at least 5 varieties of legume plants
- e) Planting and care for at least 10 additional varieties of food plants
- f) Intercropping system used on at least 75% of the planted area
- g) Marking out of access routes around the school

- h) Presence of water harvesting structures on at least half of the land
- i) Presence of a functional waste management system
- j) At least one third of the school land covered or mulched.
- k) Natural soil improvements
- l) Agroforestry system
- m) Use of natural pest management
- n) Woodlot
- o) Animal integration
- p) Evidence of integration into the school teaching and learning
- q) Diversity of food sources across the food groups

Main Responsibilities

ReSCOPE will be fully responsible for the successful recruitment of the consultant and management of the evaluation process. The responsibility of the consultant and ReSCOPE are as stipulated below.

Responsibilities of a consultant

- The consultant will take the lead in designing the approach, information gathering and organization of the entire process from review to final report production.
- To prepare an inception report upon receipt of the terms of reference
- Discuss key results of the evaluation and any other information incidental to the decision making with ReSCOPE management.
- Prepare the final report.
- Submit three (3) hard copies of a final report with accompanying electronic copy.
- Responsibilities of ReSCOPE will include:
 - Providing the ToRs for the assignment and relevant policy documents
 - Guide the consultant and facilitate travel to the targeted areas to carry out the review and data collection
 - Mobilize the target stakeholders for involvement in the evaluation process.
 - Support the consultant in identifying and accessing local staff members, volunteers, partners and other stakeholders to assist in the execution of this project.
 - Provide transport to the target areas
 - Pay consultant fees as agreed upon
 - Responsible for costs according to plan submitted by the consultant and agreed upon with ReSCOPE before commencement of services.

Scope and focus of the assignment

The focus of the consultation is to provide technical support and facilitation of the process to enable the conduction of the end of project evaluation. After the review of the Terms of Reference, the consultant will produce an inception report and work plan to guide the assessment of ReSCOPE's implementation of the project. The duration of all activities is outlined in section 6.0 below. The scope of work for this assignment will include but not limited to the following: Project review and assessment (2018-2021)

The consultant will be required to review and assess the 2018-2021 project implementation and its effectiveness/impact. This will involve capacity to implement/performance and partner organisation development deliverables set out within the project and assessing the extent to which ReSCOPE achieved them. Some of the questions to be answered by the evaluation include:

- Was there sufficient capacity in the organisation to ensure a follow-up of the activities?
- Which kind of capacities/processes would be necessary in future to ensure the impact of the project?

The evaluation will include the views of different stakeholders (i.e, what is the perspective of SCOPE Zambia member organisations, schools (teachers and headmasters), parent teacher association-PTA, and communities? What were the challenges? What is needed for up- scaling?

Performance against deliverables will be graded, as fully done, partially done, not done at all or otherwise as the consultant will deem fit/necessary. It will be important to point out either factors that worked to facilitate implementation or those that served to derail it.

Work environment assessment and Analysis of the organisation

The consultant will be expected to carry out an assessment and analysis of the operating environment both internal and external to establish the organisation's strengths, weaknesses, threats and opportunities when it comes to project implementation. This information will be used to determine the appropriate strategic direction of ReSCOPE in project implementation and overall organisation's operation.

Operation Capacity assessment

The consultant will gather the necessary information from secretariat, partners, and any other selected relevant units to establish the general operational capacity, financial and administrative systems, structure, and organizational set up of ReSCOPE and how such considerations aid its efforts to establish an effective operation platform. The information from this assessment can be used to set up a resource framework and human resource plan to ensure that ReSCOPE has the needed capacity to achieve its organisation's goals and objectives.

Propose Strategies to help ReSCOPE achieve its operational mandate

The Consultant will propose strategies that will drive ReSCOPE's operation development actions in future. All strategies developed are to be in line with the ReSCOPE's mandate and aspirations.

Compile and Produce an evaluation report for the project.

The consultant will compile a comprehensive evaluation final report and should be submitted in soft and three (3) well bound hard copies.

Deliverables

The consultant will provide the following deliverables;

1. An inception report and analysis framework based on these Terms of Reference within 10 days of the signing of the contract
2. A quotation for the total costs of this assignment including consultancy fees as part of the application submission.
3. A work plan for the facilitation of the entire process in application and updated in the inception report
4. A draft report submitted within 6 weeks of the signing of the contract and containing but not limited to the following parts:
 - Executive Summary
 - Background
 - Review and assessment of the project implementation and its effectiveness/impact
 - Work environment assessment and Analysis of the organisation
 - Operation Capacity Assessment
 - Tools meant to assess progress in the attainment of set organisation's goals
 - Strategic framework and execution plan/recommendations
 - Five (5) photographs of the school grounds taken from different strategic points that are marked on a sketch map of each school.
5. Three copies of a well bound evaluation final report and a soft copy with appendices
6. The report should have a minimum of 30 and maximum 50 pages excluding appendices.

Appendix 2 List of Documents Reviewed

1. The Project Application to Bread of The world
2. Scope Zambia Constitution
3. MOU between ReSCOPE Programme and SCOPE Zambia
4. MOU for Participating School and Member Organization
5. Financial Policy for Scope Zambia
6. Scope Zambia Accounting Manual
7. Audited Financial Report For the period March 2020 to August 2020
8. Scope Zambia Strategic Plan 2019-2023
9. Charter of the Board of Directors
10. Baseline Study Report
11. Scope Programme Risk Management Policy
12. ReSCOPE Narrative Reports
13. Documenting Country Chapter Learning - Malawi
14. Documenting Country Chapter Learning- Zimbabwe
15. Pre-Defined Duality Criteria for Demonstrations of ILUD
16. Implementing Partner Reports

Appendix 3 Sampled Schools and SCOPE Zambia Implementing Partners

Name of School	Implementing Partners	Province/District	Project Period
Kacheta	Home of Hope	Lusaka/Chilanga	≥ 2 Years
Chiparamba	CODP	Eastern/Chipata	≥ 2 Years
Chimoza	Revival	Eastern/Lundazi	≥ 2 Years
Kalobolelwa	WWF	Western/Sesheke	2 Years
Mweemba	Kaluli Development Foundation (KDF)	Southern/Sinanga	≥ 4 Years
Lukamantano	Daughters of The Redeemer	Lusaka/Kafue	≤ 2 Years
Mumbwa	Green Living	Central/Mumbwa	≥ 4 Years
St. Pauls School	Youth Alive	Lusaka/Lusaka	≥ 4 Years

Appendix 4 List of People Interviewed

	Type of Discussion	Name	Position	District
1	1 on 1	Bernard Ngoma	Implementing Partner	Lundazi
2	1 on 1	Miyobo Buumba	Implementing Partner	Sesheke
3	1 on 1	Appyson Syakachonko	Implementing Partner	Sinazongwe
4	1 on 1	Sister Christine Singini	Implementing Partner	Chilanga
5	1 on 1	Mary Sakala	Implementing Partner	Mumbwa
6	1 on 1	Everisto Kambafwile	Teacher	Lusaka
7	1 on 1	Mr. Kakompe	Teacher	Mumbwa
8	1 on 1	C. Lyalabi	Teacher	Kafue
9	1 on 1	Staallone Yampepe	Teacher	Chilanga
10	1 on 1	Canisus Lyalabi	Teacher	Kafue
11	1 on 1	Rival Siambolonda	Teacher	Sinazongwe
12	1 on 1	Mwale Nguza	Teacher	Chipata
13	1 on 1	Ruth Mwanga	Teacher	Lusaka
14	1 on 1	Choolwe Munsaka	Teacher	Sesheke
15	1 on 1	Daneil Kasongo	Head Teacher	Mumbwa
16	1 on 1	Charity Musango	Teacher	Chipata
17	1 on 1	Clara Phiri	Head Teacher	Lundazi
18	1 on 1	Stalon	Learner	Chilanga
19	1 on 1	Yvonne	Learner	Chilanga
20	1 on 1	Gift	Learner	Lusaka
21	1 on 1	Hasom	Learner	Lusaka
22	1 on 1	Aron	Learner	Lundazi
23	1 on 1	Victor Moyo	DEBS	Sinazongwe
24	1 on 1	D.C. Mtonga	DEBS	Lundazi
25	1 on 1	Reuben Miti	Parent	Lundazi
26	1 on 1	Mr Mizinga	Community Farmer	Lusaka
27	1 on 1	Mr Mulendema	Community Farmer	Lusaka
28	1 on 1	Njekwa Sizilwa	Community Farmer	Sesheke
29	1 on 1	Innocent Nyirenda	Community Farmer	Lundazi
30	1 on 1	Steven Mahoni	Community Farmer	Lundazi
31	1 on 1	Richard Nyirenda	Community Farmer	Chipata
32	1 on 1	Aron Malonda	Community Farmer	Chipata
33	1 on 1	Easter Muunga	Community Farmer	Chipata
34	1 on 1	Edward Mbewe	Community Farmer	Chipata
35	1 on 1	Lech Haachizovu	Finance & Administration	Lusaka
36	Phone	Gertrude Zulu-Shinkanga	Board Member	Lusaka
37	Phone	Beatrice Grillo	Board Member	Lusaka
38	Phone	Joseph Mwale	Board Member	Lusaka
39	Phone	Emmanuel Mtamba	Board Member	Lusaka
40	Phone	Ms. Chifundo Jean Khokwa	ReScope Regional Partner	Malawi
41	ZOOM	Mr. John Macharia	ReScope Regional Partner	Kenya

Appendix 5 Photographs Used in Report

	Kalobolelwa School Marked Pathway			Mumbwa School
Mumbwe School Water Drinking Spot	Mumbwe School Classroom Shade Trees	Kacheta School Plan	Lukamantano School	Chimoza School Interviewing Teachers/Parents
Page 2	Page 9	Page 20	Page 28	Page 32

Appendix 6 Evaluation Matrix

ISSUE	QUESTION	DATA SOURCES
EFFECTIVENESS	To what extent did the outputs contribute to the Overall Project Objectives? Why? Why not?	Project Documents Partners & Beneficiaries Reports Project Staff Implementing Partners Key Stakeholders
EFFICIENCY	Were the resources efficiently managed and utilized Financial – procedures reporting & budgeting Assets – Vehicle use Were the outputs generated as expected and on time Were there any unforeseen problems, how well were they dealt with?	Accountant Financial Documents Audited Reports Vehicle Log M&E Reports Board Members
RELEVANCE	Establish whether the project design and approach was relevant in addressing the identified needs?	Project Documents Project Staff Partner Organisations Key Stakeholders
IMPACT	What impacts did the project have on Schools Food Production Gender Equity The Environment Ecosystem Health	Project Reports Partner Organisations Beneficiaries Board Members
SUSTAINABILITY	Was the approach used likely to ensure a continued benefit and use of the outputs and outcomes after the end of the project?	Partners and Beneficiaries

Appendix 7 Questionnaires

End of Project Evaluation of Facilitating the Whole School Approach to Greener School Communities with SCOPE Zambia Members Project

SCHOOL EVALUATION

School Details

Data Collector	Province

District	School Name

Name of Partner Organization

Name of Permaculture Teacher

Gender of Permaculture Teacher	Male		Female	
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Project Phase							
0-6Months		6-12Months		1 Year Plus		2 Years Plus	

Approximate School Acreage							
≤ 1		≥ 1		≥ 5		≥ 10	

Approximate Size of Bare Land as a Percentage of Total Acreage							

Permaculture Training Attended							
Training of Trainers				Staff Development Sessions			

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Staff Development Sessions by							
Permaculture Teacher		Partner Organisation		SCOPE Zambia		ReSCOPE	

Male	Female	Male	Female	Male	Female	Male	Female

School Demographics							
Number of Teachers		Number of Learners		Number of Staff		School Classification	

						Government	
						Community	
Male	Female	Boys	Girls	Male	Female	Grant Aided/NGO	
						Private	
						Church	

SCHOOL IMPLEMENTATION INDICATORS

Project Involvement/Participation									
Number of School Administrators		Number of Active Teachers		Average Number of Active Learners		Number of Active Parents		Community Farmers	

Male	Female	Male	Female	Male	Female	Male	Female	Male	Female

--	--	--	--	--	--	--	--	--	--

School Land Design Plan/Implementation of Plan				
Whole school	Half School	Part School	Plan Only	No Plan on Hand

Project Integration Into the School Teaching and Learning						
Grade Level	√	×	Science Subjects	Other Subjects	General Syllabus	Permaculture Club
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						

Evidence of Project Integration into Lessons	√	×
Use of the food forest and other elements in the environment for teaching		
Books on Farming available to Learners		
Educational Posters in Classrooms		
Print Materials on hand		
Songs/ Nursery Rhythm/ Drama Plays		
Homework Assignments		
Integration Into Teachers Plan of Work		
Part of Schools Academic Strategies/Policy		

GREEN INDICATORS

Fruit Trees Varieties Planted				
Mango	Guava	Avocado	Orange	Lemon
Banana	Berry	Mexican Apple	Pawpaw	Other

Number of Productive Fruit Trees	Estimated Fruit Tree Loss

Shade / Decorative Trees Planted				
Masuku	Mupundu	Musafwa	Mungongo	Muhamani
Teak and Rosewood	Mitobo	Nkolondo	Mutimbi	

Estimated Shade Tree Loss	
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Current Legume Varieties Planted				
1	2	3	4	5

Legume Varieties Previously Planted / Harvested				
1	2	3	4	5

Additional Varieties of Food Plants				
1	2	3	4	5
6	7	8	9	10

Intercropping Percentage of Planted Area				
100%	75%	50%	25%	None
Crops That are Intercropped				
Soybeans/Maize	Beans/Cowpeas	Groundnuts/Cassava	Other	None
Number of Trees Under Cropping Field				

Livestock Keep				
Chickens	Goats	Cattle	Pigs	Doves
Ducks	Guinea fowls	Donkeys	None	Future Plan
Total area Under Grass Lawn, Flowers, Fruits vegetables and Field crops				
≥ 25	≥ 25	≥ 50	= 100	None

ECOSYSTEM

Quality Criteria

IF(YES) RANK 1-5 with 1 being the Lowest Ranking	YES	NO
School Yard Landscaping Noticeable		
Labeled Pathways/ Marked and shaded Car Park		
Presence of soil cover/ Ground cover / Mulching practices		
Presence of rain water harvesting structures (IF YES CIRCLE TYPE) 1. Swales 2. Containers 3. Tanks 4.Ponds 5.Dams		
Functional Waste Management System/ Recycling system		
Separating Solid Waste		
Use of natural soil improvement techniques (IF YES CIRCLE TECHNIQUE) 1. Compost 2. Minimum/Zero Tillage 2. Basins/Pot holes 3. Kraal Manure 4. Chicken Manure 5. Other		
Agro Forestry System/ Alley cropping system with Evergreen Trees		
Wood Lot/ Bush or forest with Indigenous Tress		
Pest Management (IF YES CIRCLE TECHNIQUE) 1. Synthetic Chemicals 2. Organic (Natural) 3. Natural Repellents 4.Predator Prey		
Animal Integration/ Are there small, medium or large animals		
Seed Bank		
Produce any Herbs		
Diversity of Food Sources Across the Food Groups		

PRODUCTION AND PRODUCTIVITY

Past Production Yield Estimate	Poor	Fair	Good

Post Harvest Percentage Use		Produce Sold	School Consumption	Seed Bank
Estimated Production Income Per School Term	> K100	Vegetable	Fruit	Livestock
	> K500			
	> K1000			
	No Records			

IMPLEMENTATION COSTS (IF ANY)

Tools	>K100 >K500 >K1000 No Records	
Initial Seed	>K100 >K500 >K1000 No Records	
Inputs	>K100 >K500 >K1000 No Records	

ADDITIONAL SKILLS AND KNOWLEDGE/INFORMATION SOURCE

Main Source			
Partner Organisation	ReSCOPE	Print Media	Community
Secondary Source			
Online	Fellow Teachers	Local Extension Office	Radio

Monitoring

Composition of School Monitoring Team				
School Administrator	Permaculture Teacher	Learner	Parent	Community Farmer
Monitoring Method Used				
Monthly Meetings	School Term Report	6 Month Report	Photographic	Other

Monitoring by Partner Organisation			Monitoring by SCOPE		
Monthly	School Term	6 Month	School Term	6 Month	

Field Day

Has School held an Open Day	Yes	No
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Online	Fellow Teachers	Local Extension Office	Radio
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Seed Saving

Number of outstanding farmers from the school catchment area trained in seed multiplication			
Male		Female	

Has a community seed bank been established	Yes	No
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Homestead Design

How many households have been assisted with homestead design	
--	--

IMPLEMENTATION CONSTRAINS

Which of the following implementation problems does your School face?

(RANK THEM 1-13 WITH 1 AS THE MOST SERIOUS)

Problem/Constrain	Rank	Suggested Solutions
Limited knowledge on permaculture among teachers		
Costs of inputs (seed, pesticide, fertilize)		
Lack of equipment and tools		
Water Supply/ Drought Due to Low Rain Fall		
Thief of Produce		
Vandalism by Learners/ Community Children		
Livestock / Wild Animal Damage		
Bush Fires		
Change of School Administration		
No Clear Roles and Responsibilities Partner Organisations, Teachers, Parents, PTA and Community Members		
Lack of frequent communication With Implementing Partner Organisations or ReSCOPE		
Project implementation processes are complicated		
Lack of financial resources/ Funding sources		

Evaluation of Facilitating the Whole School Approach to Greener School Communities with SCOPE Zambia Members

IMPLEMENTING PARTNERS EVALUATION

PARTNER DETAILS

Data Of Evaluation	
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Evaluation Method							
Self		Phone Call		Email Response		Other	

Name of Partner Organization

School Name	Province	District

Number of Years as Implementing Partner of The SCOPE Zambia Project							
≤ 1 Year		≥ 1 Year		≥ 2Years		Other	

Physical Address Of Organization							
Name Contact Person				Male		Female	
Phone Number				Email Address			

Year Organization Was Established									
Institutional Structure									
NGO		Church		Community		Private		Other	

PROJECT MANAGEMENT

How many members of your staff have attended SCOPE Project Implementation Training?							
Does your organization have a designated Permaculture Staff Member?						Yes	No
How many Staff Development Sessions has your organization conducted in the past 24 months							
Has anyone in your organization attended a Regional SCOPE chapter meeting?						Yes	No
Is your School Contact Staff Member compensated for school visits?						Yes	No
Is the School Contact Staff Member?				Male		Female	
Is the School Contact Staff Member compensated for?				Transport	Yes	No	
Attending Training or Meetings		Yes	No	Household Visits	Yes	No	
How often do you evaluate the Productive Unit at the school?							
Every Month		Once /Term					
How many progress reports have you submitted to SCOPE Zambia in the past 24 months?							
Can you provide the Evaluators with a copy of the most recent report?						Yes	No

SCOPE ZAMBIA GOALS

In Your Opinion which of these project implementation goals have been achieved by Scope Zambia?	Adequately	Not Adequately
Collection of Membership Fees		
Provision of Permaculture Trainings and staff development		
Provision of Permaculture Support Materials		
Responded to your requests for material support		
Provided the support needed to implement the program in the school		

Provided Organizational Development and Institutional Strengthening to your organization		
Strengthened National and Regional Linkages and Experience sharing		
Helped your organization in conducting surveys in schools		
Strengthened the relationship with school officials at district level		
Planned special events such as a community demonstration field day		
Seed Bank development		
Deforestation programs		
Contributed to food production in project area		

PROJECT STAKEHOLDER INVOLVEMENT

Rate Each Stakeholders Participation Influence and Interest for the Project							
IMPORTANT NOTE							
Even if you may have not interacted with the stakeholder. Please give your opinion on the importance of each stakeholder to the projects goals and implementation							
STAKEHOLDER	Stakeholder Current Participation		Stakeholder Project Importance		Stakeholder Project Interest		
	High (H)	Low (L)	High (H)	Low (L)	Positive (P)	Negative (N)	Unclear (?)
Community and Traditional Leaders							
Provincial and District Education							
Ministry of Education							
Ministry of Agriculture and Agriculture Extension Office							
Ministry of Lands, Natural Resources and Environmental Protection							
Forestry Department							
Ministry of Health							
Teacher Training Institutions							
Agriculture Colleges							
Local Elected Officials							
Ministry of Livestock and Fisheries							

End of Project Evaluation of Facilitating the Whole School Approach to Greener School Communities with SCOPE Zambia Members Project

LEARNER QUESTIONNAIRE

Evaluation	Question	Responses	
RELEVANCE	Do you learn how to grow plants in class	YES	NO
IMPACT	Do you show your parents what to do in the Garden at Home	YES	NO
EFFECTIVENESS	Is it fun working in the School Garden	YES	NO
EFFICIENCY	Have you come to school with seeds for the School Garden	YES	NO
COHERENCE	Have you eaten the vegetables from the School Garden	YES	NO
SUSTAINABILITY	Have you planted a tree at home	YES	NO

End of Project Evaluation of Facilitating the Whole School Approach to Greener School Communities with SCOPE Zambia Members Project

COMMUNITY FARMERS/HOUSEHOLDS

Name			
Permaculture Support School			
Sex of Respondent	Male		Female

Age Range of Respondent						
20-35	36-45	46-55	56-65	66-75	75-95	Not Given

Respondent Relationship to Head of House Hold					
Self	Spouse	Son	Daughter	Other	

Use of Permaculture Methods			
None	Minimal	Moderate	Intensive

Fruit Trees Owned By Household						
Mango	Guava	Paw Paw	Orange	None	Other	

Type of Vegetables Grown		
Commercial vegetables	Local exotic vegetables	Herbs

Permaculture Produce Amounts in Kwacha Sold			
Less than K500	K 500- K999	More than 1000	Too little just for home consumption

Evaluation	Question	Responses	
RELEVANCE	Has this project helped your family in any way	YES	NO
IMPACT	Is the programme making a difference in your life	YES	NO
EFFECTIVENESS	Have you used the planting methods	YES	NO
EFFICIENCY	Have you noticed any increase in your yield	YES	NO
COHERENCE	Have you been forced to change your farming	YES	NO
SUSTAINABILITY	Have you tried to grow any indigenous trees?	YES	NO

How often are your children involved in practical agriculture at home			
Weekly	Seasonal	Rarely	Not At All

Do you contribute to agricultural work at the local school	Yes	No
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Homestead Design

Has your household been assisted with homestead design	Yes	No
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What activities have you been involved in at the local school					
Site preparation	Gardening	Tree Planting	Weeding	Applying Manure	Other

Evaluation of Facilitating the Whole School Approach to Greener

School Communities with SCOPE Zambia Members

SCOPE ZAMBIA BOARD MEMBERS EVALUATION

Data Of Evaluation							
Evaluation Method							
Face Interview		Phone Call		Email Response		Video	

Name			Gender		
			Male		Female

Residence	Phone Number	Email Address

Number of Years on Scope Board	Number Other Boards	Type of Institution			
		NGO		Private	Other

Board Participation

How many Board meetings have you attended over the past 24 months?		
Are you on a Board Committee	Yes	No
IF YES How many Board Committee meetings have you attended over the past 24 months?		
Have you attended any Regional SCOPE Chapter meetings?		
	Yes	No
IF YES How many Regional meetings have you attended over the past 24 months?		
IF NO Have you been in contact with any Regional SCOPE Chapter Board Member		
	Yes	No
IF YES Specify the Contact Mode		
Email	Phone	Video Conferencing
How many school sites have you visited over the past 24 months?		
One a scale of 1 to 10 How important would Board Compensation be to Board participation?		

Resource Mobilization Activities

In your opinion which of these Scope Zambia Resource Mobilization Activities have been achieved?	Adequately	Not Adequately
Collection of Membership Fees		
Consultancy Trainings		
Demonstration Site Training Center		
Sale of Indigenous Tree Seedlings		
Sale of Permaculture Material		
Income Generating Initiatives		

Strategic Goal Activities

Rank the PROGRESS for each of these SCOPE ZAMBIA GOALS	High (H)	Medium (M)	Low (L)
Capacity building of Implementing Partners			
Set up of Network Organization structures			
Institutional Strengthening of SCOPE Zambia			
Strengthening Regional Linkages and Experience Sharing			
Securing land for a demonstration field			
Communication with various stakeholders			
Development of a SCOPE Zambia training and demonstration centre			
Development of media permaculture programs			

Improve the financial position and sustainability of SCOPE Zambia			
Advocacy for Scope program in schools			
Advocacy on relevant policy issues at national levels			

Capacity Building Support Need

In which areas do you think or anticipate needing capacity building support in the coming years	Need (N)	No Need (NN)
Developing different program/funding scenarios		
Adaptive strategy/planning in a changing post COVID 19 environment		
Educating/engaging member organization's around key program issues		
Educating/engaging Scope Zambia staff and volunteers around key program issues		
Understanding the role Scope Zambia can play in advocacy for permaculture		
Communicating with key stakeholders		
Forming strategic partnerships		
Program development/expansion		
Leadership/professional development with staff		
Hiring/recruiting of new staff		
Volunteer engagement and retention		
Making the case for the role permaculture can play in strengthening communities		
Making the case for adjustments and changes in future MOU's with partners		
Other Capacity Needs (Please Specify)		

