FINAL REPORT

Project Evaluation Report (PER) For the Voice and Accountability: Community Empowerment for Improved Local Service Delivery

Submitted to:

Civil Society for Poverty Reduction (CSPR)

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ACRONYMS

CDF	Constituency Development Fund
CSPR	Civil Society for Poverty Reduction
DEBS	District Education Board Secretary
FPER	Final Project Evaluation Report
FGD	Focus Group Discussion
JSDF	Japanese Social Development Fund
KII	Key Informant Interview
PDO	Project Development Objectives
M&E	Monitoring and Evaluation
MTR	Mid-Term Review
PEO	Provincial Education Officer
PE-SA	Political Economy Stakeholder Analysis
PTC	Parent-Teacher Committee
PTF	Partnership for Transparency Fund
SAC	Social Accountability Committee
TOR	Terms of Reference
VAP	Voice and Accountability Project
WDC	Ward Development Committees

Executive Summary

The Voice and Accountability (V&A): Community Empowerment for Improved Local Service Delivery in Zambia project is a four-year project aimed at promoting greater community involvement and oversight of education service delivery. It was officially launched on September 21, 2021, through a grant agreement between the Civil Society for Poverty Reduction (CSPR) and the World Bank. It is financed by the Japanese Social Development Fund (JSDF) and implemented by the World Bank. Implementation was in 45 schools in the Eastern and Western Provinces of Zambia. At the heart of the project is the goal to shift the power balance by raising citizen understanding of their rights and entitlements and providing citizens with the capacity to use social accountability tools to more effectively monitor primary and secondary education services. The project promoted inclusivity by focusing on women, young people, persons with disabilities, and marginalised communities. In this way, it established a process in which local communities could participate in addressing some of the most critical barriers to education service delivery together with school authorities and community leaders. Communities were activated to take part in planning, costing, observing, and decision making about efforts to drive the educational process forwards.

The aim of the evaluation was to undertake a strategic and operational review of the project's performance to date and provide stakeholders with an external, independent, and objective assessment of the programme's status, its relevance in the context of government policies such as the national decentralization policy, 8th National Development Plan and Free education policy, the validity of its rationale, its management and implementation processes, and its likelihood of achieving its development and objectives. To achieve this aim, the evaluation employed a cross-sectional design and used a mixed methods research approach to offer a comprehensive assessment of project implementation and impact. The population in the study consisted of various stakeholders such as teachers, headteachers, Social Accountability Committees (SACs), Parent Teacher Committees (PTCs), Ward Development Committees (WDCs), District Education Board Secretaries (DEBS), Provincial Education Officers (PEOs), planners in the education sector, traditional leaders, learners, and youth. Primary data was collected using structured questionnaires, data collection sheets and interview guides. Further, secondary data was collected by reviewing the core project reports and documents. During the evaluation, ethical guidelines were followed with respect to informed consent, confidentiality, and the rights of the subjects inter alia.

The findings of the V&A project demonstrated progress across all ten key indicators from baseline to Mid-Term Review (MTR) and final evaluation, confirming the achievement of the Project Development Objective (PDO) in strengthening community awareness and participation for accountable education service delivery. Notable results include the enhanced knowledge among trained community members rose from 0% at baseline to 92% at MTR, reaching 98% at final evaluation, surpassing the 95% revised target. Participation of underrepresented groups improved from 58% to 68% at MTR, and 86.6% at evaluation, surpassing the 85% revised target. Education issues resolved by duty bearers increased from 23% to 64.2%, well above the 50% revised target. Further, community members trained grew from 0 to 1,546 at MTR, with an additional 1,345 at evaluation, exceeding the target of 900 (450 females). Active community groups increased from 0 to 90 at MTR and 135 at final evaluation (achieving the target

of 135 groups). Community members participating in consultative meetings rose from 0 to 1,546 at MTR and 1,856 by evaluation, exceeding the target of 600. Additionally, consultative meetings with full representation reached 141 against the target of 250, showing moderate progress. The results also showed that communities completing monitoring of at least three education activities achieved 90.9% in 2024 and 90.8% in 2025, just below the 100% target. Meeting minutes recording community concerns reached 141 against the target of 333, showing partial achievement.

Despite the successes, the project faced several challenges. Bureaucratic processes, including delays in receiving approvals, hindered the timely implementation of some activities. The delay in developing the School Service Charter, due to the absence of a guiding charter from the Ministry of Education, was a notable setback. Geographical barriers also contributed to pupil absenteeism. Long distances to schools remained a significant deterrent, particularly in rural areas. This issue, although partly addressed, continued to affect school attendance negatively. Another challenge was the limited mobility of SAC members. The absence of transport support restricted their ability to conduct outreach and monitoring activities in remote communities. The project's reliance on voluntary participation without logistical support constrained its reach and sustainability. Lastly, although the project successfully identified numerous education-related issues, it lacked a built-in mechanism to address them. Early engagement with local authorities could have leveraged the CDF to resolve some of these concerns, especially regarding infrastructure.

In conclusion, V&A project has made a meaningful impact on the way communities in Zambia's Eastern and Western Provinces engage with the education system. Through empowering local stakeholders through training, tools, and participatory governance structures, the project has improved transparency, accountability, and education service delivery. The successes and lessons drawn from this initiative present a compelling case for scaling up similar interventions. As the project concludes, it leaves behind a foundation of informed and empowered communities, equipped with the knowledge and skills to advocate for and monitor education services effectively. With the right institutional support and policy integration, the legacy of the Voice and Accountability project can continue to drive improvements in education governance across Zambia.

Based on the findings of the evaluation, several recommendations have been proposed:
1. There is a need for the CSPR to lobby the government for the institutionalization of SACs to ensure V&A activities are extended to unreached schools and communities, to broaden their impact and promote inclusive accountability. Alternatively, allow it to become a subcommittee of the WDC with a specific mandate of monitoring public service delivery in the district.
2. Communities stressed the need for CSPR to continue monitoring visits, mentorship, and oversight beyond the formal end of the project to maintain momentum.
3. There were calls from the interviewed SAC members for continued refresher training and identification of local trainers to sustain knowledge even after project closure.
4. Future similar projects can leverage the use of technology to overcome challenges of failure to attend and participate due to long distances. This can be applied in areas where there is internet connectivity.
5. There is a need to consider translating all the literature used in the V&A and the training materials into local languages, ensuring accessibility for all, particularly those with limited formal education.

6. There is a need to also include empowerment of SACs through income-generating activities, including cooperatives, Village Banking and small businesses, to ensure financial sustainability of accountability efforts.
7. To ensure the sustainability of the SAC, an independent SAC without having community members drawn from other community groups should have been formed. This could have curtailed the anticipated loss of membership.
8. Scale up the project to include other schools and districts. The V&A project is appreciated for strengthening the voices of the community members in holding the duty bearers accountable and demanding quality education service delivery. The project empowered community members with the knowledge and skills to monitor the provision of education services. The project has proved to be impactful; therefore, it should be scaled up to cover many more schools and communities.
9. The evaluation found that the community model was effective in implementing the V&A project. However, the establishment of the Social Accountability Committees (SAC) by selecting members from existing community groups may hinder project sustainability. To enhance sustainability, the project should either create a separate and independent SAC composed of community members not affiliated with other groups or empower the existing community groups to carry out the V&A project activities directly.

1.0 INTRODUCTION

This draft report provides a detailed methodological approach for the preparation of the final project evaluation report of the "Voice and Accountability: Community Empowerment for Improved Local Service Delivery". The project was implemented in nine (9) districts, consisting of Kaoma, Nalolo, Kalabo, Senenga and Sesheke in Western Province. In Eastern Province, the districts include Katete, Sinda, Vubwi and Mambwe. The report first articulates the background of the project, outlining its purpose and the objectives. It expounds on, inter alia, the scope of the evaluation and the proposed approach and detailed methodology to be used to successfully execute the task at hand as provided for in the Terms of Reference (ToRs). In addition, the report highlights the planned activities to be implemented by the Hotline consulting team to achieve the objectives and deliverables of the final evaluation. The report concludes with a work plan providing the timeline for each activity.

1.1 Background

Community engagement in the delivery of public services is essential for fostering accountable and transparent public management. Not only does it enhance the quality of services provided, but it also ensures that service providers remain accountable to the people they serve. Therefore, it is crucial to build the capacity of local communities so they can effectively demand high-quality services from public service providers. To enhance transparency, responsiveness, and accountability in the delivery of primary and secondary education services in rural communities, the Civil Society for Poverty Reduction (CSPR), in collaboration with the Partnership for Transparency Fund (PTF) implemented the Voice and Accountability: Community Empowerment for Improved Local Service Delivery (V&A) Project, a four-year initiative supported by the World Bank through the Japanese Social Development Fund (JSDF), targeting underserved and remote areas across nine districts in Zambia's Eastern and Western Provinces. Scheduled to close on June 30, 2025, the project was designed to enhance transparency, responsiveness, and accountability in the delivery of primary and secondary education services by strengthening community awareness and participation in school governance and local service delivery. The overall objective of the V&A project was to strengthen community awareness and participation with school management and local authorities for accountable primary and secondary education services in the nine selected districts in Zambia.

The V&A project targeted 45 schools in nine districts in Eastern and Western Provinces. The Project's specific intervention districts were Kalabo, Kaoma, Nalolo, Senanga and Sesheke in the Western Province, and Katete, Mambwe, Sinda and Vubwi in the Eastern Province. The project employed a broad spectrum of activities, including training in citizen rights and social accountability methods; education service delivery monitoring with a focus on five specific monitoring areas: construction and renovations, budgeting, Teacher and Pupil absenteeism, textbook delivery, and safe schools plans implementation.

The V&A project beneficiaries consisted of District and provincial education and local government officials; 45 selected schools; Community members (parents, traditional leaders, women, youth) Social Accountability Committees (SACs), Parent Teacher Committees (PTCs), Ward Development Committees (WDCs), School management staff (head teachers and administrators), and Persons with disabilities and other under-represented groups. Through a range of training activities in social accountability, citizen

rights, and participatory monitoring, the project aimed to strengthen bottom-up demand for quality education services and foster a culture of transparency, participation, and inclusive governance at the local level. The strategic integration of diverse community actors, including traditionally marginalized groups, was central to promoting inclusive and sustainable improvements in education governance.

As a result of increased community awareness and heightened demand for quality education service delivery, several government-initiated programmes have been implemented since 2022, the time the V&A project commenced. The government in 2022 created a climate of reform and accountability for the delivery and management of education services. Remarkably, with a great push to eradicate corruption, especially in the education sector, teachers and school administrators were urged to embrace integrity and to create a culture of accountability and professionalism.

The government has enhanced access to primary and secondary education by providing free education from early childhood education (ECE) to secondary level, along with skills development bursaries for those in need. Further, the government introduced critical policy reforms in school financing, such as scholarship payment schemes that improved access for vulnerable learners. Reforms brought about by the Constituency Development Fund (CDF) also had a crucial role in this. CDF Committees and funding guidelines were restructured, cleaner and more transparent processes were ensured, with increased funding allocated to local education initiatives (Auditor General Report on Constituency Development Fund, 2023). Furthermore, the government committed itself supposedly to increase the number of school desks on a top-down basis, which had direct and obvious implications for the learning environment (Constituency Development Fund Guidelines, 2024).

According to a Mid-Term Review Report (2023) by CSPR, it was pronounced and projected that the aforementioned reforms will immeasurably empower communities by raising people's confidence and proving to those affected that concerted action could lead to change. In this way, community members would no longer wait passively for government interventions but would start seeing themselves as active agents of development. This will form a strong synergy with V&A project objectives, where both government-led and community-driven actions converged to bring about more accountable and participatory education service delivery.

Notably, systemic changes broader than those initiated by the government in 2022, which also contributed in meaningful ways to the enabling environment in which this project operated, included the critical role the V&A project played in strengthening grassroots participation in education governance. These policy shifts at national level had long-reaching implications for service delivery in the education sector, even though they would not be viewed as products of the V&A Project, World Bank, or CSPR. These are critical education reforms the V&A project has indirectly contributed to, even though were not planned in the project design and implementation. The project has empowered communities in intervention areas to demand quality education service delivery.

1.2 Project Objectives
The specific components of the project focused on: (i) Increasing Community Awareness of the Delivery of Education Services, with an allocation of US$ 0.97 million, and (ii)

enhancing Community Engagement and Participation in the Delivery of Education Services, and this project component was allocated US$ 1.38 million. The third (iii) component was Project Management and Administration, M&E and Knowledge Dissemination, which received an allocation of about US$ 0.40 million from the total project budget

1.3 Project Activities

i. Development of Training Materials and Social Accountability Tools: Sharing these materials with project beneficiaries to teach them the principles of social accountability and promote transparency and accountability among duty bearers.
ii. Capacity Development for Community Members: Trainings in their rights (in the education sector); the workings of government to provide education services; and knowledge of, and skills in the use of scorecards. Awareness Building for School Management and Local Authorities: Conducting training activities and meetings to educate school management and local authorities.
iii. Strengthening Community Capacity to Monitor Local Education Services: Enabling communities to oversee various aspects of education services, including safe school plan implementation, school construction and renovation, school budgets and effective resource use, textbook delivery, and addressing teacher and pupil absenteeism.
iv. Effective Community Engagement with School Management and Local Authorities: Facilitating consultations between communities, primary and secondary school management, local authorities, and other stakeholders to ensure productive engagement.
v. Exchanges in Community Knowledge and Experience in Social Accountability: Encouraging community reporting and awards, peer-to-peer learning, and capacity building of local CSOs (Civil Society Organizations) to enhance social accountability practices.

1.4 The Purpose of the Evaluation

The main aim of the assignment was to undertake a strategic and operational review of the project's performance to date and provide stakeholders with an external, independent, and objective assessment of the programme's status, its relevance in the context of government policies such as the national decentralization policy, 8th National Development Plan and Free education policy, the validity of its rationale, its management and implementation processes, and its likelihood of achieving its development and objectives. Further, the assignment involved evaluating the sustainability of project interventions and achievements comprehensively assessing the project's overall performance by investigating its relevance, effectiveness, efficiency, impact, assessing the changes to the beneficiaries in terms of their knowledge, skills and attitudes. In addition, the V&A project (VAP) evaluation also focused on: (a) assessing the success of the project in delivering its objectives and providing recommendations for future reforms to support sustainability, (b) aligning itself with World Bank ICR standards. (c) Evaluating the project performance against Project Development Objectives (PDO), document lessons learnt, and inform any future scale-up as may be desired by beneficiary and government.

1.4.1 Specific Objectives of the Evaluation and PCR

The evaluation of the V&A project was guided by the following specific objectives:

i. *Assessment on achieving the Project Development Objective (PDO)*: To assess whether the Project has met its development objectives and results.
ii. *Management Effectiveness:* Assess the effectiveness of project management in achieving the project objectives. Assess the institutional performance of the CSPR and any other agency involved in the coordination, execution, and implementation.
iii. *Cost*: Evaluate the project's cost performance and compare it to the planned budget.
iv. *Schedule:* Assess the project's implementation performance and compare it to the planned timeline and document issues that affected implementation and achievement of results.
v. *Unplanned Side-Effects:* Identify any unintended consequences or side effects of the project on the beneficiaries.
vi. *Residual Risks:* Assess any risks associated with project sustainability.
vii. Assess the project's efficiency, effectiveness, impact, relevance, and sustainability
viii. Identify and document *lessons learnt* and *best practices* since the start of the project.
ix. *Recommendations:* Provides specific recommendations for sustainability.

1.5 SCOPE OF WORK FOR THE PREPARATION OF THE EVALUATION REPORT

The scope of work for this consultancy included the following:

i. *Develop Inception Report:* This involved developing an evaluation framework and methodology, including a sampling strategy that builds on the baseline, midterm review (MTR), and other previous project assessments.
ii. *Conduct Field Work:* The Hotline Consulting Team conducted field work. It also trained data enumerators on research protocols, including piloting tools, before the enumerators were deployed in the field. The research team prepared Consent and Assent forms before conducting interviews as part of research ethics standards.
iii. *Analyse and Prepare V&A Evaluation Draft Report:* After collecting data and conducting field work, the team transcribed the KII and FGD interviews, generated key qualitative findings, analyse quantitative data, and write the draft report.
iv. *Validation Meeting:* The team will make a PowerPoint presentation of findings to stakeholders during the National level validation meeting
v. *Prepare Final Evaluation Report:* The Hotline Consulting Team will prepare the final evaluation report, incorporating feedback from the stakeholders, including evidence-based recommendations and lessons learnt.

2.0. EVALUATION METHODOLOGY
2.1 Research Approach
This study utilized a mixed-methods research approach to gather both primary and secondary data through qualitative and quantitative research methods. The consulting team aimed to collect valuable information and insights while ensuring statistical accuracy and the ability to generalize the study findings. This approach provided a balanced, credible, valid, and comprehensive assessment of the impact of the V&A project. These methods captured the perspectives and experiences of project beneficiaries and stakeholders involved in the project implementation, including personnel from government ministries, local authorities, and traditional leaders. The quantitative component involved conducting surveys and structured interviews to gather statistical data on project outcomes and impact indicators.

1.2   Research Design
This evaluation adopted a cross-sectional design, to assess the outcome and overall impact of the V&A project at a given time within the defined districts. This design is most suited to provide a holistic picture of the project's effects because it allows researchers to collect data from different participants at one point in time (Creswell and Creswell, 2018). This evaluation embraced a more thorough understanding of how the project has impacted education governance, transparency, and service delivery by incorporating perspectives from school communities, district and provincial education officials, members of Social Accountability Committees (SACs), Parent Teacher Committees (PTCs), Ward Development Committees (WDCs), and other community actors. The variables were assessed using a cross-sectional approach, and the outcome differences were identified for all nine project districts segmented populations, even among the traditionally underrepresented groups, such as women, youth, and persons with disabilities. Furthermore, it measured current attitudes, awareness, and participation in processes of local education, which are core determinants of effectiveness and sustainability in terms of the V&A project interventions.

The final evaluation sought to determine whether the project achieved its PDO, which aimed to strengthen community awareness and participation with school management and local authorities for accountable primary and secondary education services in nine selected districts in Zambia. The PDO was measured using a mixed menthod, involving both quantitative and qualitative approaches. Quantitatively, a questionnaire and collection sheets for both the SAC and Schools were used to collect data on community awareness, community participation in dialogue with school management and capacity to apply social accountability tools in education service delivery. Qualitatively, interviews were conducted with key stakeholders, including District Education Planners, DEBS, Project Staff and CSOs.

1.3 Intervention Sites and Sample Population
1.3.1   Intervention Sites
The geographical scope of the V&A evaluation included 45 schools in nine districts in Eastern and Western Provinces. Specifically, the data will be collected from the project districts namely; Kalabo, Kaoma, Nalolo, Senanga and Sesheke in the Western Province, and Katete, Mambwe, Sinda and Vubwi in the Eastern Province.

1.3.2   Target Population

The target population for the V&A Evaluation included, the district and provincial education and local government officials; 45 school communities; Community members (parents, traditional leaders, women, youth) Social Accountability Committees (SACs), Parent Teacher Committees (PTCs), Ward Development Committees (WDCs), School management staff (head teachers and administrators), and Persons with disabilities and other under-represented groups.

2.4 Sample Size, Sample Design and Sampling Techniques
2.4.1 Sample Size
The sample size for this evaluation was 389. Slovin's formula was used to determine the sample size for the right holders, primary duty bearers and secondary duty bearers. Slovin's Formula is a widely used statistical formula for calculating an appropriate sample size when little information is available about the behavior or characteristics of a population. It is particularly useful in social research contexts where the total population (N) is known, but the population variance is not.

2.4.2 Sampling Techniques
To ensure representation from various districts and types of schools, the evaluation study applied a stratified random sampling technique to select the right holders, including the pupils from all the participating schools. This sampling technique was applied in all the project intervention districts. Purposive sampling was used to select the schools. The primary duty bearers (DEBS, PEO, teachers and Head teachers) and secondary duty bearers (CSOs, Traditional leaders) were purposively sampled. Due to the limited timeline to conduct the evaluation, the convenience sampling technique was also be applied to select schools that can easily be accessed. The table below shows the V&A project participating schools in intervention districts.

Table 2-1-1: V&A project participating schools by district

EASTERN PROVINCE	
Sinda District	Chiwuyu Primary School
	Mwasiti Primary School
	Seya Primary School
	Mng'omba Day Secondary School
	Kapungwe Day Secondary School
Katete District	Kasunkha Day Secondary School
	Katete Day Secondary School
	Chimasuko Primary School
	Chiubundire Primary School
	Mwaundafisi Primary School
Vubwi District	Mlawe Primary School
	Mbande Primary School
	Taferadziko Primary School
	Matemba Secondary School
	Mbozi Day Secondary School
Mambwe District	Chiutika Primary School
	Katemo Primary School
	Mphowa Primary School
	Kasamanda Primary School
	Chipako Secondary School
WESTERN PROVINCE	
	Kataba (primary school)
	Lyamutinga (primary school)
	Litoya (primary school)

District	School
Nalolo District	Matongo (primary school?)
	Sianda
Senanga District	Mata Primary School
	Lui-Wanyau Primary
	Liangati (primary school)
	Ngundi (primary school)
	Nande (primary school)
Kalabo District	Nalionwa (Combined)
	Kalabo Day (Combined)
	Nang'uma Primary
	Yuka Primary
	Ng'uma Primary
Kaoma District	Mutondo Combined
	Mangango Secondary School
	Kashokoto Primary
	Namaloba (primary school?)
	Kalukundwe (primary school?)
Sesheke District	Lusu East Combined School
	Imusho Combined School
	Kalobolelwa Combined School
	Sesheke Primary School
	Sonso Primary School

From the schools presented in the table above, the consulting team conveniently selected two (2) primary schools and 1 secondary school in each district, bringing the total number of schools per district to three (3) and the total of 27 school across all the intervention districts in both Eastern and Western Provinces.

2.4.3 Sample Distribution

Table 2-1-2: Sample Distribution and Research Instrument

Category of Participant	Sample	Research Instrument
Rights Holders		
PTC Representatives	18	Interview Guide
SAC members	270 (10 Per School with different representation)	Questionnaire
WDC Members	27 (Part of SAC)	Questionnaire
Pupils	18	FGD Guide
Primary duty bearers		
Head/Deputy Head teachers	27	Interview/Data Collection Sheet
Teachers	81	Questionnaire
DEBS/DESO/Planners	9	Interview
PEO	2	Interview
Secondary duty bearers		
CSOs	9	Interview
Traditional Leaders	9	Interview
Project Staff		

M&E Officer, Project Manager, V&A Expert	5 (3 HQ and 2 Provincial)	Interview
Total	**475**	

2.5 Data Collection Methods

Quantitative data was collected from parents, teachers, traditional leaders, and community members using a structured survey questionnaire, which was uploaded on Kobo Collect and integrated into a Stata-compatible database for cleaning, coding, and analysis. Stata was the primary statistical software used due to its capacity to handle complex survey designs, perform robust regression analyses, and generate outputs aligned with World Bank evaluation standards. Additionally, a data collection sheet was employed to gather statistical information from schools on infrastructure availability, inclusiveness, and adequacy. This instrument was also used to collect data from School Accountability Committees (SAC), including the number of meetings held and attended, as well as education issues identified.

Qualitative data collection involved semi-structured interviews and participatory case studies to explore stakeholder perspectives, perceptions of change, and the social, cultural, political, and institutional factors influencing project implementation and outcomes. Key informant interviews were conducted with project staff, government officials from the Ministry of Education, PTC representatives, and traditional leaders at national, district, and community levels. Interviews were also carried out with pupil representatives from SAC membership in 27 participating schools across Western and Eastern Provinces to gain qualitative insights on key project indicators. Secondary data was gathered through a review of essential project documents, including the Project Implementation Manual, Scorecard Reports, baseline and mid-term evaluation reports, progress reports, stakeholder engagement plans, and environmental and social safeguard reports. To ensure data quality, the evaluation team aligned research instruments with project indicators, sought approval from CSPR, trained field enumerators, and conducted regular supervision. The team used Kobo Collect programmed with skip commands and locked questions to minimize errors, while daily frequency checks and feedback loops ensured data accuracy. Audio recordings of interviews were transcribed to capture stakeholder views precisely, maintaining the integrity and reliability of the data throughout the evaluation.

2.7 Data Analysis
The analysis of quantitative data utilised various statistical tools, including both descriptive and inferential statistics. This process involved examining the relationships between variables and assessing the statistical significance of the evaluation study findings. The results included disaggregated data categorised by district, sex, and age to identify variations within the sampled population. Data analysis was conducted using Stata. For qualitative data, a thematic analysis approach was employed. This approach involved identifying key themes, patterns, and narratives that emerge from interviews, document reviews, and focus group discussions. Atlas. ti software was used to analyse the qualitative data.

2.8 Evaluation Matrix
The V&A project evaluation used a Matrix Evaluation to assess the project's cost-effectiveness, impact, efficiency, and sustainability. This Evaluation Matrix allowed for the measurement of key indicators. The matrix verification was essential as it highlighted the differences between the baseline (at the project's inception) and the current situation in terms of progress, as indicated by various metrics. All these critical indicators were included in the matrix as shown below:

Table 2-1-3: Illustration of Matrix Evaluation

KEY INDICATORS	Baseline Value (at or before the start of the project)	Target Value (to be achieved by the end of the project)	Result: Value (Final Evaluation)	Sources and Means of Verification	Comments
Indicator 1: xxx					
Indicator 2: xxx					

The evaluation assessed the project's performance in achieving its intended outcomes and targets by comparing the end-line data to baseline measures or predetermined targets. The final evaluation survey provided insights into the project's effectiveness by systematically analysing the changes observed in various indicators. This matrix approach enabled a thorough assessment of the project's overall impact.
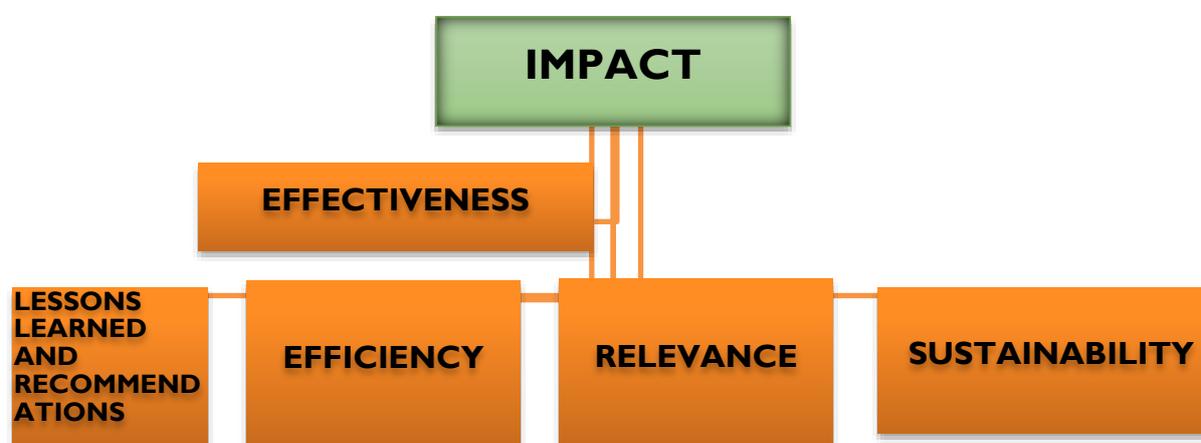
Figure 2-1-1: Evaluation Framework

This evaluation aimed at looking at the project's efficiency, effectiveness, impact, relevance, and sustainability. It specifically examined how well the project achieved its stated objectives and the possibilities of sustaining its results beyond the closure of the project. Effectiveness was determined by examining the extent to which the project met its goals and the causes and conditions that contributed to or prevented such achievements, in addition to considering any positive or negative consequences emanating from the intervention. Sustainability geared toward the long-term viability of introduced benefits, focusing on the ability of communities to manage resources and retain their gains after the conclusion of the project. Efficiency led the one's own thinking on money and material resources in the best way, questioning if the project was done cost-effectively, within time, and within the budget granted. The impact component considered the broader effects of the intervention with respect to the aforementioned changes in life quality and in the environment, as well as establishing the causal relations between the activities of the project and the outcomes observed. Relevance was measured by examining whether the project targeted the right beneficiaries as well as the core issues affecting the delivery of education services. The

evaluation then proceeded to document the major lessons learned, good practices, challenges that confronted and faced implementations with evidence-based, practical recommendations to better serve the design of subsequent programs and intervention policies in the education sector.

2.9. Ethical Consideration

Ethical compliance is an indispensable pillar of the data collection process (Creswell & Creswell, 2018). All enumerators were trained in research ethics, particularly as it relates to informed consent, confidentiality, and respectful engagement with vulnerable and under-represented populations, including persons with disabilities, women, youth, and traditional leaders. Enumerators were equipped with both consent and assent forms, written in simple language and translated into Silozi and Chichewa, to ensure that all participants are fully informed about the nature, purpose, potential risks, and benefits of the evaluation. Informed consent was obtained prior to the start of any data collection activity, and participants were reminded of their right to withdraw from the evaluation at any stage without any consequences.

3.0. FINDINGS AND ANALYSIS

Table 3-1 Summary Findings of the Key V&A Project Indicators

Indicator	Baseline Values	MTR values	Revised Targets	Evaluation value
i. **Percentage** of trained community members reporting enhanced knowledge about their entitlements and education service delivery	0	92%	95%	98% (SAC questionnaire)
ii. **Percentage** of underrepresented community members (females, disabled, youth and minorities) in the targeted areas reporting their views about education service delivery	58%	68%	85%	86.6%
iii. **Percentage** of education issues identified by communities that are addressed by school management and local authorities	23%	20%	50%	(Total Issues 425) (Resolved 273) 64.2% (CSPR Dashboard)
iv. **Number** of community members trained in social accountability in the education service delivery (of which are female)	0	1546	900 (450 females)	1345 (Females 528)
v. **Number** of active community groups that have clear mandates, are attended by key community members and hold meetings on a regular basis.	0	90	135 Evaluation sample/target (81)	81
vi. `**Number** of community members participating in consultative meetings with school management and local authorities	0	1546	600	1856 (Attendance registers)
vii. **Number** of consultative meetings held between communities, school management and local authorities with full representation	0	135	250	141
viii. **Percentage** of communities that have completed the monitoring of more than 3 education service activities	0	100%	100%	2024: 90.9% (SAC Sheet) 2025: 90.8% (SAC Sheet)
ix. **Number** of school management and local authority meeting minutes that recorded community concerns and requests.	0	135	333	141 (CSPR Dashboard)
x. **Number** of peer-to-peer community learning events held	0	9	9	13 (Attendance registers)

Note: on Indicator 5 on number of active community groups that have clear mandates, are attended by key community members and hold meetings on a regular basis, the final evaluation went to 27 schools (sample) from the total 45 schools. (All the 27 schools that were visited during the evaluation, reported having the SAC, PTC and WDC which totals to 81 groups).

3.1. Introduction

This section presents the evaluation findings on V&A project in education service delivery. It begins with an overview of the demographic characteristics of respondents, followed by an assessment of PDO objectives and the ten key indicators used to measure various aspects of community participation, inclusion, and engagement. The findings section concludes with an analysis of the findings using the evaluation criteria of relevance, coherence, effectiveness, efficiency, impact, and sustainability as a framework for assessing the value and performance of the interventions implemented.

3.2. Demographic Characteristics

The findings in Table 3-2 shows the demographic characteristics of the SAC members in this evaluation. The findings indicate a diverse and inclusive composition of participants involved in the SACs across nine districts in which the V&A project was being implemented. Gender representation is well-balanced, with 51.5% male and 48.5% female. In terms of age, the majority (54.5%) of participants fall within the 36–59 age group, while 32.3% are youths aged 35 years and below, and 13.2% are minority elderly aged 60 years or older. Notably, the youngest participant was 9 years old (a learner) and the oldest was 86 years, indicating intergenerational participation. Educational attainment varies, with most members having completed some level of formal education 36.6% with senior secondary, 29.4% with junior secondary, and 20.5% with primary education. However, a smaller proportion attained higher education, with only 11.8% holding tertiary qualifications, and 1.7% having never been to school. Persons with disabilities represent 5.3% of the sample, contributing to the inclusiveness of the initiative. Representation in SACs also spans various stakeholder groups, including youths (21.8%), PTC members (16.8%), females (16.5%), and traditional leaders (5.6%), among others. This diversity in the SAC sampled respondents indicate a broad spectrum of community voices and perspectives, strengthening the legitimacy and responsiveness of education accountability processes at schools in the intervention areas.

Table 3-2: Demographic characteristics of the SAC members

	F	%
District:		
Mambwe	9.9	30
Vubwi	11.6	35
Sinda	11.9	36
Katete	12.9	39
Kalabo	13.9	42
Kaoma	7.3	22
Nalolo	11.2	34
Senanga	12.2	37
Sesheke	11.2	34
Gender:		
Male	156	51.5
Female	147	48.5
Age		
Below 36	98	32.3
36-59	165	54.5
60+	40	13.2
Highest level of education attained:		
Never been to School	5	1.7
ECE/Primary School	62	20.5
Junior Secondary School	89	29.4
Senior Secondary School	111	36.6
Tertiary Level Certificate	11	3.6
Diploma Certificate	17	5.6
Bachelor's Degree Certificate	6	2
Master Degree Certificate	1	0.3
PhD Certificate	1	0.3
Identified as having a disability		
Persons with a disability	16	5.3
Category of representation in the Social Accountability Committee (SAC)		
Youths	66	21.8
WDC	26	8.6
PTC	51	16.8
Learners	12	4
Traditional leaders	17	5.6
Religious leaders	14	4.6
Females	50	16.5

60+ years	19	6.3
Persons with Disabilities	4	1.3
Other specify	38	12.5
Total	**303**	**100**

3.3. ASSESSMENT ON ACHIEVING THE PROJECT DEVELOPMENT OBJECTIVE (PDO)

The PDO focused on strengthening community awareness and participation with school management and local authorities for accountable primary and secondary education services in nine selected districts in Zambia. The V&A project aimed to achieve the PDO objectives through two outcomes: (i) building community awareness and capacity to apply social accountability tools in education service delivery; and (ii) increasing community participation in a dialogue with school management and local authorities to seek improved education service delivery in nine districts. The achievement of the PDO was measured using the first three indicators.

3.3.1. Indicator 1: Percentage of trained community members reporting enhanced knowledge about their entitlements and education service delivery.

The findings for Indicator 1 reveal a strong positive outcome of the training, with the majority of trained community members reporting enhanced knowledge about their entitlements and education service delivery. Specifically, 54.1% of respondents strongly agreed and 43.9% agreed that the training improved their knowledge, indicating that a combined total of 98% of participants perceived a positive impact. Only a small minority, 2%, disagreed, suggesting that the training was overwhelmingly effective in meeting its objective of increasing awareness and understanding of educational entitlements and service delivery among community members. Overall, the project exceeded its revised target of 95%, achieving 98% as of June 2025, which reflects perceived effectiveness in enhancing community members' knowledge about their entitlements and education service delivery.
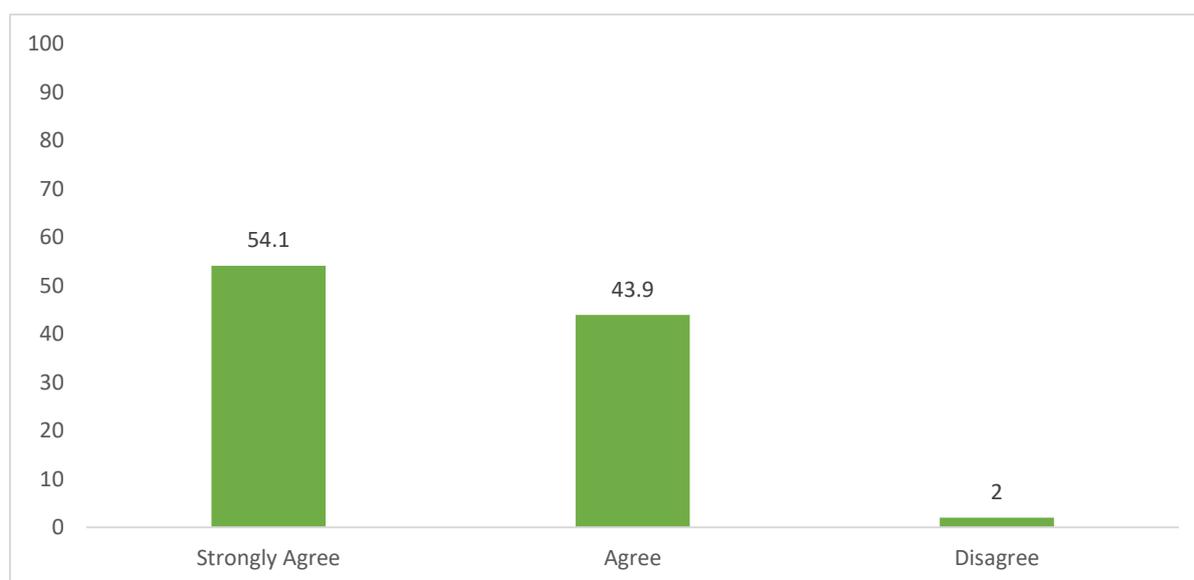
Figure 3-0-1: Percentage of trained community members reporting enhanced knowledge about their entitlements and education service delivery

Training Received on Entitlements and Education Service Delivery

Majority of the participants reported having attended several trainings, meetings, and awareness sessions geared toward enhancing their understanding of education service provision and their roles as rights-holders and duty-bearers. In light of this, one of the headteachers from Vubwi district shared:

> *Personally, I've attended a lot of trainings in line with Voice and Accountability, and mostly what was discussed was more on the delivery of quality education. Since that was discussed during the trainings, the community members were present regardless of age as well as their abilities. So, I can say this project has resulted in many community members being free to open up about things they were keeping to themselves. In short, they are now able to express themselves; they are able to consult on matters. We are working together with the community in everything we are doing as a school* (Headteacher, Eastern Province).

A planner echoed similar sentiments, illustrating how community empowerment translated into tangible action and results. He noted that once community members were equipped with the right knowledge and tools through the trainings, they began to actively engage with school authorities, demand transparency, and participate meaningfully in decision-making processes. He recounted instances where empowered parents and School Accountability Committees successfully tracked the use of school grants, flagged issues with delayed infrastructure projects, and worked collaboratively with school management to resolve them. According to the planner, this shift from passive observation to active involvement demonstrated the transformative power of community empowerment fostered by the Voice & Accountability Project. To validate the foregoing, the planner recounted;

> *Yes, the community was empowered. There are instances where the community itself reaches out to the DEBS office, demanding that the school be given teachers. That ability to demand is a direct result of the training. They realized their entitlements. We've seen community members come directly to the office to have an audience with the DEBS regarding school issues they feel need urgent attention* (Education planner, Western Province).

Similarly, another planner reinforced that empowerment went beyond awareness to community action:

> *We saw a shift where community members, especially parents, started questioning why some schools were under-resourced. In fact, some PTCs started writing letters to the DEBS office requesting classroom blocks or desks. That was never the case before these trainings* (Education Planner, Eastern Province).

A PTC chairperson also remarked:
> *After the training, we started participating more actively. We now know we have the right to ask about school funds, to check the performance of our children, and to work closely with the teachers to improve things* (PTC Chairperson, Western Province).

Training on Social Accountability
Participants indicated that they received targeted training in social accountability mechanisms, such as budget tracking, school performance monitoring, and interface dialogue facilitation. These efforts were integral in fostering a culture of transparency and collaborative problem-solving at the school and district levels. A headteacher in Vubwi explained:

> *There were a number of trainings, some of which were conducted right here at school. We had Score Card training, interface meetings with stakeholders, and*

sessions on budget tracking. There was also training in financial literacy, which helped us and the community better understand how school funds are managed (Headteacher, Western Province).

Another project officer emphasized the scope of training provided across the education system:

Many trainings were conducted starting from inception. Initially, the idea was to empower the community to voice out challenges they face in accessing education. Then we moved to capacity-building sessions involving the pupils' office and DEBS office staff. The planner at the DEBS office was the focal person coordinating most of these efforts (Project officer).

A PEO representative further elaborated:

At the provincial level, we had several capacity-building workshops. I must commend the project, our focal person at the PEO's office closely monitored all activities. Standard officers, planners, and even procurement personnel were trained on how to track the performance and delivery of services to schools (PEO Representative).

Additionally, a community member and PTC treasurer added:

We learned how to read the Score Cards and track where the money was going. At first, it was hard, but the facilitators simplified it. Now, even us parents, we are able to follow how resources are used, and we can give suggestions during meetings (PTC, Western Province).

The data gathered from headteachers, planners, PEO officials, and community representatives presents strong evidence that the Voice & Accountability Project successfully empowered stakeholders through diverse and well-structured training interventions. These initiatives increased awareness of entitlements, improved community engagement in school affairs, and bolstered accountability mechanisms at the school, district, and provincial levels. The ripple effects of these interventions are evident in the increased demand for transparency, enhanced collaboration between schools and communities, and more proactive engagement of citizens in education governance processes.

Overall, these results provide strong evidence that the V&A Project has improved community members' understanding of their educational rights and service delivery systems, especially by demythologising previously unattainable or insufficiently understood rights and service delivery processes. The qualitative research points to deeper empowering results by demonstrating observable behavioural and systemic changes. Community members became active participants in the governance of education instead of passive recipients. Parents and community representatives have started to interact directly with DEBS offices, enquire about resource allocations, and request better staffing and infrastructure, according to reports from planners and PTC members. Such behaviours reveal a change in the balance of power, with communities now using their rights as bearers of responsibility. The testimonies point to increased cooperation between district-level education officials, communities, and schools. Schools are now viewed as collaborative environments where stakeholders discuss problems and solutions rather than as separate entities. Scorecards, budget tracking, and interface conversations are examples of how to apply accountability tools practically while also demonstrating how to acquire knowledge, which improves transparency and collaborative decision-making. On entitlements and education service delivery, this

evaluation concludes that these advancements show that the project has progressed from merely disseminating knowledge to creating an atmosphere that encourages citizen involvement, responsibility, and responsive education governance all of which are characteristics of long-term empowerment programs.

3.3.2. Indicator 2: Percentage of underrepresented community members (females, disabled, Youth and minorities) in the targeted areas participating and reporting their views about education service delivery.

To calculate this variable, participation in scorecard scoring was used. The scorecards activities comprised 60 people disaggregated as follows: 20 men (5 of which should be older persons above 60 years,5 persons with disabilities) 20 women (5 of which should be older persons above 60 years, 5 persons with disabilities) 20 youths (10 male and 10 female 5 of which should be persons with disabilities) and other categories of participants not of this interest to this variable calculation.

The participation of females and youths in the scorecard exceeded the targeted numbers, achieving 134.3% and 112.1% respectively. These indicate that there is engagement of females and youths in school scorecard reporting of education service delivery. However, inclusion of persons with disabilities reached only 31.4%, was below the intended target, while representation of older persons stood at 68.4%, indicating moderate but insufficient inclusion based on the target. These findings indicate that there is need for more targeted mobilization and accessibility measures to ensure persons with disabilities and older individuals are equitably represented, to ensure inclusive education governance and accountability platforms.

Table 3-3: Percentage of underrepresented community members that participated in the December 2024 Scorecard scoring about education service delivery

Group	Actual target	Expected target	Achievement (%) (Actual ÷ Expected × 100)
Females	1209	900	(1209 ÷ 900) × 100 = **134.3%**
Youths	1009	900	(1009 ÷ 900) × 100 = **112.1%**
Persons with Disabilities (PWD)	212	675	(212 ÷ 675) × 100 = **31.4%**
Above 60 Years	308	450	(308 ÷ 450) × 100 = **68.4%**
Average Participation % = (134.3 + 112.1 + 31.4 + 68.4) ÷ 4 = 86.55%			

Inclusion and Participation of Marginalized Groups in Education Dialogue

The second indicator focused on the strategies employed by the Voice & Accountability Project to ensure that marginalized and underrepresented groups including females, youth, persons with disabilities, and minorities were not only represented but actively involved in expressing their views and contributing to education service delivery monitoring. A headteacher in Vubwi recalled the early phases of community mobilization:

> *Okay, the way it was done... At first, if I remember very well, the first people that were called for this project were only 20. From the 20, the number was raised to somewhere 30. And even within the 20 that started the project, we had youth, men, as well as the disabled. The selection was very inclusive. When the project started, we sat together with the initial 20 and discussed how to incorporate people from different villages. At that time, we had 19 villages surrounding the school. We engaged the headmen and the PTA to ensure each village was represented. The*

headmen helped in identifying suitable people to participate (Headteacher, Eastern Province).

This approach not only promoted geographical representation but also ensured gender and ability inclusion at the grassroots level. Community leadership structures were deliberately involved in nominating participants, which fostered ownership and trust in the process.

A planner who participated in key activities confirmed:

I'll refer to the two trainings that I attended. From those, I observed that the project had a strong emphasis on stakeholder diversity—representation from traditional authorities, the Ward Development Committees (WDCs), both males and females, the youth, the aged, and people living with disabilities. The inclusiveness was very evident and commendable. Everyone's voice mattered (Education Planner 3, Western Province).

Beyond participation, the project design also embedded structural inclusion, particularly within oversight and monitoring committees. A planner from Western Province noted:

The composition of the community foot soldiers and School Accountability Committees (SACs) was deliberately structured to be inclusive. These groups had people living with disabilities represented. The SACs were also actively monitoring whether the existing school infrastructure was suitable for learners with disabilities. That was one of the core issues being probed. So yes, I would say the project was well-designed to accommodate and reflect the needs of all segments of the community (Education Planner 4, Western Province).

A PTC member also highlighted the voice of women:

As a woman, I felt recognized. In the past, these meetings would mostly be for men, but this time, we were part of every stage—even planning. We contributed ideas on how to support girls to stay in school, especially those from poor households (PTC Member, Western Province).

A youth representative expressed similar satisfaction:

We were not just invited to attend; we were part of the planning and follow-ups. During interface meetings, youth were given time to speak about issues affecting them like lack of learning materials or being sent away for fees. We also learned how to follow up with school management and the DEBS office (Youth 1, Eastern Province).

A community member living with a disability shared:

Normally we are left out. But in this project, I was chosen to represent others like me. I even raised concerns about how the school has no ramps or proper toilets for disabled pupils. It gave me hope that our concerns were being taken seriously (Western Province).

Overall, in order to ensure participation of underrepresented community members, local ownership, and contextually appropriate representation, the V&A project engaged headmen, PTAs, and village structures in the participant identification process. This bottom-up strategy improved community trust and legitimacy. Based on the stakeholder testimonials, inclusivity went beyond taking part in specific events to

include the creation of long-term mechanisms like SACs, which incorporated varied representation into the institutional framework for continuing observation and discussion. Women's, young people's, and PWDs' stories show that involvement was not tokenistic. These organisations were given the authority to express their concerns, make significant contributions, and follow up with authorities such as the DEBS office. By encouraging agency among marginalised groups, these initiatives show that the project design was relevant and sensitive to local settings, which is consistent with the ideas of equity and rights-based development.

3.3.3. Indicator 3: Percentage of education issues identified by communities that are addressed by school management or local authorities

On indicator 3 that focused on education issues identified and resolved, the findings indicate that the V&A project exceeded its revised target of resolving 50% of education issues identified by communities with a resolution rate of 64.2% (273 out of 425 issues) based on the data available on the CSPR Dashboard. This shows an improvement from the baseline of 23% and MTR 50%, highlighting the project's effectiveness in strengthening responsiveness and accountability among school management and local authorities. The results indicate that more than half of the concerns raised by the community are increasingly being acted upon. This may reflect improved communication channels, trust, and collaboration between communities and schools in the V&A intervention schools.

Table 3-4: Percentage of education issues identified by communities that are addressed by school management or local authorities

Indicator	Baseline Value	Revised Targets	Evaluation Value
▪ **Percentage** of education issues identified by communities that are addressed by school management and local authorities	23%	50%	(Total Issues 425) (Resolved 273) 64.2% (CSPR Dashboard put date (as at 25/06/2025??)

Data from participants confirms that the project successfully created platforms that empowered communities to voice their pressing concerns, resulting in concrete responses and noticeable improvements in various aspects of education service delivery. These platforms facilitated open dialogue between community members, school authorities, and local education officials, enabling issues such as delayed infrastructure, misuse of resources, and poor service delivery to be promptly addressed. As a result, the initiative not only amplified community voices but also contributed to a more responsive and accountable education system. Through the project, community members identified a number of critical issues affecting education service delivery, which were subsequently addressed through the collaborative efforts of local authorities, school management, and other key stakeholders.

Infrastructure Deficits and Classroom Resources

Across all project sites, inadequate infrastructure including classroom space, furniture, teacher housing, sanitation facilities, and specialized facilities like science laboratories was one of the most frequently raised issues. The project helped bridge the communication gap between communities and authorities, resulting in several infrastructure-related concerns being forwarded to local councils, education boards, and ward development structures, some of which were addressed through Community Development Funds (CDFs). A DEBS' official from Western Province explained:

Communities raised several critical concerns during the accountability platforms, with teacher absenteeism and inadequate infrastructure topping the list. These issues were highlighted as key barriers to quality teaching and learning. The most pressing concern centred on infrastructure challenges, particularly the lack of desks for learners and insufficient staff housing for teachers. These were not minor complaints but serious issues that directly impacted the learning environment (DEBs official, Western Province).

In a similar vein, a planner underlined:

Another issue that came out strongly was infrastructure. The increased enrolment in schools made it worse. But through the community's voice and engagement with local authorities, some of the gaps were addressed using CDFs. That's a big win for this project (Education Planner, Eastern Province).

A Headteacher from an implementing district also affirmed:

The project really exposed the gap in infrastructure and helped the community speak up. And they didn't stop at just speaking, they engaged. The PTCs and SACs brought the issues during interface meetings and some have now been resolved. We even saw new desks and temporary structures being built (Headteacher, Western province).

Shortage of Teaching and Learning Materials

Communities identified a shortage of textbooks and poor book-to-pupil ratios as serious bottlenecks to effective learning. Many learners were forced to share limited learning materials, which negatively impacted their academic progress. Through the project, community members became more aware of government funding mechanisms, particularly the provision of school grants, and were empowered to monitor how these funds were being utilized. This shift in awareness enabled them to demand better resource allocation and follow up on textbook procurement. As one planner shared,

One major issue was the pupil-to-book ratio. Many pupils were coming to school, and textbooks were not enough. But through this project, it was realized that government releases funds every quarter for school requisites. Now schools are using part of that money to buy textbooks, which has eased the situation (Education planner, Eastern Province).

Absenteeism of Learners and Teachers

Learner and teacher absenteeism emerged as another persistent issue identified and addressed during the project. In many rural areas, learners were often absent from school due to household responsibilities, such as tending animals or assisting with farming and domestic chores. At the same time, some teachers were reported by community members for frequent absenteeism, which further disrupted the learning process. These concerns were raised through the project's accountability platforms, prompting discussions with school authorities and education officials to find appropriate interventions aimed at improving attendance and ensuring more consistent teaching and learning. A district education officer explained:

Absenteeism was prominent. Most children preferred looking after animals than going to school. Through advocacy and support from traditional leaders like chiefs, communities began to encourage children to attend school regularly. This change is directly linked to the project's influence (District Education Officer, Western Province).

Another Headteacher added:

Teachers were also sometimes absent. But the pupils themselves, through empowerment from the project, started reporting teachers who didn't show up. This has led to better teacher discipline and accountability (Headteacher, Western Province).

Staffing Shortages

The shortage of teachers was one of the key issues identified and addressed through the project. Many schools, especially in rural areas, operated with insufficient teaching staff, which affected lesson delivery and learner performance. Community members raised this concern during engagement platforms, prompting dialogue with education authorities. As a result, some schools received additional support in the form of teacher deployments or temporary arrangements to fill gaps, demonstrating how community-driven accountability can lead to practical improvements in education service delivery. One of the key informants at provincial level reported;

Staffing was another issue, especially in the project communities. The people raised it often in meetings, particularly through PTCs. While this problem isn't easy to solve locally, the community pressure reached the education office, and later on, some new teachers were deployed to the schools (Key informant, Western Province).

Budget Tracking and Transparency

The Voice & Accountability Project introduced budget-tracking tools and strengthened both School Financial Committees (SFCs) and School Accountability Committees (SACs) to enhance transparency and oversight in the use of school grants. These tools empowered community members and school stakeholders to monitor expenditures more effectively and ensure that funds were used for their intended purposes. A headteacher stated,

Before, only a few people knew how the grants were being spent, but now the SFCs and SACs are actively involved. They ask questions, review budgets, and even suggest priorities based on community needs. This has brought a big change in how we manage school finances (Headteacher, Eastern Province).

The Headteacher further added that;

At our school, the deputy head chairs the financial committee. When they draft the budget, they focus on what benefits the learners. Through training, SACs became more involved. They even monitor issues like gender-based violence. In some cases, they've reported misconduct by headteachers to DEBS. That oversight has really improved school governance.

Student Dropouts and Community Engagement

Dropout rates, particularly among vulnerable learners, were another major concern raised by communities. Economic hardship, early marriages, and household responsibilities were among the factors contributing to learners leaving school. While the project could not prevent all cases, it played a vital role in promoting community outreach and sensitization efforts aimed at encouraging parents to keep their children in school. An official from the DEBs office in Western Province elaborated,

We started seeing community leaders and School Accountability Committees going door-to-door, talking to parents about the importance of education. In some cases, they managed to bring back learners who had dropped out. It's this kind of

community action that shows the project's lasting impact (Education officer, Western Province).

Another community member lamented;

Dropouts remain a big issue. But SACs started community outreach, appealing to parents to keep children in school. The issue isn't just about school—it's about households. But through engagement and awareness, communities are starting to respond positively (PTC Member, Eastern Province).

Findings under this indicator demonstrate that the Voice & Accountability Project created functional channels for communities to identify, voice, and address education challenges in collaboration with school management and local authorities. The issues raised ranging from infrastructure and staffing to transparency, absenteeism, and dropouts were not only acknowledged but, in many cases, acted upon, resulting in improved education service delivery and greater community ownership of schools. The project therefore strengthened the feedback loop between rights-holders (learners, parents, communities) and duty-bearers (school management, DEBS, local councils), and showcased how community participation can drive meaningful change in education systems.

The final evaluation findings show that the V&A project has successfully achieved its development objectives of strengthening community awareness and participation for accountable education service delivery. The final evaluation results exceeded the revised targets for all three key indicators. Firstly, 98% of trained community members reported enhanced knowledge of their entitlements and education service delivery, surpassing the target of 95%. Secondly, 86.6% of underrepresented community members (including females, youth, disabled, and minorities) reported expressing their views on education service delivery, exceeding the 85% target. Lastly, 64.2% of education issues raised by communities were addressed by school management and local authorities, significantly surpassing the 50% target. These results are a reflection of progress in building community capacity, promoting inclusive participation, and enhancing responsiveness by education stakeholders in the targeted districts. Instead of being a community-isolated initiative, the project's multi-level approach to capacity building from community people to PEO staff and procurement personnel reflects a systemic empowerment concept. The project improved institutional accountability frameworks by incorporating duty-bearers at different administrative levels, guaranteeing that rising community demands be addressed with commensurate institutional responsiveness. This multi-tiered capacity-building strategy improves project sustainability by integrating practices, tools, and expertise throughout the whole chain of education service delivery. The V&A project created and operationalised useful forums for discussion, enabling communities to recognise, bring up, and monitor issues pertaining to education. The community members were able to bring to light important issues such as staffing shortages, financial mismanagement, absenteeism, inadequate instructional materials, and infrastructure deficiencies. The CSPR Dashboard promoted accountability by offering an open way to monitor problems and their fixes. By guaranteeing that citizens are active participants in the delivery of education services rather than merely passive recipients, this participatory structure is consistent with the ideals of good government. Additionally, the V&A project exhibits observable

enhancements and system-level results. The assessment identifies a number of areas where advancements were directly impacted by community involvement. These include the detection and reporting of pervasive infrastructure deficiencies by communities, especially with regard to teacher housing, classroom space, furniture, and cleanliness. Through sustained engagement with local authorities and leveraging funds such as Community Development Funds (CDFs), several infrastructure gaps were addressed, showcasing the effectiveness of linking community voice to resource allocation.

Communities also identified highlighted shortages of textbooks, prompting greater scrutiny of school budgets and better utilization of school grants for learning materials which is a reflection of an improvement in both resource management and community oversight. The V&A project facilitated increased awareness of absenteeism among both learners and teachers. Community driven accountability led to interventions such as traditional leader involvement to reduce learner absenteeism and empowered students reporting teacher absenteeism, improving discipline and educational consistency. Similarly, although structural barriers to education remain, community outreach efforts driven by SACs and traditional leaders contributed to re-enrolment of learners and increased awareness of the importance of education. In addition, teacher shortages, particularly in rural areas, were escalated by communities through accountability platforms. Community pressure influenced the deployment of additional teachers, demonstrating the potential for citizen participation to shape administrative decisions.

Furthermore, the introduction of budget-tracking tools and capacity building for SFCs and School SACs strengthened financial oversight. Active community involvement in monitoring expenditures enhanced transparency, reduced opportunities for misuse, and aligned school spending with community priorities. These examples illustrate that the project fostered a culture of shared responsibility, whereby both communities and education officials work collaboratively to address service delivery bottlenecks.

3.4. ASSESSMENT ON ACHIEVING THE INTERMEDIATE INDICATORS

The results of the intermediate indicators paint a mixed picture of the project's performance, with obvious ramifications for both regions that need strategic reinforcement and areas that are making progress. In order to improve social accountability in the delivery of education services, the project has made noteworthy progress in promoting peer-to-peer learning, increasing local capacity, and encouraging community participation. High levels of community participation in peer learning activities and consultative meetings indicate that the initiative has been successful in generating awareness and establishing forums for discussion. Nonetheless, the deficiencies in the quantity of active community organisations, fully represented consultative meetings, and the documentation of community issues indicate shortcomings in the durability and institutionalisation of community institutions.

These disparities suggest that although involvement is rising, it is not yet regularly converting into official, well-organised, and powerful community forums that can promote systemic change. Furthermore, difficulties in creating long-lasting, grassroots oversight systems are reflected in the inability to completely satisfy community-led monitoring targets. In order to guarantee that social accountability procedures are genuinely representative, inclusion initiatives need to be strengthened further, as seen by the ongoing gender disparity among trained community members. All of these findings suggest that the project is successfully creating

the framework for increased accountability and involvement, but in order to have the desired long-term effect, more focus needs to be placed on institutional strengthening, inclusivity, and incorporating community input into formal decision-making and oversight procedures. Below is a breakdown of the findings on the intermediate results:

3.4.1. Indicator 4: Number of community members trained in social accountability in the education service delivery (of which are female)

A total of 1,345 community members were trained in social accountability for education service delivery, surpassing the set target of 900, representing an achievement of 149.4% of the overall revised target. Notably, 528 of those trained were women, exceeding the female target of 450, which translates to 117.3% achievement for women. However, despite meeting and exceeding the numerical target for female participation, the overall composition of participants reflects a gender imbalance. Women accounted for only 39.3% of all participants, indicating that men still dominated the training sessions. This points to existing gender disparities in representation and influence within community structures, emphasizing the need for more targeted strategies to ensure women's meaningful participation and address systemic barriers limiting their involvement in decision-making platforms for education service delivery.

Table 3-5: Number of community members trained in social accountability in the education service delivery (50% females)

Indicator	Baseline Value	Revised Targets	Evaluation value
▪ **Number** of community members trained in social accountability in the education service delivery (of which are female)	0	900 (450 females)	1345 (Females 528

The findings on communities' members trained in social accountability demonstrates a high level of community participation in various aspects of social accountability training related to education service delivery. Across the five main trainings conducted on social accountability, a substantial majority of community members were trained in scorecard assessments (96.4%), social accountability (96%), and human rights and entitlements (95.4%). The results also show that SAC members were trained in data collection and monitoring of education services (92.1%) and in conducting dialogue and interface meetings (88.8%). These results suggest that the V&A project was inclusive and successfully built community capacity across key areas of social accountability, equipping members both male and female with the skills necessary to effectively engage with and monitor education service delivery processes.

The findings on gendered perspective shows a relatively balanced gender representation in all training areas, with females consistently comprising just under half of the participants. Female participation ranged from 48.0% in dialogue and interface meetings to 49.3% in scorecard assessments, indicating commendable inclusion of women across all training categories. While males slightly outnumbered females in each area, the narrow margins suggest that the training initiative was largely gender-inclusive, ensuring that women were nearly equally empowered with knowledge and skills in social accountability, human rights, data monitoring, and engagement in education service delivery. In rural settings, decision making is traditionally male dominated, however, the V&A project promoted inclusive participation by ensuring both men and women were actively engaged, regardless of gender.
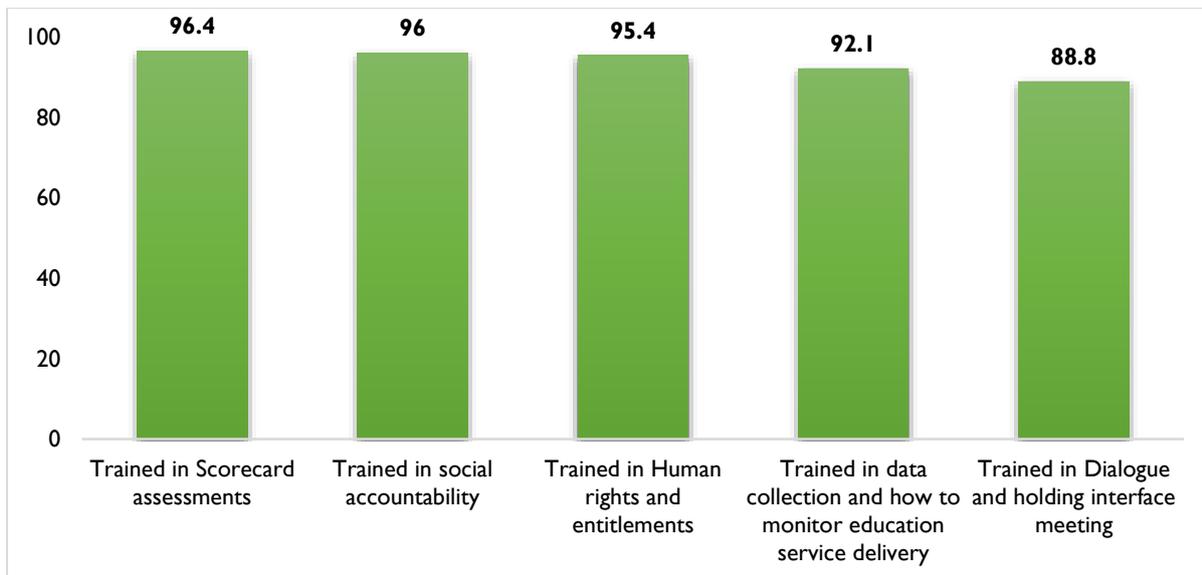
Figure 3-2: Percentage of community members trained in social accountability in the education service delivery

Number of Community Members Trained in Social Accountability in Education Service Delivery (of Which Are Female)

Qualitatively, the evaluation found that the project successfully trained a significant number of community members across participating districts empowering both men and women with knowledge and tools to hold education providers accountable, demand transparency, and monitor service delivery more effectively.

The trainings focused on several key components of social accountability aimed at empowering community members to actively engage in the education service delivery process. Participants were equipped with skills in budget tracking and monitoring to ensure transparency and proper use of resources. They also learned how to assess the utilization of school grants, enabling them to follow up on whether allocated funds were being used effectively for intended purposes. Another important aspect was infrastructure evaluation, where trainees were guided on how to assess the condition and adequacy of school facilities. The use of school scorecards to rate services was introduced as a tool for communities to give feedback and hold education providers accountable. Additionally, the trainings covered grievance redress mechanisms to ensure that concerns and complaints from stakeholders could be addressed in a structured manner. Lastly, there was a strong emphasis on fostering community participation in decision-making processes, thereby enhancing ownership and collaboration in improving education outcomes.

Enhanced Community Capacity and Women's Involvement

Community members who underwent training acknowledged an improved understanding of their rights and responsibilities as stakeholders in education. This shift in capacity was especially noticeable among female participants, many of whom had not previously engaged directly with education governance. A PTC member in Kalabo explained:

> Yes, I was trained in social accountability. They taught us many things—like, as community members, we are the bridge between the school administration and the community. We are the eyes of the community concerning what is happening

in the school about budget tracking, renovation and infrastructure, school safe-plan, and other things (PTC Member, Western Province).

A female participant in Mambwe District (Eastern Province) shared:

Through the social accountability training, we gained valuable knowledge on budget tracking, particularly in relation to school grants introduced by the government. We learned the importance of monitoring how these funds are utilized by school authorities to ensure they are spent appropriately. Previously, we were unaware that we had the right or responsibility to follow up on how this money was being used, but the training opened our eyes to our role in promoting transparency and accountability in our schools (PTC Member, Eastern Province).

Another community member emphasized the importance of the Score Cards, which was introduced during the training:

So, under the Score Card training, we and the community were capacity built on how to do public service delivery evaluation in terms of scoring. Now, we can check how government is performing like with school infrastructure, desks, textbooks, and transparency in school grant usage. Grievances are now being addressed because we score those issues using red, yellow, or green indicators (DEBS Official, Eastern Province).

Institutional Support and Committee Formation
In several districts, the formation of Social Accountability Committees (SACs) formalized community involvement and provided a platform for trained individuals to engage regularly with school management and local authorities. An Acting DEBS Officer from Western Province noted:

Yes, so there was the formation of the Social Accountability Committees, where community members were also part of those committees. They participated actively in the Voice & Accountability activities, and they continue to do so even after the initial training (DEBs Official, Western Province).

A project officer also highlighted the gender representation in these committees:

We ensured that women were part of the SACs. In most committees, women took on leadership roles. This boosted their confidence and helped build community trust (Project Officer).

Impact of Training on Accountability and Transparency
Participants across provinces testified to increased community vigilance and engagement in school operations after training. Parents began attending meetings more regularly, questioning school plans and expenditures, and offering input on development priorities. The trained members, especially females, gained confidence to speak in public, challenge poor practices, and demand action from duty bearers.
A female PTC member in Eastern province expressed:

After the training, I felt like I could finally speak on behalf of other women in our community. We used to stay silent during school meetings, but now we know what to ask, and we have even helped in stopping some mismanagement (PTC Member, Eastern Province).

The V&A Project successfully trained a significant number of community members including a substantial proportion of women in social accountability related to

education service delivery. As a result of these trainings, communities have seen marked improvements in several areas. Budget tracking and service monitoring at the school level have become more effective, enabling communities to better oversee how resources are allocated and used. The initiative also led to increased female participation and leadership in education governance structures, fostering more inclusive decision-making. Furthermore, grievance redress mechanisms were strengthened through the use of School Score Cards and School Accountability Committees (SACs), providing structured platforms for feedback and resolution of issues. These interventions contributed to greater transparency and responsiveness from both school authorities and District Education Board Secretariats (DEBS). Generally, the project helped to cultivate a culture of accountability that is not only community-driven and gender-inclusive but also positioned to be sustained beyond the project's lifespan.

3.4.2. Indicator 5: Number of active community groups that have clear mandates, are attended by key community members and hold meetings on a regular basis.

The findings on groups with clear mandate show that all 81 community groups (SACs, PTCs, and WDCs) across the 27 sampled schools were active, had clear mandates, were attended by key community members, and held meetings regularly fully meeting the adjusted evaluation target of 81. The findings represent positive outlook against the project target of 135 groups across 45 schools, and is a 100% achievement rate within the evaluation sample. Notably, while the V&A project did not establish these structures as PTCs and WDCs were already established, the project played a crucial role in reviving dormant and inactive committees. In this evaluation, all schools visited reported having fully functional SACs, PTCs, and WDCs, demonstrating the project's effectiveness in strengthening and institutionalizing community-based accountability mechanisms within the education sector.

Additionally, the evaluation found evidence that the SAC, PTC, and WDC were active in all 45 schools, reaching the goal of 135 based on the aid memoir and progress reports. According to the report, the WDCs and PTCs were either improved or revamped to ensure that they effectively monitor and hold schools accountable for the quality of education they provide because they are government organisations.

Table 3-6: Number of active community groups that have clear mandates, are attended by key community members and hold meetings on a regular basis.

Indicator	Baseline Value	Revised Targets	Evaluation value
▪ **Number** of active community groups that have clear mandates, are attended by key community members and hold meetings on a regular basis.	0	135 Evaluation sample/target)	81 (All the 27 schools that were visited during the evaluation, reported having the SAC, PTC and WDC)

Note: on Indicator 5 on number of active community groups that have clear mandates, are attended by key community members and hold meetings on a regular basis, the final evaluation went to 27 schools (sample) from the total 45 schools. (All the 27 schools that were visited during the evaluation, reported having the SAC, PTC and WDC which totals to 81 groups).

The data indicates that among the selected community groups, School Accountability Committees (SACs) are the most consistently attended and active, with 87.8% of respondents indicating regular meetings involving key community members. This is followed by Parent Teacher Committees (PTCs) at 83.8%, and Ward Development Committees (WDCs) at 74.3%. These results suggest that SACs and PTCs are particularly effective platforms for community engagement in education governance, with SACs leading in sustained participation and activity. The relatively lower regularity of WDC

meetings may indicate a need for further support to enhance their role and consistency in the accountability framework.
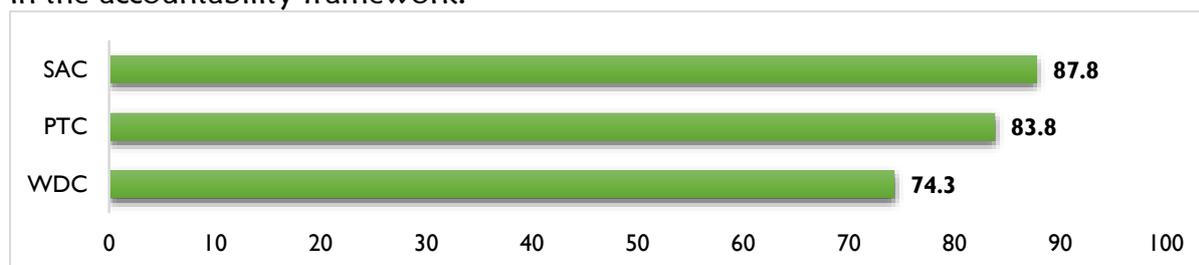
Figure 3-:

Figure 3-3: **Number of active community groups holding meetings on a regular basis.**

Participation in Consultative Meetings with School Management and Local Authorities

A key component of the Voice & Accountability (V&A) Project was the facilitation of inclusive and participatory consultative meetings that brought together community members, school management, and local authorities. These meetings provided platforms for dialogue on critical education issues, budgetary decisions, infrastructure planning, and overall service delivery monitoring.

The project intentionally ensured that Parent-Teacher Committees (PTCs), School Accountability Committees (SACs), Ward Development Committees (WDCs), traditional leaders, women, and youth representatives were actively engaged. This helped promote transparency, joint decision-making, and community ownership of education outcomes.

An Education Officer from Kaoma District confirmed:

> *Yes, consultative meetings were held regularly, bringing together community members, school management, and local authorities to discuss issues affecting education service delivery. These meetings served as inclusive platforms where various stakeholder groups including Parent-Teacher Committees (PTCs) and School Accountability Committee (SAC) members actively participated. Their involvement ensured that concerns from the grassroots were heard and addressed collaboratively, fostering stronger relationships and joint problem-solving between schools and the communities they serve* (Education Officer, Western Province).

A participant from Sesheke District elaborated on the broad representation at these meetings:

> *All the groups were involved. Wherever we were conducting these meetings, we made sure that WDCs, traditional leaders were all well represented. We never had a meeting without all the key stakeholders present. They are all actively involved and in attendance.*

From Mambwe District in Eastern Province, another participant added:

> *At the onset of the project, traditional leaders—often referred to as gatekeepers— were well informed and actively involved in the implementation process. Their early engagement played a crucial role in securing community buy-in and support for the initiative* (Education Officer, Eastern Province).

A headteacher from Eastern Province further affirmed:

We have the WDC, SAC, and PTC. I think we are balanced. Everything is coordinated. They all work together (Headteacher, Eastern Province).

This reflects the project's success in fostering synergy between Ward Development Committees (WDCs), School Accountability Committees (SACs), and Parent-Teacher Committes (PTCs), ensuring that different stakeholders jointly contribute to the oversight and improvement of education service delivery.

Collaborative Planning and Communication Tools
At the school level, participants noted that meetings were not just symbolic but led to concrete action planning and role allocation. Modern communication tools such as WhatsApp groups were also utilized to keep stakeholders informed and engaged. A school-based participant shared:

Whenever there is a program at school, the WDC and PTC are always involved. We even have a WhatsApp group that includes all stakeholders, myself included. When a meeting is planned, it's announced there. We all come together to form the action plan. Later, responsibilities are shared, and follow-ups are done. It's a working system (PTC Member, Western Province).

Evolution of Participation and Lessons Learned
Some planners noted that while inclusivity improved over time, it was also a learning process. Initially, not all critical actors were brought on board. However, with continuous reflection and review, representation gradually broadened to include cooperating partners like the Ministry of Local Government and Housing. A planner from Eastern Province observed:

At first, we realized we left out some important players. For example, cooperating partners like local government weren't fully brought in. But through consultations and project review meetings, we started to include them. By the later stages of the project, I can confidently say that all sectors were represented (Education planner, Eastern Province).

A project officer added:

Inception meetings helped us map out which stakeholders were missing. As we progressed, it became more inclusive. We made sure that by the end, everyone, schools, communities, government departments was involved.

Sustainability and Structural Integration
A notable insight emerged regarding sustainability of community structures post-project. One planner raised concerns about the overlap of SACs with pre-existing bodies like WDCs and PTCs. They expressed concern that SACs might dissolve after the project if they lacked distinct identity or institutional anchoring.

It could have been ideal, for sustainability purposes, if the SAC had been formally incorporated into the WDC. Currently, SAC members are drawn from groups like WDC, PTC, traditional leaders, and youth. So after the project ends, they simply return to their original roles, and SAC as a distinct entity may vanish. Maybe the project should have established SACs as independent but permanent committees, even if members were from existing structures (Stakeholder engagement, Western Province).

This insight reveals the importance of institutionalizing accountability structures beyond the life of development projects, ensuring that the gains made in community engagement and oversight are not lost. The consultative meetings promoted by the

Voice & Accountability Project were inclusive, participatory, and action-oriented. They strengthened ties between school management and communities, enhanced transparency, and supported collaborative problem-solving. The intentional involvement of traditional leaders, women, youth, and key governance structures like WDCs and PTAs fostered stronger education partnerships. Furthermore, reflections from participants indicate that the process evolved and improved over time, incorporating lessons learned and broadening stakeholder inclusion. Going forward, sustaining such inclusive structures especially School Accountability Committees may require clearer policy integration and institutional support to maintain their role in education governance.

3.4.3. Indicator 6: Number of community members participating in consultative meetings with school management and local authorities

Based on the attendance registers, the findings indicate that the V&A project recorded 1,856 instances of community member participation in consultative meetings with school management and local authorities. The findings have significantly surpassed the target of 600 consultative meetings with school management and local authorities. However, it is important to note that the attendance registers do not distinguish whether these figures represent unique individuals or repeat attendance by the same participants across multiple meetings. As such, while the high number reflects active and repeated participation, the evaluation team believes caution should be exercised in interpreting the data as representing the total number of distinct individuals involved. Nonetheless, the figures point to robust systems in place, community involvement, and interest in education delivery accountability processes.

Table 3-7; Number of community members participating in consultative meetings with school management and local authorities

Indicator	Baseline Value	Revised Targets for June 2025	Evaluation Value
▪ **Number** of community members participating in consultative meetings with school management and local authorities	0	600	1856

The evaluation revealed that the Voice & Accountability Project significantly enhanced community participation in consultative meetings convened by school management and local authorities. These meetings addressed a variety of school-related issues, ranging from infrastructure development and budgeting to teacher conduct, school planning, and program impact assessment. The project helped to institutionalize inclusive dialogue by ensuring that Parent Teacher Committees (PTCs), School Accountability Committees (SACs), traditional leaders, and even learners were consistently engaged. The number of community members attending these meetings grew over the course of the project as more stakeholders became empowered and informed through training and awareness efforts.

Active Involvement in Planning, Budgeting, and Oversight

A PTC Chairperson from Western Province emphasized the frequency and meaningful nature of engagements facilitated by the project. He noted that regular meetings between parents, teachers, and community representatives created a strong platform for open dialogue and problem-solving.

We don't just meet once in a while these engagements are consistent. We sit together, discuss what's happening in the school, and make decisions as a team. This consistent interaction not only strengthened trust among stakeholders but also ensured that issues affecting the school were addressed in a timely and collaborative manner (PTC Chairperson, Western Province).

Another participant remarked;

We have been having stakeholder engagement meetings with school management and the local authority, mostly on infrastructure development, budgeting, and planning of school expenditure (PTC Chairperson, Eastern Province).

These meetings became a standard part of school governance processes, embedding community participation into the routine management of education service delivery. Through regular and structured dialogue, community members were able to directly influence how resources were allocated and priorities were set, ensuring that decisions reflected the actual needs on the ground. This participatory approach strengthened transparency, accountability, and a shared sense of responsibility among all stakeholders involved in the school system.

Consultation on Teacher Conduct and School Environment

Consultative meetings were also instrumental in addressing interpersonal and professional concerns, including issues related to teacher behaviour and attitudes. These gatherings provided a safe and constructive platform for community members, school staff, and local leaders to engage in open dialogue, fostering mutual understanding and accountability. Rather than resorting to confrontation, concerns were discussed respectfully, allowing for collective problem-solving and improved relationships between teachers and the communities they serve. This approach helped to build trust and encouraged a more supportive and collaborative school environment. A PTC member shared:

Whenever there is a meeting, or whenever we have an issue, maybe with the attitude of the teachers towards the school—we go to the school management, the headmaster, and talk to each other about how we can handle the cases. Then we reach a conclusion (PTC Member, Eastern Province).

This reflects a constructive feedback loop between the community and education service providers, where concerns and suggestions raised by stakeholders are acknowledged, discussed, and acted upon in a continuous cycle of improvement. Through creating open channels of communication through consultative meetings, the project enabled communities to play an active role in shaping the quality of education. This two-way interaction not only fostered greater accountability but also strengthened trust, collaboration, and responsiveness within the education system.

Multi-Level Representation and External Engagements

Participation wasn't limited to local school meetings. Some community members represented their schools and communities at district- or national-level forums, indicating the depth of engagement and the confidence the project instilled in grassroots actors. A PTC representative from one of the schools in Eastern Province recalled:

I have attended the Safe School Plan meeting and budget-making meetings—we are always there as PTC, working together with school management. We even involve learners in these meetings. Personally, I've participated in two. The first

one was the one we had in Lusaka, where I went to represent the school. We had the school representation, the SAC either chairperson or secretary—and one traditional leader from each school. I was part of that team (PTC Member, Eastern Province).

The Voice & Accountability Project created an enabling environment for regular and inclusive consultative meetings, attended by an increasing number of community members both men and women and facilitated by school management and local government officials. The project thus contributed to deepening participatory governance in education service delivery, ensuring that community members were not only informed but meaningfully involved in shaping the educational environment.

3.4.4. Indicator 7: Number of consultative meetings held between communities, school management and local authorities with full representation.

The evaluation shows that 141 consultative meetings with full community, school management, and local authority representation were held, achieving 56.4% of the targeted 250 meetings. While this reflects significant progress from the baseline of 0, the results fall short of the intended target, highlighting gaps in consistent multi-stakeholder engagement. The data suggests that, although over half of the planned meetings took place with full representation, challenges such as logistical constraints, transport issues, or competing priorities may have limited the frequency of these engagements. Strengthening support mechanisms such as transportation, meeting incentives, and coordination efforts could help improve participation rates and ensure more regular, inclusive consultations moving forward.

Table 3-8: Number of consultative meetings held between communities, school management and local authorities with full representation

Indicator	Baseline Value	Revised Targets	Evaluation value
▪ **Number** of consultative meetings held between communities, school management and local authorities with full representation	0	250	141

The findings in **Table 3-9** indicate high levels of participation and representation in consultative meetings between communities, school management, and local authorities. An aggregate of 87.2% of respondents reported attending such meetings either regularly (43.6%) or very regularly (43.6%), while only a small proportion indicated rarely participating (8.9%) or not at all (4%). Furthermore, perceptions of representation at these meetings were positive, with 94% of respondents either agreeing (46.5%) or strongly agreeing (47.5%) that the meetings usually have full representation. Further, only 6% expressed disagreement. These results suggest that attendance and inclusiveness of the meetings are deliberately structured and contribute to improved dialogue and collaboration among stakeholders.

Table 3-9: Perceptions of participation and representation in consultative meetings between communities, school management, and local authorities.

	F	%
I regularly participate and attend consultative meetings held between communities, school management and local authorities.		
Regularly	132	43.6
Very Regularly	132	43.6
Rarely	27	8.9
Not at all	12	4

The consultative meetings held between communities; school management and local authorities usually have full representation.		
Agree	141	46.5
Strongly Agree	144	47.5
Disagree	14	4.6
Strongly Disagree	3	1

The evaluation established that multiple consultative meetings were held during the implementation of the *Voice & Accountability Project*. These meetings brought together school management, community representatives, and local authorities, with an intentional emphasis on full representation across stakeholder groups. Participants included Parent-Teacher Committees (PTCs), Ward Development Committees (WDCs), School Accountability Committees (SACs), local councils, and in some cases, district commissioners and traditional leaders. These meetings were critical platforms for discussing key issues such as school budgeting, infrastructure development, learner well-being, public health concerns, and overall education service delivery.

Stakeholder Inclusion in Budgeting and Planning

A headteacher from Eastern Province (School 1) confirmed:

Yes, we have held consultative meetings at the school with full representation from the entire community. During budgeting processes, we engage other stakeholders as well. The Parent-Teacher Committee is always present, and we also invite the Ward Development Committee (Headteacher, Eastern Province).

Another headteacher from the same province (School 3) echoed:

We have held consultative meetings with community involvement. We have a finance committee at the school and all stakeholders are involved. Several times, stakeholders bring out their views to the school for the betterment of the school as a whole (Headteacher, Eastern Province).

These narratives illustrate that multiple consultative meetings were not only held but were also inclusive and iterative in nature. They provided a platform where diverse stakeholders ranging from parents and community leaders to school staff and local authorities could regularly come together to share opinions, propose solutions, and assess progress. This ongoing cycle of dialogue and reflection fostered collective ownership of challenges and outcomes, reinforcing transparency, accountability, and continuous improvement in education service delivery.

Multi-Sectoral Dialogue

Some meetings extended beyond the scope of education service delivery to address broader social and health issues, highlighting the integrative and holistic nature of the consultative process. These discussions provided a space for communities to collectively confront challenges such as child protection, early marriages, sanitation, and access to health services—issues that directly impact learners' well-being and school attendance. This approach demonstrated how the platforms established by the project served not only educational goals but also strengthened community resilience and multisectoral collaboration. A headteacher from Eastern Province explained:

As a school, we have all community meetings like with the council, SAC, and we also invited the DC. It was a very interactive meeting. We discussed early pregnancy

issues and used the same platform with the DC and parents to talk about how to end early pregnancies, health issues, as well as educational issues (Headteacher, Eastern Province).

This demonstrates how the project helped institutionalize multi-sectoral collaboration, leveraging education-focused meetings as strategic entry points to address broader community challenges. Through engaging stakeholders from various sectors such as health, child protection, and local governance within the framework of school consultative meetings, the project fostered a more integrated model of community development. This not only enhanced the effectiveness of education service delivery but also promoted collective action on issues affecting the overall well-being of children and families.

The District Education Board Secretary (DEBS) office also acknowledged the frequency and scope of these engagements. A DEBS official in Eastern Province remarked:

We have held numerous meetings with local authorities to discuss various issues related to education service delivery. These engagements have provided valuable opportunities to share concerns, identify challenges, and collaboratively explore solutions aimed at improving the quality and effectiveness of education within our communities (DEBS Official).

This confirmation from the DEBS office accentuates the formal recognition and active involvement of education authorities in the consultative process. It highlights the commitment of official bodies to engage with communities, support collaborative problem-solving, and ensure that education service delivery is responsive to local needs and concerns.

Continuity and Recency of Meetings

One headteacher provided additional clarity regarding the recency of the meetings, noting that these gatherings have been held regularly and remain an ongoing part of the school's engagement with the community. He emphasized,

We continue to hold consultative meetings frequently, ensuring that dialogue with parents, community members, and local authorities is maintained and that emerging issues are promptly addressed.

The Headteacher further added that;

The second meeting took place approximately two or three months ago. During this session, the focus was on evaluating the impact of the program on the community. The organizers aimed to gather feedback and insights from participants to understand how the program had influenced local lives and whether it was meeting its objectives. I recall actively participating in that meeting, contributing to the discussions and sharing my observations on the changes the program had brought about (Headteacher, Western Province).

This highlights the sustained commitment to inclusive and participatory school governance fostered through the project. Through active involvement of diverse community members, including parents, teachers, local committees, and other stakeholders, the project has created a collaborative environment where everyone's voice is valued. Such engagement not only strengthens transparency and accountability in decision-making but also builds trust and shared ownership of school initiatives. The

iterative process of the meetings encourages continuous dialogue, enabling the school community to collectively identify challenges, develop practical solutions, and monitor the effectiveness of their actions over time. This method ensures that governance is responsive to local needs and priorities, ultimately contributing to improved educational outcomes and stronger community-school partnerships.

The Voice & Accountability Project actively facilitated frequent and inclusive consultative meetings involving communities, school management, and local authorities. These gatherings brought together a diverse range of stakeholders, including Parent-Teacher Committees (PTCs), School Advisory Committees (SACs), Ward Development Committees (WDCs), local councils, and traditional leaders. Held consistently over time, the meetings addressed a wide array of topics, spanning both educational matters and broader community concerns such as early pregnancy and public health. They provided a vital platform for open dialogue, collaborative planning, budget oversight, and performance monitoring. As a result, the project helped strengthen the collaborative ecosystem between schools and their surrounding communities, fostering greater transparency, trust, and a shared sense of ownership over education service delivery outcomes. These findings indicate that the consultative meetings were far more than routine procedures—they were instrumental in deepening participatory governance at the grassroots level.

3.4.5. Indicator 8: Percentage of communities that have completed the monitoring of more than 3 education service activities

Using a data collection sheet, the findings shows that 90.9% and 90.8% of communities completed the monitoring of three key education service activities out of the five targeted in 2024 and 2025 respectively. The key education service activities included School Safe Plan implementation, school construction and renovation, school budgets and effective resource use, textbook delivery, and addressing teacher and pupil absenteeism. These figures fall short of the 100% target, but still represent a high level of community engagement and follow through on monitoring responsibilities which were at the core of the of the V&A project. The fact that 9/10 SAC groups completed more than three monitoring activities shows that communities are actively involved in tracking aspects of education service delivery thereby promoting community led accountability.

Table 3-10: Percentage of communities that have completed the monitoring of more than 3 education service activities

Indicator	Baseline Value	Revised Targets	Evaluation value
▪ **Percentage** of communities that have completed the monitoring of more than 3 education service activities	0	100%	2024: 90.9% (SAC Sheet) 2025: 90.8% (SAC Sheet)

Monitoring of Education Service Activities

The evaluation found that the *Voice & Accountability Project* catalysed active and structured community involvement in the monitoring of education service delivery. A wide array of education services were monitored on an ongoing basis by various subcommittees under the School Accountability Committees (SACs). This systematic engagement has empowered communities to hold schools accountable, improved responsiveness to education challenges, and helped bridge the gap between parents, school management, and local authorities.

School Advisory Committees (SACs) and community members played a crucial role in monitoring several key domains to ensure quality education and a safe learning environment. Their oversight covered textbook delivery and utilization, ensuring adequate pupil–textbook ratios for effective learning. They closely tracked learner pregnancies and dropout cases to address barriers to continued education. Teacher attendance and performance were regularly reviewed to maintain instructional quality. SACs also focused on safe school planning and physical safety, alongside infrastructure development to improve school facilities. Additionally, they monitored water, sanitation, and hygiene (WASH) conditions, as well as learner and teacher conduct, to promote a positive school culture. Classroom cleanliness and overall environmental safety were also important aspects of their vigilance, all contributing to a supportive and conducive learning atmosphere. A Headteacher from Vubwi noted:

One of the key issues monitored by the committee is textbook delivery. They regularly check how textbooks are being distributed, their usage in classrooms, and how teachers incorporate them into lessons. Despite efforts, the pupil-to-textbook ratio remains high at about 1 to 5, which continues to be a concern. Another critical area of monitoring involves learner pregnancies and dropouts. When cases arise that the school struggles to manage, they are reported to the SAC, who then intervene by visiting the parents and learners. This community involvement has proven effective, as many of these learners are supported to return to school and continue their education (Headteacher, Eastern Province).

This monitoring led to real-time problem-solving. For instance, in one case related to a child protection concern, the SAC's investigation triggered safety measures:

We had an issue that was initially kept within the community, but once we became aware of it, we asked the SAC to investigate. They provided support to the child involved, and this incident prompted us to implement measures to ensure a safer school environment (Headteacher, Eastern Province).

Monitoring of Teacher Attendance and Classroom Performance

SACs were also trained to monitor teacher presence and classroom engagement, helping to ensure that education services were being delivered effectively. A headteacher emphasized:

They monitor whether teachers are actively teaching during class time. If any issues arise, the SACs, while respecting proper protocols, report directly to me as the headteacher. However, if the concern involves me, they have the option to report directly to the District Education Board Secretary (Headteacher, Eastern Province).

A planner confirmed daily monitoring, saying:
Monitoring is done on a daily basis by SAC members, they're always around the school and able to spot what is happening. They also monitor learner conduct and act as a bridge between parents and school staff. They sensitize both teachers and parents. This has helped reduce absenteeism in schools covered by the project.

Structured Sub-Committee Roles within SACs
In a model example from Sesheke Primary School, SACs had divided themselves into function-specific groups, making monitoring more efficient and targeted. A Headteacher from Sesheke explained:

The SAC committee has organized itself into specialized groups, each with distinct monitoring responsibilities to enhance school oversight. One group focuses on teacher presence; they visit classrooms, engage directly with learners, gather observations, and report any concerns to the headteacher. Another group is tasked with monitoring the school grounds, ensuring the environment remains safe and well-maintained. There is also a group dedicated to infrastructure, overseeing all construction and renovation activities to guarantee timely and quality improvements. Additionally, a team is responsible for monitoring textbooks, checking that pupils have sufficient learning materials and assessing the pupil-to-book ratio to support effective instruction. This division of roles allows for thorough and focused supervision across critical areas of school functioning.

Another Headteacher in Sesheke further added:

There's one group for water and sanitation. Then we have a chairperson who oversees environmental safety, checking whether the environment is safe for learners and teachers. Just last week, each group was presenting their reports.

This system has significantly contributed to the early detection of gaps in education service delivery, enabling prompt responses to emerging issues before they escalate. It has also fostered greater transparency in school operations, as monitoring activities and findings are openly shared with stakeholders. Furthermore, the collaborative nature of the system has strengthened relationships between the school and the surrounding community, building trust and a shared commitment to improving educational outcomes.

The Voice & Accountability Project fostered robust community-led monitoring mechanisms by establishing and building the capacity of School Advisory Committees (SACs). These mechanisms ensured continuous observation of education services and real-time accountability of stakeholders. Importantly, data and community feedback gathered through these efforts informed critical school-level decisions. Through dividing responsibilities among subcommittees focused on infrastructure, teacher performance, book availability, water, sanitation, and hygiene (WASH), and safety, the SACs developed a practical and sustainable community-driven model of school accountability. Through this approach, the project laid a strong foundation for ongoing citizen participation in education governance, thereby reinforcing transparency and enhancing community ownership of education outcomes.

3.4.6. Indicator 9: Number of school management and local authority meeting minutes that recorded community concerns and requests.

The findings from the dashboard shows that out of a target of 333 school management and local authority meeting minutes expected to record community concerns and requests, only 141 (or 42.3%) did so. While this reflects some progress from the baseline of 0, the result falls significantly short of the target, indicating a gap in formal documentation and responsiveness to community inputs. The relatively low percentage suggests that although community concerns may be raised during meetings, they are not consistently captured in official records. This highlights a need to strengthen documentation practices and reinforce the importance of formally acknowledging and tracking community feedback in decision-making processes to enhance transparency and accountability.

Table 3-11: Number of school management and local authority meeting minutes that recorded community concerns and requests

Indicator	Baseline Value	Revised Targets for June 2025	Evaluation Value
▪ **Number** of school management and local authority meeting minutes that recorded community concerns and requests.	0	333	141 (42.3%) (CSPR Dashboard)

Documentation of Meeting Minutes in Response to Community Concerns and Requests

The evaluation established that school management and local authorities consistently recorded meeting minutes during consultative engagements held with community members. This practice was introduced and strengthened through the Voice & Accountability Project, as part of broader efforts to promote transparency, accountability, and follow-up on agreed actions. These minutes served as a formal record of discussions, community concerns, stakeholder commitments, and action points. They provided a reference point for tracking progress and holding responsible parties accountable for implementation. A headteacher from Eastern Province affirmed:

Minutes were recorded whenever meetings were held. This helped us keep a proper record of what was discussed, the concerns raised by the community, and the decisions that were made. It also made it easier to follow up on action points and hold people accountable for what they agreed to do (Headteacher, Eastern Province).

Another PTC member stressed that;

The PTC always makes sure that minutes are recorded during our meetings. It's important because it helps us keep track of what was discussed and agreed upon. We refer back to the minutes during follow-up meetings to check on progress and remind ourselves of the action points. It also shows transparency to the rest of the community (PTC Member, Eastern Province).

These brief but powerful statements confirm that institutionalized documentation practices were successfully integrated into the consultative processes, ensuring that community voices were formally captured, resolutions were not lost or overlooked, and follow-up actions were anchored on clearly documented agreements. This structured approach enhanced the credibility and professionalism of meetings between schools, communities, and local authorities, laying a strong foundation for more sustainable and participatory education governance.

A key accountability measure introduced under the Voice & Accountability Project was the consistent recording of meeting minutes involving school management, local authorities, and community members. Through formally documenting community concerns and stakeholder responses, the project upheld transparency, preserved institutional memory, and nurtured a culture of follow-through and responsiveness. These practices are essential in ensuring that community participation leads to tangible, traceable outcomes and contributes meaningfully to the broader goal of improving education service delivery through inclusive and accountable decision-making.

3.4.7. Indicator 10: Number of peer-to-peer community learning events held.

The findings for Indicator 10 demonstrate that the V&A project exceeded its target by facilitating 13 peer-to-peer community learning events against the planned 9. The project surpassed the target suggesting that it not only achieved successful implementation but also a indicates a high level of community engagement and ownership of the learning process at the community level. The use of attendance registers from PTC, WDC, and SAC meetings further is commendable and validates that these events. Because the community groups successfully met in the peer-to-peer meeting, the V&A projects created an avenue for the communities to collaborate, share knowledge, which may ensure sustained participation among key local governance actors.

Table 3-12: Number of peer-to-peer community learning events held.

Indicator	Baseline Value	Revised Targets[1]	End Evaluation
▪ **Number** of peer-to-peer community learning events held	0	9	13

In addition, 73.6% of the respondents reported having attended or participated in peer-to-peer community learning events in 2025. These events include exchanges of learning programmes between districts involving information sharing activities. This high level of participation suggests that such initiatives are active and well utilized within the community, potentially enhancing knowledge transfer, community engagement, and collective learning. The strong uptake also reflects a positive reception and relevance of these events in addressing local development and education priorities.

Peer-to-Peer Community Learning Events Held

The evaluation revealed that the *Voice & Accountability Project* successfully facilitated peer-to-peer learning platforms where community members, school stakeholders, and service providers came together to share knowledge, experiences, and best practices on education-related issues. These learning events were embedded within broader community engagement activities, such as school safe planning, consultative meetings, and budget tracking sessions. These peer learning sessions were not only informative but also fostered collective problem-solving, strengthened social cohesion, and promoted community-led accountability mechanisms.

Knowledge Exchange Through Joint Engagement Activities

Community learning frequently occurred in interactive sessions where service providers and community members engaged in open dialogue. These spaces allowed for mutual learning, with community members gaining insights into service delivery expectations, and providers understanding grassroots concerns. A DEBS official from Western Province elaborated:

> *We would invite the service providers and the community members and give them an opportunity to just have one-on-one with the service providers—whereby they are able to air out their concerns and their needs.*

This strategy helped demystify institutional processes, making them more accessible and understandable to community members. Through fostering transparency and encouraging open dialogue, it built trust between citizens and education authorities. As a result, community members felt more empowered to speak confidently about

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[1] Revised target with reference to the June 2023 revised Results Framework.

education issues, actively participate in decision-making, and hold service providers accountable marking a significant shift from passive observation to engaged citizenship.

Shared Learning in School Planning and Monitoring

Community members also learned from each other through participation in school improvement and planning processes. Activities such as Safe School Planning, monitoring of infrastructure, and tracking pupil attendance became opportunities for stakeholders to share strategies, experiences, and success stories. One participant noted:

> Yes, peer-to-peer learning took place during community engagement activities, such as school safe planning and consultative meetings, where members learned from one another and shared experiences related to budget tracking and school improvement (Headteacher, Eastern Province).

This illustrates how the project transformed routine planning processes into valuable learning platforms for the community. Through active participation and exposure to budgeting, monitoring, and decision-making, community members not only contributed to school governance but also gained practical knowledge and confidence, strengthening their role as informed stakeholders in the education system.

Youth and Parent Involvement in Peer Learning

Peer learning extended well beyond adult stakeholders, actively engaging youths and parents in meaningful knowledge exchange and mutual support as they worked together to address various education challenges. Through involving young people alongside adults, the project fostered intergenerational dialogue that encouraged fresh perspectives and innovative solutions. Parents, too, played a critical role not only by sharing their experiences and insights but also by supporting one another in navigating school systems and advocating for their children's education. This inclusive approach helped build stronger community bonds and a shared sense of responsibility, empowering all members—regardless of age—to participate fully in efforts to improve the learning environment and outcomes for learners. Ultimately, this collective learning and collaboration created a more resilient and proactive community committed to advancing quality education. A Headteacher in Eastern Province stated:

> At this school, we have lots of activities for the youths or peers in the school community. We have mother support groups. Also, the parents have a part to play in the school (Headteacher, Eastern Province).

This validates the inclusion of multiple generations and social groups, reinforcing a sense of community-wide ownership over education outcomes. The Voice & Accountability Project effectively integrated peer-to-peer learning into its community engagement strategy, creating spaces where participants could openly share practical solutions and challenges. Through these interactions, individuals learned from each other's experiences with education planning, monitoring, and service delivery, fostering stronger collaborative relationships among parents, school staff, youths, and service providers. These peer learning forums played a vital role in building capacity, enhancing accountability, and sustaining active community participation in education governance. In due course, they helped cultivate a lasting culture of dialogue, reflection, and mutual support that continues to benefit education stakeholders beyond the project's lifespan.

4.0. VOICE AND ACCOUNTABILITY EVALUATION FINDINGS USING THE OECD-DAC CRITERIA

Section 3.4 of this document focuses on the application of the six core evaluation criteria: relevance, coherence, effectiveness, efficiency, impact, and sustainability to analyse the Voice and Accountability components of the intervention. Specifically, it examines how relevant the voice and accountability mechanisms are to stakeholder needs, the extent to which they align with broader policies and institutional frameworks, the degree to which they achieved their intended outcomes, the resources used in achieving these outcomes, their broader effects on governance and civic participation, and their likelihood of being sustained over time.

4.1.1. Relevance and Coherence

The basis for the assessment of the relevance of the V&A project involved determining the project's alignment with national policies, responsiveness to the priorities and needs of the communities surrounding the participating schools. The evaluation also sought to determine whether the V&A Project Development Objectives (PDO) were responsive to the local needs, especially regarding education service delivery. Both qualitative and quantitative findings indicate that the project was highly relevant.

The results indicate that the V&A project was relevant to the needs of the education sector at the community level. A combined 99% of respondents either strongly agreed (61.4%) or agreed (37.6%) that the project helped address key governance issues such as teacher absenteeism and resource allocation. Similarly, 98% acknowledged the active involvement of traditionally underrepresented groups including traditional leaders, women, youth, and Ward Development Committees (WDCs) in accountability processes, with 60.4% strongly agreeing and 37.6% agreeing. The minimal levels of disagreement (less than 2%) further reinforce the relevance of the V&A project in promoting inclusive and responsive governance in education service delivery.

Table 3-13: Perceptions of the relevance of the V&A project

The V&A project has helped addressed gaps in governance, teacher absenteeism, and resource allocation at this school	
Agree	37.6
Strongly Agree	61.4
Disagree	0.3
There is now active involvement of traditional leaders, women, youth, and WDCs in accountability processes.	
Agree	37.6
Strongly Agree	60.4
Disagree	1.3
Strongly Disagree	0.7

Participants in the interviews unanimously agreed that the V&A project was highly relevant. It addressed various educational needs of the community, empowered individuals with knowledge and skills, and aligned with national policies. The following points highlight the key issues related to the project's relevance.

Community Participation in Education Governance

One of the key aspects of the project was to enhance the participation of community members in education governance, including decision-making processes and dialogue

with school management and local authorities on education service delivery. The V&A project achieved this, as it managed to empower the PTCs, SAC and WDCs with the capacity to participate in decision-making, planning and implementation of school projects. This was achieved through capacity-building training and community awareness, involving educating the community about their role in the governance of education at the school level. The project strengthened the voices of the community and gave them the confidence to participate in the school affairs.

Responsive to Community Needs

The V&A project was responsive to the local needs in intervention schools and communities. It addressed local needs such as gaps in the governance of education, teacher and pupil absenteeism, and resource allocation. Participants reported that before the project was implemented, community members were afraid to take part in decision-making processes, and decisions regarding resource allocation were unilaterally made by school management and local authorities. In addition, there was an increase in teacher and pupil absenteeism. However, with the implementation of the V&A project, these issues were addressed. The V&A project contributed to increased access to education by reducing pupil absenteeism. Through community sensitization, the project managed to empower parents with knowledge about the importance of education and their entitlements, which in turn encouraged the parents to send their children to school and subsequently reduce pupil absenteeism. This aligns well with the Education for All policy, which aims to increase access to education. The District Education Planner interviewed said:

> The project was relevant. Community members were equipped with skills to monitor pupil absenteeism as well as teacher absenteeism. In schools where this project was implemented, there has been an increase in pupil enrollment and very low absenteeism of pupils and teacher absenteeism, which has increased access to education (Interview with District Education Planner).

Alignment with National Policies

In addition, the project was in tandem with the decentralization policy, which promotes community participation in decision-making processes. The V&A project was designed to strengthen the voices of community members and empower them to demand quality education service delivery from duty bearers. It empowered them with knowledge and skills to ably participate in the education service delivery. Community members can participate and monitor the education services such as teaching and learning, school construction and renovations, school budget and resource use and teacher and pupil absenteeism. During the stakeholders' engagement, a participant indicated:

> In terms of relevance, we have government policies that align with the V&A project. This project focuses on involving communities in the delivery of educational services, which resonates well with the decentralization policy. It also addresses issues of accountability, such as ensuring that teachers are present at work, as well as the need to encourage children to return to school. In addition, the project responded to the demands of the Public Financial Management Act and the Procurement Act (Stakeholder engagement)

Empowered community members with Knowledge

The V&A project also addressed the needs of the communities. It empowered the communities with knowledge about education service delivery and the ability to monitor the provision of education services in schools. Previously, community members did not have a clear understanding of education services, their rights and lacked the skills to monitor education services such as teaching and learning, infrastructure development and implementation of programmes. Through community sensitization, the project managed to raise awareness about education service delivery, their entitlements and the importance of education. During the stakeholder engagement, it was revealed that:

> They say knowledge is power. A lot of people had no idea about what education services meant. But with the implementation of the project, community members have responded positively. We have seen an increase in CDF bursary applications because people are now aware of their entitlements (Stakeholder engagement).

4.1.2. Effectiveness

The findings show that the project has mostly succeeded in reaching its goals of increasing social accountability, fostering community involvement, and fortifying local control over the provision of educational services. Remarkably, a sizable percentage of community members who received training reported having a better understanding of their rights, demonstrating the project's effectiveness in raising awareness and developing capacity at the local level. Progress towards inclusivity, a crucial component of social responsibility, is further demonstrated by the active participation of under-represented groups in voicing their opinions, such as minorities, women, and young people. Furthermore, the large proportion of community-identified educational issues that were resolved by local authorities and school administration suggests that community opinions are becoming more and more important in guiding decisions and enhancing services. The project's capacity to organise communities and establish forums for discussion and information sharing is demonstrated by the high levels of engagement it has generated in consultative meetings and peer learning events, surpassing goals in multiple areas. Nonetheless, gaps in the number of active organizations, official documenting of community issues, and comprehensive coverage of community led monitoring activities show signs of partial success in institutionalising community institutions. Although these shortcomings indicate that certain facets of sustainability and systematic accountability mechanisms still need to be addressed, the project's successes in raising awareness, being inclusive, being responsive, and organising the community indicate that it was a generally successful intervention that established a solid basis for encouraging social accountability and better community-level education service delivery.

The results in figure 3.2 and the indicators demonstrate effectiveness of the V&A project in improving school budgeting and accountability practices through community-led interventions. In both data points, a large majority of respondents 98.7% and 99.4%, respectively either strongly agreed or agreed that such improvements had occurred. Specifically, 58.4% and 56.8% strongly agreed, while 40.3% and 42.6% agreed, showing consistent and widespread recognition of positive outcomes. The extremely low levels of disagreement (1% and 0.7%) further underscore the project's success in enhancing financial transparency and accountability in schools through community participation.
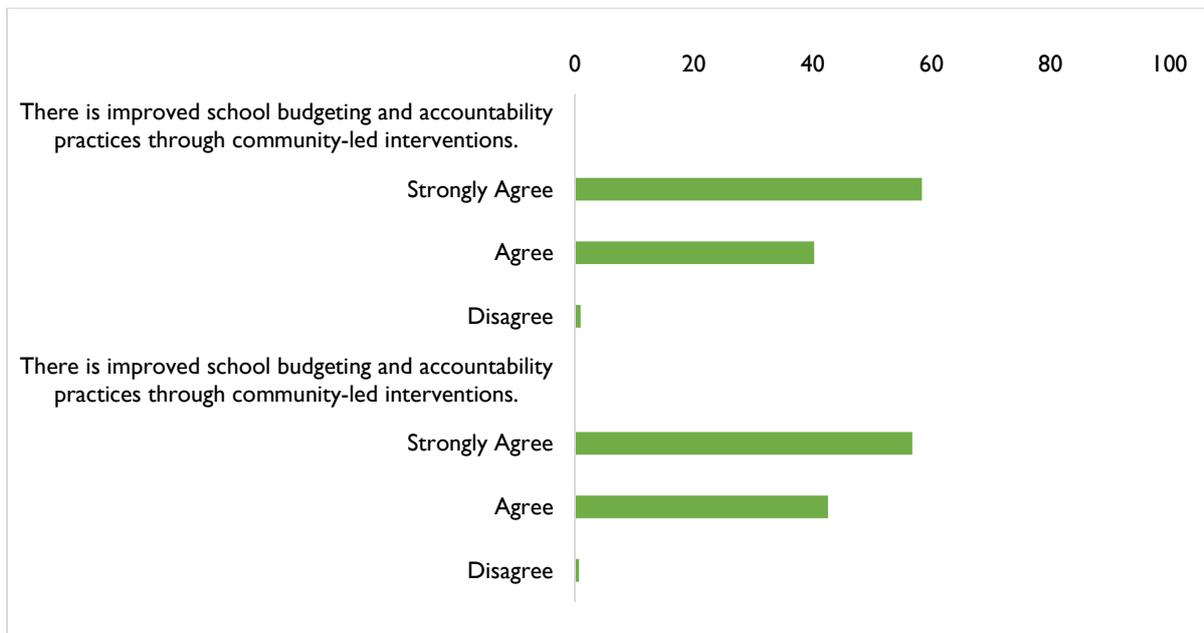
Figure 3-4: Perceptions of the effectiveness of the V&A project

Training and Capacity Building

A key activity of the project involved training and empowering the community in social accountability, particularly in monitoring education service delivery. Community members also received training in using scorecards, which involved evaluating schools on various educational issues. The findings indicate that the project successfully provided this training and strengthened the community's capacity in social accountability and scorecard use. The beneficiaries highly valued this training, as it equipped communities with the skills to monitor education services and hold the duty-bearers accountable.

Data Collection Skills

Community members also underwent training in data collection, which integrated the use of technology such KOBO. The V&A project managed to empower community members with data collection skills which enabled them to monitor education service delivery. Community-driven monitoring was enhanced by the project. Members of the community are able to monitor schools on how education services are provided, including teacher and pupil absenteeism. In addition, the construction and renovation of school infrastructures are among the thing's community members are monitoring.

Improvement of Service Delivery

The objective of the project was to enhance the delivery of educational services. The initiative significantly improved service delivery by fostering greater community participation in school activities. It also strengthened school budgeting and accountability practices through community-led interventions. During the project's implementation, community members from participating schools identified several educational challenges, one of which was a shortage of teachers. Through capacity-building training, these community members felt empowered to raise their voices and advocate for the government to deploy more teachers. The government responded positively, resulting in an increase in the number of teachers at the participating schools.

Empowered the Community with Knowledge and Skills

The project was very effective in the sense that it managed to empower the community members with knowledge and skills. Under this project, the SAC were trained in monitoring, data collection and budget–tracking. In addition, the project managed to raise awareness about education service delivery and the entitlements of community members. A DEBS interviewed said:

The V&A project empowered community members by providing them with knowledge and skills that enabled them to establish checks and balances. This initiative brought improvements to the schools where it was implemented. As a result, teachers became more accountable due to community members actively monitoring the quality of education services being provided (Interview with DEBS).

Improved Teacher Deloyment through Advocacy

During the implementation of the project, community members in participating schools identified several educational issues, one of which was a shortage of teachers. Empowered through capacity-building training, they found their voices strengthened and spoke out, urging the government to deploy more teachers. The government responded positively and teachers were deployed, which largely increased the number of teachers in the project participating schools.

Accelerated Government Responsiveness to Community Education Needs

The V&A project led to significant changes in the schools involved. Through advocacy for quality education services and a focus on monitoring educational delivery, community members were able to identify issues and raise concerns. As a result, the government, through the CDF, became more responsive to the needs of both the schools and the community. Throughout the project, school infrastructure saw considerable improvements. Additionally, the government deployed more teachers and supplied textbooks and other essential teaching and learning materials.

Transformation of Community Members' Attitude and Behavioural toward Education

Participants indicated that the V&A project was effective in several ways. Community sensitization efforts regarding education services, community participation, human rights, and other aspects of the project have successfully raised awareness among community members in the schools involved. As a result, the project has transformed their negative attitudes towards education. Parents are now more inclined to send their children to school and take an active interest in the learning and teaching that occurs there. In this way, community members have greatly contributed to reducing pupil absenteeism, thereby allowing their children to access education.

4.1.3. Efficiency

The final evaluation sought to evaluate the project's cost performance and compare it to the planned budgets. It also assessed the project's implementation performance while comparing it to the planned timeline. Further, it documents issues that affected implementation and achievement of results. The project total budget allocation was $2,750,000. However, by 31st March, 2025 the project has utilized a total of $1,760,000 representing 64% of the project total budget. The table below shows the project expenditure by component.

In the 2024 financial year, the project made considerable progress while using fewer resources than originally anticipated, the project's efficiency in 2024 seems to be fairly strong. Only 42.4% of the intended budget of 1,270,680.11 was spent, with total expenditures coming to $539,428.77. The project produced noteworthy outcomes in spite of this underspending, such as surpassing goals for trained community members reporting increased knowledge, high community participation in consultative meetings, increased engagement of under-represented groups, and better resolution of community-raised educational issues. These accomplishments, which were attained on less than half of the budgeted amount, show cost-effectiveness and efficient use of resources across a number of operational domains.

Comparative Summary of Project Expenditures by Component by Year

Component Description	Expended (2024)	Workplan (2024)
Component 1: Increasing Community Awareness of the Delivery of Education Services	127,184.89	
Component 2: Enhancing Community Engagement and Participation in the Delivery of Education Services	317,801.03	
Component 3: Project Management and Administration, M&E and Knowledge Dissemination	94,442.85	
Total	539,428.77	1,270,680.11

Sources: IFRs (2022-2025)/Workplan

In terms of efficiency, the project's financial utilization was low, as it utilised 64% of the total project budget. However, the evaluation has established that this was due to cost-saving measures from training and project site visits for monitoring. Also, delays in approvals of project activities by the World Bank contributed to the slow burn rate. In addition, the exchange rate could have also affected efficiency in terms of financial utilization. Qualitative data has revealed some issues related to efficiency as discussed below.

The underspending, however, might also indicate possible project scope limitations, postponed activities, or difficulties in fully institutionalising specific elements, like the creation of vibrant community groups, the official recording of community concerns, and reaching universal coverage of community-led monitoring. Differentiating between cost savings from operational efficiency and under-implementation of planned activities is crucial when assessing efficiency. In this instance, even though the project effectively produced important outputs and results, certain structural flaws like unmet goals for institutional processes and monitoring coverage indicate that operational, contextual, or logistical problems may have limited the number of resources that could have been absorbed.

By achieving key results with minimal spending, the project showed excellent financial efficiency. However, the underspending may have consequences for sustainability, scale, and the extent of impact, highlighting the necessity of careful planning to guarantee that future resource utilisation completely aligns with the intended scope and institutional strengthening objectives.

Untimely Implementation of Project Activities

In terms of efficiency, the evaluation reveals that there were delays in implementing some project activities. For example, the complaint boxes related to the Grievance Redress Mechanism (GRM), one of the key components of the V&A project, were mounted in the schools towards the end of the project. This suggests that the project lacked timely implementation of activities, and procurement of materials like complaint boxes was not done in good time. A District Education Planner lamented:

The Grievance Redress Mechanisms involved two things. The first one was an online platform where the community members could lodge their complaints. Then the second one was the use of the complaint box, which would have been installed at the school. Unfortunately, in the four years that the project has been implemented, the complaint boxes were only delivered to the district last month.

In addition, the sustainability strategy and Education Service Charter were developed toward the end of the project, indicating inefficiencies in the completion of project deliverables. However, the majority of the project interventions were efficiently implemented. The Project staff confirmed:

The development of the Service Charter was delayed due to the World Bank's slow response in guiding how to proceed. The process required the involvement of the World Bank representative at the Ministry of Education, which further contributed to the delays. The delay in response by the Bank and writing to the Ministry greatly contributed to the delay in developing the service charter (Project Staff).

Community Model

The community model used in the implementation of the V&A project proved to be cost-efficient. This approach was more affordable because it empowered community members to carry out the project activities, allowing them to receive transport refunds only when meetings were held, rather than hiring staff who would require a regular salary. The project staff interviewed echoed:

The community service model proved to be efficient in many aspects. For example, there were budget lines that we did not exhaust, such as the use of bundles. The cost of bundles for the SAC members was not as costly as we anticipated. We saved some resources from the bundles (Project Staff).

Furthermore, the simultaneous execution of activities helped ensure resources were used wisely. A conscious decision was made to combine activities and carry them out together instead of making multiple trips over time. This approach resulted in significant resource savings. In addition, the SAC members were empowered such that they could do certain activities, such as holding community meetings, which helped in saving resources because the project staff could not travel to project sites.

Underspent the Budget

The evaluation has determined that the budget for the V&A project was not fully utilized. The project's portfolio amounted to $2.7 million. As indicated above, the project has spent 64% of the total project budget allocation. But it has seen an underspending due to delays in implementing activities, mainly caused by staff turnover. For instance, there were delays in hiring both the Procurement Officer and

the Program Manager. Additionally, a change in management, including the Executive Director, negatively impacted the implementation of project activities.

4.1.4. Sustainability

The findings on sustainability indicates confidence among the SAC members regarding the sustainability of the V&A interventions. A majority believe that local governance structures such as SACs and PTCs are empowered to independently continue accountability efforts, with 53.5% strongly agreeing and 42.2% agreeing. Furthermore, 97.4% of respondents are confident that SACs will continue to operate and meet regularly even after the end of the V&A project being implemented by CSPR. Additionally, 95.7% agree that measures are in place to ensure the continued existence of SAC and V&A community's post project, while 95.7% also affirm that these structures are well integrated into existing local governance frameworks. Practically, because the SAC include the key members of the community, PTC members, youths, females, persons with disability and the traditional leadership, there was institutionalization of the V&A initiatives within community governance systems.

Table 3-14: Sustainability and institutionalisation of the V&A initiatives

The local governance structures like the SAC and PTCs are empowered to continue accountability efforts independently.		
Strongly Agree	162	53.5
Agree	128	42.2
Disagree	11	3.6
The SAC committee will continue to operate and meet regularly even after the closure of the voice & accountability project by CRSP.		
Strongly Agree	169	55.8
Agree	126	41.6
Disagree	7	2.3
There are measures in place to ensure that the SAC and V&A communities continue to exist after the closure of the project.		
Strongly Agree	148	48.8
Agree	142	46.9
Disagree	10	3.3
Strongly Disagree	1	0.3
The SACs and PTAs are integrated into the already existing local governance frameworks.		
Strongly Agree	**137**	**45.2**
Agree	153	50.5
Disagree	12	4
Strongly Disagree	1	0.3

The formation of SAC by drawing members from distinctive community groups such as WDC and PTC would prove a challenge in sustaining their activities after the project has ended. This is because the members are likely to return to their original groups, and they might not continue to carry forward the mandate of SAC. The Head teacher had this to say:

> *The SAC committees were built from already existing structures. But those structures each have a different mandate. So, I don't think the project has done enough to ensure that the SACs themselves continue to exist beyond the project's lifespan (Head teacher, Vubwi District).*

The evaluation has shown that the project's Exit Strategy was not developed during the implementation of the V&A project and was not ready until the end of May 2025, yet the project is ending on the 30th June 2025. This delay significantly impacts the project's sustainability, as there will be insufficient time to educate stakeholders about the strategy and their roles in ensuring the project's long-term viability.

4.1.5. Impact of the V&A Project

The V&A project has recorded a substantial impact in its core aspects and the change envisioned. It has improved pupil attendance and raised awareness levels about education services. In addition, it has enhanced education governance, including transparency. The demonstrable changes are discussed below

Improved Attendance

Through community sensitization and consistent monitoring of pupil absenteeism, the project improved pupil and teacher attendance. The project has significantly reduced pupil and teacher absenteeism. In addition, there has been an improvement in community participation in safe school plan and the implementation of school plan.

Increased Community Awareness of CDF

The V&A project has greatly impacted the beneficiaries. It has increased the levels of awareness among the community members about education service delivery. The project's impact is evident in the sense that the demand for quality services from duty bearers in the community is extended beyond the education sector. Community members are now able to demand quality services even from other government institutions providing public services. A stakeholder narrated:

> *The skills the community acquired have greatly enabled them to demand services, even from their local health facilities. There was an incident somewhere where there was a misunderstanding between the clinic staff and a patient who felt he was not being given attention. So the complaint went through the SAC members who went to sit down with management of the clinic, perhaps to understand what the problem was, and they also gave their view on how they felt the community needed the health facility to operate. So, such skills lead to something positive for that community (Stakeholder engagement).*

The narration above is the testament of the impact of the V&A project. The project has empowered the community to the level where they can question decisions of duty bearers in schools and beyond. They can monitor services provided by public institutions and dialogue with management, which never used to happen to them.

Enhanced Good Governance

The V&A project has profoundly contributed to good governance practices in education service delivery at the school level. It has enhanced transparency and accountability in budget planning and implementation of school programmes. The project managed to enhance community participation through capacity building. As a result of the project impact, the school grants and budget utilisation are now transparently implemented.

Contributed to Infrastructure Development

The project has significantly improved the infrastructure in participating schools. Increased community awareness about the importance of education and collective responsibility has led to generous contributions from the community towards infrastructure development. They have provided materials and have actively participated in monitoring practices to ensure the prudent use of school grants. Additionally, community members have been advocating for infrastructure

development in schools through the Constituency Development Fund (CDF) from local authorities.

Increased Demand for Quality Education Services

Participants revealed that the V&A project has greatly increased the demand for education among the members of the community. The increased community awareness about education services has resulted in the demand for education services in the participating schools. A district planner interviewed shared:

This project has had a profound impact on Taferadziko Primary School and the surrounding community. During the lifespan of the V&A project, the school has managed to open five ECE satellite centres that arose from the demand for education. These centres have been born from the increased sensitization conducted by the trained SAC members. The parents have become knowledgeable about the education service delivery and appreciated the importance of education, hence increasing the demand for education.

4.0. Lessons Learned V&A Project

The V&A project evaluation has identified key lessons which would be useful for the implementation of similar projects in the future. The evaluation has also established challenges faced in the course of the project implementation. In addition, despite the challenges faced, the V&A project employed some good practices. Therefore, this section presents the lessons learned, good practices and challenges related to the implementation of the V&A project.

One of the key lessons learned from the implementation of the Voice and Accountability (V&A) project was the critical role of capacity-building trainings in ensuring project success. The School Accountability Committees (SACs) were equipped with knowledge and practical skills in using scorecards to monitor education service delivery. These trainings also covered key areas such as teaching and learning standards and the application of digital literacy tools for data collection. Through empowering SAC members with these competencies, the project not only enhanced local ownership but also improved the quality and relevance of community engagement. As a result, community members became well-versed in their roles and responsibilities, enabling them to meaningfully contribute to the achievement of the project's objectives.

Another important lesson highlighted the need to create collaborative partnerships with relevant local authorities at the inception of project implementation. The evaluation revealed that during the early phases of the V&A project, key actors such as local councils and traditional leaders were not immediately engaged. Their late involvement limited the initial reach and effectiveness of the project. Given their influential positions within communities, traditional leaders could have mobilized broader community participation, while local councils particularly through the Constituency Development Fund (CDF) could have responded earlier to the education service delivery challenges identified. In future interventions, early collaboration with these stakeholders is essential to strengthen impact and foster integrated local development solutions.

Additionally, the composition of the SACs posed a potential risk to the long-term sustainability of the intervention. These committees were formed by drawing members from pre-existing structures like Ward Development Committees (WDCs) and Parent-Teacher Committees (PTCs). While this strategy facilitated the rapid mobilization of human resources, it raised concerns about continuity post-project. Once the V&A project ends, there is a high likelihood that SAC members may return to their original committees, effectively disbanding the SACs. Without a clear framework to institutionalize SACs as standalone entities, their role in sustaining accountability mechanisms in education service delivery may be lost.

Furthermore, the project demonstrated the importance of avoiding dependence on financial incentives such as wages to mobilize community participation. Although incentives may initially attract participation, they are not sustainable in the long term. Once the project funding ceases and these incentives are no longer provided, community engagement may decline significantly. For community-based monitoring initiatives to be enduring, they must be rooted in intrinsic motivation, local ownership, and community value rather than extrinsic financial rewards. This insight underscores the need for future projects to foster volunteerism and build civic responsibility as a more sustainable model for community engagement

5.0. Good Practices of the V&A Project

The evaluation of the V&A project has provided valuable insights, highlighting the good practices employed for the successful implementation of the project. Based on the established findings, a number of good practices were implemented.

One of the most effective and commendable practices observed in the Voice and Accountability (V&A) project was the adoption of the community model. This approach placed communities at the centre of implementation, thereby empowering them to play an active role in monitoring and influencing education service delivery. Through utilizing local structures and actors, the model not only deepened community participation but also significantly reduced the cost of project execution. Community members, who are the direct beneficiaries of education services, became the primary drivers of project activities. Their involvement enhanced their knowledge and awareness of their entitlements and strengthened their capacity to demand accountability from education service providers. This grassroots-driven model fostered ownership and sustainability of the interventions beyond the project's lifespan.

Another good practice was the extensive capacity-building provided to community structures such as the School Accountability Committees (SACs), Parent-Teacher Committees (PTCs), and Ward Development Committees (WDCs). Through targeted training sessions, these groups were equipped with essential knowledge and skills to monitor education service delivery effectively. They were trained in scorecard development, budgeting, school planning, and basic data collection methods. As a result, these community actors became active participants in ensuring transparency and accountability in schools. Their involvement helped to close the gap between schools and communities and enhanced trust and collaboration in addressing educational challenges.

The V&A project also stood out for its use of innovative digital tools for data collection. This digital solution enabled community monitors to gather and upload data in real-time, improving the accuracy, speed, and accessibility of information. The data collected was then fed into the V&A Dashboard, a web-based platform that allowed stakeholders to track progress and follow up on issues raised. This technological innovation not only modernized the monitoring process but also enhanced data-driven decision-making among stakeholders at school, district, and provincial levels. It further encouraged transparency as all actors could visualize and track the resolution of education service issues.

Lastly, the project's emphasis on community-driven monitoring was a particularly strong and innovative feature. Instead of relying solely on government inspections and top-down supervision, the V&A project empowered local people to take an active role in overseeing the quality of education services. This practice complemented the Ministry of Education's efforts by creating additional accountability mechanisms at the community level. School administrators appreciated the collaborative approach, which allowed them to work closely with parents, learners, and local leaders to improve school operations. Moreover, this strategy fostered a sense of shared responsibility and ownership among community members, reinforcing the idea that education is a collective endeavor requiring joint effort and sustained engagement.

5.0. Challenges Faced During the Implementation of the V&A Project

A number of challenges were encountered during the implementation of the Voice and Accountability (V&A) project. These included bureaucratic delays in obtaining approvals, particularly from the World Bank and the Ministry of Education, which slowed down critical activities such as the development of the School Service Charter. The long distances pupils had to travel to access schools, especially in Western Province, continued to contribute to absenteeism despite efforts made by the project. Additionally, the lack of transport support for SAC members limited their ability to conduct outreach and monitoring in remote communities. Furthermore, although the project empowered communities to identify education service delivery issues, many of these challenges remained unresolved due to weak linkages with local authorities and limited access to resources such as the Constituency Development Fund (CDF).

Bureaucratic Processes

One of the major challenges encountered during the implementation of the Voice and Accountability (V&A) project was bureaucratic delays, particularly in obtaining timely approvals for planned activities. Several stakeholders cited delays in receiving responses from the World Bank on key implementation matters, which hindered the smooth execution of the project timeline. A notable example was the delay in revising important project documents and adapting plans in response to emerging issues. Furthermore, the development of the School Service Charter, a key deliverable under the project, was stalled due to the absence of an existing framework or guiding charter from the Ministry of Education. Without a national reference point, the formulation of a localized charter took longer than anticipated, thereby delaying other related activities meant to strengthen accountability and service delivery in schools.

Long Distance from School Contributed to Pupil Absenteeism

Although the V&A project contributed to a reduction in pupil absenteeism declining, this achievement was constrained by the long distances pupils in some regions, particularly in Western Province, had to travel to access school. In many cases, learners walk several kilometers daily to and from school, a factor that not only discourages regular attendance but also contributes to school dropouts. The situation is even more severe during the rainy season or in areas with poor road infrastructure. Despite the community's growing awareness of the importance of education, the geographical and infrastructural barriers remained a persistent obstacle that the project alone could not resolve.

Mobility of the SAC Members

Another significant challenge was the limited mobility of School Accountability Committee (SAC) members, who were expected to carry out community sensitization and monitor education service delivery. These committee members worked on a voluntary basis and lacked basic transport support such as bicycles or allowances to

facilitate their movement. As a result, their ability to reach remote parts of their catchment areas was compromised. In many cases, sensitization activities were confined to easily accessible locations, leaving out distant villages that could have greatly benefited from engagement. If the project had incorporated a transport component or provided logistical support, SAC members could have extended their outreach efforts, thus increasing the project's impact.

Identifying Education Issues Without Redress

The project successfully empowered communities to identify and report numerous issues affecting education service delivery, including infrastructure deficits, teacher absenteeism, and inadequate learning materials. However, some of these issues remained unresolved due to a missing link between community action and formal government response systems. This gap was partly due to the project's delayed engagement with key stakeholders such as local authorities and district councils particularly those responsible for administering the Constituency Development Fund (CDF). Had these partnerships been established from the outset, communities might have been able to leverage the CDF to address pressing needs like constructing additional classrooms or improving sanitation facilities. The lack of a structured mechanism for issue escalation and resolution undermined some of the project's gains and limited the ability of local stakeholders to translate identified problems into tangible improvements.

7.0. Conclusion and Recommendations

7.1. Conclusion

The Voice and Accountability (V&A) Project has made a meaningful and lasting contribution to transforming the relationship between communities and education service providers in Zambia. This evaluation has shown that the project's design, grounded in principles of inclusion, transparency, and participatory governance, enabled communities particularly those historically excluded from decision-making spaces to become active and empowered stakeholders in education service delivery. Through strategic capacity-building initiatives, community sensitization, and interface meetings, the project helped to dismantle the traditional barriers between service users (parents, guardians, learners) and service providers (teachers, headteachers, local government officials), fostering mutual respect and shared responsibility for educational outcomes.

A cornerstone of the project's success was its deliberate focus on community capacity-building through social accountability training. Thousands of community members, including a notable proportion of women and youth, were equipped with knowledge and skills in budget tracking, planning, school improvement strategies, and public service monitoring. This training helped reposition community members from passive observers to proactive monitors of public education services. The establishment of School Accountability Committees (SACs) across the districts provided a platform through which community concerns could be gathered, verified, and formally raised with school authorities and district education boards. SACs became a vital channel for ensuring that feedback loops between communities and duty bearers were functional, credible, and respected.

The final evaluation also found that the project was highly successful in fostering inclusive participation. Representation of marginalized groups including persons with disabilities, women, the elderly, and youths was not merely symbolic but meaningful. Their perspectives were reflected in planning sessions, budget prioritization, and problem-solving discussions at school and district levels. Consultative meetings, interface forums, and peer-to-peer learning sessions were designed to ensure every voice mattered. Traditional leaders, school managers, and WDCs were involved early in the process, resulting in strong buy-in and acceptability of the project. This level of inclusivity also translated into better-designed school plans, as local insights brought attention to needs such as accessible infrastructure, protection of vulnerable learners, and culturally appropriate teaching practices.

The role of peer-to-peer learning and experience sharing between communities cannot be overstated. Through informal and structured learning activities, communities gained not just technical skills but also the confidence to engage constructively with school managers and government departments. These interactions contributed to the emergence of a knowledge-sharing culture, where communities discussed best practices in improving learner retention, monitoring school grants, reducing teacher absenteeism, and addressing learner discipline. In some districts, platforms such as WhatsApp groups were formed to facilitate continuous engagement among SACs, DEBs, PTCs, and school management teams and CSPR Project officers accentuating how the project fostered innovation and communication even beyond formal structures.

Significant gains were also recorded in the area of responsiveness and transparency from education service providers. Issues raised by communities such as lack of desks, poor

water and sanitation, inadequate teacher housing, and high learner dropout rates were not only heard but acted upon by local authorities. School administers and district officials showed commitment by engaging communities in budgeting and infrastructure prioritization. In many areas, schools began tracking their budgets more transparently, involving the PTC and SAC in decision-making processes. Communities, in turn, began holding schools and DEBs accountable through structured monitoring tools such as scorecards. The project fostered mutual accountability, communities understood their role in supporting learning environments, while service providers appreciated the value of citizen input in improving education delivery.

Despite these achievements, the evaluation highlights key challenges and areas for improvement. For instance, although SACs were instrumental in local accountability, their coordination structures, and sustainability mechanisms remain weak. In some cases, their membership overlapped with existing governance bodies such as WDCs and PTCs, creating confusion about roles and reporting lines. There is a risk that without formal integration into government frameworks, SACs may dissolve once external support ends. This suggests a need for ongoing mentorship, logistical support, and operational resources to broaden the scope and depth of community monitoring.

The evaluation also found that coordination with decentralized government units, such as local councils and district development coordinating committees (DDCCs), was not fully optimized but PDCCs was fully optimized. Strengthening linkages between SACs and these broader governance structures would ensure that education priorities identified at school level are reflected in ward or district development plans, and benefit from government funding streams such as the Constituency Development Fund (CDF).

Sustainability remains a key concern. While the project built significant capacity and generated enthusiasm among communities and school headteachers, the long-term effectiveness of these gains will depend on how well the project's approaches are embedded into existing institutional systems beyond project end. For instance, regular funding for SAC activities, official recognition of their role in the education governance ecosystem, and continued capacity building by government actors (such as DEBs and PEOs) will be essential for maintaining momentum and avoiding regression.

The Voice and Accountability Project has laid a strong foundation for participatory education governance in Zambia. It has proven that community engagement, when structured, inclusive, and well-supported, can lead to improvements in education outcomes, strengthen trust between citizens and service providers, and build resilient local governance systems. Beyond education, the project offers a replicable model for other sectors such as health, agriculture, and social protection where citizen voice and accountability are key to service delivery improvements.

In a nutshell, the V&A Project has shifted the paradigm from passive service consumption to active citizen participation, demonstrating that communities, when empowered with the right tools and voice, can become central to driving equitable and quality education in their own communities. The project leaves behind not just results, but a movement, a culture of vigilance, collaboration, and co-ownership that is anticipated to now be nurtured, supported, and scaled by all stakeholders involved.

7.2. Recommendations

1. There is a need for the CSPR to lobby the government for the institutionalization of SACs to ensure V&A activities are extended to unreached schools and communities, to broaden their impact and promote inclusive accountability. Alternatively,

advocate for SAC to be integrated as a subcommittee of the WDC with a specific mandate of monitoring public service delivery in the district.

2. Communities stressed the need for CSPR, its partners and interested stakeholders to continue monitoring visits, mentorship, and oversight beyond the formal end of the project to maintain momentum and ensured sustainability of project activities In addition, there were calls from the SAC members for continued refresher training and identification of local trainers to sustain knowledge even after project closure.

3. Future similar projects can leverage the use of technology to overcome challenges of failure to attend and participate due to long distances. This can be applied in areas with internet connectivity. This project has proved that technology can be used even in remote areas as long as community members are adequately trained as was the case in the V&A project. Community members were trained in the use of KOBO during the project implementation.

4. It is highly recommended that future projects should consider conducting baseline and stakeholder mapping early to identify key stakeholders to collaborate with in the implementation of the project. The evaluation has shown a lack of collaboration with local authorities, which has somewhat affected the project impact.

5. The V&A should have included empowerment of SACs through income-generating activities, including cooperatives, Village Banking and small businesses, to ensure financial sustainability of accountability efforts. The evaluation has established that in Western Province Some SAC started village banking which greatly contributed to financial sustainability.

6. To ensure the sustainability of the SAC, an independent SAC without having community members drawn from other community groups should have been formed. This could have curtailed the anticipated loss of membership.

7. Scale up the project to include other schools and districts. The V&A project is highly appreciated for strengthening the voices of the community members in holding the duty bearers accountable and demanding quality education service delivery. The project successfully empowered community members with the knowledge and skills to monitor the provision of education services. The project has proved to be impactful, therefore, it should be scaled up to cover many more schools and communities.

8. The evaluation found that the community model was effective in implementing the V&A project. However, the establishment of the Social Accountability Committees (SAC) by selecting members from existing community groups may hinder project sustainability. To enhance sustainability, the project should either create a separate and independent SAC composed of community members not affiliated with other groups or empower the existing community groups to carry out the V&A project activities directly.

9. Contextualize the project interventions based on the unique characteristics of the project sites. This would greatly contribute to seamless implementation of the project.

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1.4 Annex V&A Project - Status of the results framework as of June 2025

Indicator Definition	Baseline (May 2022)	Original End Target (June 2025)	Revised End Target (June 2025)	Results status as at June 2023[2]MTR Value	Results as at June 2024	Results as of June 2025 (CSPR)	Results as of June 2025 (Evaluation)
Percentage of trained community members reporting enhanced knowledge about their entitlements and education service delivery.	0[3]	85%	95%	92%	93%	96%	98%
Percentage of underrepresented community members (females, disabled, Youth and minorities) in the targeted areas participating and reporting their views about education service delivery.	58%	55%	85%	68%	78%	87%	86.6%
Percentage of education issues identified by communities that are addressed by school management or local authorities.	23%	50%	50%	36%	61%	63%	64.2%
Number of community members	0	13,420	900	1546	5842	1345	1345

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[2] Results are presented against the June 2022 to June 2023 Targets as shown in the results framework.
[3] The suggested starting single value for some of the indicators in the Results Framework is 0 as these were not benchmarked at baseline level.

trained in social accountability in the education service delivery (of which are female)							
Number of active community groups that have clear mandates, are attended by key community members and hold meetings on a regular basis.	0	144	135	135	135	135	135 (Verified 81 from 27 schools.)
Number of community members participating in consultative meetings with school management and local authorities.	0	5,160	600	1546	4730	1856	1856
Number of consultative meetings held between communities, school management and local authorities with full representation.	0	148	250	135	268	141	141
Percentage of communities that have completed the monitoring of more than 3 education service activities.	0	85%	100%	100%	100%	100%	90.8%
Number of school management	0	148	333	135	338	141	141

and local authority meeting minutes that recorded community concerns and requests.							
Number of peer-to-peer community learning events held.	0	72	9	9	9	13	13

Annex:
Annex A: Data Collection Tools
SAC/PTA MEMBERS QUESTIONNAIRE
A. Section: Demographic Information
2. Province:
   a) Eastern province
   b) Western province
3. Eastern District:
   a) Mambwe
   b) Vubwi
   c) Sinda
   d) Katete
4. Western District:
   a) Kalabo
   b) Kaoma
   c) Nalolo
   d) Senanga
   e) Sesheke
5. Age as at last birthday _____
6. Gender:
   a) Male
   b) Female
7. Highest level of education attained:
   a) Primary School Certificate
   b) Junior Secondary School Certificate
   c) Senior Secondary School Certificate
   d) Tertiary Level Certificate
   e) Diploma Certificate
   f) Bachelor's Degree Certificate
   g) Master Degree Certificate
   h) PhD Certificate
   i) None of the above
8. Have you been identified as having a disability?
   a) Yes
   b) No
9. If yes, please specify the disability type
   a) Hearing disability
   b) Physical disability
   c) Visual disability
   d) Learning disability
   e) Intellectual disability
   f) Other
10. Who do you represent in the Social Accountability Committee (SAC)?
   a) WDC
   b) PTC

c) Youths
d) Learners
e) Traditional leaders
f) Religious leaders
g) Females
h) Other specify

B. Transparency, Accountability and Participation

1. I am aware of how much money the schools receive from the Ministry of Finance (Grants)?
   a) Yes
   b) No

2. If yes in Q1 above, how much does schools receive from the Ministry of Finance (Grants)?

3. The school have a notice board to share information related to school budgets and grants?
   a) Yes, available and accessible   [   ]
   b) Yes, available but not easily accessible   [   ]
   c) No, not available (use alternative methods like windows/walls)   [   ]

4. There are other fees I pay for my children to go to school?
   a) Yes
   b) No

   3a. If you pay any fees, what do you pay for? _____

5. I have been involved as Social Accountability Committee (SAC) in the planning and budgeting for the school?
   a) Yes
   b) No

6. We have had a PTC meeting in the last 12 months?
   a) Yes
   b) No

7. I attended and participated in the last PTC meeting?
   a) Yes
   b) No

8. I know the members who sits in the school financial Committee?
   a) Yes
   b) No

9. Are you aware that there is student/pupil bursary support under CDF?
   a) Yes
   b) No

10. If yes, what is the application procedure for bursary support under CDF?
    a) Knowledgeable (completed application form sent together with documents to the Chairperson, Ward Development Committee.
    b) Doesn't know the procedure

11. Have you ever been trained or received any sensitisation on bursary support.
    a) Yes
    b) No

12. I have participated and reported their views about education service delivery at this school.
    a) Strongly Agree
    b) Agree
    c) Disagree

d) Strongly Disagree

C. Training and knowledge about entitlements and education service delivery.

13. My training in reporting enhanced knowledge about my entitlements and education service delivery.
    a) Strongly Agree
    b) Agree
    c) Disagree
    d) Strongly Disagree

D. Trained in social accountability in the education service delivery (of which are female).

14. Have you ever been trained in social accountability?
    a) Yes
    b) No

15. Have you ever been trained in Human rights and entitlements?
    a) Yes
    b) No

16. Have you ever been trained in data collection and how to monitor education service delivery?
    a) Yes
    b) No

17. Have you ever been trained in Dialogue and holding interface meeting?
    a) Yes
    b) No

18. Have you ever been trained in Scorecard assessments (red/green/orange)?
    a) Yes
    b) No

E. Participating in consultative meetings with school management and local authorities.

19. I have participated in consultative meetings with school management and local authorities.
    a) Yes
    b) No

20. I actively participate in the planning and budgeting of school expenditure.
    a) Strongly Agree
    b) Agree
    c) Disagree
    d) Strongly Disagree

F. Section: Monitoring Education Service Activities.

21. Which of the following education service activities were monitored in 2023:
    a) School plan implementation
    b) School construction and renovation
    c) School budgets and effective resource use
    d) Textbook delivery
    e) Addressing teacher and pupil absenteeism

22. Enter total number of education service activities monitored in 2023: [   ]

23. Which of the following education service activities were monitored in 2024:
    a) School plan implementation
    b) School construction and renovation
    c) School budgets and effective resource use
    d) Textbook delivery

e) Addressing teacher and pupil absenteeism

24. Enter total number of education service activities monitored in 2024: [   ]

25. Which of the following education service activities were monitored in 2025:
    a) School plan implementation
    b) School construction and renovation
    c) School budgets and effective resource use
    d) Textbook delivery
    e) Addressing teacher and pupil absenteeism

26. Enter total number of education service activities monitored in 2025: [   ]

27. Which of the following community groups are active and have clear mandates in your community;
    a) WDC
    b) PTC
    c) SAC
    d) Traditional leaders
    e) Other Specify _____

28. From the community groups selected, which ones are attended by key community members and hold meetings on a regular basis.
    a) WDC
    b) PTC
    c) SAC
    d) Traditional leaders
    e) Other Specify _____

29. I regularly participate and attend consultative meetings held between communities, school management and local authorities.
    a) Very Regularly
    b) Regularly
    c) Rarely
    d) Not at all

30. The consultative meetings held between communities; school management and local authorities usually have full representation.
    a) Strongly Agree
    b) Agree
    c) Disagree
    d) Strongly Disagree

31. Have you attended or participated in any peer-to-peer community learning events including to exchange learning programmes between communities; information sharing events have been held in this community in 2025?
    a) Yes
    b) No

G. Pupil and Teacher Absenteeism

32. What are the main causes of pupil absenteeism at this school?
    a) Hunger leads to high absenteeism.   [   ]
    b) Pupils skip school to work or visit bars.   [   ]
    c) Many learners engaged in household labor.   [   ]
    d) Cultural traditions and practices   [   ]
    e) Distance to schools   [   ]
    f) Lack of staff houses   [   ]
    g) Other (specify) _____   [   ]

33. Causes of teacher absenteeism:

a) Teachers frequently absent due to alcohol use.   [   ]
b) Teachers miss school for personal reasons.   [   ]
c) Some teachers travel far to collect salaries, missing class days.   [   ]
d) Teachers on study leave   [   ]
e) Other (specify) _____   [   ]

Relevance

34. The V&A project has helped addressed gaps in governance, teacher absenteeism, and resource allocation at this school
    a) Strongly Agree
    b) Agree
    c) Disagree
    d) Strongly Disagree

35. There is now active involvement of traditional leaders, women, youth, and WDCs in accountability processes.
    a) Strongly Agree
    b) Agree
    c) Disagree
    d) Strongly Disagree

Effectiveness

36. There is improved school budgeting and accountability practices through community-led interventions.
    a) Strongly Agree
    b) Agree
    c) Disagree
    d) Strongly Disagree

Sustainability

37. The local governance structures like the SAC and PTCs are empowered to continue accountability efforts independently.
    a) Strongly Agree
    b) Agree
    c) Disagree
    d) Strongly Disagree

38. The SAC committee will continue to operate and meet regularly even after the closure of the voice & accountability project by CRSP.
    a) Strongly Agree
    b) Agree
    c) Disagree
    d) Strongly Disagree

39. There are measures in place to ensure that the SAC and V&A communities continue to exist after the closure of the project.
    a) Strongly Agree
    b) Agree
    c) Disagree
    d) Strongly Disagree

40. The SACs and PTAs are integrated into the already existing local governance frameworks.
    a) Strongly Agree
    b) Agree
    c) Disagree

    d) Strongly Disagree

41. What recommendations, if any, do you have for the continued implementation of the V&A project?

Thank you, we value your time and responses

Teacher Questionnaire

Province: [   ]

District: [   ]

Name of School: [   ]

Component 1:

A. Section: Demographic Information

1. Province:
   c) Eastern province
   d) Western province

2. Eastern District:
   e) Mambwe
   f) Vubwi
   g) Sinda
   h) Katete

3. Western District:
   f) Kalabo
   g) Kaoma
   h) Nalolo
   i) Senanga
   j) Sesheke

4. Age as at last birthday _____

5. Gender:
   c) Male
   d) Female

6. Highest level of education attained:
   j) Primary School Certificate
   k) Junior Secondary School Certificate
   l) Senior Secondary School Certificate
   m) Tertiary Level Certificate
   n) Diploma Certificate
   o) Bachelor's Degree Certificate
   p) Master Degree Certificate
   q) PhD Certificate
   r) None of the above

Availability, inclusivity, and Adequacy School Infrastructure

1. How many classrooms do you have at this school?   [   ]
2. Availability of ramps to learners with disabilities: [Yes] [No]
3. There are classes at this school where we combine children of different grades (e.g. grade 1's and grade 2's) in one class
   a) Strongly Agree
   b) Agree
   c) Disagree
   d) Strongly Disagree

Water and Sanitation

4. How many toilets do you have at this school: [   ]
5. How many of the toilets are for boys: [   ]
6. How many of the toilets are for girls: [   ]
7. How many toilets are functional at this school;   [   ]
8. How many functional Boreholes do you have at this school: [   ]

9. Alternative water source:
   a) No dedicated borehole e.g. shares with community/clinic
   b) Other Specify _____
10. Sufficiency of available water source: [   ]

Access to electricity

11. Does the school have an electricity/power source: [Yes] [No]
12. Alternative power sources like solar: [   ]
13. How many classrooms at this school are connected to a power source: [   ]
14. How many teacher houses are there at this school:

Availability of school furniture and textbook

15. How many desks do you have at this school: [   ]
16. Does the school have any pupils that sit on the floor due to insufficient desks: [Yes] [No]
17. Does the school have old and damaged desks not in use: Yes [ ] No [ ]
18. What is the pupil to textbook ratio:
   a) 1 to 1   [   ]
   b) 1 to 2   [   ]
   c) 1 to 3   [   ]
   d) 1 to 4   [   ]
   e) 1 to 5   [   ]
   f) 1 to 5+   [   ]
19. Do you have books for all subjects that you teach at this school: [Yes] [No]
20. If no, which subjects don't you: [   ]

Teacher and Pupil Absenteeism

Punctuality of Teachers

21. What is the average distance covered by teachers (home to school) on a daily basis;
   a) Less than 100 meters   [   ]
   b) Less than 500 meters   [   ]
   c) 501meters to 1 kilometer   [   ]
   d) 1.1km to 2kms   [   ]
   e) More than 2km but less than 5kms
   f) 5 kms and above
22. There are teachers that arrive late for classes at this school.
   e) Strongly Agree
   f) Agree
   g) Disagree
   h) Strongly Disagree

Pupil Absenteeism

23. Causes of pupil absenteeism
   a) Hunger leads to high absenteeism.   [   ]
   b) Pupils skip school to work or visit bars.   [   ]
   c) Many learners engaged in household labor. [   ]
   d) Cultural traditions and practices   [   ]
   e) Other (specify) _____   [   ]

Teacher Absenteeism

24. Causes of teacher absenteeism:
   a) Teachers frequently absent due to alcohol use.   [   ]
   b) Teachers miss school for personal reasons.   [   ]
   c) Some teachers travel far to collect salaries, missing class days.   [   ]
   d) Teachers on study leave   [   ]

Availability of Notice Boards for Budget and Grants

25. School has a notice board:
    a) Yes, available and accessible   [   ]
    b) Yes, available but not easily accessible   [   ]
    c) No, not available (use alternative methods like windows/walls)   [   ]

26. How regularly is information displayed on the notice board:
    a) Very Regularly
    b) Regularly
    c) Rarely
    d) Not at all

27. Any costs charged to pupils at this school: [Yes] [No]

28. If yes, what costs are incurred at this school by pupils?
    [_____]

Community Participation in Planning and Budgeting

29. The PTC actively participates in the planning and budgeting of school expenditure.
    a) Strongly Agree
    b) Agree
    c) Disagree
    d) Strongly Disagree

30. The SAC and PTC verify monies spent (i.e. receipts) at this school.
    a) Strongly Agree
    b) Agree
    c) Disagree
    d) Strongly Disagree

43. Which of the following community groups are active and have clear mandates in your community;
    a) WDC
    b) PTC
    c) SAC
    d) Traditional leaders
    e) Other Specify _____

44. From the community groups selected, which ones are attended by key community members and hold meetings on a regular basis.
    a) WDC
    b) PTC
    c) SAC
    d) Traditional leaders
    e) Other Specify _____

45. I regularly participate and attend consultative meetings held between communities, school management and local authorities.
    e) Very Regularly
    f) Regularly
    g) Rarely
    h) Not at all

Relevance

46. The V&A project has helped addressed gaps in governance, teacher absenteeism, and resource allocation at this school
    e) Strongly Agree
    f) Agree

g) Disagree

h) Strongly Disagree

47. There is now active involvement of traditional leaders, women, youth, and WDCs in accountability processes.

e) Strongly Agree

f) Agree

g) Disagree

h) Strongly Disagree

Effectiveness

48. There is improved school budgeting and accountability practices through community-led interventions.

e) Strongly Agree

f) Agree

g) Disagree

h) Strongly Disagree

Sustainability

49. The local governance structures like the SAC and PTCs are empowered to continue accountability efforts independently.

e) Strongly Agree

f) Agree

g) Disagree

h) Strongly Disagree

50. The SAC committee will continue to operate and meet regularly even after the closure of the voice & accountability project by CRSP.

e) Strongly Agree

f) Agree

g) Disagree

h) Strongly Disagree

51. There are measures in place to ensure that the SAC and V&A communities continue to exist after the closure of the project.

e) Strongly Agree

f) Agree

g) Disagree

h) Strongly Disagree

52. The SACs and PTAs are integrated into the already existing local governance frameworks.

e) Strongly Agree

f) Agree

g) Disagree

h) Strongly Disagree

53. What recommendations, if any, do you have for the continued implementation of the V&A project?

Thank you, we value your time and responses

Data collection sheet

Province: [   ]
District: [   ]
Name of School: [   ]

Component 1:

Infrastructure Availability and Adequacy

1. Number of learners at the school: [   ]
2. Number of class rooms for: [   ]
3. Average number of pupils per classroom: [   ]

Inclusivity of School Infrastructure

4. Availability of ramps to learners with disabilities: [Yes] [No]
5. Availability of disability-inclusive infrastructure: [   ]
6. Availability for gender-sensitive washrooms (boys and girl's toilets):   [   ]

Availability of Trained Teachers

7. Number of teachers at the school: [   ]
8. Subject teachers not available: [   ]
9. Name of subjects without teachers: [   ]
10. Number of subjects taught (secondary):   [   ]
11. Number of teachers assigned outside their field: [   ]

Learner-Classroom Ratio

12. Number of classes that combines children of different grades in one class: [   ]

Sanitation and Toilets

13. Number of toilets in the school: [   ]
14. Number of toilets for the boys: [   ]
15. Number of toilets for the girls: [   ]
16. Number of functional toilets;   [   ]
17. Number of community toilets built: [   ]
18. Number of Community-built toilets still in use: [   ]

Electricity and Solar Power

19. Does the school have a electricity/power source: Yes/No
20. Alternative power sources: [   ]
21. Number of classrooms connected to a power source: [   ]

Availability of Safe Drinking Water

22. Number of functional Boreholes: [   ]
23. Alternative water source:
    a) No dedicated borehole e.g. shares with community/clinic
    b) Other Specify _____
24. Sufficiency of available water source: [   ]

Availability of Teachers' Houses

25. Number of teacher houses: [   ]

Availability of Desks, Chairs, and Tables

26. Total number of desks: [   ]
27. Does the school have any pupils that sit on the floor due to insufficient desks: []
28. Does the school have old and damaged desks not in use: [   ]

Textbook availability

29. Pupil to textbook ratio: [   ]
    a) 1 to 1   [   ]
    b) 1 to 2   [   ]
    c) 1 to 3   [   ]

d) 1 to 4   [   ]
e) 1 to 5   [   ]
f) 1 to 5+   [   ]

30. Do you have books for all subjects taught at this schools: [   ]
31. If no, which subjects do have books: [   ]
32. Are the text at this school adequate across all subjects: [   ]
33. Which subjects lack most books: [   ]

Teacher and Pupil Absenteeism
Punctuality of Teachers

34. Average distance covered by teachers (home to school) on a daily basis; [   ]
35. Furthest distance covered by a teacher on a daily basis: [   ]
36. Are there any teachers that arrive late for classes: [   ]

Pupil Absenteeism

37. Causes of pupil absenteeism
      f)   Hunger leads to high absenteeism.   [   ]
      g)   Pupils skip school to work or visit bars.   [   ]
      h)   Many learners engaged in household labor. [   ]
      i)   Cultural traditions and practices   [   ]
      j)   Other (specify) _____   [   ]

Teacher Absenteeism

38. Causes of teacher absenteeism:
      a)   Teachers frequently absent due to alcohol use.   [   ]
      b)   Teachers miss school for personal reasons.   [   ]
      c)   Some teachers travel far to collect salaries, missing class days.   [   ]
      d)   Teachers on study leave   [   ]

Availability of Notice Boards for Budget and Grants

39. School has a notice board:
     d)   Yes, available and accessible   [   ]
     e)   Yes, available but not easily accessible   [   ]
     f)   No, not available (use alternative methods like windows/walls)   [   ]

40. Information regularly displayed on the notice board: [Yes] [No]

Transparency in School Fees

41. Any costs charged to pupils at this school: [Yes] [No]
If yes, what costs are incurred at this school by pupils?

Community Participation in Planning and Budgeting

42. Does the PTC actively participate in the planning and budgeting of school expenditure: [   ]
43. Does the PTC verify monies spent i.e. receipts: [   ]

PTC Meetings and Community Participation

44. Number of meetings held with the community in the last 12 months: [   ]
45. When was the most recent PTC meeting held: [   ]
46. Average PTC meetings held per year: [   ]

SAC DATA COLLECTION SHEET
A. Demographic information
1. Province
     a. Eastern province
     b. Western province
2. Eastern District
   b) Mambwe
   c) Vubwi
   d) Sinda
   e) Katete
3. Western District
   a) Kalabo
   b) Kaoma
   c) Nalolo
   d) Senanga
   e) Sesheke
B. Underrepresented community members reporting their views about education service delivery.

1. SAC location and name:	
2. Total Number of SAC members:	
3. Number of SAC male members:	
4. Number of Female SAC members:	
5. Number of Members <=35:	
6. Number of members with a disability:	
7. Number of members 60+ years above:	

C. Monitoring of education service activities.
4. Which of the following education service activities have you monitored in from 2023;

	Activity	Response	When did you last monitor (month/year)		
			2023	2024	2025
1.	School plan implementation	Yes/No			
2.	School construction and renovation	Yes/No			
3.	School budgets and effective resource use	Yes/No			
4.	Textbook delivery	Yes/No			
5.	Addressing teacher and pupil absenteeism	Yes/No			
	Total activities monitored per year	YES			

D. Consultative meetings held between communities, school management and local authorities with full representation.
6. How many meetings have you held between communities, school management and local authorities with full representation from 2022 – 2025.
Number: _____

7. How many education issues have you identified as a community that have been addressed by school management or local authorities from 2023 to date.
   a) Number of issues Identified:
   b) Number of issues resolved:
   c) Number of issues pending:
   d) Which education issues are pending:

8. How many of peer-to-peer community learning events held peer-to-peer community learning events including to exchange learning programmes between communities; information sharing events have been held in this community in 2025?

Number of district peer to peer learning events attended or participated: _____

Number of provincial peer to peer learning activities attended or participated: _____

VOICE AND ACCOUNTABILITY PROJECT EVALUATION
INTERVIEW GUIDE FOR CSOs

Interview Date_____   Interview Time_____

Participant Type_____

Participant Consent

Your participation in this study is entirely voluntary. You have every right to refuse participation, and you are at liberty to withdraw your participation at any given time without notice. If you are willing to participate in this study, kindly append your signature below

Signature_____   Date_____

Ice breaker

How long have you lived in this community?

Trained and Knowledge About their Entitlements, Education Service Delivery, and Social accountability

1. What kind of training have you received about your entitlements and education service delivery?

Probe: Knowledge, examples of educational services, entitlements

2. What kind of training have you received in social accountability?

Probe for training in the following: Scorecards, human rights and entitlements, data collection and how to monitor education service delivery, dialogue and holding interface meeting

3. What was done in the design and implementation of this project to ensure that Females, People with Disability, Youth, Minorities), or community members express their views about education service delivery?

   Probe: (Females, People with Disability, Youth, Minorities), participation and reporting about education service delivery

Participating in Consultative Meetings with School Management and Local Authorities

4. Would you highlight education issues that are prevalent at this school?

Probe: How have they been addressed?

5. In your opinion, which community groups actively attend and hold meetings?

Probe: WDC, PTC, SAC, Traditional leaders

6. Which consultative meeting have you participated in with school management and local authorities?

Probe: Budgeting and planning of school expenditure

7. From your perspective, which stakeholders were usually represented in the consultative meetings held between communities, school management and local authorities?

Monitoring of Education Service Activities

8. Which education services are monitored at this school and community?

Probe: School plan implementation, School construction and renovation, School budgets and effective resource use, Textbook delivery, Addressing teacher and pupil absenteeism

9. What kind of peer to peer have you attended or participated in community learning events?

Probe: Exchange learning programmes between communities; information sharing events

Project Relevance, Efficiency, Effectiveness, Impact, Sustainability, gender and social inclusion

10. How relevant was the V&A Project in improving education service delivery?

Probe: Needs and Priorities, most beneficial aspects of the project

11. How effective has the V&A project been empowering the community, youth and schools with skills and abilities in the delivery of education services

Probe: Knowledge, accountability, empowerment, entitlements, human rights

12. How has the V&A Project addressed the issue of sustainability to ensure that its continued functionality and community engagement even after the project concludes?

Probe: Strategies

What aspects in the design or implementation of this [project have empowered the local governance structures like the SAC and PTCs to continue social accountability efforts independently even after the closure of the CSPR S&A project.

13. What aspect or factors can hinder the continued operations and regularly meeting of SAC or PTCs even after the closure of the voice & accountability project by CRSP.

14. In your opinion, what is the impact of V&A Project on education service delivery in the community?

Probe: Knowledge, attitude, accountability, participation, access to education

15. In what ways did V&A Project embrace inclusivity in its implementation?

Probe: gender and inclusion sensitive approaches, equal opportunities, underrepresented groups

Challenges and Recommendations

16. What challenges were faced during project implementation?

17. Based on your experiences, what recommendations or suggestions can be provided for improvement?

Closing

18. Is there any additional information or experiences you would like to share regarding the V&A project and its impact?

19. Thank the participants for their valuable insights and contributions to the discussion.

End of Interview

VOICE AND ACCOUNTABILITY PROJECT EVALUATION
INTERVIEW GUIDE FOR PUPILS

Interview Date_____   Interview Time_____
Participant Type_____

Participant Consent

Your participation in this study is entirely voluntary. You have every right to refuse participation, and you are at liberty to withdraw your participation at any given time without notice. If you are willing to participate in this study, kindly append your signature below

Signature_____   Date_____

Ice breaker

How are you doing?

How are you learning at this school?

1. **Are you aware of the Voice and Accountability Project being implemented at this school?**

   Probes: Awareness, Participation, Objectives, Impact

2. How would you describe the current state of education service delivery at this school?
   Probes: Quality, Support, Learning, Challenges
3. Is the school infrastructure available, inclusive, and adequate?
   Probes: Classrooms, Accessibility, Safety, Maintenance
4. How is the water and sanitation situation at this school?
   Probes: Toilets, Borehole, Hygiene, Privacy
5. Does this school have access to electricity?
   Probes: Classrooms, Houses, Reliability, Alternatives
6. Are desks and textbooks available and sufficient for learners?
   Probes: Quantity, Sharing, Curriculum, Shortages
7. How involved are parents and the community in school activities?
   Probes: PTA, Meetings, Support, Communication
8. What major challenges is this school currently facing?
   Probes: Staffing, Funding, Infrastructure, Performance
9. Has the Voice and Accountability Project made any difference in the school?
   Probes: Change, Inclusion, Leadership, Empowerment

End of Interview