



# OUTCOME HARVESTING

## Report

*The Voice & Accountability Project*

*Report date: March 2025*  
*Data Collection: January & February 2025*

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## List Acronyms

<b>CBO</b>	<b>Community-Based Organization</b>
<b>CDF</b>	<b>Constituency Development Fund</b>
<b>CSO</b>	<b>Civil Society Organization</b>
<b>CSPR</b>	<b>Civil Society for Poverty Reduction</b>
<b>DEBS</b>	<b>District Education Board Secretary</b>
<b>E.C.E</b>	<b>Early Childhood Education</b>
<b>ESO</b>	<b>Education Standards Officer</b>
<b>FBO</b>	<b>Faith-Based Organization</b>
<b>FGD</b>	<b>Focus Group Discussion</b>
<b>IEC</b>	<b>Information, Education, and Communication</b>
<b>M&amp;E</b>	<b>Monitoring and Evaluation</b>
<b>MoE</b>	<b>Ministry of Education</b>
<b>OH</b>	<b>Outcome Harvesting</b>
<b>PDO</b>	<b>Project Development Objective</b>
<b>PTC</b>	<b>Parent-Teacher Committee</b>
<b>SAC</b>	<b>Social Accountability Committee</b>
<b>V&amp;A</b>	<b>Voice and Accountability</b>
<b>WDC</b>	<b>Ward Development Committee</b>

## 1.0 Background

The Voice & Accountability (V&A) Project is designed to strengthen community participation in education governance by empowering Social Accountability Committees (SACs), Ward Development Committees (WDCs), and Parent-Teacher Committees (PTCs) monitor education service delivery and engage with local authorities. The project employed Outcome Harvesting as a key evaluation methodology to capture significant changes resulting from community-driven social accountability interventions on the project.

In February 2025 the Outcome Harvesting exercise, multiple community monitoring groups contributed insights, documenting key changes in education service delivery, stakeholder engagement, and policy influence. While the reported outcomes represent a broad and representative set of changes, they are not exhaustive, as some community members and committees may not have fully captured all transformations occurring within the implementation period. Moreover, given the nature of accountability work, some changes require a longer period to materialize, and previously unrecognized results may gain significance in later assessments.

Furthermore, the evaluation process ensured that outcomes are specific, relevant, and aligned with the project's objectives, particularly in enhancing transparency, improving stakeholder responsiveness, and strengthening education governance structures. While most of the documented outcomes highlight behavioral changes among SACs, school authorities, and local government officials, few demonstrate policy shifts in education service delivery responses as influenced by the project's interventions. The findings underscore the growing capacity of communities to hold decision-makers accountable and contribute to structural improvements in education services, funding allocations, and grievance redress mechanisms.

Outcome Harvesting played a critical role in assessing the project's impact beyond traditional indicators. Unlike conventional evaluation methods that focus on planned outputs, OH identifies actual changes in governance, policies, and practices influenced by the project. Through a participatory monitoring approach, stakeholders including parents, teachers, pupils, and local government officials contributed to the identification of outcomes. This allows for an in-depth analysis of how accountability measures have influenced decision-making and service delivery in schools.

Ultimately, the Outcome Harvesting process within the V&A Project provided a structured approach to tracking impact, ensuring that community-driven monitoring mechanisms remain effective, scalable, and sustainable beyond the project cycle.

## 2.0 Outcome Harvesting Methodology

The Voice & Accountability (V&A) Project applied Outcome Harvesting (OH) as a participatory and utilization-focused evaluation approach<sup>1</sup> to assess the impact of community-led social accountability mechanisms on education governance. Given the complex and dynamic nature of governance interventions, where direct cause-and-effect relationships were not always linear or easily measurable, this methodology enabled the project to identify, verify, and analyze key changes influenced by its interventions without relying solely on predetermined indicators or expected outcomes.

Unlike conventional monitoring and evaluation (M&E) approaches that tracked progress against predefined targets, Outcome Harvesting in the V&A Project focused on capturing significant, unexpected, and emergent changes within the education service delivery ecosystem. The process allowed stakeholders to

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<sup>1</sup> Utilisation-focused evaluations (UFEs) are based on the principle that an evaluation should be judged according to how useful it is to its intended users.

collect evidence of observed outcomes and retrospectively assess how project activities contributed to those changes.

The approach particularly examined behavioral shifts among key actors, including school administrators, district education officials, policymakers, PTCs, WDCs and Social Accountability Committees (SACs). It assessed how community-led monitoring, interface meetings, and advocacy initiatives influenced decision-making, resource allocation, and service improvements in education governance. Rather than attributing outcomes to a single intervention, Outcome Harvesting methodology used in this study acknowledged the interplay of multiple actors and external factors, evaluating the relative significance of the V&A Project's contribution to observed changes.

By employing Outcome Harvesting, the project ensured that its evaluation processes were context-responsive, nonlinear-oriented, and adaptive to real-world complexities. Furthermore, the findings provided credible evidence for advocacy efforts, strengthening the role of communities in demanding transparency, accountability, and improved education services at local and national levels.

## **2.2 Harvesting Targets**

The Outcome Harvesting process utilized a Workshop focused group discussion (FGD) approach conducted through structured workshops in Eastern and Western Provinces targeting nine project districts. Each session engaged 35 key stakeholders per district, including education officials, planners, head teachers, Parent-Teacher Committees (PTCs), School Accountability Committees (SACs), Council representatives, Ward Development Committees (WDCs), and traditional leaders.

## **2.3 Approach**

Discussions were facilitated by CSPR's staff, using a semi-structured questionnaire with open-ended questions to guide responses while allowing flexibility for participants to elaborate on changes (outcomes) on governance practices, and accountability impacts evidenced in their communities since start of the V&A Project. Responses were documented, categorized into key themes, and analyzed for recurring patterns. Triangulation was applied across districts to validate findings and assess the project's contributions to education service delivery.

## **2.4 Limitations of the OH methodology**

The use of Outcome Harvesting in the Voice and Accountability Project evaluations posed some limitations, in terms of:

- Understanding attribution: Given the complexity of education advocacy processes, the survey was unable to use methods allowing to make claims about attribution and causality.
- Biases towards particular outcomes: As a participatory focused group methodology, the OH relied on both project documentation and education stakeholders for the identification of outcomes. This may result in a potential bias of outcomes to be limited to those of which the participant stakeholders were aware and on which they have reported.
- Scope of the evaluation and time frames: The duration of the evaluation was only for two months. Within this time frame, it was difficult to substantiate some of the outcomes and to validate or report on some of the longer-term outcomes of the Voice and Accountability project identified as part of the outcome harvest.

## 3.0 Findings

3.1 Table 1: Assessment of the V&A Project harvested outcomes based on - **Intended vs. Occurred Outcomes.**

<b>Intended and Occurred (Green)</b> <i>These outcomes in Green were planned in the project objectives and successfully achieved.</i>	<b>Unintended &amp; Occurred (Blue)</b> <i>These outcomes in blue were not explicitly targeted but emerged as significant positive impacts.</i>
<ol style="list-style-type: none"> <li>1. <b>Increased enrollments</b> - Improved enrolments have been recorded in all V&amp;A schools. Reports from Kapungwe, Chimasuko, and Seya Primary also indicated a rise in school enrollments due to community sensitization, interface meetings, and local government engagement. This aligns with the V&amp;A outcome on increased access to education services.</li> <li>2. <b>Improved learner performance</b> - Schools such as Kapungwe Day Secondary and Seya Primary recorded improved exam pass rates attributed to better teaching conditions and increased teacher-pupil engagement, since the inception of V&amp;A Nalolo district has been performing well in the grade 9 examination.</li> <li>3. <b>Enhanced transparency and Accountability</b> -Kataba,Lyamutinga, Mwasiti kalobolelwa,Nang'umba,Kalabo day, Kalukundwe, Namaloba, Ngundi Chimbundire Schools implemented public school budget displays, promoting fiscal responsibility and most of them took an initiative of translating the school budgets into silozi</li> <li>4. <b>Increased community awareness and participation</b> - Community engagement levels improved significantly due to social accountability workshops and capacity-building initiatives under the V&amp;A project. This is evidenced in all V&amp;A schools. Community initiatives in the schools to support educational outcomes have also improved. Community builds temporal and permanent structures such as in Nande, Nang'umba Play parks in Kalukundwe, and Kashokoto.</li> <li>5. <b>Improved infrastructure</b> - Several schools (Mangomba,Sianda,Kataba, Matongo,Litoya,Kalabo day Nande, Kapungwe Primary. In Western province Sonso Primary school used to be a grass thatched school there is now a one by three classroom block and a teacher house, Sianda has abording house for girls,) constructed E.C.E classrooms and dormitories, matching MoE and the V&amp;A Project expected outcomes.</li> <li>6. <b>Reduced dropout and absenteeism rates</b> - Chimasuko Primary and Kasamanda,Kashokoto,Ngundinoted significant reductions in absenteeism and dropouts, aligning with MoE's efficiency improvement target and V&amp;A outcomes.</li> <li>7. <b>Equity in Education</b> - Kaoma and Nalolo Districts reported improvements in female and marginalized group enrollment, linking to MoE's outcome of equitable access and V&amp;A indicator (2) in the results framework.</li> </ol>	<ol style="list-style-type: none"> <li>8. <b>Improved Teacher &amp; Pupil Punctuality in Eastern Province-</b> This has been reported in Nang'umba</li> <li>9. <b>Stronger Parent-School Relationships</b> - Chimbundire School reported a noticeable improvement in parent-teacher interactions. Lusu- East has also reported improved relationship between community and school management.</li> <li>10. <b>Reduced Teenage Pregnancies</b> - Seya Primary saw a decline in teenage pregnancies, which was not a direct project goal but resulted from increased school attendance.</li> <li>11. <b>Peer-to-Peer Learning Among Community Members</b> – Schools in Kaoma and Nalolo districts Community members began conducting their own engagement meetings, even outside of project interventions sites.</li> <li>12. <b>Improved Advocacy Capacity of Local Communities</b> - Nalolo district stakeholders developed advocacy skills they now use to engage authorities on broader education and governance issues. Mwasiti in Sinda and Litoya were able to lobby other donors for Boarding facilities, Classroom block and water reticulation system. In senanga district social accountability have been using social accountability tools to monitor the health facilities at least at one community. This was clearly an unplanned yet very potentially beneficial outcome.</li> <li>13. <b>Collaboration Between Schools &amp; Education administrators</b> - Kaoma schools reported a new level of cooperation between school management and district education boards, strengthening education service delivery.</li> </ol>



<b>Intended &amp; Did Not Occur (Yellow)</b> <i>These outcomes in yellow were planned but faced challenges in full implementation.</i>	<b>Unintended &amp; had a Negative Outcome (Orange)</b> <i>These outcomes in orange were either unintended or negative.</i>
<p><b>14. Delays in Infrastructure Development (E.C.E Classrooms &amp; Water Supply)</b> - Mwasiti experienced significant delays in Early childhood education classroom construction, linked to slow funding disbursement from the Constituency Development Fund.</p> <p><b>15. Slow Implementation of School Governance structures</b> - Some schools faced challenges in establishing participatory school governance structures (PTCs, SACs), despite being a project target. Further reports from Kaoma indicate that some schools struggled to fully integrate accountability mechanisms, particularly in community monitoring of school budgets. <i>Imusho combined has had challenges in electing and main attaining afunctional PTC</i></p> <p><b>16. Standard Construction and learning Materials</b> - The desks received under CDF are too small for the upper primary learners and poor quality Ngúma,kalabo day, Lyamutinga,Sianda, Litoya, Lui-VVanyau received poor-quality desks and classroom materials, impacting intended learning environment improvements.</p> <p><b>17. Challenges in Expanding Community Engagement Models</b> - Some districts struggled to replicate successful engagement models beyond initial pilot schools, limiting the full realization of intended change this was shown in schools such as kashokoto, Mangango,Ngúma.</p>	<p><b>18. Negative Attitudes &amp; Resistance to Change</b> - Seya Primary and Kasamanda explicitly reported community reluctance to engage in school governance structures, slowing down adoption of transparency measures. Similar, some stakeholders in Sesheke at Lusu primary, and Kaoma in Namaloba actively resisted new governance structures (SACs), making implementation difficult.</p> <p><b>19. Environmental Degradation Risks</b> - Mungomba raised concerns about environmental degradation due to new construction projects, something not factored into the initial project design.</p> <p><b>20. Inefficiencies in Response &amp; Delays</b> - Mphonwa Primary waited over 3 years for promised desk provisions, leading to community frustration, This is the same situation at Imusho and Kalabo day.</p> <p><b>21. Bureaucratic Barriers in School Monitoring Processes</b> - Kaoma districts faced delays due to bureaucratic red tape, preventing community groups from effectively monitoring school budgets.</p> <p><b>22. Delayed Rollout of Community-Driven Monitoring Systems</b> - Some districts expected decentralized community oversight but faced setbacks due to administrative challenges. Dependence was more on interface meetings when the DEBs and other stakeholders attend this is challenge with Mata Secondary school the community members have a lot of complaints but cannot escalate it with the service providers</p>

### 3.2 Key Project Intervention Contributions by the Voice and Accountability Project in the Education sector targeting the Ministry of Education Outcomes.

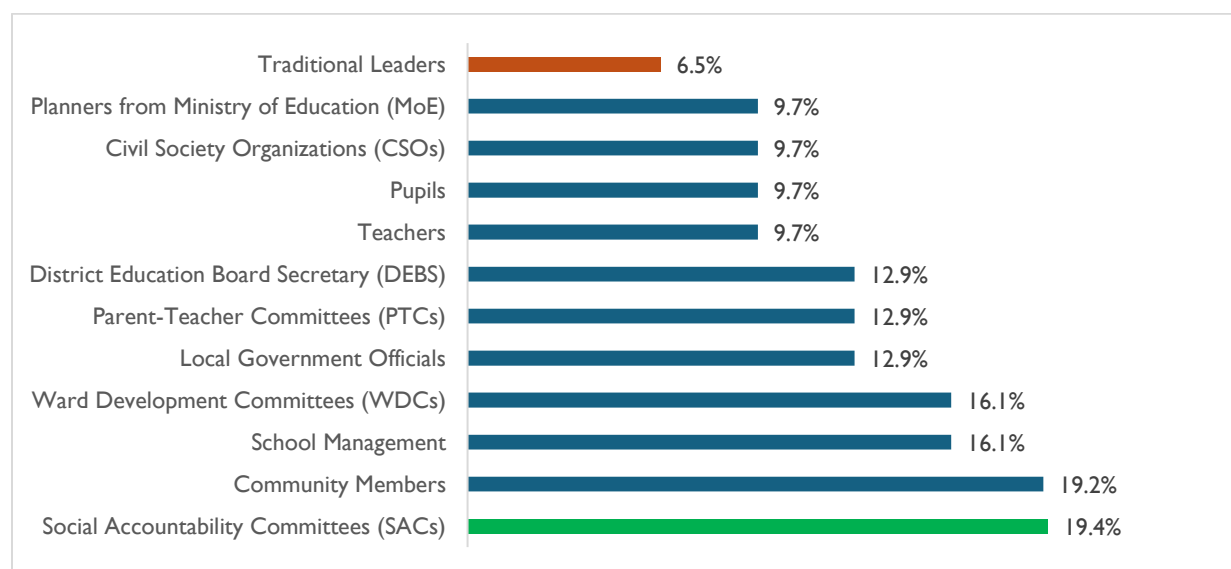
Outcome Statement	V&A Contribution Status
Enrolment of pupils has improved ( <b>MoE Outcome</b> )	Partially Contributed
Absenteeism by teachers has reduced ( <b>MoE Outcome &amp; V&amp;A Outcome</b> )	Partially Contributed
School budgets displayed on notice board	Fully Contributed
Improved pupil desk ratio ( <b>MoE Outcome</b> )	Partially Contributed
Community awareness on education service delivery	Fully Contributed
Transparency in school budget utilization	Fully Contributed
Increased access to clean water in schools	Partially Contributed
Improved sanitation facilities ( <b>MoE Outcome</b> )	Partially Contributed
Teacher-student ratio improved ( <b>MoE Outcome</b> )	Partially Contributed
Reduction in early pregnancies ( <b>MoE Outcome</b> )	Partially Contributed
Enhanced community participation in school activities	Fully Contributed
Increased efficiency in school operations ( <b>MoE Outcome</b> )	Partially Contributed
Increase consultative meetings increased ( <b>V&amp;A Outcome</b> )	Fully Contributed
Infrastructure improvements (classrooms, sanitation, desks) ( <b>MoE Outcome</b> )	Partially Contributed

### 3.3 Where and how is the V&A Project having the most impact on education service delivery?

#### 3.3.1 Impact on type of Actors

The Voice & Accountability (V&A) Project has influenced key stakeholders in education governance and social accountability, leading to notable behavioral and institutional changes. Government agencies, including District Education Board Secretaries (DEBS) and Ministry of Education (MoE) planners, have shown increased responsiveness to community concerns and adopted participatory decision-making in both Western and Eastern Provinces of Zambia. Social Accountability Committees (SACs), Ward Development Committees (WDCs), Parent-Teacher Committees (PTCs) have strengthened their roles in monitoring education resources, influencing budget allocations, and holding school management accountable in project schools. Parents, teachers, and pupils, particularly from marginalized groups such as youths with disabilities and unaccompanied minorities (e.g. *women, old-aged*), have become more engaged in school governance and advocacy for better education service delivery. Traditional leaders and civil society organizations (CSOs) have played a crucial role in mobilizing communities and collaborating with government institutions to enhance education accountability. Additionally, faith-based and community-based organizations have contributed to education awareness, school infrastructure development, and stakeholder engagement. The V&A Project continues to foster sustainable collaboration among these actors, ensuring long-term education governance improvements and institutional accountability.

**Figure 1: Percent Contribution from Change Actors**

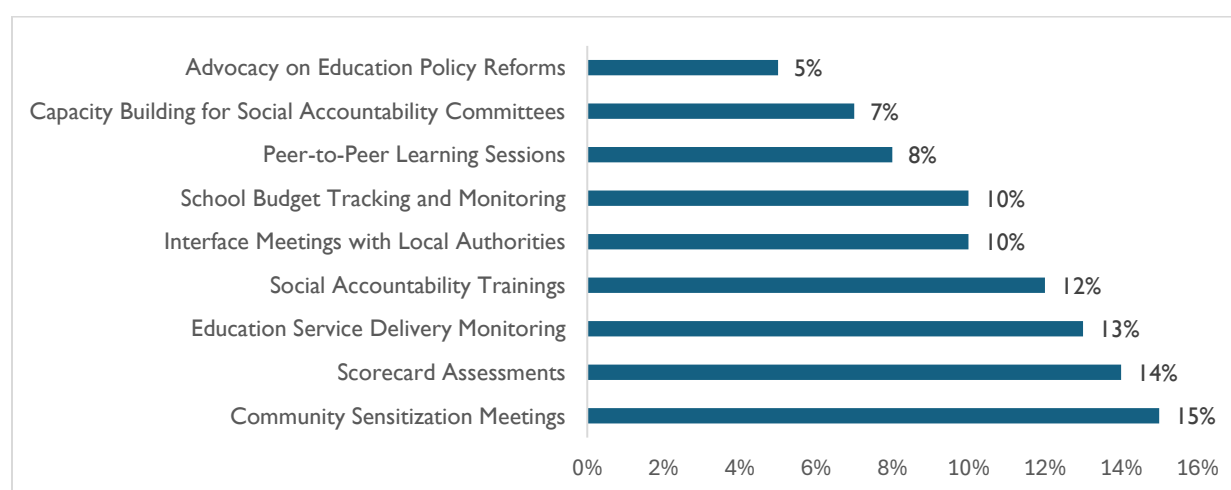


### 3.4 Attribution

#### **Which Activities from the Voice and Accountability Project key to supporting these achieved outcomes?**

The Voice and Accountability Project's key activities contributed to the achieved outcomes, with community sensitization meetings (15%) driving awareness and participation. Scorecard assessments (14%) and social accountability training (12%). While Interface meetings with local authorities (10%) strengthened governance and engagement and education service delivery monitoring (13%) enhanced accountability mechanisms. School budget tracking (10%) improved financial oversight, while peer-to-peer learning sessions (8%) facilitated knowledge exchange.

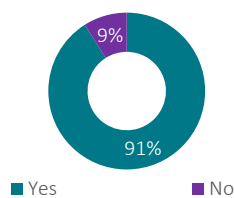
**Figure 2: Activities that contributed to Harvested Outcomes**



How important was the contribution of the Voice and Accountability Project in achieving outcomes?

91% of respondents consider that work towards these outcomes would not have happened without the Voice and Accountability Project interventions and CSPR support.

Figure 3: Importance of V&A interventions



*"Before the V&A Project, parents had no say in school decisions. Now, through scorecards and interface meetings, we track budgets and teacher attendance. Without this intervention, we wouldn't know how to hold schools accountable."*  
SAC Chair

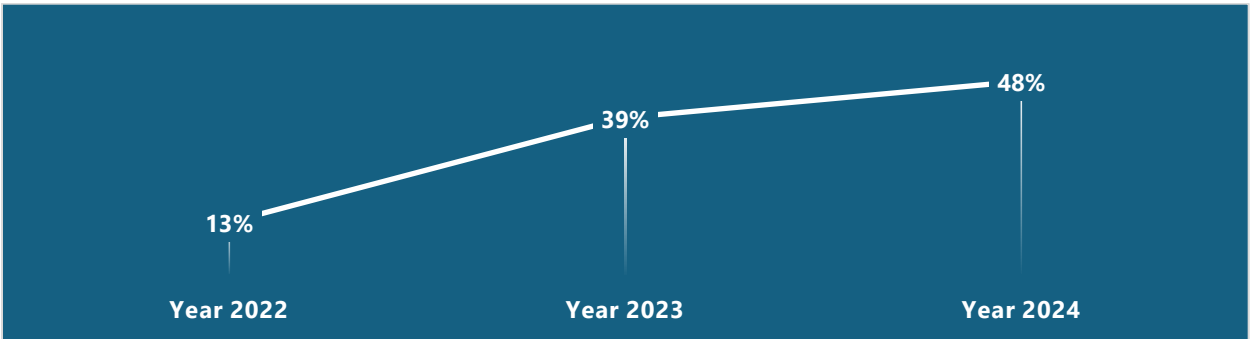
*"We struggled to get desks and reduce overcrowding until the V&A Project trained us in advocacy. Using what we learnt, we successfully lobbied for CDF support. Without this, our schools would still be neglected."*

Female PTC Member

3.5 Period the outcomes were observed

The observed outcomes under the project increased progressively over time, with 13% recorded in 2022, rising to 39% in 2023, and reaching 48% in 2024. This trend reflects the growing impact of project activities in fostering accountability, participation, and education service improvements.

Figure 4: Outcomes Observed Period



## 4 Sustainability

To assess the long-term impact of the V&A Project, respondents were asked whether they would continue working towards similar outcomes even after the project's conclusion. For outcomes already achieved, they were asked whether these changes could be sustained without continued external support.

- The most positive responses on sustainability were linked to increased community knowledge, engagement, and accountability in education governance. **92%** of respondents indicated that they are highly likely to continue advocating for greater community participation in school decision-making processes and monitoring education service delivery. Similarly, **89%** expressed confidence that efforts to improve transparency and school governance—through mechanisms such as consultative meetings and social accountability committees—would be sustained beyond the project.
- However, areas requiring further reinforcement include the inclusion of underrepresented groups and responsiveness of local authorities. While progress has been made, only 75% of respondents believe that marginalized groups will maintain active participation in school governance, and just 60% are confident that authorities will remain accountable in addressing community-raised education concerns.
- In terms of next steps, the majority of respondents recommended either scaling up the project to include more schools and districts or strengthening mechanisms for institutional accountability to ensure long-term adoption of social accountability tools within the education sector.

## 5 Conclusion

### 5.1 Community Awareness and Participation

Across the nine districts, the Voice and Accountability (V&A) Project significantly enhanced community awareness and participation in education governance. Outcome harvesting revealed that community members, particularly Social Accountability Committees (SACs) and Parent-Teacher Committees (PTCs), gained a deeper understanding of their roles in monitoring education service delivery. Increased knowledge empowered them to engage with local authorities and demand greater transparency in school resource management. This shift contributed to strengthened school-community relations and greater ownership of education services at the local level.

### 5.2 Social Accountability Mechanisms and Citizen Led Monitoring

A key outcome of the project was the institutionalization of social accountability practices, particularly through scorecard assessments and interface meetings. These tools enabled citizens to systematically assess education service delivery, voice concerns, and hold decision-makers accountable. As a result, multiple districts reported an increase in school budget disclosures, improved response from education authorities, and active monitoring of school grants and infrastructure projects. This change fostered a culture of transparency and accountability in local education governance.

### 5.3 Policy Influence and Government Responsiveness

The project successfully influenced policy responsiveness at the district level, as evidenced by increased engagement between school management, District Education Board Secretaries (DEBS), and local councils. The proactive involvement of local government officials in school oversight and education service planning was a major achievement. Through continuous advocacy, some districts reported that budget allocations

for education infrastructure and learning materials improved, demonstrating the direct impact of community-led monitoring on resource distribution.

#### 5.4 Capacity Strengthening for Sustainable Education Services Monitoring

The V&A Project placed strong emphasis on building long-term monitoring capacity among community members and governance structures. Training programs targeted SACs, CSOs, school management committees, and traditional leaders, equipping them with technical knowledge on social accountability, data collection, and policy advocacy. These skills enabled community groups to engage in evidence-based advocacy, strengthening their ability to push for sustainable improvements in education service delivery.

#### 5.5 Inclusion of Marginalized Groups in Education Decision-Making

The project played a crucial role in ensuring greater inclusivity in education governance, particularly for marginalized groups such as women, youth, and persons with disabilities. Reports from multiple districts indicated that previously underrepresented voices became more active in consultative forums, contributing their perspectives on education challenges. This outcome aligns with the project's goal of fostering inclusive governance structures, ensuring that policy decisions reflect the diverse needs of the communities they serve.

#### 5.6 Behavioral Shifts Towards Participatory Governance

One of the most notable results was a shift in attitudes toward participatory governance. Initially, some community members and school authorities were resistant to new accountability structures, fearing interference. However, as the project progressed, there was growing acceptance of citizen participation in school governance. Reports indicated that more schools voluntarily adopted participatory decision-making, allowing for regular consultations with SACs and community representatives before making key education-related decisions.

#### 5.7 Impact on Education Outcomes and Service Efficiency

The combined effects of increased social accountability, advocacy, and policy engagement translated into tangible improvements in education service efficiency. Several districts reported a rise in pupil enrollment, reduced absenteeism, and improved teacher accountability due to heightened community oversight. Additionally, transparency in school budgeting contributed to better resource allocation, ensuring that learning materials, infrastructure projects, and school grants were efficiently utilized.

## 6 Appendices

### 6.2 V&A achievement of outcomes (using a scale of Not Achieved, Largely Achieved, Partially Achieved, and Fully Achieved)

No	V&A Project Outputs	Output Target (June 2025)	% Output Achieved	V&A Outcome(s)	Outcome Achievement
1	Percentage of trained community members reporting enhanced knowledge about their entitlements and education service delivery.	95%	94%	Increasing Community Awareness for the Delivery of Education Services	Largely Achieved.
2	Percentage of underrepresented community members (females, disabled, Youth and minorities) in the targeted areas participating and reporting their views about education service delivery.	85%	81%	Enhanced Community Engagement and Participation in the Delivery of Education Services	Largely Achieved.
3	Percentage of education issues identified by communities that are addressed by school management or local authorities.	50%	62%	Strengthening Communities Capacities to Monitor Local Education Services	Largely Achieved
4	Number of community members trained in social accountability in the education service delivery (of which are female)	900(F:450)		Effective Community Engagement with School Management and Local Authorities	Largely Achieved.
5	Number of active community groups that have clear mandates, are attended by key community members and hold meetings on a regular basis.	135	135	Exchanges in Community Knowledge and Experience in Social Accountability.	Largely Achieved.
6	Number of community members participating in consultative meetings with school management and local authorities	600 (F:300)	1756 (F:706)	Networking and capacity building of education focused CSOs in Zambia.	Largely Achieved.
7	Number of consultative meetings held between communities, school management and local authorities with full representation.	250	133	Project Management and Administration, Monitoring and Evaluation (M&E) and Knowledge Dissemination	Largely Achieved.
8	Percentage of communities that have completed the monitoring of more than 3 education service activities	100%	100%	The Project Development Objective (PDO) is 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.	Fully Achieved (continuous)

<b>9</b>	Number of school management and local authority meeting minutes that recorded community concerns and requests.	<b>333</b>	<b>118</b>	Building community awareness and capacity to apply social accountability tools in education service delivery	<b>Largely Achieved.</b>
<b>10</b>	Number of peer-to-peer community learning events held.	<b>9</b>	<b>9</b>	Increasing community participation in a dialogue with school management and local authorities to seek improved education service delivery in nine districts.	<b>Largely Achieved.</b>



Outcome harvesting Questionnaire – Kobo Link: <https://ee-eu.kobotoolbox.org/x/KFfYX84B>

Voice and Accountability: Community Empowerment for Improved Service Delivery Outcome Harvesting and Lessons Learn Questionnaire	
Workshop To be Conducted at District Level	
Province	
District	
School	
List of Key Stakeholders	
Assessment Section	
Outcome Description	Narration Area ( Examples can be given to specific schools, Offices or communities )
What has changed? What change can be seen in the social actor in your district?	
How has the V&A Interventions influenced the change, and what has it changed?	
When and where was has it changed?	
What is being done differently that is significant?	
Outcome Significance	Narration Area ( Examples can be given to specific schools, Offices or communities )
Why is the change important?	
Outcome Contribution	Narration Area ( Examples can be given to specific schools, Offices or communities )
Which V&A interventions or activities could have plausibly contributed to the change?	
V&A Project Outputs	Narration Area ( Examples can be given to specific schools, Offices or communities )
To which V&A output(s) does this change connect? Select from output and outcomes sheet	
To which V&A outcome(s) does this change connect? Select from output and outcomes sheet	
Reporting Period	Describe in Months, Quarter(s), Year(s)
When did the change happen or when was the changed observed?	
Substantiation Result	Narration Area ( Examples can pictures attached, documents attached or any evidence to demonstrate the result. Photos can be attached on the other sheet )
Are you able to substantiate the results? If Yes please explain or refer to underlying documentation where relevant, include eventual	
Support use of findings	Narration Area ( Examples can be given to specific schools, Offices or communities )
V&A harvesters hold discussions with the harvest users, based on the analysis and interpretation of the outcomes. What is the specific courses of action based on the findings; i) Continue as is; (ii) Change; (iii) Scale-up; iv) Stop. Why was this selected as the way forward?	
Lessons Learnt	Narration Area ( Examples can be given to specific schools, Offices or communities attribute this to interventions since the project started to date )
What worked well has worked well on the project to contributed the this result(s)?	
What didn't work well in achieving project results?	
Any potential risks to project results	