

LIVINGSTONE DISTRICT

PEACE CORPS VOLUNTEER END OF SERVICE REPORT

SERVICE DURATION: MARCH 2023 – MARCH 2024

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Peace Corps Response Volunteer – D.R.E.A.M.S., Zambia, 2023 – 2024

Peace Corps Health Volunteer, Ethiopia, 2011 - 2013

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Livingstone District
Peace Corps Volunteer
End of Service Report

Meet the volunteer!



Hello.

Thank you for your interest in the work I completed with community members in the Southern Province of Zambia, in Livingstone District, home of one of the world's seven natural wonders, the Victoria Falls.

Zambia was my second country of service with the U.S. Peace Corps. My first experience was almost 10 years prior, in Ethiopia, from 2011 – 2013. I served as a Health Volunteer in Gore, a small town in the western part of the county. That experience made a huge impact in my life, and I dreamt of the day to volunteer again. In 2023 personal circumstances and a desire to live abroad aligned and I applied to a 12-month Peace Corps Response opportunity in Zambia.

The activities highlighted in this report were made possible because of dedicated teachers, learners and community partner organizations that helped plan, organize and facilitate workshops. I came to Zambia to make an impact, like many volunteers. However, my community and colleagues made more impact in my life than I anticipated. I am leaving with a deeper understanding of myself, my dreams and appreciation for the complexities of culture that make our world vibrant and dynamic. I wish my colleagues and new Peace Corps Volunteers all the best, as they impact the next generation of leaders in Zambia.

Sincerely Submitted,

Jessica Mims-Burnett

ACKNOWLEDGEMENTS

With a heart full of gratitude, I thank the U.S. Peace Corps and the Zambian Ministry of Education for the opportunity to volunteer in Livingstone District as a Peace Corps Response Volunteer for 12 months to support the D.R.E.A.M.S. initiative.

To the Livingstone District Education Board Secretary, thank you for giving me permission to operate in your district and interact with your teachers and learners.

To the Livingstone District Resource Center Coordinator, thank you for orienting me into the community and providing guidance and leadership during my service.

To the Livingstone LSHE Champions, thank you for being wonderful colleagues, dedicating your time to your fellow teachers, learners, and community members by facilitating LSHE workshops and supporting GLOW/BRO clubs and camps.

To the Livingstone District community members, thank you for enriching our workshops with your expertise and hosting activities at your venues and welcoming me into your schools.

Sincerely yours,

Jessica Mims-Burnett

VOLUNTEER ACTIVITIES

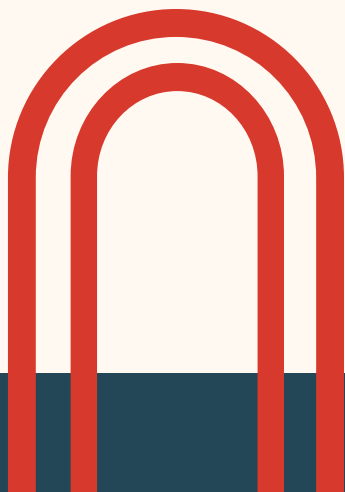
BACKGROUND

The Peace Corps Zambia DREAMS initiative currently targets nine districts across six provinces with the highest burden of HIV and AIDS prevalence, including Chipata, Kabwe, Kapiri Mposhi, Livingstone, Lusaka Urban, Ndola, Kitwe, Chingola and Mongu. In each of the districts, DREAMS focuses on the most at-risk community “hot spots” with the highest estimated incidence of ante-natal infection as well as clinic zones serving the largest numbers of people on antiretroviral (ARV) treatment.

In Livingstone three zones were selected to pilot Life Skills and Health Education (LSHE) training to teachers and key stakeholders. The selected zones were Shungu, Libuyu and Mulwani. Within the three zones, twenty-eight schools were selected. The schools are often referred to as D.R.E.A.M.S. Schools.

D.R.E.A.M.S. Schools

Chaba	Sakubita/Linda South	Dambwa	Ngwenya
Mahululo	Simatobolo	David Livingstone	Libuyu Primary
Libuyu East C	Maranatha Adventist	Shungu	Christ the King
Maria Assumpata	Mujala	Mulwani	Malota
Maramba	Nakatindi	Natebe Dam	Syanalumba
St. Mary's	Zambezi Sawmill	St. Raphael's	Natebe C
Nyanzabili	Simoonga	Namatama	Twabuka



SUMMARY OF ACTIVITIES

D.R.EA.M.S. is a multilayer private-public initiative that began in ten Sub-Saharan African Countries. Peace Corps Zambia supports this initiative through a partnership with the Zambian Ministry of Education (MoE), by deploying Peace Corps Response Volunteers to support at the district level by coordinating and managing Life Skills and Health Education (LSHE) trainings of teachers. The LSHE content is integrated into school lessons to help learners make informed decisions for their overall health. Volunteers also support their assigned district with school clubs, camps and monitoring and evaluating LSHE activities.

From June to December 2023, a total of three grants were submitted, totaling \$26,858.59 for Peace Corps approved activities. The funds were used for trainings, meetings, clubs, and camp. A summary of activities is provided below.

District Standard Officers Meeting

A two-day LSHE workshop was held with Standard Officers to review LSHE training progress across the district, share planned activities, and obtain feedback to modify the tentative activity schedule. Meeting participants emphasized the need to monitor and evaluate LSHE implementation, strengthen Guidance and Counseling Teachers' counseling skills, and displayed great interest in GLOW/BRO camps. Their feedback was incorporated into the final activity schedule.

Guidance and Counselling Teachers Workshop

Two workshops were held for Guidance and Counseling Teachers. The first workshop served as an LSHE booster to reinforce the benefits of LSHE, provide guidance on referral tracking, and reporting LSHE metrics. During this session participants expressed a desire to sharpen their guidance and counseling skills and advocated for a mental health and basic counseling skills training. With this information, a second workshop focused on mental health, counselling skills and adolescent services was prepared for Guidance Teachers. The mental health workshop was held over three days and local mental health professionals from the Livingstone Hospital co-facilitated.

Senior Teachers Workshop

Senior Teachers were invited to a two-day LSHE booster workshop with a focus on incorporating LSHE into schemes of work and lesson plans. The Anti-GBV ONE STOP CENTER facilitated a session on child abuse, with a focus on warning signs that can alert a teacher to intervene proactively.

LSHE Carrier Subject Teachers Training

The LSHE framework is currently approved to integrate into six subjects. The selected subjects are referred to as LSHE Carrier Subjects. Over the course of three months, LSHE Champions travelled to 28 D.R.E.A.M.S. schools to conduct LSHE training with Carrier Subject Teachers. The trainings were condensed to provide teachers with core components of LSHE and were held in-school in the afternoon.

Stakeholder Meeting for Adolescent Service Providers Meeting

Twelve stakeholders were invited to a half day meeting to discuss and reflect on the social conditions negatively impacting boys and young men in Livingstone District and to submit strategic interventions that stakeholders can implement to help boys and young men reach their fullest potential. Participants submitted solutions they believe schools can implement to engage learners.

Suggested activities submitted by meeting participants.

- a. Form a variety of clubs to engage learners around key topics that need attention. For example, anti-drugs and alcohol to address the increase in substance use, study groups to address low grades.
- b. Form friendly spaces for youth to discuss issues. Introduce INSAKAS in schools where traditional norms, values and principles can be discussed. Introduce financial literacy clubs in school.
- c. Engage communities in conversations about their young men. Then gather boys and young men to identify their issues. Join as a community to compose solutions together.
- d. Invite men to schools to engage in dialogue with boys and young men during holidays and long weekends to give learners role models.
- e. Empower learners with trade skills.
- f. Give learners leadership roles. For example, prefects or monitors.
- g. Introduce co-curricular activities to introduce learners to a production unit; fish farming, chicken raising or piggery.
- h. Promote a variety of sports/activities, i.e.. Jets, debate, chess.
- i. Use the BRO camp to develop young leaders to be mentors to their age mates and those younger in their schools and communities.

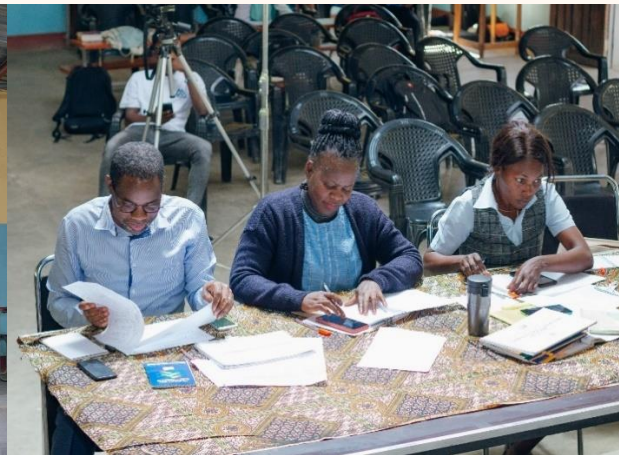
LSHE Debate Clubs

The LSHE Debate Club was an idea submitted by a head teacher that passionately submitted the need for learners to be engaged in more after-school activities. This teacher further emphasized the direct impact debate can have on learners, by building their critical thinking, confidence, and leadership skills. Two schools, Dambwa and Nakatindi were selected to pilot an LSHE topic-specific debate to engage learners with key concepts within the LSHE framework. Three teachers from each school were invited to support the club and prepare learners for the finale debate event hosted by Nakatindi school. Mujala and Simoonga schools were further engaged with debate in term three.

Debate motions:

- a. Teachers are to blame for the rising number of junkies in Zambia.
- b. Sexual health education should be a stand-alone subject in Zambia.
- c. The re-entry policy should be abolished in Zambia.

Note: During my service, the term junkie was widely used, and referred to an individual that misbehaves, commits crime, and uses a substance. I do not personally subscribe to the use of this term.



GLOW Clubs

Girls Leading Our World is an all-girls program that educates girls and young women about issues surrounding gender equality, female leadership, self-esteem and positive identity, and leading healthy lives. Three GLOW clubs were successfully established at three schools. LSHE Champions helped Guidance and Counseling Teachers launch each club. The clubs were established at Zambezi Sawmills, Shungu and Syanalumba.

B.R.O. Camp

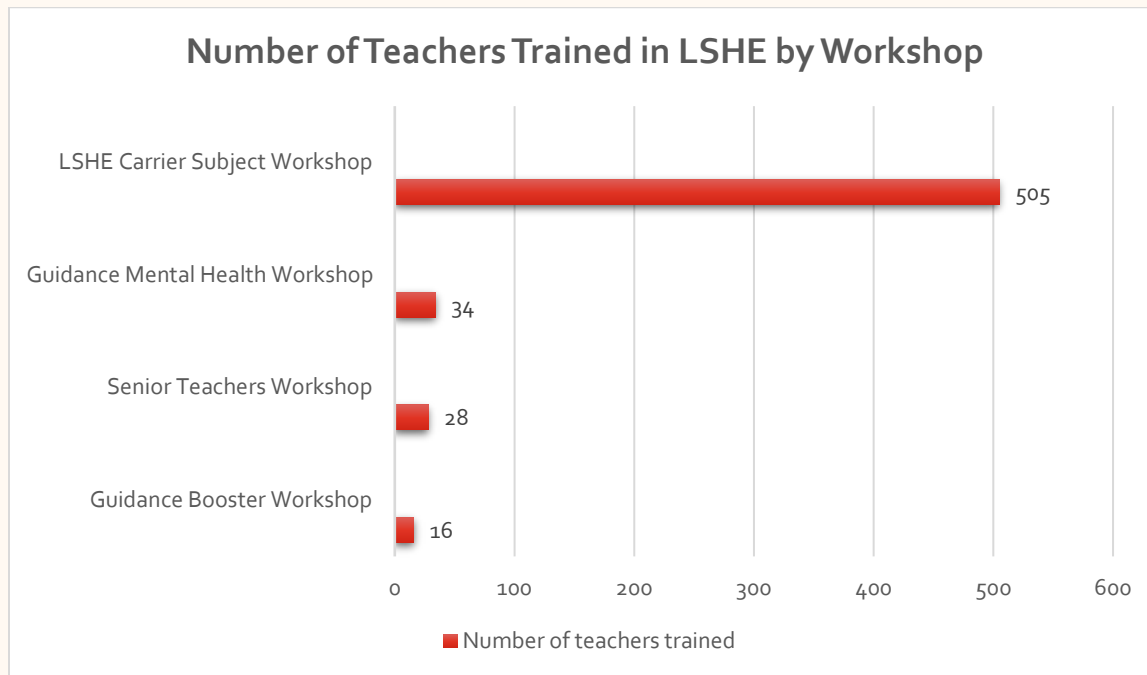
Boys Respecting Others is a life skills program that seeks to impart skills and values to camp/club members while instilling tools and confidence to conduct respectful relationships and become positive role models in their communities.

In December, 21 boys, ages 13 – 15, were invited to camp at Hillcrest Secondary school for five-nights to equip them with leadership skills and commitment to community service. The campers gained practical life skills through Grassroots Soccer, an adolescent health organization. Sessions focused on leadership, obtaining consent in sexual relationships, dangers of substance use, peer pressure, gender-based violence, anger management and HIV prevention. Local community-based organizations, the Drug Enforcement Commission and behavior health specialists were invited to enrich the lessons facilitated by Grassroots Soccer. The camp was supported by three Guidance and Counseling Teachers and five camp mentors that recently completed grade 12 exams and one grade 11, they exemplified leadership skills as LSHE Debate Club participants.



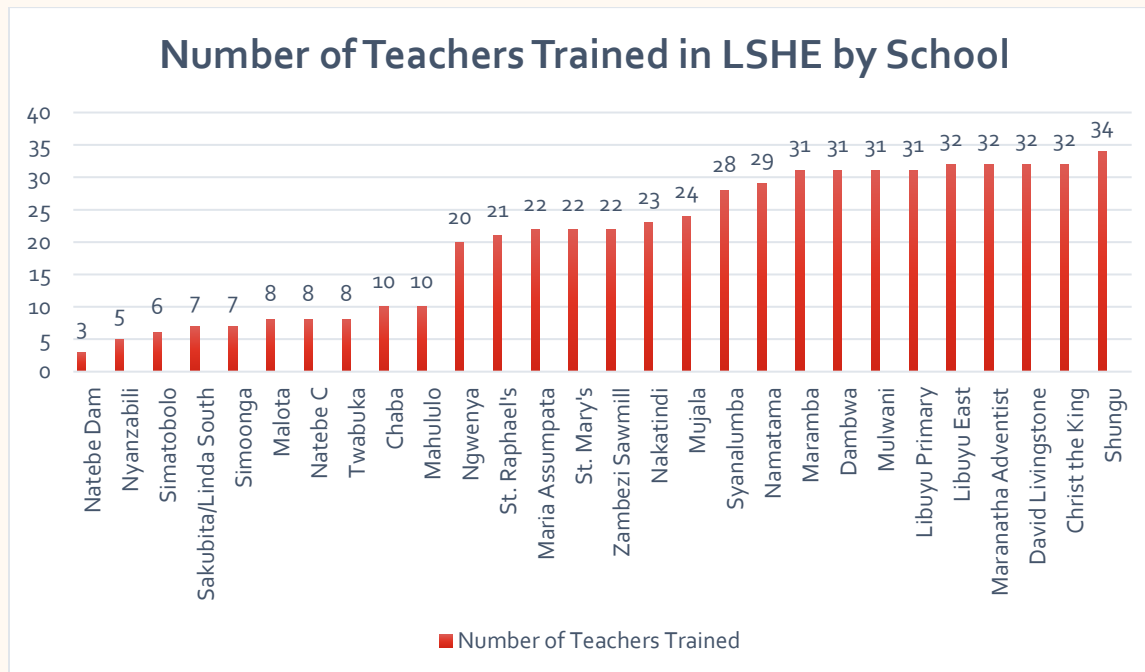
VISUAL DATA

VISUAL ONE



- 583 teachers were trained.
- 30 teachers from each of the 28 DREAMS Schools were invited to attend LSHE training. Thus, we anticipated 840 teachers for the LSHE Carrier Subject Workshops. However, some schools have fewer teachers than other.

VISUAL TWO



- With 34 teachers trained in LSHE, Shungu has the highest number of teachers trained in LSHE.
- Nine of the twenty-eight DREAMS schools have 30+ teachers trained in LSHE.
- The first ten schools from left to right have fewer teachers. Thus, their numbers are low.

VISUAL THREE

Peace Corps Zambia requests LSHE data from volunteers bi-annually. The data is collected by LSHE champions. The most recent data was submitted in October 2023 for the reporting period July – September 2023. Data is collected from LSHE subject teachers who complete enough LSHE integrated lessons where learners demonstrate sufficient understanding. Therefore, data is not submitted by every LSHE trained teacher implementing LSHE. The data in the tables below summarizes the number of Peace Corps LSHE trained teachers implementing LSHE into lessons and the number of learners that received LSHE lessons. This is a sample from each of the 28 DREAMS schools. This is not a full representation of LSHE implementation in the district. Also, LSHE implementation is not mandatory. Therefore, not every trained teacher implements it.

Table 1.1: Number of LSHE Carrier Subject teachers implementing LSHE lessons by school from July to September 2023.

School	Column 1 Number of LSHE Carrier Subject Teachers	Column 2 Number of Teachers Integrating LSHE in lessons	Column 3 Percentage of Trained Teachers Integrating LSHE
Chaba	8	7	88%
Christ the King	15	12	80%
Dambwa	28	28	100%
David Livingstone	68	29	43%
Libuyu East	30	36	*120%
Libuyu Primary	30	25	83%
Mahululo	5	5	100%
Malota	4	4	100%
Maramba	11	18	*164%
Maranatha Adventist	25	17	68%
Maria Assumpata	22	22	100%
Mujala	24	11	46%
Mulwani	37	37	100%
Nakatindi	18	14	78%
Namatama	9	9	100%
Natebe C	3	3	100%
Natebe Dam	4	2	50%
Ngwenya	23	12	52%
Nyanzabili	7	7	100%
Sakubita/Linda South	15	14	93%
Shungu	20	24	*120%
Simatobolo	4	6	*150%
Simoonga	5	5	100%
St. Mary's	9	16	*178%
St. Raphael's	24	21	88%
Syanalumba	16	36	*225%
Zambezi Sawmill	17	10	59%

*Six schools reported an integration that exceeded more than 100%. This is observed where column 2 exceeds column 1. Data is collected from class teachers, guidance teachers and LSHE champions before submitted to the Peace Corps Volunteer. Therefore, we predict the presence of human error in the final data. Also, column 2 may include teachers trained internally by department heads, not directly from LSHE Champions under Peace Corps.

*Data for Twabuka was not submitted. Their data will be collected during the next data collection period.

Table 1.2: Number of learners that received LSHE integrated lessons by school from July to September 2023.

School	Column 1 Number of Learners Registered at School (Grade 5 - 12)	Column 2 Number of Learners that Received LSHE Integrated Lessons (Grade 5 - 12)	Column 3 Percentage of Learners that Received LSHE Integrated Lessons (Grade 5 - 12)
Chaba	223	218	98%
Christ the King	44	44	100%
Dambwa	1457	1457	100%
David Livingstone	909	311	34%
Libuyu East	299	299	100%
Libuyu Primary	1080	297	28%
Mahululo	162	161	99%
Malota	176	156	89%
Maramba	648	659	*102%
Maranatha Adventist	439	125	28%
Maria Assumpata	779	418	54%
Mujala	838	292	35%
Mulwani	1454	155	11%
Nakatindi	621	152	24%
Namatama	588	651	*111%
Natebe C	44	44	100%
Natebe Dam	45	9	20%
Ngwenya	598	329	55%
Nyanzabili	275	275	100%
Shungu	1094	206	19%
Simatobolo	63	47	75%
Simoonga	341	182	53%
St. Mary's	627	629	100%
St. Raphael's	158	158	100%
Syanalumba	1555	149	10%
Zambezi Sawmill	415	133	32%

*Two schools reported an integration that exceeded more than 100%. This is observed where column 2 exceeds column 1. Data is collected from class teachers, guidance teachers and LSHE champions before submitted to the Peace Corps Volunteer. Therefore, we predict the presence of human error in the final data.

*Data for Twabuka was not submitted. Their data will be collected during the next data collection period. Sakubita/Linda South omitted number of registered learners in grades 5 – 12. Therefore, the percentage of learners that received LSHE integrated lessons during the reporting period could not be determined.



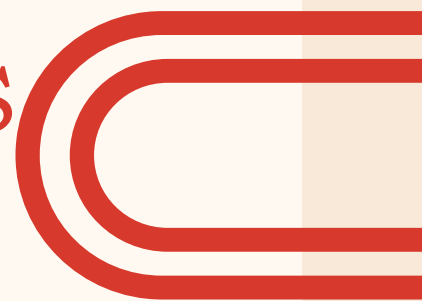
CLUBS AND CAMPS

GLOW and BRO Clubs were introduced to the Guidance and Counseling Teachers during the Mental Health and Adolescent Health Services workshop. Teachers were given soft copies of GLOW and BRO manuals to guide the launch of clubs in their respective schools. At random, LSHE Champions selected nine schools to support with the launch of GLOW and/or BRO clubs. This activity was executed in term three of 2023. In hindsight, the team learned that establishing clubs during this term was less than ideal because of scheduled exams and other end of year activities. Even still, nine schools were formally introduced to GLOW clubs with an introductory meeting facilitated by an LSHE champion. Of the nine schools, three schools successfully launched GLOW. At least 2 of 14 GLOW lessons were completed by the three established clubs. In total, 100 girls registered and participated in GLOW at Zambezi Sawmill (34), Shungu (30) and Syanalumba (36).

LSHE Debate Club serves as an additional method to engage learners with LSHE content. In addition to receiving integrated LSHE lessons, the debate provides an opportunity for learners to think critically about topics, weigh both sides of an argument and identify evidence that support their points. Furthermore, this is an after-school activity that refines leadership skills, confidence, and a host of other skills that a learner will carry the entirety of their life. Two schools were engaged with this activity, Nakatindi and Dambwa. Each club gathered weekly for 6 to 8 weeks before the Big Debate. Students also attended club on weekends and holidays to complete debate drills and refine their arguments. About seventy-five students committed to debate club over the six to eight week period.

BRO Camp engaged 21 boys from various schools across Livingstone District. Participants were selected based on their academic achievements, behavior in school and commitment to community service. Camp participants returned to their schools with skills to launch their own BRO club. With the support of their Guidance and Counseling Teacher they can establish BRO clubs.

FUTURE ACTIVITIES



Activities planned for quarter one-2024
1. LSHE Workshop for Special Education Teachers
2. Guidance and Counseling Teachers Mental Health Booster
3. Standard LSHE Booster for one key stakeholder group
4. LSHE Debate
5. Monitoring and Evaluation of GLOW/BRO Clubs
6. Planning Meetings

Activities are not listed in order of priority.

Planning meetings commenced during the school break to leverage the availability of teachers. Additional planning meetings will be held to finalize details for the proposed activities below.

LSHE Workshop for Special Education Teachers: This training will target Special Education Teachers and include parents and other community members to communicate the benefits of LSHE to support learners enrolled in special education units.

Guidance and Counseling Teachers Mental Health Booster: This booster workshop will build on the skills participants received in the previous mental health workshop. More interactive activities and role play will be used to strengthen guidance and counseling skills.

Standard LSHE Booster for one key stakeholder group: As the quarter continues to unfold, we will assess the need to gather a key stakeholder group. In short, the activity serves as a placeholder for an ad hoc meeting/workshop.

LSHE Debate: Two additional schools established debate clubs last school year. This year all four schools will join for a debate.

Monitoring and Evaluation of GLOW/BRO Clubs: LSHE champions will conduct monitoring and evaluation activities to provide support to learners and Guidance Teachers supporting clubs that were established in the previous year.

HIGHLIGHTS

LIVINGSTONE DISTRICT PEACE CORPS VOLUNTEER END OF YEAR REPORT

REPORTING PERIOD: JUNE – DECEMBER 2023

Prepared by Jessica Burnett

Peace Corps Response Volunteer – D.R.E.A.M.S., Zambia, 2023 – 2024

Peace Corps Health Volunteer, Ethiopia, 2011 – 2013



583
Teachers Trained



196
Students Directly Impacted by Clubs
and Camps



75
Students engaged with debate club



21
Male students attended BRO camp



100
Female students participated in
GLOW clubs

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