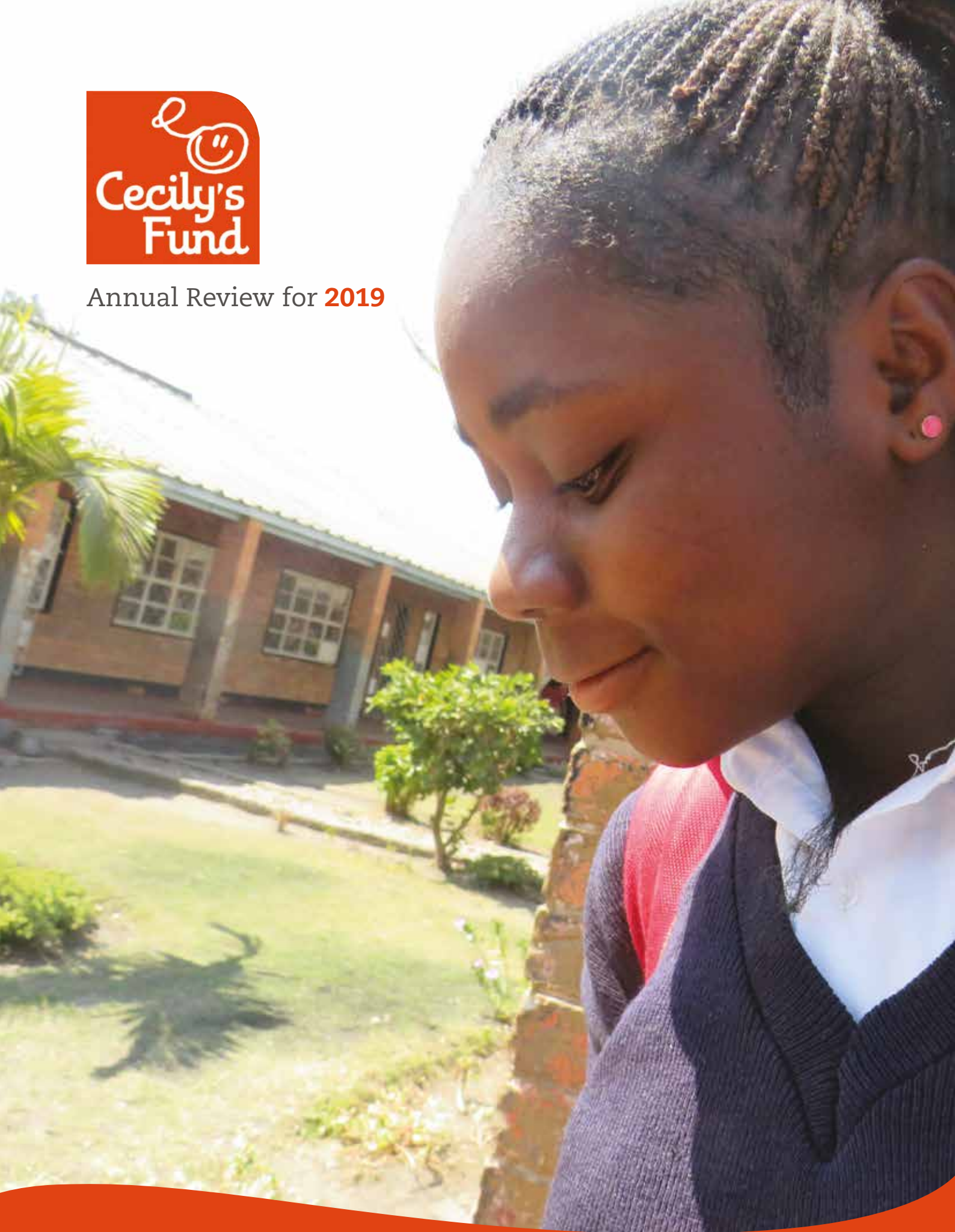




Annual Review for **2019**



‘The main issue I faced was seeing no hope in my life. Through Cecily’s Fund I was educated to Grade 12 and am now starting to think of college. This has changed my life and allowed me to achieve my goals.’

Naomi



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Transforming Communities Changing Lives

Statement from The Chair

In 2019 we have continued to support the life chances of some of the most vulnerable children and their families in Zambia despite the end of funding for two major programmes. Our holistic circle of care begins by enabling the most marginalized children to be educated. Through that circle, we have worked hard to ensure that we leave no-one behind, including those children who struggle because of a disability.

The children we support are the future of Zambia. Our help for them to gain an education, life skills and an understanding of how to stay healthy means they are more able to overcome the poverty and hardship which is part of the continuing legacy of HIV/AIDS and to grow into responsible adults better able to fashion their own lives, and contribute to Zambia's development.

Many of the young people we have supported are already inspirational role models and are committed to giving back to their communities. They conduct our peer health education sessions in schools and are keen to work through our alumni association who strengthen our work. They help with exam-boosting sessions in schools. They mentor other young people supported through school by Cecily's Fund. They volunteer in the communities where our programme activities take place. They are a key link in our circle of care.

The Covid-19 pandemic falls outside the scope of this Review. Suffice it here to say that at the time of writing (July 2020) the virus has apparently not yet taken off in Zambia as a health crisis in the way that it may well do, given the living conditions in the communities we work with. However, the measures taken by government have impacted daily life in a way that immediately creates hardship for households with very low incomes in a country with no social safety net. We launched an emergency appeal to enable us to ensure our most vulnerable households have basic food and soap. We have been overwhelmed by the response from our supporters. That has enabled us both to respond to the immediate challenges faced by our young people and our partner schools and projects, and to be ready for whatever comes next. And we may be sure that the poor – the communities where we work – will be hit hardest.

Cecily's Fund has over two decades of experience and consistent work in the Copperbelt and Lusaka. That is why the communities and the young people there trust that Cecily's Fund is there to help them respond to such crises and to help them to reach their potential so that they are able to find solutions to their own challenges and have the confidence and ability to improve their futures and contribute to the economic and social wellbeing of their country.

We celebrate the proven ability of young people in Zambia to overcome extreme hardship and many challenges. In these dark times we need your help to give hope to many more by bringing them into our circle of care.

Steph Harland

Chair of Trustees







Introduction

I write this in the UK in lockdown, and the global Covid-19 pandemic inevitably dominates my thoughts. So far the rate of infections and deaths in Zambia (as in much of Africa) are relatively low, but the virus may yet spread aggressively there, and the economic impact has already been severe. The pandemic will have lasting consequences on the health, economy, and social development of the continent, including Zambia.

Fortunately, Cecily's Fund is in a strong position to use its expertise to put in place preventative measures that will help lower the risk of contracting Covid-19 in the communities in which we operate. We are able to directly reach those most in need through local partners who know the families and children who are the most vulnerable, enabling Cecily's Fund to avoid bureaucracy and respond quickly and urgently to protect children and their families. This is exactly what we have done in our first emergency response to Covid-19 in 2020.

The ability to adapt to local need and reach the most vulnerable has always underpinned our programme development. In the past year, we asked local partners what could be done to help girls to continue with their education; we asked women caregivers what challenges they faced in their lives; we asked young adult boys and girls what was needed to help build more secure futures, and we asked how we could be more inclusive and make sure that no-one is left behind. We listened, and we responded, with new programme development using access to education and training to adapt to these challenges.

We are bringing mothers of deaf and disabled children together with mothers of hearing children in a unique programme that creates social enterprises to make and sell low-cost reusable menstrual hygiene towels and deliver sexual reproductive health information. This will enable adolescent girls stay in school. We have developed a pioneering peer education programme for deaf youth, who have no access to vital information and support with their personal physical and mental health. We have adapted our peer education programme to include disability awareness, and we are now extending the programme to reach young people in Lusaka.

We have continued to help strengthen local communities through the development of savings and lending groups, Sunshine Clubs for adolescent youth in Kitwe, and entrepreneurship training and development, for young people. We brought together the learning from this work and published our Lessons Learned Guide to a youth-led approach to development for NGOs and other providers who want to introduce peer education into their work.

The pandemic is proving the real worth of Cecily's Fund's support. Now, more than ever, our programmes are relevant and vital. As the world changes and Zambia is forced to look towards protecting the long-term health and futures of the young and old, our youth-led approach, supports the development of positive youth role models and shared knowledge gained through access to education. This is a long-term strategy that will improve livelihoods and create better futures even if government provision is lacking.

As always, the need for funding to support our vital work continues, and we are grateful to each and every one of our supporters, independent Trusts and Foundations, churches, schools, and government funders, who enable us to do this. Fundraising continues to be challenging for Cecily's Fund in the light of recent events and will continue to be in the foreseeable future. We therefore thank you for your continued support of our work and hope that this Annual Review for 2019 demonstrates that your contribution continues to change lives and bring about lasting improvements in the communities where we work.

Cheryl Hooper

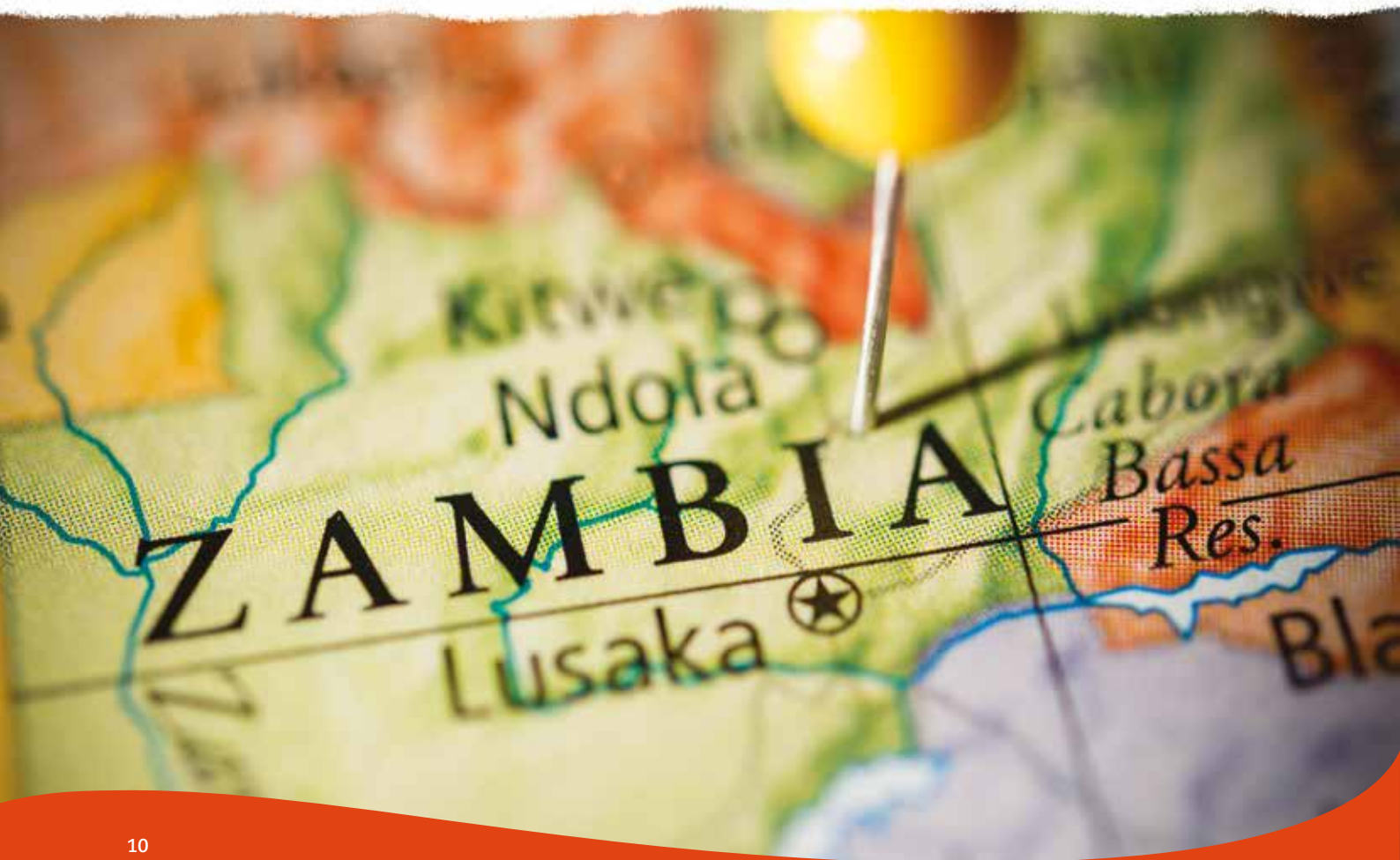
Director

About Cecily's Fund

Cecily's Fund's work in Zambia has spanned more than two decades since its formation in 1997 following the tragic death of Cecily Eastwood who was killed in a road accident whilst volunteering during her gap year ahead of university. From its inception, the charity has targeted its support to orphans and vulnerable children affected by HIV because of the additional disadvantages and hardship they face. Since its formation, Cecily's Fund has invested over £7million in life changing interventions that have helped the most vulnerable children to improve their life chances through access to education, economic empowerment, and psycho-social support. As our programmes have evolved, we have adopted a cross-cutting approach to programme development such that our interventions now address a broader range of inter-linked issues such as gender equity, livelihood development and poverty reduction, diversity and inclusion. Underpinning these activities is our belief that access to education in all its forms, can be a route out of poverty and lead to better, and more secure futures, for the most disadvantaged children and young people.

We work to four strategic objectives which reflect our mission:

1. Enable orphans and vulnerable children to go to school by investing in youth.
2. Support children to succeed at school and adopt a youth-led approach to help them reach their potential.
3. Prepare children for life beyond school through vocational training, citizenship and personal development.
4. Strengthen community support for vulnerable children's education by developing sustainable interventions that reach parent-guardians which empower, educate, improve livelihoods and build social capital.



‘I have been motivated to have confidence to educate my friends and other young people. Training, knowledge, and skills, have really made me look at things in my community differently, and I am happy to be one of the people who is contributing to my community.’

Miriam



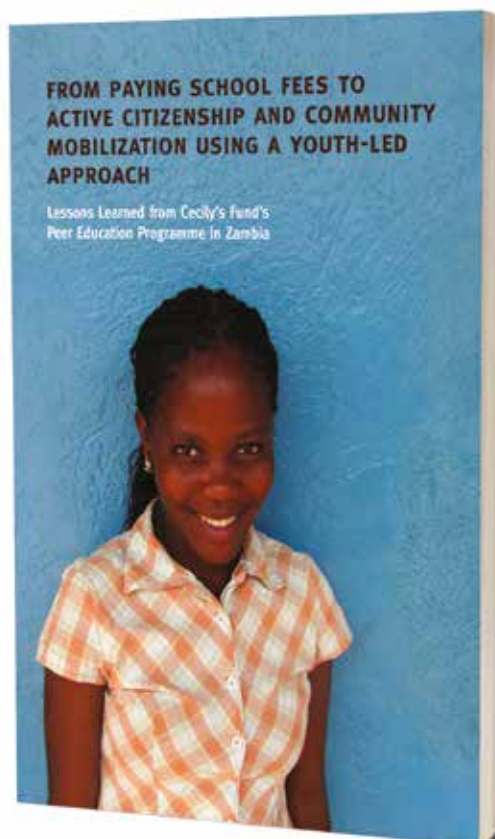
2019 A Year of Learning and Development

'From Paying School Fees to Active Citizenship and Community Mobilization Using a Youth-led Approach'

Lessons Learned from Cecily's Fund's Peer Education Programme in Zambia

In 2019 we published our first Lessons Learned Guide on our youth-led approach to development. Based on the learning and almost twenty years of experience training vulnerable youth to be Peer Educators, it shows how we use peer education to change negative behaviours and develop positive youth role models. Peer Education is one of the most widely accepted strategies in HIV prevention and a powerful teaching method, but one that is often under-utilized outside health messaging. The publication demonstrates how we have evolved from initially paying school fees and learning materials, to addressing a broader range of needs by adopting a holistic, youth-led approach, and, how our interventions enable marginalized children to develop and invest in themselves for secure and productive livelihoods, as they move into adulthood.

Our programmes now build on this learning and address the need for education outside the school setting for youth who have dropped out of school, or who complete school, but remain unemployed. This has led to a new range of interventions which support training in financial literacy, entrepreneurship and advocacy. We do this by using Cecily's Fund's trained Peer Educators, who are themselves vulnerable, at the heart of these programmes.



‘Investing in youth who are the future of Zambia’s development is supported in Zambia’s National Development Plan 2017-2021. Cecily’s Fund’s approach to empower youth is in line with Government strategy and the Sustainable Development Goals which aspire to a better future for disadvantaged people across the world. We endorse Cecily’s Fund’s knowledge, expertise, and commitment to community development in Zambia through youth.’

Christopher Bright Sinkamba Provincial Education Officer Government of Zambia, Lusaka Province.



Access to Education

Achieving success through holistic interventions

Education can be a route out of poverty

The Cecily's Fund Model: The Circle of Care that begins with access to education



‘My eyes have been opened knowing that a girl child can be educated. Cecily’s Fund programmes have taught me a lot of things and I have really enjoyed each and every one. It has also changed my family whereby there was no one at home to provide food but I can provide for my family through the incentives I get and the business that I am doing right now.’

Mary



Education, and particularly girls' education is fundamental to the achievement by 2030 of the global Sustainable Development Goals (Achieving Quality Education, Gender Equality and Reduced Inequalities). The link between education and poverty reduction among the poorest households is seen across Cecily's Fund's programmes. The impact of our interventions has increasingly shown that educated girls tend to marry later, have fewer teenage pregnancies, and are increasingly empowered to succeed, because they understand their basic rights, and importantly, are given the life skills and confidence to persevere and build better futures for themselves.

During 2019, we maintained our strong links with District Education Boards and also strengthened those with government departments for health and social welfare to ensure that Cecily's Fund's programmes are aligned with the Government of Zambia's National Development Plan and the Sustainable Development Goals as well as our own sustainability strategy.

1. Enabling orphans and vulnerable children to go to school

KEY OUTCOMES

2000 Orphans and vulnerable children were supported across 42 schools in Zambia's Copperbelt and 18 schools in Lusaka.

- 1,356 highly vulnerable and marginalised children were able to receive secondary education because the financial burden of school fees was taken away.
- 643 orphans and vulnerable children attended BISO community school in Lusaka funded by Cecily's Fund which provides education from pre-school to grade 4. All children also received a daily nutritious meal that helped support their physical, mental and emotional development and took part in extra-curricular activities.
- 100 pupils (56 girls) previously enrolled in BISO community school were integrated into government schools.
- 110 Vulnerable girls at risk of dropping out continued with their education and were able to sit their final year exams
- Academic performance monitoring was undertaken by our Lusaka partner, BISO, to support the 424 orphans (213 girls) in grade 8-12, including psychosocial counselling for children identified as having severe social challenges that could have been affecting and threatening their performance in school.
- Improved attendance and academic performance of children attending BISO Community School has been linked with increased interest and support by parents and carers who are actively taking an interest in schooling by linking learning to daily life, using every day examples to reinforce homework.
- Gender equality was addressed by re-balancing gender stereotypes in subjects that typically see boys excel. This was achieved by ensuring teachers use a group work methodology especially in maths and science, to encourage girls' active participation. Teaching single sex groups was also adopted, based on the theory that girls in mixed groups are less likely to speak up or take leadership roles if there is an assertive boy in the group. Using same-gender groups in teaching maths and science has proved to encourage girls to enjoy greater participation and be heard.

Access to Education is often the beginning of a personal journey

‘I work extra hard in school because my last and only hope is education; I believe that when I complete grade 12 and go to university to study medicine, I will eventually be able to help my 3 siblings who are languishing in the village and have never completed school.’

After her parents died, Rebecca moved from the family home in Chipata village five hundred miles away to Kitwe. Now eighteen, Rebecca lives in Kitwe with her aunt and cousin in a one roomed house within a student Boarding House, offered to her by a well-wisher in exchange for work as caretakers to clean the Boarding house without pay. The family has a very small income that enables them to buy food but little else. However, Rebecca has managed to continue with her education and is now in her final year in Grade 12, because Cecily's Fund has helped reduce the financial burden of school fees since the beginning of Secondary School.



‘My target is to get above 9 points in my grade twelve exams to enable me to study for a Bachelor of Science Degree in Medicine and Surgery. I want to help my family and bring smiles on their faces again especially my siblings and my aunt who took me from the village to Kitwe, to care for me and made me start school in spite of her struggles since the death of my mother.’

Rebecca



2. Helping Children to Succeed

'I have learned a lot of things through the trainings I have been attending. I learned about self-awareness, life skills, how to counsel someone, and I was inspired to work very hard so that one day I can also depend on myself and be a responsible citizen. I have learned how to help my fellow youths out there by mentoring them, motivating, and counselling them with any problem that youths face in their daily lives.'

Blessings

Zambia has made significant progress in achieving Sustainable Development Goal 4 (Inclusive and equitable education) particularly in relation to universal primary education, and yet accessing education from the earliest age is still not possible for every child because of the hidden cost of books, uniforms and food. For those who do attend primary school, transition from primary to secondary school remains a major challenge because there are still fees at secondary level.

The exam grades at the end of Grade 7 and 9 are two pressure points when the most vulnerable children are at risk of dropping out of school and education completely because of the direct and the opportunity costs. Only 67.5% children continue to secondary education. The net enrolment rate at secondary level is just 42.9%. Cecily's Fund responds to these challenges by helping vulnerable children overcome barriers to completing their education and not drop out.

Many vulnerable children from poor households, suffer from low self-esteem, they lack confidence, and are not able to attend school regularly because of pressure to do piece work to help the family; they may walk long distances to get to school, or they have other family responsibilities. For girls there are additional barriers concerning the lack of menstrual hygiene facilities, the low value placed in their local community on the need for girls to go to school, and the pressure of early marriage to alleviate family burden.

The quality of teaching also continues to be a challenge for our beneficiaries and across Zambia generally, with national average pass rates between 55 – 64% for children in Grade 9 and 12.



Our peer education programme addressed these challenges by teaching vulnerable children valuable life-skills that build resilience and confidence so that they are able to find solutions to their problems and are better equipped to cope with the daily obstacles they face.

Cecily's Fund supports the most vulnerable children in Kitwe, by definition these are pupils who are unlikely to have progressed beyond primary education. Trained Peer Educators who have been supported through school by Cecily's Fund and who have completed their education, are given the opportunity to support their fellow pupils and return to schools to teach others about sexual reproductive health matters, basic rights, gender equity, and taking responsibility for their actions by being positive role models and good citizens. This helps to keep children motivated to work hard, and to reach their true potential.

KEY OUTCOMES

- 32 talented young orphans after their final year at school were recruited and trained to be Peer Educators and, equipped with inter-personal skills including group facilitation and teaching, HIV prevention knowledge, coping strategies for young people at risk, basic rights, safeguarding, gender equity, citizenship, self-confidence and communication.
- The training they received empowered them with confidence and equipped them with the skills and knowledge to facilitate large group sessions of more than fifty children.
- These successfully covered sensitive subjects that included personal hygiene, risky behaviour, dealing with loss, positive living, and nutrition. Peer Educators also gave guidance on reporting sexual abuse, coercion, and how best to offer support to fellow boys or girls who may have experienced a form of abuse.
- They delivered peer health education sessions in 16 schools in Zambia's Copperbelt.
- 3,896 children in school received valuable information and support on sexual reproductive health matters including how to stay healthy and avoid HIV in a safe, confidential, peer-led environment.
- 52 girls and boys at risk, attended an inaugural mixed gender motivational weekend workshop. The workshop was held to motivate, empower, and reduce the risk of dropping out of school. The jointly held forum provided a platform for both boys and girls to discuss issues affecting their lives at school, home, and in their communities. Topics included self-image, self-esteem, self-awareness, goal setting and advice and guidance on alcohol and drug abuse.
- 87 students (61 girls) in Kitwe, were referred for counselling services (including HIV testing and help with alcohol and drug abuse). Many of the students referred, highlighted that they were keen to pass on the SRH knowledge they'd learned, to other students, and were actively encouraging their peers to access services at local clinics.

‘The response was overwhelming as we had young people putting teaching into action, without fear of being judged.’

CHEP (local partner)

In Zambia today girls continue to experience exploitation and hardship because of their gender. Exploitation is enabled by ingrained gender inequality, poverty, and the low priority given to women being educated or trained. This results in the continued economic and social disempowerment of women.

Florence comes from a family of nine children and struggled in severe hardship after the death of her father when she was just eight years old. She fell pregnant when she was just seventeen.

'The hardest thing in my life was to deal with the shame and embarrassment this brought to me, my family, and friends, especially at school, but I had no choice but to deal with it and learn an unforgettable lesson of my life from it, because all I ever wanted was to be educated and help my family out of poverty.'

In many cases, girls who become pregnant drop out of school never to return. Knowing the power of education could change her life, Florence returned to secondary school after her baby was born.

'I thank God for the re-entry policy and Cecily's Fund for giving me a second chance of putting me back on 100% Education support program sponsorship when I re-entered grade 10 ... my dreams would have been shattered. I wish I could one day, be a role model to the younger ones, to sensitize them on the importance of concentrating in school and avoid early intimacy relationships despite the challenges faced, because they bring more harm than good to the future of the girl child.'





Florence represents the majority of girls who struggle to cope, build their independence, and reach their true potential. Her 8 kilometre walk to school each day means an early start, and the long day ends with casual farm work to contribute to the family income and help to put food on the table. The hidden costs of school are a very real barrier to completing education for girls like Florence. In addition to secondary school fees, uniform is compulsory, and learning materials such as books are essential. Many families simply cannot afford these. It is easier for the child to drop-out.

Cecily's Fund's Peer Education programme addresses these challenges and supports the most marginalized girls and boys to succeed and persevere, through motivation sessions and essential life skills that help them to make the right decisions and find their own solutions to problems, so that they can avoid HIV or early pregnancy.

Florence is determined to inspire others and learn from her own challenges.

‘My aim is to study Nursing or Journalism so that I can help the sick and the community which is my dream. I want to help my family out of poverty especially my aged mother. My heart’s desire is to be a role model and an advocate for the youths especially the girl child in the near future.’



3. Preparing for Life Beyond School

In 2019 youth unemployment was almost 16%. With more than 50% of Zambians under the age of eighteen, improving opportunities for young people in both the formal and informal economies is a key element in Zambia's Seventh National Development Plan. In recent years Zambia has seen significant growth in capital intensive industries, such as construction, transport, and mining, but young people lack the skills and relevant training required to match industry needs, and this growth in the formal economy has not enabled many families to lift themselves out of poverty. More recently closures in the mining industry which dominates employment in the Copperbelt, mean that employment prospects in the formal economy remain bleak.

During 2019 we continued to support young people beyond the school classroom through our firmly established Sunshine Clubs based in eight communities in Kitwe district. Fourteen trained Sunshine Leaders who were former Peer Educators, led group sessions for youth who have left school and remain unemployed. Sunshine Clubs help young people to start their own businesses with training in entrepreneurship. The clubs also provide personal and career development, mentoring and simple friendship at a difficult time for many young people.

Our interventions are inter-linked and holistic so that they are a logical continuation of support that begins at school. These feed into the Government of Zambia's strategy to improve opportunities and livelihoods for young people.





THE TWIBUKUSHI CECILY ASSOCIATION (Remembering Cecily) The Cecily's Fund Alumni Association

Orphans and vulnerable children supported by Cecily's Fund, now also benefit from additional peer support and guidance from the Cecily's Fund alumni youth-led membership organisation. Now formally constituted, this growing body of former Cecily's Fund students are supported further with vocational guidance, emotional support, health challenges, and job opportunities. Alumni also give back to their communities by volunteering in schools and leading exam boosting sessions, helping with homework, and undertaking internships and other opportunities, commissioned by Cecily's Fund and our local partners. The association's work and operating costs are sustained through their own local fundraising efforts and a small membership fee.

HIGHLIGHTS

- At the end of 2019 42 alumni were studying at the Copperbelt University and two at the University of Zambia; six new university entrants gained full scholarships; three alumni graduated from the University of Zambia, one from the Copperbelt University; and one (who has been employed by local partner BISO) from Kitwe College of Education.
- Two former Peer Educators trained in 2018 secured places at Mukuba University to study teaching in maths and physics and one at Nkrumah College of Education to study teaching in pure maths.
- Fourteen trained Sunshine Leaders supported 161 young people attending Community based Sunshine Clubs
- Twelve income generating businesses were formed by young people in Sunshine Clubs.
- Youth-led businesses were helped with registering their enterprises officially with Kitwe District Council.
- The Cecily's Fund Alumni Body was formally constituted at a general meeting with the successful re-election of its Executive. MOUs with Cecily's Fund were signed and a formal registration process and membership fee were established.
- The Twibukushi Alumni held a careers advice workshop attended by seventy-five pupils in school.
- Further and higher education achievements by Alumni included courses in nursing and public health, degrees in Science, and an advanced certificate in heavy equipment repair.
- Seven Alumni gained employment in teaching, at the Ministry of Education and in Choma District Council.



4. Strengthening Community Support

‘It takes a village to raise a child’

The development of stronger more resilient, self-supporting communities creates a foundation for sustainability and enables communities to grow and develop without over-reliance on external interventions. For sustained growth and improved socio-economic outcomes, the Government of Zambia’s Seventh National Development Plan endorses a need for a development approach that will lead to job creation, reduced poverty and vulnerability, reduced inequalities and enhanced human development. Our community strengthening interventions brought together a number of cross-cutting approaches that tackled the root causes of vulnerability such as gender equity, access to education and training, economic empowerment, health and wellness, and understanding basic rights. By empowering mothers and guardians with low levels of education through training in literacy, numeracy and entrepreneurship, the most vulnerable people were able to take greater control over their lives and futures.

HIGHLIGHTS

- 34 GROW (Grassroots Owning our Wealth) Savings Groups were formed across Kitwe and Chingola benefiting more than 500 vulnerable women carers who avoided exploitation from sugar daddies and other lenders.
- 47 new businesses were formed as a result of savings accumulated and low-cost lending through GROW groups
- 1022 Parents and Guardians in Lusaka attended Parent and Child meetings. This included learning about gender needs and child rights, early marriage, and the importance of supporting children to learn and complete school and gender-based violence.

Christopher

Child headed households are a legacy of HIV in Zambia today. After his parents died, Christopher had to take responsibility for his younger siblings when he was just 16 years old. The young family consists of two brothers and two sisters.

Christopher shared his story and anxieties with a member from his church who stepped in to help. Despite a family of eight living together in a small house, he was cared for, and attends Secondary School. However, school costs would have been the main barrier to Christopher completing his education. Cecily's Fund supports Christopher with fifty percent of his educational fees whilst he meets the other costs by undertaking casual piece work that he has to do to make ends meet. Personal security and constant uncertainty are an issue for young people like Christopher, who has to live with other members of the community during school holidays and weekends when he earns money gained from occasional piece work.

'I wouldn't be in school today without support. I would have been on the streets doing all sorts of things like drinking beer, smoking dagger and many other things.'

He has persevered with his studies in spite of his challenges and is in his final year of school.

'I will encourage other children who are at a point of giving up in education to be open enough to their guidance teachers so that they can also be helped in the way I have been helped now for 5 years. When I finish school, I want to do civil engineering.'

We will continue to support Christopher so that he can reach his potential and become financially independent and secure. Youth-led Sunshine Clubs will provide mentorship, friendship, and additional training to motivate and support, whilst our growing Alumni Association is a network of like-minded young people who have succeeded in their own right. By completing his education, Christopher has a brighter future ahead of him.





Capacity Building and Grant Management

We define capacity building as providing our local partners with knowledge, information, training, guidance, skills, and resources to enable them to deliver our programmes to the standards required for us to achieve the best possible outcomes for our beneficiaries. This included financial transparency and grant management, project planning and new programme development, monitoring and evaluation, resource allocation and learning and development.

During 2019 we managed a grant portfolio of four key programmes that align with Cecily's Fund's mission. These comprised Access to Education; Peer Health Education; Connecting Communities (community strengthening) and DREAMS Keeping Girls in School.

HIGHLIGHTS

- We carried out a two-day Monitoring, Evaluation and Learning (MEL) workshop with partners to review programmes, acknowledge successes, and identify and resolve challenges. Shared knowledge helped to improve local outcomes and identify new areas for programme development.
- We visited local communities, met beneficiaries, and learned about the outcomes of our projects and what else can be done to improve the lives of local people.
- We continued to strengthen links with the Ministry of Education and met with District Education Board Secretaries in Lusaka, Kitwe and Chingola and the Mayor of Chingola to discuss Cecily's Fund programmes and strategies for closer alignment with Government objectives.
- We facilitated an Alumni workshop with Cecily's Fund alumni to help formalize the structure, and plan for sustainability.
- The Cecily's Fund Lessons Learned Guide in Peer Education was written and published for NGOs to use as a guide for youth-led development programmes.
- Terms of Reference (TORs) were written and two independent final programme evaluations were commissioned to evaluate our DREAMS Keeping Girls in School and Connecting Communities programmes.
- We prepared local partners to host visits to local programmes by UKAID, Comic Relief and USAID representatives.
- USAID fund managers carried out two organisational capacity assessments reviewing not only our financial and programme management across the DREAMS programme but also our organisational and staff management.
- We reviewed and updated policies and procedures on safeguarding, whistleblowing, financial controls, equal opportunities and diversity, health and safety and disability.
- We produced Memoranda of Understanding (MOUs) between local partners and Cecily's Fund for every programme in our portfolio.
- We carried out financial management training for local programme staff in Zambia.
- We developed and implemented log-frames, workplans and project plans with local partners and used these to track progress of our intended outcomes and impact.
- We sent progress updates and reports to every grant funder.
- We carried out consultation with partners and beneficiaries to assess local needs and identify areas for new programme development.

‘Cecily’s Fund demonstrated full achievement across all functions setting them up to directly receive and manage US Government Awards.’

JSI Research & Training Institute Inc (Fund Manager DREAMS)





New Programme Development

‘People with disabilities are inadequately represented on all development fora, echelons, and programmes.’

Frankson Musukwa Head Teacher, Jennifer Memorial Community Special School

Two areas of need became apparent during visits to Zambia in 2019. This led to the development of two new programmes that have disability and inclusion at their centre to ensure that no-one is left behind. Children with disabilities face all the barriers to schooling which other orphans and vulnerable children encounter, but in addition they face stigma, and are most often left behind and hidden away by parents or guardians. Fifty four percent suffer abuse at home. Thirty two percent more children with disabilities are not in school compared to those without disabilities. Because deaf youth have communication challenges and no signing ability, their ability to learn is significantly lower. If they do go to school, the quality of their tuition and their academic performance (especially those who are deaf) is poor so that they often do not complete school and are not able to seek meaningful employment.

The stigma associated with disability reinforces parent reluctance and helplessness to support such children so they continue to be isolated and hidden from society. Adolescents who are deaf or have hearing difficulties are also unable to access appropriate information and support on sexual reproductive health matters, HIV, or help to learn fundamental life skills to protect themselves from exploitation and support their future development. The Government of Zambia has some social protection policies to support adults and children with disabilities, but mechanisms for implementation and enforcement are lacking so that they encounter persistent exclusion from services and structures.

Against this background, Cecily's Fund has developed a pioneering new programme that addresses these issues and helps build stronger, more cohesive communities. The three-year initiative to be funded by UKAID and private grant-making trusts and foundations will also create greater awareness of disability issues and support the economic and social development of youth who are deaf or hard of hearing.

The project empowers deaf youth who will be trained to be Peer Educators for their deaf and disabled peers. This will enable the most marginalized young people who are not able to access accurate, confidential information and support in sexual reproductive health matters, HIV, Covid-19 and other matters to speak openly using sign language about their challenges. Through peer education they will gain coping strategies to help them deal with the daily difficulties they face as well as ongoing support.

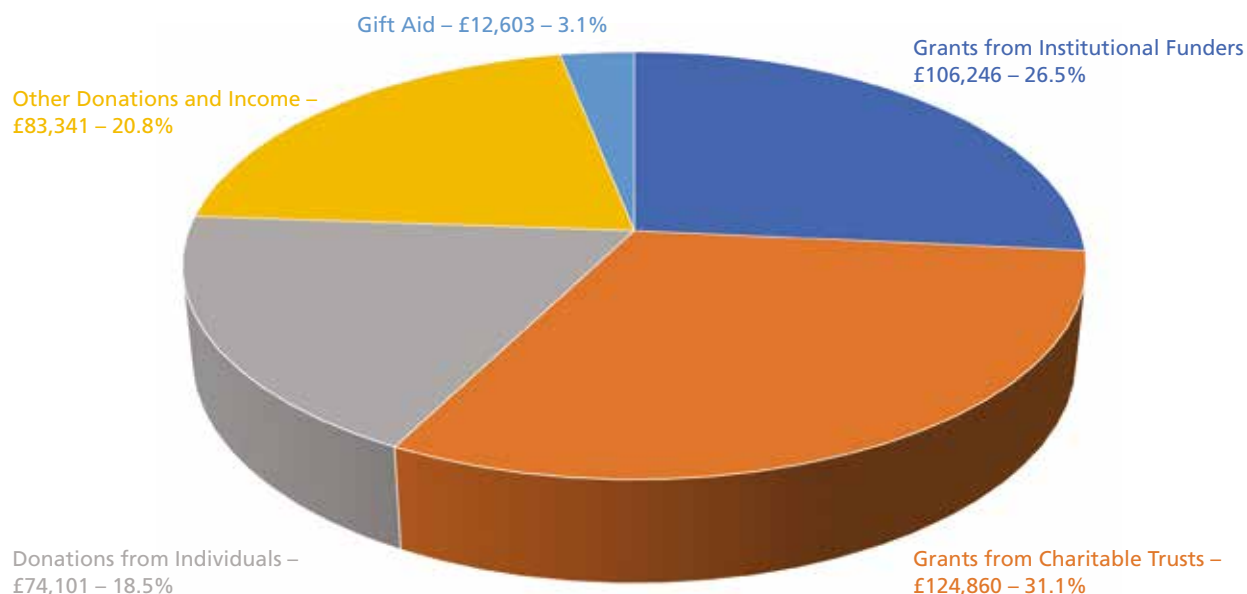
At the same time, trained hearing youth Peer Educators will also be trained in disability issues and disability rights and share this learning during peer education sessions in schools along with strategies on keeping well, avoiding HIV and Covid-19.

Reducing discrimination and creating more inclusive communities is tackled by bringing together mothers of deaf and other vulnerable children to learn and develop together social businesses that make and sell low-cost reusable menstrual hygiene towels to enable girls to remain in school at the onset of menstruation. The training enables them to become financially independent and better equipped to support their daughters into school. Adopting a disability rights – based approach, mothers are taught essential information about basic rights and sexual reproductive health, how to stay healthy and avoid HIV, and the importance of education. They are taught to pass on these messages at the point of sale using a peer to peer approach. This enables young girls in particular to obtain essential support and guidance on sexual reproductive health matters in a confidential, discreet environment that does not have the stigma and association of a clinic so that information is more accessible. By bringing together parents of hearing and deaf children, the project aims to improve understanding of disability matters and greater acceptance of disability in communities.

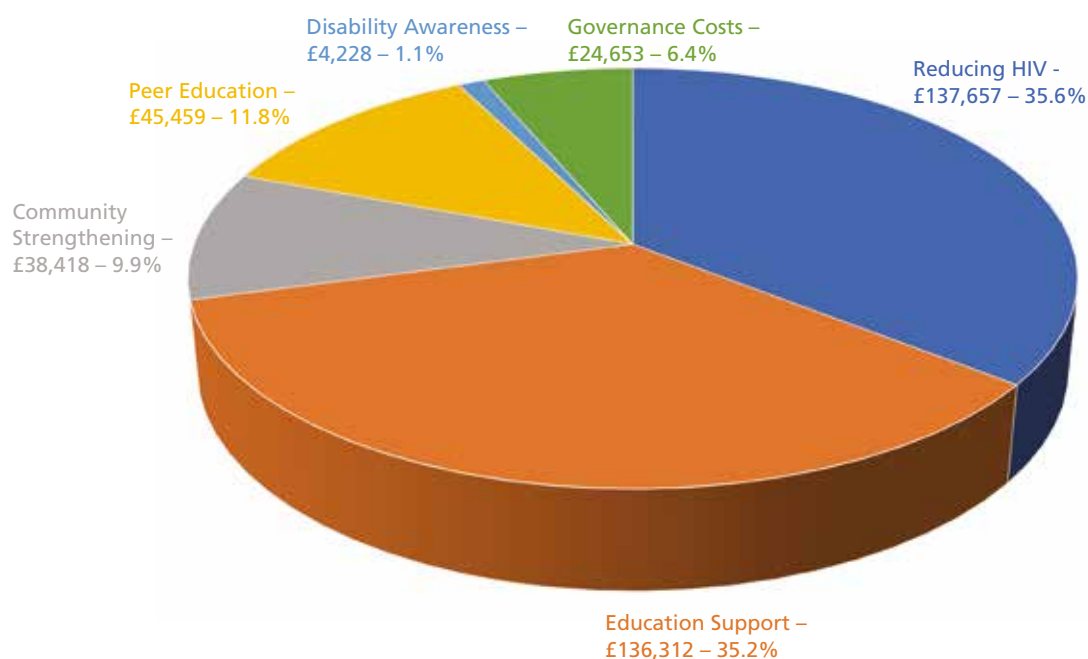
Financial Transparency

Our compassionate donors and grant partners gave us a diversified income stream in 2019. This allowed us to spend £386,727 on charitable activities to help meet the strategic objectives of our programmes.

Income 2019 £401,151



Expenditure on Charitable Activities 2019 £386,727



Thanks and Acknowledgements

Statutory Bodies

USAID/PEPFAR
Comic Relief

Private Grant-making Trusts and Foundations

Andrew House Trust
Ann & Christopher Fielden Charitable Trust
Bartlett Foundation
Bartlett Taylor Charitable Trust
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Souter Charitable Trust
Serry Family Foundation
Symphysis Foundation
Tula Trust Ltd
W F Southall Trust

Schools

Bedales School
Brasenose College JCR
International School of Lausanne, Switzerland
Southborough High School, Surbiton, Surrey
Dragon School
Woodgreen School

Churches

Briercliffe Road Church, Burnley, Lancashire
Portishead Church of England
St. James the Great Church, Stonesfield
St. Mary's Church, North Leigh
Witney Inter-Church Singers & Witney Congregational Church

Other

The Premier League
Mr Raymond Martinez

Affiliated Organisations

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AFCF (American Friends of Cecily's Fund)

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NB. Names and Photos used in this report have been changed



'Poverty should not influence our decision making, we have the ability to change our future by making right decisions just like I did.'

'I chose to be a teacher because I want to impart knowledge in learners especially the less privileged and inspire them to become good and responsible citizens, I am here to tell them that they can be anything they want to be despite their humble backgrounds.'

Educating Young Zambians for a Brighter Future

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