



**Working
Animals
International**

Terms of reference: education evaluation

**Evaluation of Working Animals International's
primary school learning package**

PROJECT	Evaluation of Working Animals International's Primary School Education Package in Zimbabwe
DATE	01 September 2026
SUMMARY	Working Animals International is commissioning an independent formative evaluation of its Primary School Learning Package in Zimbabwe. The evaluation will test the programme model and Theory of Change, assess early outcomes, and generate practical learning on teacher-led delivery, child behaviour-change pathways, household influence in Tsholotsho, and future scale-up. Findings will inform programme improvement, measurement approaches and wider learning for Working Animals International, AWARE Trust and the animal welfare education sector.
QUESTIONS	Questions can be addressed by email to hannah.meese@workinganimals.org on or before 25 September 2026
DEADLINE	The proposal is to be submitted to hannah.meese@workinganimals.org by 09:00am (GMT) Monday 28 September 2026

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1. Background

About Working Animals International

For over a century, Working Animals International has been dedicated to transforming the lives of working animals and supporting the people who depend on them. We work with partners worldwide to increase access to essential veterinary treatment and campaign for better welfare standards. We also support owners as they develop the knowledge and skills to look after their animals with confidence and care while inspiring the next generation to do the same. Together, we're building a world where working animals are healthy and valued, communities are stronger and livelihoods are more secure.

Education is a core part of Working Animals International's mission. By supporting children and communities to understand and practice good animal care, Working Animals International aims to contribute to lasting improvements in the welfare of working animals.

Introduction

Working Animals International is seeking to commission an independent evaluation consultant, preferably based in Zimbabwe or with strong knowledge of the local context, to design and deliver an external evaluation of its upper primary school working animal welfare learning package.

The package was implemented for the first time in Zimbabwe in 2026 through extra-curricular school-based clubs. While the package builds on Working Animals International's wider education experience, this is a new implementation context, and the programme is still at an early stage of delivery and learning.

This evaluation is therefore intended to help Working Animals International and AWARE Trust understand how the model is working in practice, whether the assumptions underpinning the approach are credible, and what should be strengthened before wider expansion.

Primary school learning package

The Primary School Learning Package (PSLP) has been implemented in Zimbabwe since February 2026. It targets upper primary school children aged approximately 8 to 12 years and is delivered through extra-curricular school-based clubs.

The programme focuses on:

- Understanding the needs of working animals;
- Developing empathy and responsibility towards animals; and
- Encouraging children to influence positive animal care practices within their families and communities.

The programme operates through a teacher-led delivery model. Teachers receive training, learning materials, and ongoing support from Working Animals International and AWARE Trust, and deliver the learning package to a new cohort of children each academic year. Programme sustainability is therefore expected to be driven through teacher capacity, school-level ownership and repeated delivery to successive cohorts rather, than continued engagement with a single group of children.

AWARE Trust is the implementing partner in Zimbabwe and is responsible for programme delivery, coordination with schools and education stakeholders, and supporting evaluation logistics.

The programme is implemented in two districts, Chegutu (Norton) and Tsholotsho. These contexts differ significantly. Norton is primarily urban and children's households generally do not own working animals. Tsholotsho includes more rural and geographically dispersed schools, and approximately half of participating children come from households that own working animals. This difference is important to the evaluation design.

From the start of 2027, the programme is expected to expand to an additional 30 schools in Tsholotsho. Consultants may propose ways of using this expansion to generate learning on implementation, teacher support, adaptation, sustainability and future scale-up.

The approximate breakdown of current schools and reach in 2026 is outlined in the table below:

Province	District	Town	Number of school clubs	Number of children	Number of teachers
Mashonaland West	Chegutu	Norton	15 (1 club per school)	720 (approx. 48 per club)	30
Matabeleland North	Tsholotsho		30 (1 club per school)	1,049 (approx. 35 per club)	60
New cohort to start 2027	Tsholotsho		30	900 (TBC)	60
TOTALS			75	2,669	150

* List of programme schools provided in Annex 1

2. Evaluation purpose and objectives

The purpose of this formative evaluation is to generate practical evidence on the feasibility, appropriateness and early effectiveness of the PSLP in Zimbabwe.

The evaluation will assess the teacher-led delivery model, early outcomes for children, household behaviour-change pathways in Tsholotsho, and the conditions under which school-based animal welfare education may contribute to improved working animal welfare over time. It will also test and refine the programme Theory of Change, with particular attention to assumptions around teacher delivery, child agency, caregiver response, gender and household power dynamics, and future scale-up.

Findings will inform programme improvement, measurement approaches, safeguarding considerations, future implementation models, scale-up planning and Working Animals International's broader education strategy.

Evaluation objectives

The evaluation will:

1. Test and refine the programme Theory of Change, including key assumptions, barriers and enabling factors.
2. Assess whether the teacher-led delivery model is feasible, appropriate and showing early signs of effectiveness
3. Assess early child-level outcomes using a behaviour-change lens
4. Explore the school-to-household behaviour change pathway in Tsholotsho

5. Identify practical recommendations to strengthen programme design, measurement, sustainability, and future scale-up.

Evaluation components and questions

It is recommended that the evaluation adopt a formative, theory-based, mixed methods approach. It should focus on the following priority components:

Component 1. Theory of change and programme model

This component will test and refine the programme Theory of Change and clarify whether the model is appropriate for the Zimbabwe context.

Key questions include:

- What are the core pathways through which the programme supports change?
- What assumptions underpin programme success?
- What changes to the programme model, measurement approach or delivery assumptions are recommended at this stage?

Component 2. Teacher-led delivery and implementation

This component will assess whether the teacher-led delivery model is feasible, appropriate and capable of supporting quality delivery across successive cohorts.

Key questions include:

- How well is the teacher-led model working across different school contexts?
- What factors enable or constrain teachers and schools to deliver the programme effectively?
- What changes to training, mentoring, materials or support would strengthen implementation quality and sustainability?

Component 3. Child behaviour change outcomes

This component will assess early outcomes for children using a behaviour-change framework, preferably COM-B.

Key questions include:

- To what extent does the programme strengthen children's capability, motivation and confidence to understand and promote positive animal welfare practices?
- What opportunities do children have to share animal welfare messages at school, at home or in their communities?
- What factors support or limit children's ability to act safely and appropriately as agents of change?

Component 4. Household behaviour-change pathway and power dynamics

Tsholotsho only

This component will explore whether and how learning is transferred from school to home in contexts where children's families own working animals.

Key questions include:

- What animal welfare messages are reaching households through children, and how do caregivers respond?
- Under what conditions are children able to influence household attitudes or animal care practices?
- What gender, age, household power or safeguarding considerations affect this pathway?

Component 5. Contribution and pathway to scale

This component will assess what emerging evidence suggests about contribution to animal welfare outcomes and what is needed to strengthen or scale the model.

Key questions include:

- What evidence suggests that the programme is contributing to early changes in animal care knowledge, attitudes, practices or norms?
- What is the programme's implicit theory of change for taking the model to scale (both within Zimbabwe and any broader lessons for other contexts)? What would be required to achieve this including alignment of delivery actors, financing, cost considerations and other evidence needs?

3. Evaluation Methodology

Evaluation approach

Working Animals International expects a mixed-methods, formative, theory-based contribution evaluation. The evaluation should assess the programme at an early stage of implementation and generate practical learning on whether the model is appropriate, feasible, safe, and showing early signs of effectiveness.

The evaluation should assess evidence across the programme Theory of Change, including:

- Teacher capacity and delivery;
- Child capability, motivation, agency and communication;
- Household behaviour-change pathways in Tsholotsho;
- Early indicators of changes in animal care practices;
- Gender, age and household power dynamics; and
- Future scale-up requirements.

The evaluation should generate evidence on whether the programme model is working as intended, how change is occurring, for whom, and under what conditions. It should also identify the factors that strengthen or weaken programme effectiveness.

Consultants should propose a methodology that integrates:

- Participatory Theory of Change development and validation
- Contribution analysis
- Quantitative and qualitative data collection
- Behaviour change assessment using the COM-B framework or equivalent
- Gender and power analysis relevant to child-to-household influence;
- Pathway to scale analysis; and

- Triangulation across programme data, participant perspectives and welfare-related evidence

During the inception phase, the evaluator will be expected to develop a Theory of Change and evaluation matrix. The evaluation matrix should clearly align evaluation questions, key assumptions, indicators, data sources and methods.

Consultants are encouraged to propose refinements to the approach during inception, provided these remain aligned with the evaluation purpose and components set out in this TOR.

Context-specific design considerations

The programme is implemented in two distinct contexts.

Chegutu (Norton)

In Norton, children's households generally do not own working animals. Norton therefore provides an opportunity to assess programme implementation, child outcomes and programme relevance in a setting where household working animal ownership is limited.

Evaluation activities in Norton should focus on:

- programme implementation
- teacher experiences
- child learning outcomes
- behavioural determinants
- empathy and responsibility towards animals
- programme relevance in an urban context

Household surveys and animal welfare assessments are not expected in Norton.

Tsholotsho

In Tsholotsho, approximately half of the participating children come from households that own working animals. Tsholotsho should therefore be the primary context for examining:

- household behaviour change pathways
- caregiver engagement
- animal welfare practices
- contribution to welfare outcomes

Sampling approach

The evaluation is expected to involve a sample of schools from both implementation districts, with children and teachers sampled within selected schools. Household respondents should be sampled in Tsholotsho where there is a plausible child-to-household behaviour change pathway.

The consultant will be responsible for proposing a scientifically sound, transparent and practical sampling strategy, including sample size calculations and rationale.

The sampling approach should:

- Ensure appropriate representation across implementation contexts
- Consider geographic distribution of schools
- Account for differences between Norton and Tsholotsho

- Include children, teachers and relevant household respondents
- Include a clearly justified sample of animal-owning households in Tsholotsho

Some schools are remote and relatively difficult to access. Sampling should not exclude remote schools solely because of distance or access challenges; rather, evaluators should plan for a sample that reflects the geographic and operational diversity of the programme, while remaining practical and cost-conscious.

The final sample design will be agreed during inception.

Animal welfare data

Working Animals International, through our partner AWARE Trust, intends to collect supplementary animal welfare data in Tsholotsho using the organisation's Quality of Life (QoL) assessment methodology. This data will provide supporting evidence on animal welfare conditions and reported behaviour changes in households connected to the programme.

The consultant will be expected to coordinate with Working Animals International and AWARE Trust to enable linkage between household respondents in the evaluation sample and follow-up animal welfare data collection where appropriate and ethically permissible.

Animal welfare data should be interpreted alongside child data, household data, caregiver perspectives, teacher perspectives and programme monitoring data to assess how emerging welfare evidence aligns with the programme Theory of Change.

Administration of child data collection

Child outcome tools should be informed by an established behaviour change framework, preferably COM-B. Data collection should assess children's capability, opportunity, motivation and behaviour using age-appropriate and contextually relevant methods.

Surveys and other child-friendly tools should be administered verbally by trained enumerators who are independent from programme delivery. Data collection should be conducted individually or in very small groups and in local languages. Teachers and programme staff should not be present during administration. Tools must be suitable for low-literacy contexts and children aged approximately 8–12 years.

Gender, power and safeguarding analysis

In addition to meeting minimum safeguarding and ethical requirements, the evaluation should analyse how gender, age, and household power dynamics affect the programme's change pathway. Part of the programme model involves children sharing animal welfare messages with adults, and so the evaluation should examine whether children feel safe and able to speak, whether adults perceive children as credible messengers, and whether any risks arise when children challenge existing household or community norms.

The evaluation should assess whether the programme requires additional safeguards, adaptations or support mechanisms to ensure that children's participation and influence are appropriate, voluntary and safe. Data collection tools should include age-appropriate questions on children's confidence, safety, trusted adults, household response and any barriers to speaking about animal welfare.

Scale and sustainability learning

The evaluation should help Working Animals International clarify what future scale-up could look like. This should include consideration of who could deliver the programme at scale, who could finance or resource delivery, what role AWARE Trust, schools, education authorities or government could play, and what evidence decision-makers would need to support wider adoption.

The evaluation should also consider indicative cost and feasibility issues, including likely cost per school or participant where adequate cost data are available.

The evaluation is not expected to produce a full business case for scale-up, but it should generate practical evidence and recommendations to inform Working Animals International's future scale pathway.

4. Ethics and safeguarding

Working Animals International expects the evaluation to be designed and implemented in line with recognised ethical principles, including voluntary participation, do no harm, confidentiality, safeguarding, and responsible data management.

The consultant will be responsible for identifying and managing ethical risks throughout the evaluation. Appropriate parental or guardian consent and child assent must be obtained for all children participating in evaluation activities. Participation must be voluntary, and children must be able to decline or withdraw at any time.

Consent procedures should clearly inform participants where information may be shared between the evaluation team, Working Animals International and AWARE Trust for agreed follow-up animal welfare data collection activities. Any sharing of participant information must comply with applicable data protection requirements and agreed ethical procedures.

The consultant must ensure that data collection staff are trained in ethical conduct and child safeguarding and that clear procedures are in place for responding to safeguarding concerns or disclosures. Evaluation data collection with children should be conducted by individuals who are not involved in programme delivery.

The evaluation must protect participant confidentiality and ensure secure handling and storage of data. Findings should be reported honestly and transparently. Formal academic ethics approval is not required. However, the consultant will be expected to support Working Animals International's internal ethical review and approval process before data collection begins.

5. Learning, dissemination and use of findings

Working Animals International intends this evaluation to be learning-centred, with a strong emphasis on generating practical insights that inform programme improvement, delivery approaches and future implementation.

The evaluation should support reflection, adaptation and decision-making across Working Animals International and AWARE Trust. Consultants are encouraged to propose learning questions and learning-focused activities that complement the evaluation questions and support use of findings throughout the evaluation process.

In addition to the dissemination products listed in the Deliverables section, consultants may propose additional outputs such as executive summaries, learning briefs, visual summaries, scale-readiness summaries or presentations for various stakeholders.

6. Outputs and deliverables

Consultants will be expected to produce the following deliverables:

Phase	Deliverables
Inception Phase	• Participatory Theory of Change workshop • Draft and final Theory of Change • Evaluation matrix aligned to the Theory of Change • Inception report, including methodology, sampling strategy, tools, ethics and safeguarding, workplan and risk management approach.
Data Collection Phase	• Fieldwork plan • Fieldwork progress updates • Clean anonymised datasets • Codebooks and data dictionaries
Analysis and Learning Phase	• Preliminary findings presentation. • Learning and reflection workshop with Working Animals International and AWARE Trust. • Theory of Change validation note. • Evaluation report structure or blueprint. • Draft evaluation report. • Final evaluation report. • Final PowerPoint presentation. • Dissemination materials, as agreed during inception.

All deliverables must be produced in English. Reports should be clearly written and accessible to non-technical audiences while maintaining analytical rigour. Visual presentation of findings is encouraged.

7. Collaboration and governance

Working Animals International intends this evaluation to be a collaborative, learning-oriented process. The successful consultant will be expected to work closely with Working Animals International and AWARE Trust, throughout the evaluation to ensure methodological rigour, contextual relevance, quality assurance and use of findings.

A joint Evaluation Steering Committee will be established to provide oversight and support to the evaluation. The Steering Committee will include representatives from Working Animals International in the United Kingdom and AWARE Trust in Zimbabwe, and may include additional technical or programme representatives where required.

The Steering Committee will be responsible for:

- Providing strategic oversight and quality assurance.
- Reviewing and approving key deliverables.
- Supporting access, coordination and stakeholder engagement.
- Providing contextual and technical input where appropriate.
- Helping to address implementation challenges affecting the evaluation.
- Supporting reflection on emerging findings and recommendations.

The consultant will be expected to engage regularly with the Steering Committee through inception discussions, progress updates, review meetings at key milestones, and presentations of emerging and final findings. The consultant should include sufficient time and budget for these engagements.

Working Animals International is seeking a consultant who is communicative, responsive, transparent, participatory and constructive. While the evaluation must remain independent, Working Animals International values an approach that combines methodological rigour with collaboration, continuous dialogue and practical learning.

8. Timeline

The evaluation is expected to be commissioned in October 2026 and commence in November 2026. The evaluation is expected to be completed by December 2027 or early January 2028.

Given the learning-focused purpose of the evaluation, Working Animals International's suggested data collection design is a single main primary data collection phase later in the school year, once children have had sufficient exposure to the PSLP. This approach may be supplemented by earlier light-touch

activities to test assumptions, such as implementation review, school observations, teacher check-ins, tool piloting, etc.

Consultants are not required to follow this suggested design if they can propose a stronger or more appropriate alternative. However, proposals should clearly explain the rationale for the proposed timing and data collection design, including how the approach will generate credible evidence against the evaluation objectives and Theory of Change. Planned evaluation activities must account for school holidays, teacher and child availability, and programme implementation schedules.

Proposals should include an indicative timeline and Gantt chart. A detailed timeline will be agreed with the successful consultant and will form part of the contract.

Indicative timeline (aligned with Working Animals International suggested approach):

November 2026 – January 2027

- Contracting
- Document review
- Inception meeting
- Theory of Change workshop
- Evaluation design
- Tool development

February - March 2027

- Finalising methodology and sampling approach
- Piloting tools
- Internal ethical and safeguarding review and approvals

April – June 2027

- Light-touch implementation review
- Review of programme monitoring data
- Early school observations where feasible
- Teacher and programme staff check-ins
- Refinement of tools or fieldwork plans where required

July – September 2027

- Preparation for main data collection
- Final sampling confirmation
- Enumerator recruitment and training
- Final field logistics planning, including travel to remote schools

October - November 2027

- Main primary data collection
- Coordination with Working Animals International/AWARE Trust for linked QoL data collection

November – December 2027

- Data analysis
- Preliminary findings presentation
- Validation and learning workshop
- Draft report

December 2027 – January 2028

- Final report
- Final presentation
- Dissemination materials
- Final datasets, codebooks and data dictionaries

9. Budget and payment terms

A detailed budget must be submitted with the proposal in British Pounds Sterling (GBP) and be inclusive of all professional fees, fieldwork costs, travel, subsistence, data collection, analysis, reporting and any applicable taxes. The budget should clearly state all assumptions, including daily rates, level of effort by team member, fieldwork costs, travel and logistical costs.

Payments will be linked to agreed deliverables and milestones, which will be finalised at contracting stage. Working Animals International reserves the right to withhold payment if deliverables do not meet agreed quality standards.

10. Required skills and experience

The consultant or consulting team should demonstrate:

- Significant programme evaluation experience in the development sector, preferably in Zimbabwe or similar contexts
- Experience evaluating education, community based, behaviour change, or working animal welfare programmes
- Experience conducting theory-based evaluations and contribution analysis.
- Experience applying behaviour change frameworks such as COM-B, Behaviour Change Wheel or similar approaches.
- Experience conducting research and evaluations involving children.
- Expertise in ethical research and child safeguarding
- Experience developing Theories of Change and evaluation frameworks through participatory processes.
- Familiarity with animal welfare and the One Health agenda.
- Ability to manage fieldwork in low resource settings
- Strong writing, visual communication, and MS Office skills

11. Roles and responsibilities

Working Animals International

- Contract management of the evaluator
- Provide relevant programme documentation and background information
- Facilitate introductions to implementing partner

- Support access to animal welfare assessment data collected by the implementing partner
- Provide access to programme monitoring data
- Review and provide feedback and sign-off of key deliverables

Implementing Partner (AWARE Trust)

- Support coordination with schools and education authorities
- Support field logistics and introductions
- Implementing staff will **not** be responsible for collecting primary evaluation data

Evaluation Consultant

- Design and deliver the evaluation in line with this RFP
- Lead data collection, analysis and reporting
 - Where household respondents are included within the evaluation sample, the consultant will be required to provide Working Animals International with sufficient information to enable follow-up data collection by Working Animals International staff. This may include household identifiers, contact details, GPS coordinates or other location information, as agreed during inception and managed in accordance with agreed data protection, consent and safeguarding procedures.
- Recruit, train and supervise enumerators
- Ensure ethical, safeguarding and data protection standards are met
- Deliver all agreed outputs on time and to the required standard

12. Proposal requirements

Proposals should comprise:

Part A: Technical proposal (maximum 15 Pages)

The technical proposal should clearly describe the consultant's understanding of the evaluation and proposed approach. As a minimum the following sections should be included:

- 1. Cover letter**
 - Brief introduction of the consultant/organisation.
 - Summary of relevant experience and suitability.
- 2. Understanding of the evaluation**
 - Understanding of the programme, context and evaluation purpose.
 - Key considerations, challenges and opportunities relevant to the evaluation.
- 3. Proposed evaluation approach and methodology**
 - Proposed evaluation design and methods.
 - Theory of Change development and validation approach.
 - Contribution analysis approach.
 - Behaviour change framework (preferably COM-B) and rationale.
 - Approach to assessing implementation, child outcomes, household behaviour change pathways and contribution to working animal welfare.
- 4. Sampling strategy**
 - Proposed sampling approach and rationale.
 - Proposed sample frame and sample sizes.

- Approach to ensuring representation across implementation contexts, including remote and hard-to-reach schools.
- 5. **Ethics and safeguarding**
 - Approach to ethical review, informed consent and data protection.
 - Child safeguarding approach and safeguarding risk management procedures.
- 6. **Team composition and management**
 - Proposed team structure and roles.
 - Key personnel and responsibilities.
 - Level of effort (person-days) by team member.
- 7. **Workplan and delivery approach**
 - Proposed timeline and key milestones.
 - Quality assurance processes.
 - Communication and stakeholder engagement approach.
- 8. **Risk management**
 - Key risks and assumptions.
 - Proposed mitigation measures.

Part B: Annexures (not included in the 15-page limit)

The following documents should be submitted as annexures:

1. Detailed budget that includes daily rate, level of effort by team member, travel and subsistence costs, other fieldwork and operational costs, key budget assumptions
2. Gantt chart detailing timeline per evaluation phase and deliverable dates
3. Curriculum vitae (CVs) for all proposed team members.
4. At least two examples of a relevant previous evaluation report, preferably demonstrating: Theory-based evaluation; Contribution analysis; Behaviour change evaluation; and/or Education programme evaluation.
5. Three contactable references for comparable evaluations.
6. Any additional supporting documentation considered relevant by the applicant.

a. Assessment criteria

Proposals will be assessed on:

Criteria	Weight
Understanding of the programme, change pathways and evaluation objectives	15%
Quality of proposed methodology, including theory-based evaluation design, contribution analysis, behaviour change approach and gender/power analysis	30%
Relevant experience and team composition	25%

Criteria	Weight
Ethics, safeguarding and quality assurance	10%
Delivery plan, feasibility and communication approach	10%
Cost and value for money	10%
TOTAL	100%

b. Submission details

Proposals must be submitted electronically to hannah.meese@workinganimals.org by **09:00am (GMT) Monday 28 September 2026**. No late submissions will be accepted.

Shortlisted contractors may be requested to attend an online interview/presentation in the **week beginning Monday 12 October**.

For questions, please contact: hannah.meese@workinganimals.org

c. Annexure 1: List of Programme Schools 2026

	District	School	Teachers	Learners	Girls	Boys	Age	Learners with working animals at home
1	Norton	Kumboyedza Primary	2	50	24	26	11-13 years	0
2		Waterfalls Primary	1	60	24	36	10 years	0
3		Tangenhamo Primary	2	40	20	20	10 to 12 years	0
4		Warren Park 3 Primary	2	42	20	22	9-12 years	0
5		Porta Primary	2	51	29	22	9-12 years	0
6		Hebert Chitepo Primary	2	50	21	29	9-13 years	0
7		Kintyre Primary	2	36	17	19	10 - 13 years	0
8		Vimbai Primary	2	42	23	19	10 years	0
9		Nyabira Primary	2	50	26	24	10 years to 13 years	0
10		Amazing Grace Primary	2	75	33	42	9-15 years	0
11		Fundo Primary	2	43	22	21	8-9 years	0
12		Bryn Primary	2	45	30	15	9-12 years	0
13		Mutipitipi	2	40	20	20	10-12 years	0
14		Takunda Primary	2	41	17	24	10-12 years	0
15		Norton 2 Primary	2	55	26	29	10-11 years	0
16	Tsholotsho	Dombo Pry School	2	39	24	15	8-13 years	15
17		Mkhubazi Pry School	2	40	20	20	9-10 years	15
18		Nembe Pry School	2	43	24	19	9-11 years	28

19	Nkanyiso Pry School	2	35	16	19	8-11 years	3
20	Mvundlana Pry School	2	42	20	22	9-12 years	19
21	Magama Pry School	2	33	18	15	8-11 years	10
22	Soluswe Pry School	2	35	14	21	10- 12 years	20
23	Matshudula Pry School	2	35	19	16	10-13 yeas	17
24	Mhlabangubo Pry School	2	35	18	17	12-15 years	21
25	Malanda Pry Schoool	2	54	27	27	10-12 years	32
26	Nanda Pry School	2	35	22	13	8-9 years	16
27	Nemane Pry School	2	47	23	24	9-12 years	31
28	Manqe Pry School	2	34	22	12	8-9 years	14
29	Dinyane Pry School	2	35	22	13	9-13 years	10
30	Thetshaneni Primary	2	40	18	22	8-12 years	21
31	Tshabanda Primary	2	35	21	14	10-13 years	20
32	Mathe	2	40	21	19	10 to 12 years	24
33	Dikili Primary	2	32	17	15	8-12 years	20
34	Chefunye Primary	2	40	28	12	6-13 years	14
35	Mcetshwa Primary	2	41	25	16	10-13 years	20
36	Kapane Primary	2	31	17	14	10 - 13 years	19
37	Jakalazi Primary	2	41	26	15	7-13 years	23
38	Sipepa Primary	2	35	21	14	9-11 years	20
39	Gwaai	2	41	15	26	9-13 years	22
40	Gombalume	2	31	18	13	9-13 years	19
41	Mbuhulu	2	35	19	16	9-12 years	23

42	Bemba Primary	2	35	23	12	6-13 years	19
43	Bhayane Primary	2	30	17	13	9-15years	20
SUB-TOTALS		85	1769	927	842		535
44	TBC	2	30				15
45	TBC	2	30				15
46	TBC	2	30				15
47	TBC	2	30				15
48	TBC	2	30				15
49	TBC	2	30				15
50	TBC	2	30				15
51	TBC	2	30				15
52	TBC	2	30				15
53	TBC	2	30				15
54	TBC	2	30				15
55	TBC	2	30				15
56	TBC	2	30				15
57	TBC	2	30				15
58	TBC	2	30				15
59	TBC	2	30				15
60	TBC	2	30				15
61	TBC	2	30				15
62	TBC	2	30				15
63	TBC	2	30				15

New Cohort:
Tsholotsho -
start 2027

64	TBC	2	30	15
65	TBC	2	30	15
66	TBC	2	30	15
67	TBC	2	30	15
68	TBC	2	30	15
69	TBC	2	30	15
70	TBC	2	30	15
71	TBC	2	30	15
72	TBC	2	30	15
73	TBC	2	30	15
SUB-TOTALS		60	900	450
TOTALS		145	2669	985