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INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT PAPER

ON A

PROPOSED ADDITIONAL CREDIT

IN THE AMOUNT OF SDR 88.0 MILLION
(US\$120.0 MILLION EQUIVALENT)

TO THE

REPUBLIC OF ZAMBIA

FOR THE

ZAMBIA EDUCATION ENHANCEMENT PROJECT

April 30, 2020

Education Global Practice
Africa Region

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CURRENCY EQUIVALENTS

(Exchange Rate Effective March 31, 2020)

Currency Unit	=	New Zambian Kwacha (ZMW)
ZMW 12.7500	=	US\$1
SDR 0.73270809	=	US\$1

FISCAL YEAR

January 1 – December 31

ABBREVIATIONS AND ACRONYMS

AF	Additional Financing
AWP&B	Annual Work Plan and Budget
BCC	Behavior Change Communication
CA	Collaborating Agency
CBA	Cost-Benefit Analysis
CDC	Curriculum Development Center
CERC	Contingent Emergency Response Component
CI	Composite Index
CoE	College of Education
COVID- 19	Coronavirus Disease of 2019
CPD	Continuing Professional Development
CRI	Corporate Results Indicator
DA	Designated Account
DEBS	District Education Board Secretaries
DFID	UK Department for International Development
DLI	Disbursement-Linked Indicator
DP	Development Partner
DPC	Deputy Project Coordinator
ECE	Early Childhood Education
ECZ	Examinations Council for Zambia
EMIS	Education Management Information System
ESMF	Environmental and Social Management Framework
ESMP	Environment and Social Management Plan
ESSP	Education and Skills Sector Plan
FM	Financial Management
FMR	Financial Management Report
GBV	Gender-based Violence
GDP	Gross Domestic Product
GER	Gross Enrollment Ratio
GEWEL	Girls Education, Women’s Empowerment, and Livelihoods
GP	Global Practice
GPS	Global Positioning System

GRM	Grievance Redress Mechanism
GRS	Grievance Redress Service
GRZ	Government of Republic of Zambia
HCI	Human Capital Index
ICT	Information and Communication Technology
IFMIS	Integrated Financial Management Information System
IFR	Interim Financial Report
IPF	Investment Project Financing
IRR	Internal Rate of Return
ISR	Implementation Status and Results Report
IVA	Independent Verification Agency
KGS	Keeping Girls in School
LA	Lead Agency
M&E	Monitoring and Evaluation
MoGE	Ministry of General Education
NAP	National Assessment Program
NER	Net Enrollment Ratio
NGO	Nongovernmental Organization
NPV	Net Present Value
NSC	National Science Center
OPCS	Operations Policy and Country Services
PAD	Project Appraisal Document
PDO	Project Development Objective
PEO	Provincial Education Office
PIC	Project Implementation Committee
PIM	Project Implementation Manual
PISA D	Program for International Student Assessment for Development
PISC	Project Implementation Steering Committee
PIU	Project Implementation Unit
PPA	Public Procurement Act
PPSD	Project Procurement Strategy for Development
PRAMS	Procurement Risk Assessment and Management System
PSU	Procurement and Supply Unit
PTA	Parent-Teacher Association
PTR	Pupil-Teacher Ratio
RBF	Results-Based Financing
S&C	Directorate of Standards and Curriculum
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SCD	Systematic Country Diagnostic
SEA	Sexual Exploitation and Abuse
SHR	Sexual and Reproductive Health
SNDP	Seventh National Development Plan
SPRINT	School Program of In-Service for the Term
SRGBV	School-Related Gender-Based Violence
STEP	System for Tracking Exchanges in Procurement
TCZ	Teaching Council of Zambia
TDDP	Teacher Development Data Platform
TESS	Teacher Education and Specialized Services

ToR	Terms of Reference
TPDI	Teacher Professional Development Index
TSC	Teaching Service Commission
WASH	Water Supply, Sanitation, and Hygiene
ZEEP	Zambia Education Enhancement Project
ZEPCU	Zambia Education Program Coordination Unit
ZEPIU	Zambia Education Project Implementation Unit
ZPPA	Zambia Public Procurement Agency

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Zambia

Additional Financing to the Zambia Education Enhancement Project

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BASIC INFORMATION – PARENT (Zambia Education Enhancement Project - P158570)

Country Zambia	Product Line IBRD/IDA	Team Leader(s) Nalin Jena		
Project ID P158570	Financing Instrument Investment Project Financing	Resp CC HAFE1 (9249)	Req CC AFCE1 (6541)	Practice Area (Lead) Education

Implementing Agency: Ministry of General Education

Is this a regionally tagged project? No	
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Bank/IFC Collaboration No

Approval Date 29-Aug-2017	Closing Date 31-Oct-2022	Expected Guarantee Expiration Date	Original Environmental Assessment Category Partial Assessment (B)	Current EA Category Partial Assessment (B)
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Financing & Implementation Modalities

<input type="checkbox"/> Multiphase Programmatic Approach (MPA)	<input type="checkbox"/> Contingent Emergency Response Component (CERC)
<input type="checkbox"/> Series of Projects (SOP)	<input type="checkbox"/> Fragile State(s)
<input type="checkbox"/> Disbursement-Linked Indicators (DLIs)	<input type="checkbox"/> Small State(s)
<input type="checkbox"/> Financial Intermediaries (FI)	<input type="checkbox"/> Fragile within a Non-fragile Country
<input type="checkbox"/> Project-Based Guarantee	<input type="checkbox"/> Conflict
<input type="checkbox"/> Deferred Drawdown	<input type="checkbox"/> Responding to Natural or Man-made disaster
<input type="checkbox"/> Alternate Procurement Arrangements (APA)	



Development Objective(s)

The project development objective is to improve the quality of teaching and learning in mathematics and science in targeted primary and secondary schools and to increase equitable access to secondary education.

Ratings (from Parent ISR)

	Implementation				
	21-Nov-2017	14-May-2018	27-Dec-2018	08-May-2019	18-Dec-2019
Progress towards achievement of PDO	S	S	S	S	S
Overall Implementation Progress (IP)	S	S	S	MS	MS
Overall Safeguards Rating	S	S	S	S	MS
Overall Risk	S	S	S	S	S

BASIC INFORMATION – ADDITIONAL FINANCING (Zambia Education Enhancement Project - P170513)

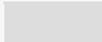
Project ID	Project Name	Additional Financing Type	Urgent Need or Capacity Constraints
P170513	Zambia Education Enhancement Project	Restructuring, Scale Up	No
Financing instrument	Product line	Approval Date	
Investment Project Financing	IBRD/IDA	20-May-2020	
Projected Date of Full Disbursement	Bank/IFC Collaboration		
30-Apr-2026	No		
Is this a regionally tagged project?			
No			



Financing & Implementation Modalities

<input type="checkbox"/> Series of Projects (SOP)	<input type="checkbox"/> Fragile State(s)
<input checked="" type="checkbox"/> Disbursement-Linked Indicators (DLIs)	<input type="checkbox"/> Small State(s)
<input type="checkbox"/> Financial Intermediaries (FI)	<input type="checkbox"/> Fragile within a Non-fragile Country
<input type="checkbox"/> Project-Based Guarantee	<input type="checkbox"/> Conflict
<input type="checkbox"/> Deferred Drawdown	<input type="checkbox"/> Responding to Natural or Man-made disaster
<input type="checkbox"/> Alternate Procurement Arrangements (APA)	
<input checked="" type="checkbox"/> Contingent Emergency Response Component (CERC)	

Disbursement Summary (from Parent ISR)

Source of Funds	Net Commitments	Total Disbursed	Remaining Balance	Disbursed
IBRD				 %
IDA	60.00	21.96	37.28	 37 %
Grants				 %

PROJECT FINANCING DATA – ADDITIONAL FINANCING (Zambia Education Enhancement Project - P170513)

FINANCING DATA (US\$, Millions)

SUMMARY (Total Financing)

	Current Financing	Proposed Additional Financing	Total Proposed Financing
Total Project Cost	204.00	120.00	324.00
Total Financing	204.00	120.00	324.00
of which IBRD/IDA	60.00	120.00	180.00
Financing Gap	0.00	0.00	0.00

DETAILS - Additional Financing



World Bank Group Financing

International Development Association (IDA)	120.00
IDA Credit	120.00

IDA Resources (in US\$, Millions)

	Credit Amount	Grant Amount	Guarantee Amount	Total Amount
Zambia	120.00	0.00	0.00	120.00
National PBA	120.00	0.00	0.00	120.00
Total	120.00	0.00	0.00	120.00

COMPLIANCE

Policy

Does the project depart from the CPF in content or in other significant respects?

Yes No

Does the project require any other Policy waiver(s)?

Yes No

INSTITUTIONAL DATA

Practice Area (Lead)

Education

Contributing Practice Areas

Climate Change and Disaster Screening

This operation has been screened for short and long-term climate change and disaster risks



PROJECT TEAM

Bank Staff

Name	Role	Specialization	Unit
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Extended Team			
Name	Title	Organization	Location



I. BACKGROUND AND RATIONALE FOR ADDITIONAL FINANCING

A. Introduction

1. **This Project Paper seeks the approval of the Executive Directors to restructure and provide Additional Financing (AF) for the Zambia Education Enhancement Project (ZEEP, P158570)** in the form of an additional IDA credit in the amount of Special Drawing Rights (SDR) 88.0 million (US\$120.0 million equivalent) to the Republic of Zambia.

2. **The proposed AF and associated restructuring aim to deepen and widen human capital impacts of ZEEP by expanding coverage and supporting further complementary activities to enhance education outcomes especially for girls.** The project focuses on increasing equitable access to secondary education and improving learning outcomes both at primary and secondary levels. Three significant changes are being introduced: (i) interventions are expanded in terms of coverage to all 10 provinces across the country with interventions that would support about 2,700 government primary and secondary schools; (ii) the focus on addressing the challenge of “Learning Poverty” is strengthened to address low acquisition of language competencies in the early grades; and (iii) the capacity to create a safe and conducive environment particularly for girl’s participation in education through the implementation of a safe school program is being enhanced. The safe school program (see section C) encompasses a comprehensive set of interventions directed at prevention, mitigation and responsiveness to school related Gender-Based Violence (SRGBV¹).

3. **The impact of the Coronavirus Disease of 2019 (COVID-19) on education service delivery is still evolving. As an immediate response, the Ministry of General Education (MoGE) is exploring distance learning interventions to reach out to the learners.** The ZEEP AF will support the Ministry to carry out analytical work and develop strategies to ensure continuation of education service delivery including options for Information and Communications Technology-based systems and on-line teacher support program that would enable continuation of learning during school closure due to the pandemic. In addition, the AF will revamp school hygiene and sanitation program to support the safe reopening of schools and create system preparedness to deal with similar situations in the future.

4. Specifically, the AF and restructuring intend to:

a) *Change components² and financing to:*

- i. Expand the scope of activities to improve quality of teaching and learning conditions focused on science and mathematics, but also language arts;
- ii. Strengthen focus on providing safe and inclusive secondary education, including adding a component to support implementation of a safe school program; and
- iii. Introduce more concerted efforts to prevent, mitigate, and respond to violence in schools, including SRGBV risks, and to complement similar activities within the World Bank’s human development portfolio.

¹ School-related gender-based violence (SRGBV) refers to acts or threats of sexual, physical, or psychological violence occurring in and around schools, perpetrated as a result of gender norms and stereotypes and enforced by unequal power dynamics.

² A Contingent Emergency Response Components (CERC) is also introduced in the AF, designed to provide swift response in the event of an eligible crisis or emergency.



- b) *Revise the program targets in the Results Framework and add new indicators;*
- c) *Revise the Disbursement-linked Indicators (DLIs) and add new DLIs to reflect the expanded scope;*
- d) *Strengthen governance and transparency mechanisms; and*
- e) *Extend the closing date from October 31, 2022 to December 31, 2025.*

B. ZEEP Implementation Status

5. **ZEEP is a well performing project which is on track to meet its Project Development Objective (PDO).** The US\$60 million IDA-funded ZEEP was approved on August 29, 2017 and became effective on April 9, 2018. The ZEEP PDO is to support the Government of Republic of Zambia (GRZ) to improve the quality of mathematics and science teaching and learning in primary and secondary schools and to expand equitable access to secondary education. Since effectiveness in April 2018, the project has disbursed 37 percent of the credit. All Year 0 DLIs, as well as four out of five Year 1 DLIs and two out of four Year 2 DLIs have been achieved. Prior to COVID-19, one outstanding DLI of Year 1 and all four Year 2 DLIs were expected to be achieved by the end of FY20 resulting in an additional disbursement of US\$14 million, raising the total disbursement to more than 50 percent. However, closure of schools because of COVID-19 might delay in achievement of three DLIs (one of Year 1 and two of Year 2).

6. **Progress towards achievement of the PDO is rated satisfactory.** All the PDO indicators are on track and intermediate indicators are showing progress, with two indicators exceeding targets already. Highlights of implementation progress include:

- (a) **Subcomponent 1.1: Strengthening the teacher training system,** aims to strengthen the existing teacher training system, including Colleges of Education (CoEs) and the School Program of In-Service for the Term (SPRINT), which provides school-based continuing professional development (CPD) for teachers. A baseline study identifying gaps in teachers' subject and pedagogical content knowledge and a diagnostic comparing teacher knowledge with student learning gaps have been completed. Based on the diagnostics, new training materials for teachers were developed, and a group of master trainers drawn from the University of Zambia, CoEs and high-performing schools have been trained, who in turn have already trained 762 science and math teachers.
- (b) **Sub-component 1.2: Improving textbook availability,** aims to address Zambia's textbook shortage by: (i) strengthening the current textbook management system; (ii) improving the system for procuring and delivering textbooks to schools; and (iii) building the textbook-writing capacity of the MoGE. New textbook evaluation criteria have been developed, textbook evaluators have been identified and trained, a code of conduct for textbook evaluation has been developed, in-house textbook writers trained, and a bid document based on international good practices for soliciting bids from textbook publishers was finalized, and procurement of textbooks for the pilot using the new textbook management system has commenced.
- (c) **Component 2: Increasing equitable access to secondary education,** is supporting the MoGE to expand access to secondary education in underserved areas by expanding the existing primary school adding a new secondary school, which is built on the available school land. The new schools are built with safety and inclusive parameters aiming at enhanced participation of girls and children with special needs. Under this component, 82 secondary schools with classrooms, separate toilets for girls and boys, science and home economics laboratories, administration



block, and teacher residences with electricity and water are being built in rural areas. To improve attendance and completion rates among female students, all girls weekly boarding facilities are being constructed in 10 schools and the facilities will be equipped with lockable toilets and incinerators for the disposal of sanitary waste. All construction supported by ZEEP involves the active participation of local communities. Phase 1 construction has been completed in 85 percent of schools with funds released to continue and complete construction as planned.

- (d) **Component 3: Enhancing the planning, management, project coordination, and M&E capacity of the MoGE**, aims to (i) strengthen the planning, management, and M&E capacity of specific MoGE institutions; (ii) improve data management and analysis, including by upgrading the MoGE's centrally managed EMIS; and (iii) develop a geo-information-based school map. The MoGE has formulated a strategy for upgrading EMIS, defined EMIS business processes, and begun the process of upgrading the system. The MoGE has collaborated with the Central Statistical Office (CSO) to develop a geo-information-based school map. The MoGE has finalized a needs-based capacity-building plan for the education planners, managers and administrators. A fully staffed Project Implementation Unit (PIU) is in place.

7. **Implementation progress is rated as moderately satisfactory.** All legal covenants have been complied with, including the establishment of the Project Implementation Steering Committee and the recruitment of an independent verification agency (IVA). All fiduciary activities are being carried out according to World Bank Guidelines as reflected in the Project Operation Manual. Project financial reports are up to date and submissions have been satisfactory. The Government has demonstrated a credible commitment to continue reducing administrative delays that have affected the efficiency of internal procurement processing and approvals.

8. **Social and environmental safeguards performance is rated moderately satisfactory.** An Environmental and Social Management Framework (ESMF) and an Environmental and Social Management Plan (ESMP) which mainly covers the activities under Component 2 were developed to ensure compliance with all social and environment related requirements. However, in view of the recently reported SRGBV under the on-going Girls Education and Women Empowerment and Livelihood (GEWEL Project, P151451), the current ESMF of ZEEP has been revised to provide more robust prevention, mitigation, and response measures for SRGBV. A Grievance Redress Mechanism (GRM) has been developed to ensure that social issues, particularly SRGBV issues, that might arise are reported and adequately addressed in a timely manner. Implementation of the GRM under ZEEP has been delayed resulting in downgrading of the safeguards rating to moderately satisfactory. However, a more robust GRM integrated with the GEWEL GRM is being enhanced and is being operationalized in stages. In the first phase, grievance boxes have been procured and provided to all ZEEP schools. A GRM manual draft has been developed and will be finalized by the end of May 2020.

9. **An action plan for addressing SRGBV has been developed.** In response to the findings of the study on SRGBV conducted under the GEWEL Project (P151451), under the guidance of the World Bank Senior Management, the Human Development team comprising of education, social protection and health, nutrition and population global practices prepared an action plan with short, medium- and long-term measures to mitigate and respond to GBV risks. The action plan is being implemented under three on-going World Bank-funded operations - ZEEP, GEWEL Project, and Zambia Health Services Improvement



Project (P145335). It is envisioned to strengthen client capacity to prevent, effectively mitigate, and respond to GBV risks through a multi-sectoral approach.

C. Rationale for Additional Financing

Country Context

10. **Zambia's levels of poverty and inequality are among the highest worldwide.** In 2015, 58 percent of Zambians were below the international poverty line of US\$1.90 per day, significantly higher than the Sub-Saharan Africa average of 41 percent. Three-quarters of Zambia's poor live in rural areas³. The total population was estimated at 16.6 million in 2016, up from just 3.45 million at independence in 1964. Zambia is experiencing a major demographic shift, and the median age of its population is among the lowest in the world. The population is growing at a rate of 2.8 percent per year and therefore doubling roughly every 25 years. Rapid population growth is placing enormous pressures on the education sector, while straining the capacity of the labor market to absorb new workers.

11. **Zambia's human capital is very low - it ranks 131st out of 157 countries on the Human Capital Index (HCI).** Zambia's HCI score is lower than those of its comparator countries. This HCI score of 0.4 indicates that a Zambian child born in 2018 will only be 40 percent as productive as she could have been had she received a complete education and been in full health. By age 18, children in Zambia can expect to complete an average of 9.2 years of education but acquire only 5.2 years of learning. Low human capital has significant adverse impact on Zambia's growth potential and global competitiveness. It is therefore critical for the country to invest more and more efficiently to quickly move the needle on human capital development, particularly in education, health and social protection. The Government's request for this AF seeks to directly respond to low human capital outcomes among the poor in Zambia with a greater focus on girls. Although the country has achieved close to universal access to primary education with more than 85 percent completion rate, secondary school coverage has fallen since 2010 and gross enrollment ratio for secondary education is 68 percent among boys and just 62 percent among girls⁴. A recent study⁵ found that girls' continued school attendance is correlated with later sexual initiation, later marriage and childbearing, lower rates of HIV/AIDs, lower risk of domestic violence, and fewer hours of domestic work.

Sectoral Context

12. **Zambia's education sector currently faces several serious issues in terms of equitable access, quality of education services and efficiency of the education system.** These include:

- **Stagnating net enrollment ratio (NER) at primary level.** The primary education (ages 7-13) NER increased from 68 percent in 1998 to 75 percent in 2006⁶ and most recently to 78 percent (LCMS 2015), which shows stagnating NER in the later period.
- **Continuously low student learning levels, particularly for girls.** Despite relatively high levels of investment in the education sector, the National Assessment Program (NAP) has reported

³ World Bank.2018. Zambia Systematic Country Diagnostics. Report No. 134789.

⁴ *Living Conditions Monitoring Survey (LCMS) 2015.*

⁵ World Bank. 2018. *Zambia Systematic Country Diagnostics. Report No. 134789.*

⁶ World Bank.2016. Education Public Expenditure Review in Zambia. Report No. 36552-ZM.



consistently low student test scores in English and mathematics among Grade 5 students for the past 15 years.⁷ The results of the 2014 Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) for Grade 6 students are consistent with the findings of the NAP.⁸ Zambia had the lowest mathematics scores among the 15 participating African countries.⁸ Zambian 15-year-old students also performed poorly on the 2017 PISA-D standardized test being at the bottom among nine participating countries.⁹ According to 2015 Early Grade Reading Assessment, about 70 percent and 82 percent of grade 2 children score zero on oral reading and reading comprehension tests respectively pointing at the gravity of “Learning Poverty” in Zambia.

- **Low transition rates from primary to secondary and low secondary completion rate, particularly for girls.** While transition rates remain low, recent years have seen a more positive trend in terms of increased enrollment in secondary schools. Overall, the GER for secondary (grades 8-12) is 68 percent among boys and just 62 percent among girls. Completion rates are low particularly among girls. By Grades 7 and 11, the dropout rate among girls is 2–3 times higher than the rate among boys. This is a challenge nationally but more so among girls from poorer districts as only a quarter of them enroll in school, compared to one-third among boys from the same districts.
- **Uneven distribution and shortage of skilled teachers.** Current practices for teacher recruitment, deployment, transfers, and career progression have led to wide disparities in the pupil-teacher ratio (PTR) between schools, as well as payroll mismatches¹⁰ and high attrition rates for teachers in rural and remote areas. Though the national aggregate PTR is 44:1, there are large differences across schools with some schools having a PTRs below 30 while others reach a PTR of over 100.¹¹ High rates of teacher attrition (about 11 percent) as well as frequent transfers, mostly from rural to urban areas (about 12–15 percent) result in uneven teacher deployment and have a negative impact on the quality of teaching and learning particularly in the most remote areas. According to the MoGE¹², Zambia’s primary and secondary schools would require an additional 34,000 teachers to achieve the standard PTR of 40.
- **Widespread textbook shortage.** On average, five students share one textbook at the primary and secondary levels. However, rural secondary schools face more problems with textbook shortage compared to urban secondary schools. Primary school classes lack reading materials which are essential for consolidating basic reading and writing skills.

13. **In addition to the supply-side constraints, demand-side factors also hinder access to education, especially at the secondary level.** Secondary education is not free in Zambia, although, the GRZ has reduced the secondary school fee recently. Households pay school fees and bear all other out-of-pocket expenses, including boarding fees, effectively barring many children from poor households from accessing secondary education. Lack of financial support, teen pregnancy, child marriage, and sociocultural practices can also limit access to secondary education.¹³ The World Bank-financed GEWEL Project

⁷ NAP Learning Assessment Survey Reports, 1999–2014.

⁸ SACMEQ, 2014.

⁹ PISA D, 2017.

¹⁰ Payroll mismatch occurs when the school through which a teacher’s salary is paid is not the same school in which they teach.

As many as 60 percent of Zambia’s teaching workforce is teaching in the ‘wrong’ school (Auditor General’s Report, 2014).

¹¹ Innovations for Poverty Action. 2017. *Teaching Staff Imbalances across Public Schools in Zambia*.

¹² Human Resources and Administration Management records

¹³ Zambia Living Conditions Monitoring Survey, 2015.



(P151451) is addressing the demand-side constraints by paying school and boarding fees for targeted girls from social cash transfer families along with a lump-sum grant for out-of-pocket expenses.

14. **There are large disparities in educational outcomes by gender, household income level, and location.** While Zambia has achieved gender parity at primary education level, the ratio of girls to boys is 85 percent at the secondary level, with 36 percent of girls in the 14–18 age-group estimated to be out of school, compared to only 19 percent of boys. Two-thirds of students who enter secondary education are from households in the two wealthiest quintiles. By contrast, just 18 percent of children from households in the two poorest quintiles enter secondary education. At the tertiary level, the share of students from households in the bottom 50 percent drops to just 7 percent for colleges and almost zero for universities. Moreover, students from lower-income households and girls exhibit significant learning gaps across education levels. This disparity has important social and economic implications, as the wage premium rises significantly for workers with a secondary education, and young women who complete secondary education are more likely to postpone marriage and childbearing until adulthood.

15. **Violence, including SRGBV, teen pregnancy, child marriage and poverty are major obstacles to educational attainment among girls.** Analysis shows that early pregnancy (47 percent), child marriage (13 percent), in addition to economic constraints (18 percent), are major reasons why adolescent girls drop out of school.¹⁴ Social norms seem to accept violence particularly against women, 47 percent of women in Zambia agree that a husband/partner is justified to beat his wife under certain circumstances¹⁵. Small-scale studies have documented high levels of GBV in schools in Zambia. For example, a study in the Lusaka province found that 54 percent of students interviewed had personally experienced some form of sexual violence or harassment by a teacher, student, or men they encountered while travelling to and from school; and 84 percent of students interviewed reported that they had personally experienced such abuse or knew of classmates who had experienced it.¹⁶ Women and girls are also likely to be more adversely affected by climate change, which Zambia is currently experiencing¹⁷, as climate risks affect women and girls disproportionately more than men

16. **The pandemic of the COVID-19 has spread rapidly across the world since the beginning of March 2020, with increasing number of countries affected.** In Zambia as of April 29, 2020 there have been 97 confirmed cases and three deaths reported. In response to the COVID-19 spread in Zambia, the GRZ has taken steps to curtail the spread of diseases including measures to enhance social distancing, strengthening surveillance and increasing testing facilities for COVID-19 cases. All schools and colleges have been closed since March 20, 2020. As a result, more than 4.5 million children from Early Childhood Education (ECE) to Secondary Schools and colleges are now home. As the pandemic is still evolving, it is not clear how long these restrictions will need to be in place limiting education services. The MoGE in collaboration with the development partners has prepared a COVID-19 emergency response plan for the school education sector. A brief on the emergency response is provided in paragraph 22 below.

¹⁴ 2019 analysis of EMIS data.

¹⁵ OECD (Organization for Economic Co-operation and Development). 2019. "Violence Against Women (indicator)." doi: 10.1787/f1eb4876-en (Accessed on October 23, 2019)

¹⁶ Women and Law in Southern Africa Trust - Zambia et al., 2012. "They are Destroying our Futures": Sexual Violence Against Girls in Zambia's Schools.

¹⁷ World Bank. 2018. *Zambia Systematic Country Diagnostic*. Report Number 124032.



17. **The Government priorities for the education sector are articulated in its Seventh National Development Plan (7NDP) and the Vision 2030.** The Government's overarching goals for the education sector are to enhance the quality of teaching and learning by building a competent and motivated teaching workforce, by ensuring availability of teaching and learning materials, and by expanding access to secondary school through creating more secondary classroom space. The 7th National Development Plan (7NDP, 2017–2021) highlights the issue of secondary school dropout among girls and the need to ensure equitable and inclusive access to quality education under the Human Development Pillar. The Education and Skills Sector Plan (ESSP, 2017-2021) articulates the strategy and a plan to address the issue of unequal girls' participation in education. While the political commitment for improving educational outcomes are engrained in the plans and policies, public financing to education has been declining as a consequence of the country's worsening macro-fiscal situation.

18. **The proposed AF is designed to address critical system level constraints and help expand the reach and level of ambition of the parent project.** The technical and financial support through the AF is expected to ensure improvements in access to secondary education and quality of education to increase the number of girls and boys from the poorest districts with low education outcomes across all 10 provinces in the country. The AF will achieve this through enhanced teacher training, improved and timely availability of learning materials, expansion of safe and inclusive secondary education facilities and an enhanced institutional capacity to provide good quality education in a safe school environment with a concerted focus on girls' education. ZEEP has been performing well for this duration of project and a solid partnership has been established with the Government to address critical elements of educational reform aligned to their commitment to human capital development.

19. **The proposed AF is closely aligned with the World Bank's Country Partnership Framework (CPF)¹⁸ for Zambia, as well as the findings of the recent Systematic Country Diagnostic (SCD).** The CPF's objectives include 'improve[ing] access to secondary education, health services, nutrition and social protection, with attention to girls and women in selected rural areas' (Objective 2.1 under Focus Area II). The SCD revealed large disparities in education quality and binding constraints on access to secondary education. The ZEEP AF is designed to directly address the challenges around education quality, equity, and access identified in the SCD and targeted by the CPF. It will also help support the education sector response to the COVID-19 pandemic.

II. DESCRIPTION OF ADDITIONAL FINANCING

20. **The AF will directly benefit approximately 1.5 million children in almost 2,700 public primary and secondary schools across 70 districts which are poorer and have low educational outcomes across all 10 provinces.** A two-level selection method will be used to select districts and schools. In the first level, districts from each province will be selected using a composite index computed based on poverty headcount, transition from primary to secondary and grade 7 and grade 9 examination results. In total, 70 districts with low scores on composite index will be selected. Once the districts are selected, in the second level of selection, low performing schools based on grade 7 and 9 examination results will be selected from those selected 70 districts. More than 21,000 teachers will be trained, and textbooks and other learning materials will be provided to all the public primary and secondary schools in the project

¹⁸ Report Number: 134798



target districts. Language arts which initially was not part of the ZEEP will be incorporated in the AF to address the low learning level of children within the school system. Every project target school will have adequate language arts, science, and mathematics textbooks, and every teacher will have a corresponding teaching guide. Additionally, the AF will introduce other new components including the safe schools' program and interventions to improve teacher recruitment and deployment. Teachers and schools in target districts will benefit from training related to safe schools and how to respond to SRGBV, including the activities and outreach to students, teachers, parents, and communities. Innovative digital technologies will be used to provide pedagogic support to the teachers and school leadership teams to facilitate and monitor classroom practices. Digital technology will also be used to monitor student and teacher attendance, as their frequent absenteeism undermines the quality of teaching and learning.

21. **To further maximize the impact on girls, the ZEEP will coordinate closely with other World Bank projects (see Box 1).** Greater co-location of target areas between GEWEL and ZEEP will enhance consolidated impact on girls' access and learning. ZEEP and GEWEL will also complement each other through a set of activities, including rolling out an enhanced GRM and supporting activities to prevent, mitigate and respond effectively to SRGBV issues and in supporting the GRZ with the implementation of key components of the MoGE GBV Action Plan. The Health operation (P145335) will strengthen health systems to, among other things, respond better to victims of GBV through One Stop Centers, improve the linkages between the health and education sector, strengthen Sexual Reproductive Health knowledge and service provision and promote inclusion of out-of-school adolescents through a coordinated response.

Box 1: The World Bank's Human Development Response to Gender-Based Violence in Zambia¹⁹

A study exploring how World Bank support to education of girls may better respond to the risks of GBV was conducted to propose mitigation measures to be implemented and to inform future financing. In response to the findings of the study, a detailed Action Plan to mitigate and respond to GBV risks was developed and steady progress has already been made in its implementation. Ministry of Gender (MOG) and MoGE have implemented a number of key activities including development of minimum safety criteria for boarding facilities; accelerated roll out of enhanced GRM; updating the GBV referral pathway at District level, starting with existing Keeping Girls in School (KGS) districts, in collaboration with the UN; enhanced M&E tools; a case management system to support girls at risk of dropping out or already dropped out focusing on KGS schools; and GBV teacher training to over 700 teachers.

GBV prevention and response activities will be coordinated across World Bank projects, thereby creating a human development approach to GBV in Zambia. The GEWEL Project (P169975), the Zambia Health Services Improvement Project (ZHSIP, P145335), together with ZEEP will contribute to the Safe Schools Framework and its five key focus areas:

1. Implementation, Enforcement, Reporting and Monitoring. In the short term, the efforts of the three projects will focus on sensitization on codes of ethics for frontline service providers and roll out of GRMs that incorporate GBV sensitive measures; and updating GBV referral pathways for selected districts and strengthening data and information systems on GBV. In the more medium term, ZEEP will work on strengthening the education system's accountability for GBV prevention and responsiveness to GBV cases, the health operation will focus on availability

¹⁹ Key areas of focus highlighted are based on the frameworks used by internationally recognized safe school programs and frameworks, namely *INSPIRE Handbook for Action Implementing the Seven Strategies for Ending Violence Against Children*, 2018; *Whole of School Approach to Prevent SRGBV Minimum Standards and Monitoring Framework*, 2018; *Violence Against Women and Girls Education Sector Brief*, 2015; and *Good Schools Toolkit*, 2015.



of GBV response services, and scaling up the One Stop Center model, while GEWEL will focus on measures aimed at vulnerable girls in schools, particularly the development of a case management system.

2. Physical Environment. ZEEP will focus on building safe schools and provision of WASH including support to boarding facilities at selected secondary schools on a needs-basis while also supporting safe passage to school through safe school plans. GEWEL will continue to focus on roll out of minimum safety standards and certification of boarding facilities where KGS girls reside as well as more robust monitoring systems.

3. Teachers, Education and Health Staff Training. In the short term, ZEEP is focusing on integration of GBV sessions into ongoing teacher training and ZHSIP is funding ongoing training in GBV to nurses and midwives as well as community-based service providers and volunteers. In the medium term, ZEEP will develop a full module on GBV and roll out training to teachers, school leadership and guidance and counseling teachers. The forthcoming health operation will have focus on strengthening the link between the health and education systems at a local level.

4. Social Norms, Community, Family and Parental Engagement. ZHSIP is working on orienting traditional leadership in issues of child marriage, teenage pregnancies and GBV. The GEWEL will develop and test a behavior change communication (BCC) intervention/life skills program for girls and boys in selected schools. ZEEP plans to scale up this BCC intervention together with the development of safe school plans which link to community leaders, parents, teachers, schools and students. The ZHSIP also plans to work on changing cultural and social norms as regards adolescents' sexual and reproductive health (SRH) through collaboration of schools and the local public health system. It will also focus on enhanced caregiving and parenting.

5. Student Sensitization and Participation. In the short term, sensitization efforts to students (as well as teachers and community members) will be undertaken as part of the roll out of the GEWEL and ZEEP GRMs. ZEEP will further focus on dissemination and increased delivery of the Comprehensive Sexuality Education Curriculum in order to enhance students' knowledge of SRH. Additionally, the development and implementation of safe school plans will include initiatives and activities to support student sensitization and ensure student engagement on these issues.

22. **The impact of COVID-19 on education service delivery was unexpected. However, as an emergency response, the MoGE has taken actions exploring various distance learning approaches with an aim to minimize the adverse impact of school closure on students' learning.** This includes various modes of education provision - e-learning, distance education and broadcasting through radio and television. Efforts are being made with Zambia Telecommunication Company and Smart Zambia to create an e-learning portal as quickly as possible. While these immediate response to COVID-19 are steps in the right direction, the education sector needs to develop appropriate short and medium-term strategies to ensure that learning is not severely disrupted in the event of a pandemic or large-scale natural disaster. The ZEEP AF will support the Ministry to carry out analytical work and develop strategies under Component 3.1 to ensure continuation of education service delivery, including options for Information and Communications Technology-based systems that enable continuation of learning including online pupil and students' programs; and online teacher support programs. In addition, the AF will revamp school hygiene and sanitation programs including communication activities that enable dissemination of COVID-19 preventive messages to parents and children.

A. Key Changes Introduced by the Additional Financing and Restructuring

23. **The PDO is proposed to be revised to "improve the quality of teaching and learning conditions in targeted primary and secondary schools and to increase access to secondary education focusing on girls."** This PDO is consistent with the PDO of the parent project, but it includes a greater focus on girls'



participation in secondary education. The results chain has been updated to reflect the project’s expanded scope under the additional financing and is provided in Annex 2.

24. **The Results Framework and Disbursement-linked Indicators (DLIs) are modified to measure and capture the results to be achieved under the AF and restructuring (Table 1).** The key changes are: (a) inclusion of a PDO indicator to measure implementation of safe school program; (b) inclusion of intermediate indicators to monitor and measure implementation of GRM; and (c) inclusion of intermediate indicators to monitor and measure implementation of activities related to WASH facilities and safe weekly boarding facilities. The following two additional DLIs have been added: (a) improved teacher recruitment and deployment; and (b) enhancing institutional capacity for implementation of safe school program. DLI related to Component 2 (school construction activities) under ZEEP has been dropped as the financing modality for the component has changed from Results-Based Financing (RBF) to input based Investment Project Financing (IPF) based on the implementation experience. This change of financing modality is expected to smoothen funds flow, which was constrained by severe liquidity issues in the country. All DLIs will be verified by an Independent Verifying Agency. An independent third-party construction supervision and support Consultant (CS&SC) will support the MoGE with implementation of the Component 2.

Table 1: Summary of DLIs under Additional Financing

Disbursement Linked Indicators	Amount (US\$ million)
Component 1: Improving the quality of teaching and learning conditions in language arts²⁰, science, and mathematics in targeted primary and secondary schools	46
DLI 1: Improved teacher competencies and skills in teaching language art, mathematics and science in targeted primary and junior secondary schools	21
DLI 2: Textbooks procured and delivered to targeted schools	15
DLI 3: Improved teacher recruitment and deployment	10
Component 4: Enhancing institutional capacity for implementation of safe school program	9
DLI 4: Enhancing institutional capacity for implementation of safe school program	9
Total DLI Amount	55

25. **The closing date will be extended from October 31, 2022 to December 31, 2025.** The proposed timeframe will ensure that the MoGE has adequate time to implement the activities under the AF.

26. **Incorporating climate and disaster risks management into the project design.** Zambia is exposed to a moderate risk of extreme temperature, extreme precipitation and flooding as well as drought. The ZEEP AF is designed to mitigate the impact of these risks: (i) new schools will be constructed on sites historically not prone to droughts; (ii) the school infrastructure will be designed to ensure minimal likelihood of flooding and exposure of the buildings to the impact of extreme temperatures; (iii) the textbooks, curriculum and teacher training will be revised to include subjects such as climate change and risk management; (iv) geo-spatial data will be collected and provided to the MoGE and school administrators with an early warning of climate and disaster risks; and (v) a Contingent Emergency

²⁰ The definition of language arts encompasses the acquisition of reading, writing, speaking, listening, viewing, visual representation competencies and skills in a given language.



Response Component (CERC) will also enable the Government to respond in a timely manner to any natural disaster that may occur during the life of the project.

B. Project Components

27. The changes to components are described below with a detailed description included in Annex 1.

28. **ZEEP AF will strengthen the education system's accountability mechanisms to provide a safe school environment through prevention, mitigation and effective response and support for SRGBV.** This includes capacity building of teachers, including guidance and counseling teachers, to provide support to SRGBV survivors through the introduction of a SRGBV training module and to promote violence free schools through the rolling out of the safe school program inclusive of community, student and parental outreach along with after school programs for adolescents. Additionally, ZEEP AF will address issues of safe school environments particularly in relation to new school construction, WASH and related boarding facilities and through the implementation of a safe passage to school intervention.

Component 1: Improving the quality of teaching and learning conditions in language arts, science, and mathematics in targeted primary and secondary schools (total cost is US\$206.5 million of which the IDA contribution is US\$70.0 million, including AF of US\$46.0 million equivalent).

29. Subcomponents 1.1 and 1.2 of the parent ZEEP will be maintained, but their geographical coverage will be expanded, number of beneficiaries increased, their implementation reoriented, and focus broadened to encompass language arts, gender-sensitive pedagogical approaches, and greater attention to strengthening girls' learning. An additional set of activities aiming at reforming teacher recruitment, deployment, and management is being introduced under the new Subcomponent 1.3. This component includes interventions which help modulate risks from climate and geophysical hazards.²¹

Subcomponent 1.1: Enhancing teaching competencies (IDA contribution is US\$35.0 million, including AF of US\$21.0 million equivalent)

30. This subcomponent will expand the scope of ongoing activities and support: (a) the development of a competency-based Teacher Professional Development Index (TPDI), which will specify the competences required for serving teachers as they progress through their careers; and (b) the development and delivery of competency-based training packages/modules in language arts, mathematics, and science to enhance pre-service teacher training in colleges of education and universities and in-service training in targeted schools.

31. Subcomponent 1.1 will be implemented through nine key discrete activities. These are: (a) the development of a multipurpose, competency-based TPDI based on the Standards of Practices for the Teaching Profession in Zambia and international best practices; (b) revisions to the current framework for in-service training and the upgrading of the CPD; (c) a baseline survey designed to assess subject and pedagogical content knowledge among primary and junior secondary teachers in targeted schools; (d) the

²¹ Through teacher training and general teaching in schools, the project will encourage the MoGE to provide the appropriate level of focus on climate change issues incorporated in the curriculum so that awareness is raised both among teachers and learners and shared with the communities around the schools, especially during parent-teacher meetings. Also, students will be able to learn more about climate change on their own from the books which the project will provide.



development of corresponding in-service training packages/modules; (e) the training of primary and junior secondary school teachers in targeted schools; (f) the provision of assistance to targeted teacher-training colleges to enhance their capacity to deliver education programs by upgrading the framework for preservice teacher education, and developing a generic curriculum framework for diploma programs in collaboration with the Teacher Education and Specialized Services (TESS), Curriculum Development Center (CDC), and Teaching Council of Zambia (TCZ), and a practicum which includes course and mentorship assessments; (g) the development of a Teacher Portal that provides access to digital teaching and learning resources and the provision of appropriate hardware (that is, tablets for targeted schools) and software; (h) training of school leadership team to provide support to the teachers; and (i) improvement of relevant resource centers to support teachers training and school leadership. Technical assistance could be outsourced for activities (a), (b), (d), (f), (g), and (h). The preservice and in-service training will place significant emphasis on gender-sensitive pedagogical approaches and strengthening girls learning and educational attainment and on effective implementation of the Code of Ethics, particularly in relation to SRGBV.

Subcomponent 1.2: Increasing the availability of teaching and learning materials in language arts, mathematics, and science²² in targeted primary and secondary schools (IDA contribution is US\$25.0 million, including AF of US\$15.0 million equivalent)

32. The AF will scale up the provision of textbooks from 382 schools to about 2,700 primary and secondary schools. In addition to mathematics and life skills/science (which includes climate change), the AF will support the supply of literacy and language arts textbooks, along with language arts-related supplementary teaching and learning materials for the pupils in the targeted schools and teachers guides. Improved language arts instruction is critical, especially in the early grades, where regional languages are used as the medium of instruction (according to the revised curriculum introduced in 2014), while English is the medium of instruction for higher grades. In addition, teaching-learning materials will be adapted into e-format. Materials to support interventions on SRGBV, including SEA and comprehensive sexuality education, will also be financed under this subcomponent. Adaptation of teaching and learning materials for the children with special needs, procurement and distribution of the adapted materials, and required assistive aids and equipment for the children enrolled in the project target schools will be undertaken.

33. This subcomponent aims to increase the availability of teaching and learning materials in language arts, mathematics, home economics, and science in targeted schools to address the severe textbook shortage, through: (a) the assessment, redesign and improvement of the Recipient's current textbook management system, including planning, procurement, delivery and tracking of textbooks; (b) the procurement, distribution, and tracking of textbooks, laboratory equipment, and reagents, as applicable, in language arts, mathematics, home economics, and science from Early Childhood Education (ECE) to 12 in targeted schools; (c) the provision of story books in local languages for ECE and early grades; (d) the compilation and use of local stories and folklores in collaboration with the local community; (e) the provision of reading corners in grades 1 to 4; (f) the development of teacher guides; (g) the adaptation of select materials into e-format; (h) the adaptation of materials for children with special learning needs and the provision of assistive aid and equipment for those children; (i) the development, validation, printing

²² Science includes Home Economics.



and distribution of curricula framework and syllabi; and (j) the development of materials on school-related gender-based violence, including sexual exploitation and abuse and comprehensive sexuality education.

Subcomponent 1.3: Improving teacher recruitment, deployment, and management and reducing teacher shortages in targeted primary and secondary schools (AF of US\$10.0 million equivalent)

34. This is a new subcomponent to support the MoGE and Teaching Service Commission (TSC) to transform the current policies, regulations, and guidelines on teacher recruitment, deployment, and management based on international evidence. Currently, the existing teacher recruitment practices are nonmeritocratic. Selection of teachers is based on basic guidelines including possession of school certificate and proof of registration with the Teaching Council of Zambia who screens for authenticity of the qualifications. In addition, there are no stringent guidelines on transfers which makes it easy for the majority of those deployed to the rural areas to transfer back to urban schools. The incentive structure in place for rural hardship allowances appears to be ineffective. The TSC and the MoGE piloted a local recruitment system in 2018 where recruitment was decentralized with District Education Offices taking the lead to recruit teachers who are permanent residents in the respective districts in a bid to improve retention of teachers to their appointed stations.

35. This subcomponent will support: (a) the development and implementation of a TPDI-based teacher selection and evaluation process (similar to merit-based teacher recruitment) to ensure that newly recruited teachers meet the relevant standards; (b) the design and pilot of a teacher internship program to create a pool of candidates (selection criteria are mentioned in Annex 1), who are well prepared to join the teaching profession. Clearly defined guidelines which include mentorship will be developed. This would include: the performance indicators for intern teachers, period for the internship, and monthly stipend; (c) the design and establishment of a teacher database compiled through a comprehensive teacher census, including all necessary hardware and software, as well as instruction in the management and use of the database; (d) redeployment of teachers through correction of payroll mismatches; (e) research on failure of the current incentive system for retention of teachers in rural and remote areas; (f) strengthening the mechanisms and capacity for addressing teachers' grievances; and (g) an increase in the supply of teachers in targeted schools, both through annual recruitment and through the redeployment of teachers by addressing payroll mismatches in the targeted schools.

36. Out of the newly recruited and deployed teachers in the targeted schools, at least 30 percent will be female teachers. Technical assistance will be provided for activities (a), (b) and (c). Continuous engagement with key stakeholders such as teachers' unions will be an integral part of the implementation.

Component 2: Increasing access to safe secondary schools (total cost is US\$84.5 million, of which the IDA contribution is US\$83.0 million, including AF of US\$56.0 million equivalent)

37. Given the acute shortage of secondary school spaces and the long home-to-school distance, which is a key barrier for girls' access to secondary education in Zambia, the AF will support construction of more secondary schools with facilities and features that provide a safe environment and better learning conditions for girls. Approximately 120 additional existing primary schools (in addition to the 82 schools under the parent project) will be expanded into secondary schools, extending coverage nationwide and increasing the supply of secondary schools by about 20 percent. Given Zambia's dispersed, low-density population, the challenge posed by long distances to school cannot be addressed solely through the



expansion of the school system. Therefore, the ZEEP AF will also explore construction of weekly boarding facilities, particularly for girls, through the costed national school infrastructure development plan. The AF will support: (a) the development of a fully costed nationwide school infrastructure development plan; (b) construction of additional weekly boarding facilities for girls and boys based on needs and subject to development and implementation of guidelines for weekly boarding facilities management ensuring full safety of girls and boys; and (c) the needs-based construction of teachers' residence, water and sanitation facilities²³, and electricity provision, as well as the rehabilitation of existing structures that pose safety risks to students and teachers. While construction of secondary schools will be nationwide, the critical rehabilitation, WASH, teacher residences, electricity provision, etc. will be focused on the project target schools. The ZEEP AF will not supplant public or any other funding provided for school rehabilitation, refurbishment, and maintenance. The project design will contribute to minimizing the effects of extreme temperature, extreme flooding, and drought on the physical infrastructure of the project.²⁴ Additionally, the AF will support training of province and district-level building officers and engineers, technical supervisors, and community-level Project Implementation Committees (PICs) on procurement, financial management (FM), and technical aspects of construction; use of a tablet-based monitoring system and related training; hiring of an independent construction supervision and support consultant; and monitoring by national, provincial, and district teams comprising relevant officials.

38. To forge stronger synergy with the KGS component of the GEWEL Project, need-based weekly boarding facilities will be constructed, and WASH facilities will be provided in the schools hosting a sizable number of KGS beneficiary girls. All construction financed under ZEEP will adhere to defined quality standards and disability friendly norms.

Component 3: Strengthening institutional capacity for education service delivery and project management (total cost US\$24.0 million of which the IDA contribution is US\$18.0 million, including AF of US\$9.0 million equivalent).

39. **Subcomponent 3.1: Strengthening institutional capacity for education service delivery. This subcomponent will build on gains achieved through ZEEP by supporting several additional activities.** These include (a) building the planning, management, and M&E capacity of the MoGE and relevant institutions; (b) improving education data management, analysis, and use by upgrading the centrally

²³ Single-sex and hygienic WASH facilities are essential for menstrual hygiene management (MHM); there is growing research in this area with some evidence recognizing the introduction of WASH on improved girls' attendance in school such as Garn, Joshua V, Leslie E Greene, Robert Dreibelbis, Shadi Saboori, Richard D Rheingans, and Matthew C Freeman. 2013. 'A cluster-randomized trial assessing the impact of school water, sanitation and hygiene improvements on pupil enrolment and gender parity in enrolment', *Journal of Water Sanitation and Hygiene for Development*, 3: 592-601.

²⁴ These include (a) the foundations for the buildings being built in such a way that water can slip out easily including a concrete apron which has been placed around all buildings to discharge surface water away from the building to protect the foundation; (b) positioning of all buildings oriented toward the north to ensure that the sides without windows are facing east and west to avoid accumulation of heat in the building which could cause cracking of the structures and reduce the likelihood of roofs being blown away due high winds which comes with extreme rainfall; (c) Steel, nuts, and bolts being used to ensure that the building withstands high and low temperatures (allowing expansion and contraction) which could cause cracking of the structure and insulation material being used under the roof to ensure comfortable temperatures are maintained in the classrooms for a conducive learning environment; and (d) boreholes being drilled to a minimum of 45 m to counter the effects of drought. As part of gender mainstreaming, the project aims to reduce risks which could be caused by hazards such as drought (lack of water in schools could cause girls' absenteeism from school due to menstrual hygiene issues).



managed EMIS; (c) completing the school Global Positioning System (GPS) map to enable real-time monitoring, decision making, and resource allocation, including in response to climate and disaster risks; (d) conducting policy studies, surveys, and evaluations as well as qualitative reviews of teacher training, school construction, and the implementation of digital technologies; and (e) improvement of MoGE ICT infrastructure and capacity to support all ICT systems including Education Management Information System (EMIS), Project Information Management System (PMIS), Financial Management System (FMS).

40. Subcomponent 3.2: Project management, coordination, and communication: The implementation arrangements for the ZEEP AF will use the MoGE's existing institutional framework.

The MoGE will be the implementing agency, with full responsibility for all aspects of the project. Based on the lessons learned from ZEEP, implementation arrangements will be mainstreamed with respective directorates and agencies identified for each intervention taking the lead in implementation for better ownership, sustainability, systemic impact, and in-house capacity building. The Project Implementation Steering Committee (PISC), which will be chaired by the Minister of General Education, will continue to provide oversight and guidance and facilitate interdepartmental coordination on implementation activities. The Project Implementation Committee chaired by the Permanent Secretary, Administration and Finance will regularly monitor project management and implementation.

41. Given the expanded geographical and technical scope of the ZEEP AF, implementation of each component and subcomponent will be assigned to the relevant departments, directorates, and agencies of the MoGE. The existing PIU will be reconfigured and renamed as Zambia Education Program Coordination Unit (ZEPCU) and staffed with public servants and consultants with appropriate skills, expertise, and experience selected competitively. The ZEPCU will be responsible for coordination, monitoring and evaluation and providing technical assistance to the mainstream directorate/department/agency, who will be directly responsible for project implementation and achieving results. The details of ZEPCU staffing, and roles and responsibilities are provided in Annex 2. The ZEPCU will directly report to the Permanent Secretary in charge of administration and finance.

Component 4: Enhancing institutional capacity for implementation of safe school program (AF of US\$9 million equivalent)

42. This new component will strengthen the institutional mechanisms within the school and the community to prevent and address issues of violence including SRGBV, protecting girls from sexual abuse and exploitation, and equipping schools with knowledge and information on ensuring child safety and effectively responding to violence against children. Activities proposed in this component are part of a comprehensive package of interventions supported by the ZEEP AF to ensure safe schools in Zambia, as outlined in Annex 1: Box 1.

43. This component will focus on: (a) training and empowerment of guidance and counseling teachers as the school level gender focal point, the school management, specifically the school heads and relevant zonal representatives; (b) the development and implementation of safe school plans; and (c) supporting schools and communities by ensuring access to institutional mechanisms identified in the referral pathway. Gender focal points and zonal representatives will serve as the main point of contact on school violence and SRGBV and will also be critical in terms of student sensitization and participation along with outreach and engagement with the Parent-teacher Associations (PTAs), School Management Committee (SMC), community, families, and parents. Additionally, the training will help the schools develop safe



school plans using a Whole of School approach which will ensure sensitization of all stakeholders, including teachers, school heads, administrative staff, including Provincial Education Officers (PEOs), and District Education Board Secretary (DEBS), counsellors, union leaders, parents, community leaders and students. These plans will address key issues related to school-related violence including SRGBV and the provision of community-based safe passage to school, life skills programs for girls and boys which focus on non-violent conflict resolution, assertiveness, reproductive health, inclusion, and diversity, and relevant outreach and sensitization.

44. The MoGE has been working with nongovernmental organizations (NGOs) to promote girl’s participation in education. Under the AF, such partnership will be supported to effectively develop and implement the safe school program. The component will also support specific outreach to at-risk girls with referrals to health and GBV-related services, as well as programs to facilitate the reentry of girls who are out of school, possibly including accelerated programs. These activities will be implemented in coordination with KGS, particularly in relation to the case management system that is being developed for KGS beneficiaries and the GBV referral pathways work which is being done by the GEWEL AF and will begin in schools serving KGS girls.

Component 5: Contingent Emergency Response Component (CERC) (US\$0).

45. This component is included in accordance with World Bank IPF Policy, contingent emergency response through the provision of immediate response to an Eligible Crisis or Emergency, as needed. It will allow the Government to request from the World Bank rapid reallocation of project funds to respond promptly and effectively to an emergency or crisis (such events may include a disease outbreak). This would be the result of a natural disaster or crisis that has causes or has potential to cause major adverse impact on the education sector. An operation manual for this component will be developed by the MoGE within six months after effectiveness.

46. **Financing.** ZEEP with AF and restructuring will continue to use IPF with DLI approach. Two out of the four components as mentioned in the below table will disburse against DLIs. Financing modality for Component 2 that supports school construction in the original ZEEP is proposed to be changed from DLI to input financing. With the worsening macro-fiscal situation in the country causing severe liquidity issues, the GRZ has not been able to pre-finance construction to achieve the DLIs in a timely manner.

Table 2: Original Credit, Additional Financing and Financing Modality (US\$ million)

Component Name	Financing Modality of AF	Current Project Cost	Current IDA Credit with Amendment	Additional Financing IDA	Total IDA Credit	Total Costs
1. Improving the quality of teaching and learning conditions in language arts, science, and mathematics, in targeted primary and junior secondary school	DLI	160.5	24.0	46.0	70.0	206.5
2. Increasing access to safe secondary schools	IPF	28.5	27.0	56.0	83.0	84.5
3. Strengthening institutional capacity for education service	IPF	15.0	9.0	9.0	18.0	24.0



delivery and project management						
4. Enhancing institutional capacity for implementation of safe school program	DLI			9.0	9.0	9.0
5. Contingent Emergency Response Component				0	0	0
Total		204.0	60.0	120.0	180.0	324.0

III. KEY RISKS

47. **Overall risk.** The overall risk rating for the project remains Substantial.

48. **Political and governance risks are rated High** considering the GRZ Auditor General report of 2016 that identified financial mismanagement issues in Department for International Development (DFID) and Global Partnership for Education (GPE)-funded programs implemented by the MoGE. Given the delays in completion of forensic audits and non-resolution of financial mismanagement issues, DFID suspended and subsequently closed the program. In view of these issues, the World Bank conducted a fiduciary deep-dive of World Bank-projects implemented by the MOGE (namely ZEEP and KGS) in 2018-19 and found the project financial management arrangements reasonably sound and recommended further risks mitigation measures, which have informed the design of this proposed AF. The MoGE has taken several steps to strengthen its internal fiduciary institutional arrangements. The GRZ has submitted the forensic audit reports, a risk mitigation plan based on the findings of the audit report, and refunded the money defrauded to DFID. In addition, the upcoming elections in 2021 may pose a political risk depending on whether the incumbent political party stays in power or not.

49. **Macroeconomic risks are rated High.** The COVID-19 crisis finds the Zambian economy at its weakest point in decades. At 1.7 percent, growth in 2019 was at its lowest in two decades; fiscal space has been squeezed; and debt is unsustainable. The COVID-19 crisis will exacerbate these challenges through its impact on external trade, tighter fiscal space, and the implications of social distancing on domestic economic activity and poverty. Zambia’s current high levels of indebtedness pose a risk to the sustainability of AF investments. The Ministry of Finance has outlined the measures it has to take to reduce the current debt burden, which involve: (i) moratorium on contraction of non-concessional loans; (ii) cancellation of approved but undisbursed project loans; and, (iii) rescoping of the projects that are loan financed. COVID-19 has hit the economy hard further lowering the growth rate. Although, the education sector has been receiving a major share of the annual budget over the past years, the allocation has been declining from 20.2 percent in 2015 to 12.2 percent in 2019. The COVID-19 pandemic is likely to have further adverse impact on the economy. However, the GRZ has joined the group of Human Capital Project (HCP) countries, which will provide a good platform to initiate high-level dialogue to increase budgetary allocation for education and human development.

50. **The risks arising from the technical design of the project are rated Substantial.** The introduction of Teacher Professional Development Index (TPDI), TPDI-based assessment for teacher recruitment and career progression, data-based teacher deployment, implementation of safe school program to make the school environment conducive for improved girls’ participation and protect girls from sexual exploitation and abuse, including other school-related gender-based violence would require substantial commitment



and capacity of the MoGE. These risks will be mitigated through investing in capacity building of the MoGE, establishing partnership with NGOs, hiring of technical assistance and strengthening the Project Implementation Unit. The COVID-19 might have implications for the project design. Depending on the emerging situations post COVID-19 recovery, Component 5- Contingent Emergency Response Component may be invoked, which may change priorities of some of the technical aspects of the project.

51. **Implementation capacity and fiduciary risks are rated Substantial.** The MoGE has limited implementation and fiduciary capacity. Until the commencement of the ZEEP, few MoGE staff had the experience of working on World Bank-financed projects and were not familiar with fiduciary policies and procedures of the World Bank. However, in the last two years of ZEEP implementation, the MoGE's capacity has been strengthened. The AF will further build these capacities and mitigate the risks through (a) continual support including trainings to strengthen the PIU and recruiting additional full-time staff as needed, for the implementation of this project; (b) training the fiduciary staff of the PIU and the MoGE on a regular basis; (c) updating the Project Implementation Manual (PIM), including FM procedures, and the World Bank reviewing them; and (d) providing technical support to the MoGE to enhance implementation and monitoring capacity and coordination for the project. The AF will support mainstreaming of MoGE management capacity with respective Directorates and Agencies taking lead in implementing and managing the activities to ensure skills and competencies are retained beyond the life of the project. In view of the lessons learnt from COVID-19 pandemic, the project would develop new implementation mechanisms using technology that could support implementation and monitoring should there be other pandemics.

52. **Environmental and Social risks are rated as Substantial.** Given the high prevalence of violence against women in Zambia and prevailing social norms accepting such violence against women, the risk of a girl child being sexually abused outside and inside the school is substantial. According to the 2013-14 Zambia Demographic and Health Survey (DHS), 43 percent of women age 15-49 have experienced physical violence at least once since age 15. Among the adolescents, 13-17 years old, 17 percent of girls and 6 percent of boys had sexual violence of some form in the past 12 months. Small scale studies have documented high levels of GBV in schools in Zambia. For example, a study in the Lusaka province found that 54 percent of students interviewed had personally experienced some form of sexual violence or harassment by a teacher, student, or men they encountered while travelling to and from school; and 84 percent of students interviewed reported that they had personally experienced such abuse or knew of classmates who had experienced it.²⁵ The project aims to mitigate and effectively respond to these risks and incidents through dedicated investments to strengthen the capacity of the education system through implementation of safe school program that aims to address the issues of SRGBV through social mobilization, sensitizing teachers and education officials, implementation of the GBV Action Plan agreed with Government, including the establishment of an effective GRM, and strengthening the accountability mechanisms within the MoGE. The project will also ensure that measures are in place to minimize exposure of girls in the weekly boarding facilities to SRGBV as well as risks to pregnancies.

²⁵ Women and Law in Southern Africa Trust - Zambia et al., 2012.



IV. APPRAISAL SUMMARY

A. Economic and Financial Analysis

53. **The proposed AF significantly impacts the earlier established project outcomes including project beneficiaries**, thus, warranting revisiting the economic analysis of the parent ZEEP.

54. **The estimated net present value (NPV) for the overall project is US\$884 million with an internal rate of return (IRR) of 23 percent.** From the economic perspective, these values justify the investment as a worthwhile undertaking. A sensitivity analysis is performed based on (a) increasing the class size to 50 students which is closer to the realities in the country given the overcrowding in schools and (b) assuming that completion is delayed with only 70 percent construction completed in the first two years of the project. The results obtained from the sensitivity analysis still justifies the investment (see Annex 3).

B. Technical

55. **The proposed project is anchored in MoGE's ESSP 2017–2021 four core strategic areas of policy intervention:** (a) improved leadership capacity across all levels of service; (b) greater teacher effectiveness; (c) enhancing girls' access to education; and (d) improved access and availability of data for evidence-based planning, budgeting, and monitoring.

56. **The project design is also informed by the 2018 World Development Report “Learning to Realize Education’s Promise” which highlights the following key school-level ingredients necessary for learning:** (a) effective teachers which are addressed through Subcomponent 1.1 and 1.3; (b) school inputs through Subcomponent 1.2 and Components 2 and 3; and (c) management and governance through Component 4. The ZEEP AF is investing in interventions that will contribute to create conducive learning environments that encourage teachers to focus on how students learn and use assessment to help them guide instruction and tailor teaching to the needs of learners; and nurture students to develop a range of learning strategies, seek feedback, and understand when they are not progressing.

57. **ZEEP will be investing in the most important factors affecting learning in schools (teachers), while at the same time providing necessary school inputs that empower students to become active learners.** This will be done by focusing on the school as a unit of intervention; by investing in new modalities of training teachers, teacher educators, and district education officers; by ensuring schools are equipped with much-needed learning materials; by enhancing school infrastructure; by supporting safe schools and girls education, and by supporting the gathering of evidence that is needed to make decisions about where to invest and what teaching/learning approaches need to change.

58. **For the proposed ZEEP AF to succeed, four fundamental principles need to be established and maintained during project implementation:** (a) ensuring access to high-level technical expertise and know-how needed to help design and deliver training; (b) establishing effective and efficient feedback mechanisms to ensure that the interventions are reaching the expected target groups and having the anticipated results; (c) ensuring relevant MoGE line units are fully involved in all aspects of project planning and implementation; and (d) providing effective and timely communication and consultations with sector stakeholders.



C. Financial Management (FM)

59. An FM assessment was carried out by the World Bank to assess the adequacy of the FM arrangements of the implementing agency, the MoGE, for executing the expanded ZEEP under the AF. The objective of the FM assessment is to determine whether the entity or entities implementing World Bank-financed projects have acceptable FM arrangements. The IPF policy defines FM arrangements as the planning, budgeting, accounting, internal control, funds flow, financial reporting, and auditing arrangements of the entity or entities responsible for implementing World Bank-financed operations. The World Bank requires the Borrower to maintain FM arrangements, which are acceptable to the World Bank and provide reasonable assurance that the proceeds of the loan are used for the intended purposes.

60. The conclusion of the assessment was that the FM arrangements in place in the MoGE meet the World Bank's minimum requirements under the IPF policy for the expanded ZEEP. The FM arrangements will therefore provide with reasonable assurance, information adequate to provide accurate and timely information on the status of the project as required by the World Bank. The overall FM risk rating of the project is **Substantial**. The main challenges relate to the following: (i) both accounting and internal audit staff in MoGE have relatively limited experience in implementing World Bank-financed projects; (ii) the PIU has not been able to finalize its budget before the commencement of the financial year (January) and has no system in place to track actual expenditures against budget; and, (iii) there has not been a project specific manual that could have guided in addressing the financial reporting gaps at the provincial, district and school level reporting.

61. **To ensure continued support and strengthened FM arrangements going forward, the following mitigating measures were discussed and agreed:** (a) training of both accounting and audit staff will be conducted on a regular basis including the provincial, district and school level; (b) a Financial Management Procedures manual is being prepared and will include budget monitoring and reporting on DLIs' achievements and usage as well as procedures and templates for reporting at the school level; (c) FM arrangements, including funds flow arrangements and reporting arrangements to be clearly defined in the FM manual being prepared; (d) adoption of a Treasury Single Account (TSA) and use of project module in IFMIS to help track the budget; (e) eligible expenditures for Components 1 and 4 have been defined; and, (f) strengthening of internal controls and internal audit function to include engineers.

62. Subject to the successful implementation of the FM action plan in Table 2.2 in Annex 2, and implementation and operation of the agreed mitigating measures described above, the proposed FM arrangements are considered adequate to support project implementation. The latter though will continue to require close monitoring from the World Bank side and a thorough assessment will be conducted within the first year of implementation.

63. The project will use disbursement methods including: (a) a results-based (DLI/DLR) financing approach for Components 1 and 4; and, (b) Traditional IPF approach using Financial Management Report (FMR)-based disbursement method for Components 2 and 3. Component 2 on infrastructure which used a results-based (DLI) financing approach under the parent project will move to an FMR-based disbursement method under the AF.

64. Components 1 and 4 will be DLI-based with Eligible Expenditure Program (EEP) selected from MoGE's annual budget line for: (a) Curricula and Materials Development costs; (b) Teacher Education and



Specialized Services; (c) Open and Distance Learning; (d) Related teachers’ personnel emoluments and allowances; (e) Financial Management and Human Resource Management and Administration; and (d) Gender and Equity and Menstrual Hygiene expenditure; . The EEPs will be submitted to the World Bank on an annual basis and will be subject to audit. Disbursements will be made directly to MoGE’s sub-control account on achievement of the DLIs using the reimbursement method of disbursement. The Bank has assessed the EEPs and is satisfied with how the EEPs are being managed from a fiduciary point of view.

65. The MoGE operates a U.S. dollar Designated Account (DA) held at the Bank of Zambia into which IDA will disburse funds for Components 2 and 3 and any advance for DLI components. Replenishment to the DA will be done on a quarterly basis, on submission of the quarterly IFR and six-monthly forecast of expenditures. See Annex 3 for further details on the FM assessment.

D. Procurement

66. The implementation of procurement activities under the AF will use the World Bank’s Procurement Regulations for IPF Borrowers dated July 2016 (amended November 2017 and August 2018). The procurement arrangements currently being used by ZEEP will continue to be used. However, it will be reviewed and revised, as required, during the mid-term in June-July 2023. As part of the AF preparation, the World Bank carried out a Procurement Risk Management Assessment of the MoGE as the implementing entity for the ZEEP AF. In addition, the MoGE has updated the Project Procurement Strategy for Development (PPSD) for the ZEEP AF with the support of the World Bank. Based on the outcome of the PPSD, the procurement activities have been identified and based on the market analysis, suitable procurement selection and consultant selection methods under the AF have been determined. Procurement plan has been prepared and will be uploaded in the World Bank’s Online System for Tracking Exchanges in Procurement (STEP). The updated Procurement Risk Assessment and Management System (PRAMS) has identified procurement risks. The recommended risk mitigation measures will be implemented by the MoGE in carrying out procurement activities. PRAMS determine the prior review thresholds which will be used in the project based on assessed risks. The PRAMS are indicated in the table below:

Table 3: Summary of Procurement Risk Rating by Risk Factor

S/N	Risk Factor	Risk Rating	Summary of findings	Action to be taken and by who
1	Procurement Regulatory Framework and Management Capability	Moderate		
2	Integrity and oversight	Moderate		
3	Procurement Process and Market Readiness	Substantial	Agency has a clear system of accountability and clearly defined roles on who is in control of procurement decisions. However, project implementation suffers	Agency to improve monitoring, reporting and taking actions on time



			from delayed decision making and follow ups	
4	Procurement Complexity	Moderate	PIU is adequately staffed though needs assignment of new Procurement Specialist. Also need to improve timeliness of decision making and enhancing due diligence on bidders	Agency
Procurement Performance Summary		Moderately Satisfactory		
Assessment of National Procurement Procedures				
	Procurement Regulatory Framework and Management Capability	High	MoGE has been implementing the ZEEP for two years and has an established PIU. However, there have been delays in project implementation including long delays in bid evaluations, project appropriations, and both internal and external approvals. There is also a high staff turnover of project staff.	The Project needs to improve staff retention and skills/performance evaluation; due diligence contract negotiations and Contract Management. Improve efficiency of Internal and External approvals. Procurement training for the WB funded projects need to be provide to new staff

67. The scope of classroom construction under the AF has increased considerably and will require lessons learnt from the ongoing school construction using the Community Demand Driven (CDD) approach also referred to as Community procurement. The CDD is being reviewed, and changes or improvements may be made particularly to enhance quality and pace of implementation as necessary. Implementation of CDD is provided under the Zambia Public Procurement Regulations (also referred to as the Public Procurement Act – PPA – Number 12 of 2008, amended January 2013) and its Procurement Regulations of January 2011. CDD is provided in the PPA Act under Part IV Clause 36 ‘Community Participation in Procurement’. Because the provisions of procurement for activities under CDD are not sufficiently elaborated in these regulations, the MoGE under the parent project elaborated the CDD procedures in its CDD procurement manuals and incorporated these in the ZEEP PIM. The procurement of laboratory equipment, reagents, drilling of boreholes, school furniture, and solar equipment will be based on the use of the procurement plan and applicable procurement methods. Training of trainers will be used by MoGE to carry out continuous capacity building of procurement subcommittees at district levels in order to attain value for money and enhancing efficiency in approval system.



E. Governance and Transparency

68. Drawing lessons from the implementation experience of the ZEEP as well as based on the findings of the Fiduciary Deep Dive, the project has put in place specific measures to enhance the Governance, transparency and accountability aspects of the project.

69. As described in the section on Implementation arrangements, the project will be subject to the oversight of a Project Implementation Steering Committee (PISC) chaired by the Minister of General Education and including representatives from key Ministries such as General Education, Finance, National Development and Planning, and Gender, chair of education sector Cooperating Partners Coordination Committee (CPCC), and Civil Society Organization (CSO). The PISC will review overall implementation progress of the project, provide policy guidance and will meet quarterly. The Project Implementation Committee (PIC), chaired by the Permanent Secretary in-charge of Finance and Administration will be responsible for day-to-day management of the project and will report to the Project Implementation Steering Committee. The PMC will meet once a month to review implementation progress. At the school level, the project will be subject to the oversight of a Local School Committee comprising members of the PTA, School Staff, Local leader, as well as representative local CSOs. In addition to the standard financial and operating reports prepared by the ZEPCU, the project will strengthen downward accountability by organizing at least two public meetings in each school which will be attended by the Local School Committee, representatives of the Provincial and Local Government, and representatives of CSOs.

70. The ZEPCU will upload all relevant information of the project (such as financial reports, audit reports, Mission Aide-Memoires, other operational reports, Minutes of meetings of the PISC, etc.) to ensure complete transparency. In addition, all project target schools will display the relevant information of the project through a Notice Board kept at a prominent place in the school premises. The project will maintain a functioning grievance redress system which will provide an opportunity to anyone having any grievance or complaint relating to the project to convey them to the ZEPCU, which will address them within agreed upon timelines. The details of the Grievance Redressal System will be described in the Project Implementation Manual.

71. The project will put in place a robust system of audits to ensure that the project is implemented in strict compliance of rules and procedures as well as to ensure any attempt to commit fraud, misappropriation or corruption are identified in advance and dealt with according to the country's rules. The Office of Auditor General (OAG) is responsible for carrying out the independent external financial audits on an annual basis. The PMU will be responsible to ensure that the audit reports are shared with all relevant stakeholders as well as to ensure that all audit findings and recommendations are acted upon in a time-bound manner. The project will be subject to internal audit carried out by the MoGE's Internal Department and the internal audit reports will be reviewed and followed up by the Audit Committees at the Ministry level. All procurement related actions under the project will be subject to the review of the Procurement Committee in the Ministry of Education. The ZEPCU will secure the services of an independent professional audit firm to carry out Value-For-Money (VFM) Audits twice during the duration of the project. The VFM Audits will review all project activities to assess the economy, efficiency and effectiveness of such activities. The report of the VFM audit will be presented to the PISC as well as shared with the World Bank.



F. Environmental and Social (including Safeguards)

72. **Voluntary land donation.** The MoGE acquired land for school construction through voluntary land donations made by local chiefs in respective provinces. Under the parent project, the new school infrastructure which includes boarding facilities is being built within the existing school land. In cases where the school did not have enough land to accommodate the new school infrastructure, traditional chiefs and their subjects were engaged (consulted) and land donation were made by the chiefs in consultation with their subjects. All sites were screened to exclude any areas with encumbrances. The proposed AF will adopt these current practices in the parent ZEEP. Furthermore, the Ministry has been encouraged to obtain documentation from the traditional chief to facilitate the processing of land titles to formalize these donations in order to secure public infrastructure. The processing of land titles will be extended to all the schools supported under the AF.

73. In accordance with customary practices, the chief may choose to voluntarily contribute land or assets without compensation for the construction of public infrastructure such as schools. In this regard, voluntary contribution will be made with the prior knowledge that land is obtained without coercion or duress and that voluntary contribution is an act of informed consent. The voluntary land donation due diligence will be documented. This will be achieved through verification and documentation that land required for the project is given voluntarily and the land to be donated is free from any dispute on ownership or any other impediments and that meaningful consultation have been conducted.

74. **GBV.** A Gender-Based Violence (GBV) risk assessment was conducted in order to assess the GBV risk. The assessment classified the GBV risk as moderate. The Project will ensure guidelines provided in the World Bank GBV Good Note Practice are adhered to. Further, GBV will be mitigated through MoGE's SRGBV Action Plan, GBV National Action Plan, and the GBV Action Plan which also incorporates the lessons learned from the World Bank's Good Practice Note and implementation of safe school program to be supported by the AF. The AF GRM will build on the parent project GRM that has been developed to include structures that record and analyze project-related complaints and refer non-project-related grievances to relevant authorities. These relevant authorities will include government and nongovernmental agencies.

G. Environment (including Safeguards)

75. **ESMF update.** The project has updated the current ESMF because the proposed ZEEP AF will scale up activities under Component 2 in three additional provinces. Further, an additional activity included in the ZEEP AF is the provision of tablets and computers (ICT) to schools, which warrants updating the ESMF due to the potential adverse impacts associated with electronic waste disposal. The ESMF for the ZEEP AF addresses the mitigation measures for potential adverse impacts that are likely to be encountered when implementing construction-related activities as well as those related to the disposal of electronic wastes including those emanating from obsolete batteries generated from the solar panels. The impacts arising from the construction activities in the beneficiary schools are expected to be typical, construction-related impacts and hence moderate in terms of impact significance, magnitude and scope (localized), and reversibility. A generic Environmental and Social Management Plan (ESMP) will be prepared for each province, once beneficiary schools are selected, and the ESMP will be the instrument that will be used in minimizing the identified adverse impacts. The ESMPs will be prepared by community groups or its joint committee or task force who will be trained on the use of the screening tools. An Independent third-party verifier will verify the presence of the ESMP and the implementation of measures set forth in the ESMP.



Further, the ESMF has been updated to include the MoGE's SRGBV Action Plan which includes mitigation measures recommended in the World Bank's Good Practice Note. The ESMF for the ZEEP AF has been shared in a national level consultative meeting and has been disclosed publicly by the Client's website and the World Bank external website.

Environment and Social Development Capacity Building

76. The current PIU staff has gained experience in implementing the ZEEP. The World Bank safeguards team has committed to provide continued support and supervision to the projects through, reviewing and commenting on safeguard reports, site visits and offering targeted safeguard training. However, the scope of the AF is expanding and the performance of safeguard compliance under the parent project has been a challenge due to competing needs to the assigned office. Therefore, the World Bank has recommended that the safeguard oversight should be strengthened through the recruitment of a Social Safeguard Expert and an Environmental Expert in the ZEPCU. Currently the Ministry has proposed secondment of a Planning officer to assume the responsibility of coordinating GBV activities.

77. The Social Safeguard experts at ZEPCU will be responsible for coordinating, monitoring, and reporting the implementation of all GRM and stakeholder engagement/consultations activities. This will be carried out in collaboration with the Provincial Education Office, District Education Boards Office, the Gender Committees and community representatives. With regards to the GRM, the Social Safeguards will ensure that GRM committees are established at community, district and provincial levels. Complaints will be recorded by school gender focal persons (guidance and counseling teachers) who will be part of the committee at the local level. The GRM will include gender considerations in the selection of local focal persons. The MoGE will identify other members at the local committee level who will include a chief or his representative. Other committees will also be established to ensure that complaints that are not handled at the local level are escalated to higher levels if there is no resolution.

78. To mitigate GBV risks the in-house experts will also ensure that the PIC and community workers adopt mitigation measures in their code of conduct as well as include a zero-tolerance policy towards sexual exploitation and abuse by holding periodic training for workers and communities on SRGBV prevention, mitigation, and response.

79. The Environmental Safeguards expert will be responsible for monitoring and coordinating the implementation of all Environmental activities of the project; training of relevant provincial, district and school level staff on ESMF; preparation and implementation of and compliance with site specific ESMP.

80. The project will ensure that there are trainings in Safeguards compliance which will include training for community on GBV, (GRM), Occupational health and safety (OHS) and Community Engagement. These trainings will be sequenced in line with the construction program of works. The training plan will be a part of the PIM.

81. **Gender.** There are gender disparities in education access and outcomes in Zambia, particularly at the secondary level. Secondary school enrollment for girls reaches 62 % versus 68% for boys; in grades 7 to 11, girls drop out of school 2 to 3 times more than boys and there are many more out of school adolescent girls than boys (36% of 14-18-year-old girls are out of school versus 19% of boys). ZEEP AF aims to increase the number of girls enrolled in secondary education by implementing a number of



interventions which provide safe and conducive environment for girls’ participation in school. Key activities include construction of safe secondary schools and select boarding facilities along with the rehabilitation of schools to ensure adequate WASH facilities are available to support MHM. Additionally, the project supports training of teachers, school heads, and ministry officials on issues related to SRGBV and gender sensitive pedagogy. Lastly, the project has a component focused on building institutional capacity to develop and implement safe school plan, including the training of school counselors and gender focal points to prevent and as necessary adequately respond to SRGBV.

82. **Citizen engagement:** The project will engage citizens in several ways. For selection of sites for new school construction and during construction, the local communities will be consulted and involved in construction supervision. At the school level, the project will be subject to the oversight of a local School Committee comprising of members from Parent-Teacher Associations, School staff, Local leaders, as well as representatives of local Civil Society Organizations (CSO). Community members will also participate in addressing school-related gender-based violence.

V. WORLD BANK GRIEVANCE REDRESS

83. Communities and individuals who believe that they are adversely affected by a World Bank (WB) supported project may submit complaints to existing project-level grievance redress mechanisms or the WB’s Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaint to the WB’s independent Inspection Panel which determines whether harm occurred, or could occur, as a result of WB non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank’s attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank’s corporate Grievance Redress Service (GRS), please visit <http://www.worldbank.org/en/projects-operations/products-and-services/grievance-redress-service>. For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.org.

VI SUMMARY TABLE OF CHANGES

	Changed	Not Changed
Project's Development Objectives	✓	
Results Framework	✓	
Components and Cost	✓	
Loan Closing Date(s)	✓	
Disbursements Arrangements	✓	
Safeguard Policies Triggered	✓	



Implementing Agency		✓
Cancellations Proposed		✓
Reallocation between Disbursement Categories		✓
EA category		✓
Legal Covenants		✓
Institutional Arrangements		✓
Financial Management		✓
Procurement		✓
Other Change(s)		✓

VII DETAILED CHANGE(S)

PROJECT DEVELOPMENT OBJECTIVE

Current PDO

The project development objective is to improve the quality of teaching and learning in mathematics and science in targeted primary and secondary schools and to increase equitable access to secondary education.

Proposed New PDO

The project development objective is to improve the quality of teaching and learning conditions in targeted primary and secondary schools and to increase access to secondary education focusing on girls.

COMPONENTS

Current Component Name	Current Cost (US\$, millions)	Action	Proposed Component Name	Proposed Cost (US\$, millions)
Improving the Quality of Teaching and Learning	160.50	Revised	Improving the quality of teaching and learning conditions in language arts, science, and mathematics in targeted primary and secondary schools	206.50
Increasing Equitable Access to Secondary Education	28.50	Revised	Increasing access to safe secondary schools	84.50
Enhancing Planning,	15.00	Revised	Strengthening	24.00



Management and Monitoring and Evaluation Capacity, and Project Coordination			institutional capacity for education service delivery and project management	
	0.00	New	Enhancing institutional capacity for implementation of safe school program	9.00
	0.00	New	Contingent Emergency Response Component	0.00
TOTAL	204.00			324.00

LOAN CLOSING DATE(S)

Ln/Cr/Tf	Status	Original Closing	Current Closing(s)	Proposed Closing	Proposed Deadline for Withdrawal Applications
IDA-61360	Effective	31-Oct-2022	31-Oct-2022	31-Dec-2025	30-Apr-2026

DISBURSEMENT ARRANGEMENTS

Change in Disbursement Arrangements

Yes

Expected Disbursements (in US\$)

Fiscal Year	Annual	Cumulative
2018	0.00	0.00
2019	0.00	0.00
2020	16,000,000.00	16,000,000.00
2021	27,500,000.00	43,500,000.00
2022	33,000,000.00	76,500,000.00
2023	33,000,000.00	109,500,000.00
2024	29,000,000.00	138,500,000.00
2025	27,000,000.00	165,500,000.00



SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)

Risk Category	Latest ISR Rating	Current Rating
Political and Governance	● Moderate	● High
Macroeconomic	● High	● High
Sector Strategies and Policies	● Moderate	● Moderate
Technical Design of Project or Program	● Substantial	● Substantial
Institutional Capacity for Implementation and Sustainability	● Substantial	● Substantial
Fiduciary	● Substantial	● Substantial
Environment and Social	● Moderate	● Substantial
Stakeholders	● Moderate	● Moderate
Other		● Moderate
Overall	● Substantial	● Substantial

COMPLIANCE

Change in Safeguard Policies Triggered

Yes

Safeguard Policies Triggered	Current	Proposed
Environmental Assessment OP/BP 4.01	Yes	Yes
Performance Standards for Private Sector Activities OP/BP 4.03	No	No
Natural Habitats OP/BP 4.04	No	No
Forests OP/BP 4.36	No	No
Pest Management OP 4.09	No	No
Physical Cultural Resources OP/BP 4.11	No	No
Indigenous Peoples OP/BP 4.10	No	No



Involuntary Resettlement OP/BP 4.12	No	No
Safety of Dams OP/BP 4.37	No	No
Projects on International Waterways OP/BP 7.50	No	No
Projects in Disputed Areas OP/BP 7.60	No	No

LEGAL COVENANTS – Zambia Education Enhancement Project (P170513)

Sections and Description

As per the Financing Agreement, Schedule 2, Section I. A 1, the Recipient shall, no later three (3) months after the Effective Date, update and thereafter adopt a manual (“Project Implementation Manual” in a manner satisfactory to the Association, which shall include the following provisions: (a) institutional coordination and day-to-day execution of the Project; (b) Project budgeting, disbursement and financial management; (c) procurement; (d) monitoring, evaluation, reporting and communication of Project activities, including the Project’ results framework; (e) social and environmental safeguards; (f) terms of reference for the selection of the Independent Verification Entity as well as the protocol for the verification of achievement of DLIs; (g) criteria for the selection of communities for Part 2 of the Project; and (h) such other administrative, financial, technical, and organizational arrangements and procedures as shall be required for the Project.

As per the Financing Agreement, Schedule 2, Section I. A 6 (a), the Recipient shall, not later than November 1 of each year of Project implementation, prepare and furnish to the Association for no-objection, an annual work plan and budget (“Annual Work Plan and Budget”) containing all activities proposed to be included in the Project and a proposed financing plan for the Eligible Expenditures required for such activities, setting forth the proposed amounts and sources of financing.

As per the Financing Agreement, Schedule 2, Section I. B 1, the Recipient shall, no later than six (6) months after the Effective Date, select, hire and retain an independent verification entity (“Independent Verification Entity” or “IVE”) with qualifications and experience, and under terms of reference acceptable to the Association

As per the Financing Agreement, Schedule 2, Section I. B 2, the Recipient shall cause the Independent Verification Entity to: (a) carry out a periodical technical verification of the level of achievement of the DLIs; and (b) (i) prepare Independent Verification Reports covering a period of one calendar quarter, of such scope and detail as set forth in the Project Implementation Manual, and (ii) furnish each Independent Verification Report, no later than forty-five (45) days after the end of each calendar quarter;

As per the Financing Agreement, Schedule 2, Section I. B 3, the Recipient shall no later than thirty (30) after the receipt of each Independent Verification Report, forward to the Association each said report.

As per the Financing Agreement, Schedule 2, Section II. 2, the Recipient shall no later than six (6) months after the Effective Date, the Recipient shall submit to the Associations baseline indicators to be included in the Project’s results framework, such indicators to include primary teachers subject and pedagogical content knowledge in language arts average.



Conditions



VIII. RESULTS FRAMEWORK AND MONITORING

Results Framework

COUNTRY: Zambia

Zambia Education Enhancement Project

Project Development Objective(s)

The project development objective is to improve the quality of teaching and learning conditions in targeted primary and secondary schools and to increase access to secondary education focusing on girls.

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Improved teaching and learning in math and science and increased access to secondary education							
Students benefiting from direct interventions to enhance learning (CRI, Number)		753,408.00	1,054,720.00	1,221,020.00	1,398,270.00	1,581,620.00	1,755,200.00
<i>Action: This indicator has been Revised</i>							
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)		302,832.00	474,624.00	549,459.00	629,222.00	711,729.00	789,849.00
<i>Action: This indicator has been Revised</i>							
Teachers achieving increased competences in subject and	DLI 1, 1	Primary average math - 61 percent	Baseline figures in math and science maintained	Baseline figures maintained	Baseline figures increase by 5 percent points:•	2023 figures maintained	2023 figures increase by 5 percent points:



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
pedagogical content knowledge in mathematics, science and language arts as prescribed in curriculum (disaggregated by education level). (Text)		Primary average language arts - baseline to be established secondary average science - 10 percent	Baseline for language arts established		Primary math: 61% to 66% • Language arts primary increase by 5% • Secondary Science:10% to 15%		<ul style="list-style-type: none"> Primary math: 66% to 71% Language arts primary increase by 5% Secondary Science:15% to 20%
Action: This indicator has been Revised							
Targeted primary and secondary schools with 3:1 (or better) student text book ratio in language arts, mathematics and science (physics, chemistry, biology, agricultural/homeconomics) in target schools (Text)		5:1	The bidding process completed according to the MoGE's improved textbook procurement guidelines	25% of target schools with 3:1 student textbook ratio	45% of target schools with 3:1 student textbook ratio	65% of target schools with 3:1 student textbook ratio	85% of target schools with 3:1 student textbook ratio
Action: This indicator has been Revised							
Teachers recruited or trained (CRI, Number)		0.00	742.00	2,067.00	3,474.00	3,974.00	4,474.00
Action: This indicator has been Marked for Deletion							
Number of teachers recruited (CRI, Number)		0.00					0.00
Action: This indicator has been Marked for Deletion							
Teachers recruited or trained - Female (RMS requirement) (CRI, Number)		0.00	75.00	620.00	1,040.00	1,190.00	1,340.00



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Action: This indicator has been Marked for Deletion							
Number of teachers trained (CRI, Number)		0.00	742.00	2,067.00	3,474.00	3,974.00	4,474.00
Action: This indicator has been Marked for Deletion							
Number of PTA meetings held to discuss progress of ZEEP implementation (Number)		0.00	82.00	182.00	260.00	300.00	382.00
Action: This indicator has been Marked for Deletion							
Students enrolled in Grades 8–12 in the expanded secondary schools with additional classrooms and facilities . (Number)		14,760.00	18,040.00	22,240.00	24,340.00	32,140.00	43,840.00
Action: This indicator has been Revised							
Students enrolled in Grades 8 - 12 in the expanded secondary schools with additional classrooms and facilities - Female (Number)		6,642.00	8,298.00	10,453.00	11,683.00	15,749.00	21,920.00
Action: This indicator is New							



Intermediate Results Indicators by Components

Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Improving the Quality of Teaching and Learning Conditions in targeted primary and secondary schools (Action: This Component has been Revised)							
Textbooks/supplemental reading materials developed by ZEEP trained teachers, published and distributed (Text)		0.00	Two subjects selected and structure for textbooks and supplemental reading materials developed	Manuscripts finalised	Developed textbooks and supplemental reading materials printed and distributed to at least 20% of the target schools	Developed textbooks and supplemental reading materials printed and distributed to at least 40% of the target schools	Developed textbooks and supplemental reading materials printed and distributed to at least 60% of the target schools
Action: This indicator has been Revised							
Improved textbook management system in place and being used. (Text)	DLI 2, 2, 6	No	Yes	Yes	Evaluation of improved textbook management system	Yes	Yes
Action: This indicator has been Revised							
Study on specialized teachers for Grades 5-7 completed (Yes/No)		No	No	No	Yes	Yes	Yes
Action: This indicator has been Marked for Deletion							
Teachers recruited or trained (CRI, Number)		762.00	3,474.00	8,400.00	14,775.00	21,240.00	21,240.00
Action: This indicator is New							
Teachers recruited or trained - Female (RMS requirement) (CRI, Number)		229.00	1,042.00	2,520.00	4,433.00	6,372.00	6,372.00



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Action: This indicator is New							
Teacher Development Data Platform (TDDP) developed and used (Text)	No	Yes	50% of the target teachers oriented on TDDP	15% of target teachers use TDDP	30% of target teachers use TDDP	45% of target teachers use TDDP	
Action: This indicator is New							
Teacher Internship Program developed and implemented (TIP) (Text)	No	Draft proposal for the TIP developed	TIP fully developed	First cohort of intern teachers recruited based on TPDI	All interns have assigned mentors	TIP evaluated and strategic way forward developed	
Action: This indicator is New							
Teacher database for all districts established and used (Text)	No	Database for 40 project target districts developed	Analysis of payroll mismatch in the target districts completed	Database for 116 districts developed	Evaluation of the use of the database	Dissemination of the evaluation results	
Action: This indicator is New							
Development and use of TPDI-based teacher recruitment (Text)	No	Terms of reference for TPDI -based assessment prepared	TPDI-based assessment tools developed	TPDI-based assessment tools implemented	New teachers selected through TPDI-based assessment recruited	New teachers selected through TPDI-based assessment recruited	
Action: This indicator is New							
Development of TPDI-based teacher training packages (Text)	Not developed	Terms of reference for TPDI-based teacher training packages	TPDI based teacher training packages	First round TPDI - based teacher training packages implemented	TPDI-based teacher training packages evaluation	Second – round TPDI - based teacher training packages implemented	
Action: This indicator is New							
Increasing access to safe secondary schools (Action: This Component has been Revised)							



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Girls using the newly constructed dormitories (Number)		0.00	0.00	200.00	320.00	800.00	1,500.00
Action: This indicator has been Revised							
Classrooms constructed - completed and ready for use in selected expansion schools (Number)	DLI 5	164.00	410.00	410.00	560.00	560.00	910.00
Action: This indicator has been Revised							
Completed the selection of schools for expansion (Yes/No)		No	Yes	Yes	Yes	Yes	Yes
Action: This indicator has been Marked for Deletion							
Development of costed nation-wide school infrastructure development plan (Text)		No	Costed nation-wide school infrastructure development plan developed	Plan for construction of new secondary schools, WASH, electricity provision, critical rehabilitation and refurbishment based on priority prepared	Based on identified priorities, work on new secondary school construction, WASH, electricity provision, critical rehabilitation and refurbishment begins.	All works continue	All works completed
Action: This indicator is New							
Government primary and secondary schools in targeted districts provided with functional toilets (for girls) and water facility (Text)		Baseline to be established after the costed nation-wide school infrastructure development plan developed	ToR for the assessment completed and assessment started	Assessment completed and target agreed	30% of target achieved	60% target achieved	100% target achieved
Action: This indicator is New							



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Strengthening institutional capacities for education service delivery and project management (Action: This Component has been Revised)							
Teacher Development Data Platform (TDDP) developed. (Yes/No)	No	No	Yes	Yes	Yes	Yes	Yes
Action: This indicator has been Marked for Deletion							
Percentage of schools that meet MoGE's records management standards. (Percentage)	0.00	0.00	30.00	70.00	100.00	100.00	100.00
Action: This indicator has been Marked for Deletion							
PEOs and DEBSs oriented on the use of GIS school mapping (Text)	Collection of geo coordinates underway	Geo-information-based (GIS) coordinate collected for 40% of schools	Geo-information-based (GIS) coordinate collected for 80% of schools	Geo-information-based (GIS) school mapping completed	50 percent of the PEOs and DEBS oriented on the use of the GIS school mapping	80 percent of the PEOs and DEBS oriented on the use of the GIS school mapping	
Action: This indicator has been Revised							
Capacity building activities conducted for MoGE staff/PEOs and DEBS (Text)	Baseline to be established after the capacity needs assessment conducted	Capacity needs assessment conducted and need priorities identified	Two trainings in identified priority areas conducted	Two more trainings in identified priority areas conducted	Two trainings in identified priority areas conducted	Evaluation of the trainings and dissemination of evaluation findings	
Action: This indicator has been Revised							
Improved EMIS data collection, analysis, and dissemination (Yes/No)	No	No	No	Yes	Yes	Yes	Yes
Action: This indicator has been Revised							



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Policy study/evaluation conducted (Number)		0.00	0.00	1.00	2.00	3.00	4.00
Action: This indicator is New							
Grievances received through GRM addressed within the stipulated response time (Percentage)		0.00	10.00	30.00	40.00	50.00	60.00
Action: This indicator is New							
Target schools that display funds received and spent on school notice (Percentage)		0.00	0.00	30.00	40.00	60.00	80.00
Action: This indicator is New							
Enhancing institutional capacity for implementation of safe school program (Action: This Component is New)							
Guidance and counselling teachers/school gender focal persons in project target schools trained on SRGBV and Safe Schools Program (Percentage)		0.00	0.00	30.00	50.00	70.00	85.00
Action: This indicator is New							
MoGE staff/PEOs and DEBS trained on Safe School Program and SRGBV (Text)		0.00	Sensitization materials and plan developed	40 % of PEOs and project target districts staff sensitized	100 % of PEOs and project target districts staff sensitized	40 % of PEOs and project target districts staff receiving sensitization refresher	100 % of PEOs and project target districts staff receiving sensitization refresher
Action: This indicator is New							



Indicator Name	DLI	Baseline	Intermediate Targets				End Target
			1	2	3	4	
Safe school program developed and implemented in schools in target districts (Text)	0.00		Review of school related gender-based related action plan informed by international good practices/local experience completed	20% of schools develop safe school plans	50% of schools develop safe school plans	50% of schools implementing top two priorities of the safe school plan	70% of schools implementing top two priorities of the safe school plan
<i>Action: This indicator is New</i>							
SMC and PTA meetings held to discuss progress of ZEEP implementation (Number)	382.00		2,600.00	2,635.00	2,700.00	2,700.00	2,700.00
<i>Action: This indicator is New</i>							

Monitoring & Evaluation Plan: PDO Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Students benefiting from direct interventions to enhance learning		Yearly (Cumulative)	Monitoring report of the MoGE	Monitoring report	MoGE
Students benefiting from direct interventions to enhance learning - Female		Yearly	MoGE monitoring report	EMIS	MoGE
Teachers achieving increased competences in subject and pedagogical content knowledge in mathematics,	The indicator measures the percentage point increase from the baseline in	Yearly	Lesson observation form and	Lesson observation and field assessments	MoGE



science and language arts as prescribed in curriculum (disaggregated by education level).	teachers who meet subject content knowledge and pedagogical skills and competences requirement for Mathematics Science and Language Arts teaching in Grade 5 and Grade 9 in targeted schools.		assessment		
Targeted primary and secondary schools with 3:1 (or better) student text book ratio in language arts, mathematics and science (physics, chemistry, biology, agricultural/homeeconomics) in target schools	The indicator measures the number of project target schools with 3:1 pupil – text book ratio.	Yearly	MoGE monitoring report	Review of MoGE monitoring reports and School census	MoGE: PEO; CDC and Planning and Information Directorate
Teachers recruited or trained		Annual	MoGE Monitoring Report	MoGE Monitoring	MoGE
Number of teachers recruited			MoGE report	MoGE monitoring	MoGE
Teachers recruited or trained - Female (RMS requirement)		MoGE	Monitoring Report		Yearly (cumulative)
Number of teachers trained		Yearly	Monitoring Report	Monitoring data	MoGE
Number of PTA meetings held to discuss progress of ZEEP implementation	It measures how many meetings of PTAs of ZEEP-targeted schools take place, at which matters related to ZEEP implementation at the respective schools are discussed.	Yearly	School records in the ZEEP targeted schools and Monitoring reports	School Monitoring and records from DEBS and PEO offices	MoGE



Students enrolled in Grades 8–12 in the expanded secondary schools with additional classrooms and facilities .	The indicator measures the number of students enrolled in the newly constructed schools.	Yearly (Cumulative)	Monitoring reports and Completion Certificates	Review of the MoGE monitoring reports and EMIS	MoGE, Provincial Education Office and District Education Board
Students enrolled in Grades 8 - 12 in the expanded secondary schools with additional classrooms and facilities - Female	The indicator measures the number of female students enrolled in the newly constructed schools.	Yearly	EMIS	Annual field Survey	MoGE

Monitoring & Evaluation Plan: Intermediate Results Indicators

Indicator Name	Definition/Description	Frequency	Datasource	Methodology for Data Collection	Responsibility for Data Collection
Textbooks/supplemental reading materials developed by ZEEP trained teachers, published and distributed	The Indicator measures the number of textbooks/supplemental reading material written by book writers trained under ZEEP that are available in targeted schools	Yearly (Cumulative)	Monitoring Report	Review of reports	MoGE
Improved textbook management system in place and being used.	The indicator tracks the development of an improved textbook management system adopted by MoGE	Yearly	Monitoring Reports	Review of activity/monitoring reports	MoGE
Study on specialized teachers for Grades 5-7 completed	Government has already embarked on the implementation of specialized teaching at primary school level.	MoGE	Monitoring Reports		Once



	Hence, an evaluation will now be conducted in Year 3 to assess how the introduction of specialized teaching at primary level working.				
Teachers recruited or trained		Yearly	MoGE monitoring and training report	Review of MoGE monitoring and training report	MoGE
Teachers recruited or trained - Female (RMS requirement)		Yearly	MoGE monitoring and training report	Review of MoGE monitoring and training report	MoGE
Teacher Development Data Platform (TDDP) developed and used	The indicator measures the development of the TDDP and number of users who access the material deposited on the platform	Yearly	MoGE monitoring reports	Review of MoGE monitoring reports	MoGE
Teacher Internship Program developed and implemented (TIP)	The indicator measures progress on the development of the teacher internship program and its implementation	Yearly	MoGE activity reports	Review of MoGE activity reports	MoGE
Teacher database for all districts established and used	The indicator tracks the establishment and use of the teacher database country-wide	Yearly	MoGE activity reports	Review of activity reports and filed visits	MoGE, TSC



Development and use of TPDI-based teacher recruitment	The indicator measures progress on the development and implementation of the TPDI based teacher recruitment system	Yearly	MoGE monitoring/activity reports	Review of MoGE monitoring/activity reports	MoGE
Development of TPDI-based teacher training packages	The indicator measures the number of training packages and material in mathematics, science and language arts developed based on the TPDI	Yearly	MoGE Monitoring/activity reports	Review of MoGE Monitoring/activity reports	MoGE
Girls using the newly constructed dormitories	The indicator measures the number of Girls using the newly constructed dormitories	Yearly	MoGE monitoring reports	Review of MoGE monitoring reports and field visits	MoGE
Classrooms constructed - completed and ready for use in selected expansion schools	The indicator measures the number of classrooms constructed and used in the newly constructed ZEEP and ZEEP AF schools	Yearly	MoGE monitoring reports	Review of reports and Monitoring and field visits	MoGE
Completed the selection of schools for expansion	It measures the completion of selection using the agreed transparent criteria designed to promote equity in access to secondary education.	Once	Selection Reports	Monitoring	MoGE
Development of costed nation-wide school infrastructure development plan	The indicator tracks the development of costed nation-wide school infrastructure development plan	Yearly	MoGE monitoring/activity reports	Review of MoGE monitoring/activity reports	MoGE



Government primary and secondary schools in targeted districts provided with functional toilets (for girls) and water facility	The indicators measures the number government primary and secondary in target districts provided with functional toilets (for girls) and water facility	Yearly	MoGE monitoring reports	Review of the monitoring reports and field survey	MoGE
Teacher Development Data Platform (TDDP) developed.	It measures the completion of TDDP which is an online platform that stores teacher and student data relevant for developing training materials and tools to improve teachers' subject knowledge and pedagogical skills.	Once	Monitoring Reports	Review of monitoring reports	MoGE
Percentage of schools that meet MoGE's records management standards.	It measures the number of schools out of the total number of public schools compliant with the MoGE data management standard.	Yearly (Cumulative)	Monitoring Reports	Monitoring	MoGE through PEO and DEBS.
PEOs and DEBSs oriented on the use of GIS school mapping	The indicator tracks the development of the GIS school mapping and the percentage increase of PEOs and DEBSs oriented on the use of GIS school mapping	Yearly	MoGE monitoring and training reports	Review of MoGE monitoring and training reports and EMIS	MoGE
Capacity building activities conducted for MoGE staff/PEOs and DEBS	The indicator tracks capacity building activities/trainings conducted for MoGE	Yearly	MGE monitoring/training reports	Review of MoGE monitoring/training reports	MoGE



	staff/PEOs and DEBS in areas of planning, project monitoring and evaluation, fiduciary and safe guards,				
Improved EMIS data collection, analysis, and dissemination	The indicator tracks the development of an improved EMIS and related dissemination activities	Yearly	MoGE monitoring Reports	MoGE monitoring Reports	MoGE
Policy study/evaluation conducted	The indicator measures the number of policy studies and evaluation of activities conducted	Yearly	MoGE monitoring/activity reports	Review of MoGE monitoring/activity reports	MoGE
Grievances received through GRM addressed within the stipulated response time	The indicator tracks the MoGE commitment to address grievances received through the established GRM	Yearly	GRM record management system	Review of the record management system	MoGE
Target schools that display funds received and spent on school notice	The indicator measures the percentage increase in schools that display funds received and spent on school notice in the targeted district	Yearly	MoGE monitoring reports	Review of the monitoring report and field visits	MoGE
Guidance and counselling teachers/school gender focal persons in project target schools trained on SRGBV and Safe Schools Program	The indicator measures the development of the training package on Safe School Program and SRGBV and percentage increase in the training of guidance and counselling teachers/gender focal persons in project target	Yearly	MoGE monitoring reports	Review of MoGE monitoring/activity reports	MoGE



	schools				
MoGE staff/PEOs and DEBS trained on Safe School Program and SRGBV	The indicator tracks the development of sensitization materials and plan developed and measures the percentage increase in the MoGE staff/PEOs and DEBS trained on Safe School Program and SRGBV	Yearly	MoGE monitoring/training reports	Review of MoGE monitoring/training reports	MoGE
Safe school program developed and implemented in schools in target districts	The indicator measures the number of schools that develop and implement the safe school program in the targeted districts	Yearly	MoGE monitoring reports	Review of MoGE monitoring reports	MoGE
SMC and PTA meetings held to discuss progress of ZEEP implementation	The indicator reports on how many SMC and PTA meetings in ZEEP-targeted schools take place, at which matters related to ZEEP and ZEEP AF implementation at the respective schools are discussed.	Yearly	MoGE monitoring report	Review of MoGE monitoring report	MoGE



Disbursement Linked Indicators Matrix

DLI 1	Teachers achieving increased competences in subject and pedagogical content knowledge in mathematics, science and language arts as prescribed in curriculum (disaggregated by education level).			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	20,000,000.00	0.00
Baseline	Primary average math - 61 percent Primary average language arts - baseline to be undertaken secondary average science - 10 percent			
Year 0	Baseline figures maintained		2,000,000.00	
Year 1	Baseline figures increase by 5 percent points: • Primary math: 61% to 66% • Language arts primary increase by 5% • Secondary Science: 10% to 15%		3,000,000.00	
Year 2	2023 figures maintained		4,000,000.00	
Year 3			3,000,000.00	
Year 4			2,000,000.00	
Year 5			6,000,000.00	
Year 6			0.00	

Action: This DLI has been Revised. See below.



<i>DLI 1</i>				
<i>Improved teacher competencies and skills in teaching language art, mathematics and science in Targeted Schools</i>				
<i>Type of DLI</i>	<i>Scalability</i>	<i>Unit of Measure</i>	<i>Total Allocated Amount (USD)</i>	<i>As % of Total Financing Amount</i>
<i>Outcome</i>	<i>No</i>	<i>Text</i>	<i>26,000,000.00</i>	<i>0.00</i>
<i>Baseline</i>	<i>Primary average math - 61 percent Primary average language arts - baseline to be undertaken secondary average science - 10 percent</i>			
<i>Year 0</i>	<i>1.0 Second-round diagnostic of teacher training needs in mathematics and science subject areas completed under the Original Project</i>		<i>2,000,000.00</i>	
<i>Year 1</i>	<i>1.1 (a): Standards of Practice for Teaching Profession developed (US\$3,000,000); 1.1 (b): Development of Teacher Professional Development Index (TPDI) initiated (US\$3,000,000) ; and 1.1 (c): Baseline for teacher competency assessment for language arts completed (US\$2,000,000) 1.1 (d): At least 90% of teachers trained in first round receive second-round training based on the second-round diagnoses under parent ZEEP 1.1 US\$ 1,000,000)</i>		<i>9,000,000.00</i>	
<i>Year 2</i>	<i>1.2: TPDI developed and used on assessments of teacher competencies</i>		<i>3,000,000.00</i>	
<i>Year 3</i>	<i>1.3 (a): Mid-term teacher competency assessment completed (US\$2,000,000) 1.3 (b):</i>		<i>4,000,000.00</i>	



	<i>In-service training modules revised based on TPDI (US\$2,000,000)</i>		
Year 4	<i>50% of in-service teachers in targeted schools trained on the TPDI based package</i>	8,000,000.00	<i>1000,000 for every 10% above 50% up to 5,000,000</i>
Year 5	<i>100% of in-service teachers in targeted schools trained on the TPDI based package</i>	0.00	<i>1000,000 for every 10% up to 5,000,000</i>
Year 6		0.00	

DLI 2	Improved textbook management system in place and being used.			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Text	5,000,000.00	0.00
Baseline	No			
Year 0	Yes		1,000,000.00	
Year 1	Evaluation of improved textbook management system		3,000,000.00	
Year 2	Yes		1,000,000.00	
Year 3			0.00	
Year 4			0.00	
Year 5			0.00	
Year 6			0.00	
Action: This DLI has been Revised. See below.				



<i>DLI 2</i>	<i>Textbooks procured and delivered to Targeted Schools</i>			
<i>Type of DLI</i>	<i>Scalability</i>	<i>Unit of Measure</i>	<i>Total Allocated Amount (USD)</i>	<i>As % of Total Financing Amount</i>
<i>Intermediate Outcome</i>	<i>Yes</i>	<i>Text</i>	<i>15,000,000.00</i>	<i>6.67</i>
<i>Baseline</i>	<i>5:1</i>			
<i>Year 0</i>	<i>0.00</i>		<i>0.00</i>	
<i>Year 1</i>	<i>2.1: Bidding process completed according to the MoGE's improved textbook procurement guidelines</i>		<i>3,000,000.00</i>	
<i>Year 2</i>	<i>2.2: 1,200,000 for each 10% targeted schools with 3:1 student textbook ratio</i>		<i>12,000,000.00</i>	<i>1,200,000 for each 10% of schools with 3:1 ratio</i>
<i>Year 3</i>	<i>2.2: 1,200,000 for each 10% targeted schools with 3:1 student textbook ratio</i>		<i>0.00</i>	<i>1,200,000 for each 10% of schools with 3:1 ratio</i>
<i>Year 4</i>	<i>2.2: 1,200,000 for each 10% targeted schools with 3:1 student textbook ratio</i>		<i>0.00</i>	<i>1,200,000 for each 10% of schools with 3:1 ratio</i>
<i>Year 5</i>	<i>2.2: 100% targeted schools with 3:1 student textbook ratio</i>		<i>0.00</i>	<i>12,000,000 for 100% schools with 3:1 ratio</i>
<i>Year 6</i>			<i>0.00</i>	



DLI 3	Improved teacher recruitment and deployment			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Text	10,000,000.00	0.00
Baseline	0.00			
Year 0	3.0 : Terms of reference for the baseline survey to assess teacher shortages and payroll mismatch and teacher retention study developed		2,000,000.00	
Year 1	3.1: improved teacher management strategy (including how to increase female language, math and science teachers) based on the baseline survey and teacher retention study findings developed		1,000,000.00	
Year 2	3.2: 1,000,000 for 20% of teachers allocated recruited for Targeted Schools		5,000,000.00	1,000,000 for 20% and 500,000 every 10% above upto 4,000,000
Year 3	3.2: 1,000,000 for 20% of teachers allocated recruited for Targeted Schools		0.00	500,000 every 10% above up to 4,000,000
Year 4	3.2: 1,000,000 for 20% of teachers allocated recruited for Targeted Schools		0.00	500,000 every 10% above up to 4,000,000
Year 5	3.3: 80% of the newly recruited teachers in previous years serving in the same school		2,000,000.00	
Year 6			0.00	



<i>Action: This DLI is New</i>				
DLI 4	Enhancing institutional capacity for implementation of safe school program			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Text	9,000,000.00	0.00
Baseline	Baseline will be undertaken			
Year 0	4.0: Accountability mechanism that ensures accountability among MoGE staff and contractors ensuring safety of children and staff from sexual exploitations and abuse revised		1,000,000.00	
Year 1	4.1: Safe schools and gender-informed action plan and teacher training package completed		1,000,000.00	
Year 2	4.2: 20% of Targeted Schools with a safe school and gender-informed action plan developed		1,000,000.00	
Year 3	4.3: 20% of Targeted Schools with a safe school and gender-inform action plan implemented		6,000,000.00	2,000,000 for 20% plus 500,000 every 10% above, Max4,000,000
Year 4	4.3: 20% of Targeted Schools with a safe school and gender-inform action plan implemented		0.00	500,000 for every 10% above, Max 4,000,000
Year 5	4.3: 100% of Targeted Schools with a safe school and gender-inform action plan		0.00	500,000 for every 10% above, Max 4,000,000



	implemented			
Year 6			0.00	
<i>Action: This DLI is New</i>				
DLI 5	Classrooms constructed - completed and ready for use in selected expansion schools			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Number	21,000,000.00	14.29
Baseline	164.00			
Year 0	410.00		3,000,000.00	
Year 1	560.00		4,000,000.00	
Year 2	560.00		6,000,000.00	
Year 3			3,000,000.00	
Year 4			5,000,000.00	
Year 5			0.00	
Year 6			0.00	
<i>Action: This DLI has been Marked for Deletion</i>				



DLI 6				
Improved textbook management system in place and being used.				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Text	5,000,000.00	0.00
Baseline	No			
Year 0	Yes		0.00	
Year 1	Evaluation of improved textbook management system		2,000,000.00	
Year 2	Yes		3,000,000.00	
Year 3			0.00	
Year 4			0.00	
Year 5			0.00	
Year 6			0.00	
Action: This DLI has been Marked for Deletion				

Verification Protocol Table: Disbursement Linked Indicators

DLI 1	
Description	Teachers achieving increased competences in subject and pedagogical content knowledge in mathematics, science and language arts as prescribed in curriculum (disaggregated by education level). The indicator measures the percentage point increase from the baseline in teachers who meet subject content knowledge



	and pedagogical skills and competences requirement for Mathematics Science and Language Arts teaching in Grade 5 and Grade 9 in targeted schools.
Data source/ Agency	<p>Year 0: 1.1: Reports/TESS</p> <p>Year 1: 1.2 and 1.3: National Assessment Survey for Teachers, National Assessment of Learning Achievement Survey, Lesson Observation Form/ECZ, S&C, TESS</p> <p>Year 2: 1.4: Reports/TESS</p> <p>Year 3: 1.5: National Assessment Survey for Teachers, National Assessment of Learning Achievement Survey, Lesson Observation Form/ECZ, S&C, TESS</p> <p>Year 4: 1.6: Reports/TESS</p> <p>Year 5: 1.7: National Assessment Survey for Teachers, National Assessment of Learning Achievement Survey, Lesson Observation Form/ECZ, S&C, TESS</p>
Verification Entity	<p>Year 0: 1.1: Third party hired by the MoGE</p> <p>Year 1: 1.2: IVA hired by the MoGE.</p>
Procedure	<p>Year 0: 1.1: The MoGE submits the report of the selection results of pilot schools and teachers to the PIU who sends it to the third party for verification to confirm that the selection was based on selection criteria agreed between the MoGE and the World Bank in paragraph 18 of Annex 2 of the PAD. The verifier submits the verification letter to the World Bank for approval.</p> <p>Year 1: 1.2: The ECZ submits the diagnostic report which should, at a minimum, include (a) a comprehensive analysis of teachers’ competencies and needs in relation to student learning outcomes and (b) in-depth overview and identification of problematic areas in teacher content knowledge and pedagogy, to the PIU, who gives it to the IVA for verification based on the requirement outlined in the inception report of this study approved by the MoGE and the World Bank. Once the verification is complete, the IVA submits the verification report to the PIU, who submits it to the World Bank for approval.</p> <p>Year 1: 1.3: The ECZ submits the baseline survey report (which should include at a minimum, the baseline data required for ZEEP’s Results Framework outlined in Annex 1 of the PAD) to the PIU, who gives it to the IVA for verification based on the requirement outlined in the inception report approved by both the MoGE and World Bank. Once the verification is complete, the IVA submits the verification report to the PIU, who submits it to the World Bank for approval.</p> <p>Year 2: 1.4: Training provider submits the evaluation report of the training, together with participant contact information, to</p>



	<p>the PIU, who invites the IVA to verify based on (a) results of post-training assessment of participants and (b) confirmation of participation by calling randomly selected 10 percent of the participants. Once the verification is done, the IVA submits the verification report to the PIU, who submits it to the World Bank for approval.</p> <p>Year 3: 1.5: The ECZ submits the diagnostic report which should, at a minimum, include (a) a comprehensive analysis of teachers' competencies and needs in relation to student learning outcomes and (b) in-depth overview and identification of problematic areas in teacher content knowledge and pedagogy, to the PIU, who gives it to the IVA for verification based on the requirement outlined in the inception report of this study approved by the MoGE and World Bank. Once the verification is complete, the IVA submits the verification report to the PIU, who submits it to the World Bank for approval.</p> <p>Year 4: 1.6: Training provider submits the training evaluation report of the training, together with participant contact information, to the PIU, who gives it to the IVA to verify (a) results of post-training assessment of participants and (b) confirmation of participation by calling randomly selected 10 percent of the participants. Once the verification is done, the IVA submits the verification report to the PIU, who submits it to the World Bank for approval.</p> <p>Year 5: 1.7: The ECZ submits a report on the teacher assessment survey that shows the results of the assessment of pedagogical competencies and skills of teachers teaching mathematics and science at Grade 5 and Grade 9 in the targeted schools, together with the IE report that should include, at a minimum, methods used, sampling frame, data and data analysis, and improvement recommendations, to the PIU, who gives it to the IVA for verification based on the ToRs agreed between the MoGE and World Bank. Once the verification is complete, the IVA submits the verification report to the PIU, who submits it to the World Bank for approval.</p>
DLI 1	Improved teacher competencies and skills in teaching language art, mathematics and science in Targeted Schools
Description	It measures the percentage point increase from the baseline in teachers who meet the subject content and pedagogical content knowledge skills requirement for Mathematics, Science and language arts teaching in Grade 5 and Grade 9 in targeted schools.
Data source/ Agency	<p>Year 0: 1.0 Reports/ECZ</p> <p>Year 1: 1.1 (a) Joint report/TCZ; TSC and HRMA</p> <p>Year 1: 1.1 (b) Report/TESS/HRAM/TSC</p> <p>Year 1: 1.1 (c) Report/ECZ</p>



	<p>Year 1: 1.1 (d) Report/ECZ Year 2: 1.2 Reports/TESS Year 3: 1.3 (a) Report and TPDI document/TPDI taskforce Year 3. 1.3 (b) Report and training packages/TESS together with TPDI taskforce Year 4 & 5 Training Reports Report/TESS</p>
Verification Entity	Hired IVA
Procedure	<p>Year 0: 1.0: The ZEPIU submits to the IVA the report prepared by ECZ on second-round diagnostic of teacher training needs in mathematics and science subject, following same format used under ZEEP. Once the verification is complete, the IVA submits the verification report to ZEPIU, who submits it to the World Bank for approval and funds disbursement. .</p> <p>Year 1: 1.1 (a): TCZ in coordination with TSC and HRMA submits standards of practice for teaching profession document which at the minimum should outline the expected standards for teachers at different level: entry, mid career and senior level to the ZEPIU. The ZEPIU submits the documents to the IVA who reviews the document with reference to the ToR and validates that the protocol in the ToR was followed and that they are in compliance to international good practice. The IVA submits the verification report to ZEPIU who through the PS submits it to the World Bank. If the World Bank accepts the IVA report as satisfactory, a no objection to disburse the allocated amount is disbursed</p> <p>Year 1: 1.1 (b): TESS conducts needs assesment of TA for developing TPDI; TA is procured accordingly; MoGE establish taskforce for developing TPDI; and taskforce prepare and validates with relevant stakeholders workplan for developing the TPDI. The ZEPIU submits to the IVA for its review the: TA’s needs assesment; the signed TA contrats; evidence that taskforce has been established; and workplan validated. Once the verification is complete, the IVA submits the verification report to ZEPIU, who submits it to the World Bank for approval and funds disbursement.</p> <p>Year 1: 1.1 (c): The ZEPIU submits to the IVA the report prepared by ECZ on baseline of teachers’ competences on subject content and pedagogical content knowledge on language arts, following same format used under ZEEP. Once the verification is complete, the IVA submits the verification report to ZEPIU, who submits it to the World Bank for approval and funds disbursement.</p> <p>Year 1: 1.1 (d): TESS submits the evaluation report of the training, together with participant contact information, to the ZEPIU, who invites the IVA to verify based on (a) verification that 90% of teachers trained in first round received second-round training; (b) results of post-training assessment of participants and (c) confirmation of participation by calling</p>



	<p>randomly selected 10 percent of the participants. Once the verification is done, the IVA submits the verification report to the ZEPIU, who submits it to the World Bank for approval.</p> <p>Year 2 : 1.2 The TPDI taskforce submits the TPDI to ZEPIU who in turns submits it to IVA for validation with reference to the ToR and that they are in compliance to international good practice. The IVA submits the verification report to ZEPIU who through the PS submits it to the World Bank. If the World Bank accepts the IVA report as satisfactory, a no objection to disburse the allocated amount is issued.</p> <p>Year 2: 1.2 Training provider working together with TPDI taskforce and TESS submit TPDI-based teacher training packages to ZEPIU. ZEPIU submits training packages to IVA for validation with reference to the ToR and that they are in compliance to international good practice. The IVA submits the verification report to ZEPIU who through the PS submits it to the World Bank. If the World Bank accepts the IVA report as satisfactory, a no objection to disburse the allocated amount is issued</p> <p>Year 3: 1.3 (a) ECZ submits the assessment of teacher competencies which should, at a minimum, include (a) a comprehensive analysis of teachers’ competencies and needs using the newly developed TPDI and (b) in-depth overview and identification of problematic areas in teacher content and pedagogical content knowledge , to the ZEPIU, who gives it to the IVA for verification based on the requirement outlined in the inception report of this study approved by the MoGE and World Bank. Once the verification is complete, the IVA submits the verification report to the PIU, who submits it to the World Bank for approval and disbursement of funds.</p> <p>Year 3: 1.3 (b) Training provider submits the training package based on the TPDI to TESS. TESS submits the reports to the ZEPRU who submits to the IVA. Using the TPDI framework the IVA will verify and submits the reports to the World Bank.</p> <p>Years 4 & 5:1.4 The training provider's training evaluation report of the training, together with participant contact information, to the ZEPIU, who gives it to the IVA to verify (a) results of post-training assessment of participants based on TPDI and (b) confirmation of participation by calling randomly selected 10 percent of the participants.</p>
DLI 2	Improved textbook management system in place and being used.
Description	The indicator tracks the development of an improved textbook management system adopted by MoGE
Data source/ Agency	<p>Year 0: 2A.1: ‘Green Book’/PSU, CDC</p> <p>Year 1: 2A.2: Reports/PSU, S&C, CDC</p> <p>Year 2: 2A.3: Reports/public schools, PEOs, DEBS, CDC</p>



Verification Entity	IVA hired by the MoGE.
Procedure	<p>Year 0: 2a.1: The PSU and the CDC submit the ‘Green Book’d to the PIU, who invites the IVA to verify whether the textbooks identified and listed in the ‘Green Book’ did apply the improved selection criteria agreed between the MoGE and World Bank. Once the verification is complete, the IVA submits the verification report to the PIU, who submits it to the World Bank for approval.</p> <p>Year 1: 2A.2: The PSU submits a completion report on the pilot which should include, at a minimum, (a) the assessment of textbook planning, procurement, delivery, and tracking under the newly improved textbook management system through the pilot; (b) suggestions emerging from the assessment to further improve the new system; and (c) actual number of textbooks delivered to the targeted schools under the pilot and the unit cost per textbook, to the PIU, who invites the IVA to verify based on the description of the improved textbook management system adopted by the MoGE and endorsed by the World Bank and the ToR for the pilot agreed between the MoGE and World Bank. Once the verification is complete, the IVA submits the verification report to the PIU, who submits it to the World Bank for approval.</p> <p>Year 2: 2A.3: Training provider(s) submits the training report(s) which should include at least the training description and training delivery information, together with participant contact information, to the PIU, who invites the IVA to verify based on (a) the training program description approved by the MoGE and (b) confirmation of participation by calling two randomly selected participants from each district. Once the verification is done, the IVA submits the verification report to the PIU, who submits it to the World Bank for approval.</p>
DLI 2	Textbooks procured and delivered to Targeted Schools
Description	It measures the percentage increase in the number schools with improved pupil-text book ratio of 3:1 (or better)
Data source/ Agency	Year 1: Bidding document submitted/PSU and CDC Year 2-5 : Distribution and monitoring reports/PSU and CDC
Verification Entity	Year 1: World Bank Year 2 - 5: IVA hired by the MoGE.



Procedure	<p>Year 1: 2B.1: The PIU submits the bidding documents to the World Bank for review and approval.</p> <p>Year 2: 2B.2: The PSU submits the delivery report which should include, at a minimum, (a) the description of the textbook delivery and tracking methods used; (b) the actual number of textbooks delivered; and (c) the unit cost per textbook, to the PIU, who invites the IVA to verify based on (a) the MoGE’s new textbook procurement, delivery and tracking guidelines; (b) the textbook requests of the targeted schools and 100 new secondary schools built by the Government; and (c) confirmation of textbook delivery by calling randomly selected 10 percent of these schools. The IVA submits the verification report to PIU, who submits it to the World Bank for approval.</p>
DLI 3	Improved teacher recruitment and deployment
Description	The DLI tracks teacher shortage in the project school and improvement in the teacher management
Data source/ Agency	Recruitment and payroll reports/ TSC and HRMA
Verification Entity	<p>Year 0: World Bank</p> <p>Year 1 - 5 Hired IVA</p>
Procedure	<p>Year 0: 3.0 MoGE and Teaching Service Commission submits the developed terms of reference for the baseline survey to assess teacher shortages and payroll mismatch and teacher retention study developed to the ZEPIU who submits to the World Bank. World Bank assesses the adequacy of the ToR and approves for disbursement if satisfactory.</p> <p>Year 1: 3.1 MoGE and TSC submits the strategy on how improve teacher management (including how to increase female language, math and science teachers) based on the baseline survey and teacher retention study findings developed to the ZEPIU.</p> <p>Year 2 – 4: 3.2: MoGE and TSC submits the reports of the recruited teachers allocated to the project target schools to the ZEPIU who submits to the IVA. The report should outline the recruitment process used, the selection criteria, the full list of teachers recruited and their contact numbers. The IVA verifies including by randomly calling the recruited teachers.</p> <p>Year 5: 3.3: MoGE and TSC provides a list of the teachers recruited in Year 2-4 still positioned in the target schools. the list of teachers should include the subject area for the teachers and the contact numbers. The list is submitted to ZEPIU who submits to the IVA who verifies including by calling the teachers on a random basis. Once completed, the IVA prepares the</p>



	report and submits to MoGE who submits to the World Bank. If approved, the World Bank offers a no objection to the disbursement.
DLI 4	Enhancing institutional capacity for implementation of safe school program
Description	The DLI tracks the level of adoption of the safe school program by the MoGE by incentivizing the MoGE to operate safe schools
Data source/ Agency	Monitoring reports/Gender desk
Verification Entity	Year 0: World Bank Year 1 - 5: Hired IVA
Procedure	<p>Year 0:4.0 The MoGE revise accountability mechanisms to ensure safety of children and staff from sexual exploitation and abuse together with the action plan to the ZEPIU who submits it to the IVA. The IVA verifies and validates the report and action plan report to the ZEPIU. The ZEPIU through the PS submits the report to the World Bank for review and approval. Once report is a no objection to the disbursement of funds is issued to MoGE.</p> <p>Year 1: 4.1: The MoGE submits to IVA a report on the development and distribution to schools of information resources and n (banners, leaflets, flashcards, etc.), and of training packages on topics related to ensuring safety of children and staff from sexual exploitation and abuse. The IVA verifies on a random sample of 10% of schools that the materials and training packages has been distributed and are used by the schools. The IVA submits the verification to report to ZEPIU. The ZEPIU through the PS submits the report to the World Bank for review and approval. Once report is accepted by the World Bank, a no objection to the disbursement of funds is issued to MoGE.</p> <p>Year 2: 4.2 MoGE submits the a list of schools that have developed safe school and gender-informed action plan and the plan to report to IVA. The IVA reviews the report which to a minimum should show priorities for the school. The IVA also calls on a random sample of 10% of schools. Upon completion of the verification , the Iva submits the report to the ZEPIU who submits to the World Bank. If satisfied, a no objection for disbursement.</p> <p>Years 3 to 5: 4.3. Each year, the ZEPIU prepares an annual reports on number of schools that have prepared and are implementing gender-informed action plans. The reports are submitted by the ZEPIU to the IVA. The IVA verifies on a random sample of 10% of the action plans under implementation. The IVA submits the verification to report to ZEPIU. The ZEPIU through the PS submits the report to the World Bank for review and approval. Once report is accepted by the World Bank, a no objection to the disbursement of funds is issued to MoGE.</p>



DLI 5	Classrooms constructed - completed and ready for use in selected expansion schools
Description	The indicator measures the number of classrooms constructed and used in the newly constructed ZEEP and ZEEP AF schools
Data source/ Agency	Year 0: 3.1 & 3.2: Reports/ZEPIU Year 1: 3.3: Construction Progress Reports; technical audit report by a third party Year 2: 3.4: School registers the MoGE enrollment reports. Year 3: 3.5: Construction progress monitoring reports; technical audit report by a third party. Year 4: 3.6: School registers the MoGE enrollment reports.
Verification Entity	Year 0: 3.1: Third party hired by the MoGE. Year 0: 3.2-3.6: IVA hired by the MoGE.
Procedure	Year 0: 3.1: The PIU submits the selection results report, which includes (a) selection criteria and method used and (b) the list of selected schools, to the third party for verification based on the selection criteria agreed between the MoGE and World Bank and outlined in paragraphs 54–57 in Annex 2 of the PAD. The third party sends the verification report or letter to the World Bank for approval. Year 0: 3.2: The Directorate of Planning and Information submits the preconstruction activity plan to the PIU, who submits it to the World Bank for approval. Year 1: 3.3: Each PEO submits the progress report to the PIU, who will invite the IVA to verify only after the PIU has received reports from at least 50 percent of the selected expansion schools that have achieved the up-to-wall-plate-level target under Phase 1. The IVA’s verification should include the actual site visit and be based on (a) PIC’s implementation plan, (b) compliance with the MoGE’s design package and quality requirement, and (c) the ESMP approved by both the MoGE and World Bank. The IVA submits the verification report covering the above requirements to the PIU, who submits it to the World Bank for approval. Year 2: 3.4: Each PEO submits the enrollment report to the PIU, who invites the IVA to verify by the combination of calling each selected expansion school and visiting randomly selected 10% of the selected expansion schools to verify the claimed enrollment. The IVA submits the verification report based on the above verification approach to the PIU, who submits it to the World Bank for approval. Year 3: 3.5: Each PEO submits the progress report to the PIU, who will invite the IVA to verify only after the PIU has received reports from at least 50 percent of the selected expansion schools that have achieved the up-to-wall-plate-level target



	<p>under Phase 2. The IVA’s verification should include the actual site visit and be based on (a) PIC’s implementation plan, (b) compliance with the MoGE’s design package and quality requirement, and (c) the ESMP approved by both the MoGE and World Bank. The IVA submits the verification report covering the above requirements to the PIU, who submits it to the World Bank for approval.</p> <p>Year 4: 3.6: Each PEO submits the enrollment report to the PIU, who invites the IVA to verify by the combination of calling each selected expansion school and visiting randomly selected 10% of the selected expansion schools to verify the claimed enrollment. The IVA submits the verification report based on the above verification approach to the PIU, who submits it to the World Bank for approval.</p>
DLI 6	Improved textbook management system in place and being used.
Description	The indicator tracks the development of an improved textbook management system adopted by MoGE
Data source/ Agency	Year 1: 2B.1: reports /PSU Year 2: 2B.2: Reports/targeted schools, DEBS, CDC, PSU
Verification Entity	Year 1: 2B.1: NA Year 2: 2B.2: IVA hired by the MoGE.
Procedure	Year 1: 2B.1: The PIU submits the bidding documents to the World Bank for review and approval. Year 2: 2B.2: The PSU submits the delivery report which should include, at a minimum, (a) the description of the textbook delivery and tracking methods used; (b) the actual number of textbooks delivered; and (c) the unit cost per textbook, to the PIU, who invites the IVA to verify based on (a) the MoGE’s new textbook procurement, delivery and tracking guidelines; (b) the textbook requests of the targeted schools and 100 new secondary schools built by the Government; and (c) confirmation of textbook delivery by calling randomly selected 10 percent of these schools. The IVA submits the verification report to PIU, who submits it to the World Bank for approval.



Annex 1: Detailed Project Description

Project Targeting

1. To achieve the PDO through effective and efficient implementation of the project activities, a conscious decision was taken to target the project investments in low performing schools in the districts with high poverty incidence and low education outcomes selected based on objective criteria. Spreading the limited resources to all schools and students across the country would result in too little investment in each school and student and although needs are great, the project will focus on the neediest students. As such, the project used the following considerations for selecting target districts:

- (a) ZEEP is a national project; as such, the targeted beneficiaries (schools and students) should represent a national picture.
- (b) Because this is a public investment, only public schools will be covered.
- (c) The key outcomes that the project seeks to improve will form the basis for targeting.
- (d) The project will need to target low performing schools in selected districts where consolidated project outcomes can be measured and monitored. Targeting at the district level, rather than at the province level, is preferred by the Government of the Republic of Zambia because it addresses concerns about educational and socioeconomic disparities that have been observed across districts.

2. Considering these, a composite index (CI) at the district level is computed as a function of poverty, primary-secondary transition rates, and Grade 7 and 9 examination performance over a 3-year period as follows:

$$CI = 0.4 \times 1 / PI + 0.30 \times Tran + 0.30 \times Exam$$

where PI is the percentage of province-level population living below the poverty line, Tran is district-level primary-secondary transition rate, and Exam is the 3-year school-level performance at Grade 7 and 9.

3. A two-level selection method will be used to select districts and schools. In the first level, districts from each province will be selected using the above-mentioned composite index. In total, 70 districts with low scores on composite index will be selected. Once the districts are selected, in the second level of selection, low performing schools based on grade 7 and 9 examination results will be selected from those selected 70 districts. In the first phase of project implementation, interventions will be implemented in 50 districts. Based on the project performance in these 50 districts, the interventions will be scaled up to the rest of the schools in the other 20 districts in the third year of the project or earlier. Table 1.1 present the list of the 70 selected districts. District-wise number of primary schools and secondary schools with total and gender disaggregated enrollment and similarly gender disaggregated teaching workforce are provided in the Project Implementation Manual.

**Table 1.1. Province-wise Project Target Districts - Primary and Secondary Schools with Enrollment and Teachers**

PROVINCE	SELECTED DISTRICTS
Central (8)	Chibombo, Chisamba, Itezhi-Tezhi, Luano, Mkushi, Mumbwa, Ngabwe, Serenje
Copperbelt (2)	Lufwanyama, Mpongwe
Eastern (8)	Chadiza, Chipata, Katete, Lundazi, Nyimba, Petauke, Sinda, Vubwi
Luapula (8)	Chiengi, Kawambwa, Lunga, Milenge, Mwansabombwe, Mwense, Nchelenge, Samfya
Lusaka (2)	Chirundu, Rufunsa
Muchinga (6)	Chirundu, Rufunsa, Isoka, Mafinga, Mpika, Shiwang'andu
Northern (9)	Chilubi, Lunte, Luwingu, Mbala, Mporokoso, Mpulungu, Mungwi, Nsama, Senga
North-Western (4)	Chavuma, Kabompo, Kasempa, Mufumbwe
Southern (11)	Chikakanta, Choma, Gwembe, Kalomo, Kazungula, Monze, Namwala, Pemba, Siavonga, Sinazongwe,imba
Western (12)	Kalabo, Luampa, Lukulu, Mitete, Mwandu, Nalolo, Nkeyema, Senanga, Sesheke, Shang'ombo, Sikongo, Sioma



Figure 1.1: ZEEP Additional Financing Results Chain

Key Issues/Challenges	Subcomponents/Key Activities	Project Development Objectives Indicators	Project Development Objectives
<p>Low learning outcomes in language arts, science and mathematics due to</p> <ul style="list-style-type: none"> Weak teachers' content and pedagogical content knowledge competencies Lack of teaching and learning materials Uneven teacher deployment and wide disparities in pupil-teacher ratios 	<p>Component 1: Sub-Component 1.1: Enhancing teaching competencies (Dev. TPDI; upgrade pre- and in-service teacher training)</p> <p>Sub-Component 1.2. Increasing the availability of teaching and learning materials in language arts, mathematics, and science in targeted primary and secondary schools (provision of teaching & learning materials)</p> <p>Sub-Component 1.3 Improving teacher recruitment, deployment, and management and reducing teacher shortages in targeted primary and secondary schools (TPDI based teacher selection; teacher database, teacher internship)</p>	<p>Percentage increase of teachers who meet required professional competencies²⁶ in Mathematics, Science, and Language arts in targeted schools²⁷</p> <p>Improved pupil-textbook ratio in language arts, math and science for primary schools and secondary schools (physics, chemistry, biology, agricultural science for secondary) in targeted schools;</p>	<p>To improve the quality of teaching and learning conditions in targeted primary and secondary schools</p>
<p>Girls' access to safe school environment is limited</p> <ul style="list-style-type: none"> limited supply of secondary schools and shortage of classroom child marriage, pregnancies and SRGBV limit girls' participation 	<p>Component 4: Enhancing institutional capacity for implementation of safe school program</p> <p>Component 2: Increasing access to safe secondary school (school infrastructure, WASH, weekly boarding facilities)</p> <p>Component 3: Strengthening institutional capacity for education service delivery and project management</p>	<p>Percent of schools implementing safe school program to support girls' attendance in targeted districts</p> <p>Number of students enrolled in new secondary schools constructed under the project (gender disaggregated)</p>	<p>To increase access to secondary education focusing on girls</p>

²⁶ A competence refers to a complex combination of knowledge, skills, understanding, values and attitudes which lead to effective and inclusive teaching

²⁷ All public schools in the targeted districts



Box 1. Safe School Program in Zambia

Legislation implementation and enforcement and child-friendly reporting. Ensure implementation and enforcement of laws and policies related to school-related violence, including SRGBV at the school and community level, together with effective, safe, reliable, and child-friendly reporting and monitoring mechanisms. The project will support this through the following activities: sensitization of all stakeholders of the school community (including teachers, head teachers, administrative staff, counsellors, union leaders, parents, PTAs, SMCs, and students); communication of the Code of Ethics (the Teaching Profession Code of Ethics Regulation 2018) with clear guidance on how the code is enforced, particularly on corporal punishment, violence, and SRGBV; implementation of a child-friendly GRM with related communication and sensitization efforts at the school and community level, along with the rollout of GBV referral pathways; and training to guide and counsel teachers who will serve as gender focal points for schools together with relevant zonal representatives. The training will focus on the support to be provided for survivors of SRGBV and students at risk following national protocols. Most of these activities will be implemented under Component 4 which focusses on strengthening the institutional capacity to support safe schools and girls' education. This work will be done in coordination with the Keeping Girls in School (KGS) component of the GEWEL AF, particularly in relation to the case management system that is being developed for KGS beneficiaries and the GBV referral pathways which is being implemented in KGS schools. Funds will be available under the AF to support the survivor for accessing socio-psychological and health facilities.

Physical environment. Provide a safe physical school environment, which helps ensure access and completion of education for all children. Building on the activities under the parent project, the AF will increase access to secondary school facilities in all 10 provinces in the country through Component 2: Increasing access to safe school for girls and boys. WASH facilities will be provided to better support adolescent girls and menstrual hygiene management needs and all school buildings will have ramps to facilitate easy access for the physically challenged learners. To help address the issue of distance and travel to and from school, boarding facilities will be provided at selected secondary schools on a need basis, and training of staff responsible for boarding facilities will be provided. This work will be done in accordance with the MoGE's boarding facility standards. The AF will also support the development of safe passage to school by school and community to address the physical risks of long-distance travel to school including the identification of main routes to school, especially for girls, and support through the development and implementation of the safe school plan and in coordination with KGS.

Teachers and education staff training. Provide training to teachers and school leadership on inclusive education and gender-sensitive pedagogical approaches and positive discipline, strengthening girls learning and performance, SRGBV (including SEA), Code of Ethics, and sexual and reproductive health. A module will be developed to address these issues under preservice and in-service teacher training including for school leadership; additionally, a special education module and related training will be developed. This will be supported under Subcomponent 1.1 and Component 4.

Social norms and community, family, and parental engagement. Address issues related to social norms in relation to violence and particularly around SRGBV, early pregnancy, and child marriage. The project will support development of the safe school plan and related training for guidance and counselling teachers and zonal representatives under Component 4. The safe school plan will be developed through a Whole of School Approach which will include (a) community outreach and sensitization activities focused on safe schools and girl's education; (b) community-based safe passage to school interventions; (c) life skills programs for girls and boys which focus on non-violent conflict resolution, assertiveness, reproductive health, inclusion, and diversity. Gender focal point at the school, guidance and counselling teachers, and the relevant zonal representatives who have participated in training, will work together with the school leadership, students, and community to develop the safe school



plans.

Student sensitization and participation. Ensure student sensitization in relation to gender norms and violence along with ensuring their engagement and participation. This will be included as part of the safe schools training provided to guidance and counseling teachers who will be identified as the Gender Focal Points and the respective zonal representatives who will also be trained on how to run and facilitate after school life skills programs (that is, boys and girls clubs) which is supported under Component 4. Student voices will also be a part of the development and implementation of the safe school plan and related activities. Additionally, student's knowledge of sexual and reproductive health will be enhanced through the dissemination and increased delivery of the Comprehensive Sexuality Education Curriculum under Subcomponents 1.1 and 1.2: Teaching and learning materials and through efforts with KGS.

Component 1: Improving the quality of teaching and learning conditions in language arts, science, and mathematics in targeted primary and secondary schools

1. **Lessons from high-performing education systems indicate that their success is highly dependent on teacher preparedness in both content and pedagogy of the subjects that they teach.** Teachers must have the capacity to adapt their lesson plans and teaching strategies to reflect how their students learn, and the authorities must establish clear professional career paths, good working conditions, and effective school leadership arrangements that motivate teachers to perform at their best. The proposed AF would address these challenges by providing a comprehensive package of interventions implemented in all targeted schools.

Subcomponent 1.1: Enhancing teaching competencies

2. This subcomponent will expand the scope of current ZEEP activities and support: (a) the development of a competency-based TPDI, which will specify the competences required of serving teachers as they progress through their careers; (b) the enhancement of in-service teacher training by developing and delivering training packages/modules in language arts, mathematics, and science to teachers in targeted schools; and (c) improvements in preservice teacher education. Annual performance indicators for this subcomponent are detailed in the Project Implementation Manual.

3. **To improve pre-service teacher education, the AF will support efforts to upgrade the teacher education curriculum for diploma programs.** This will include developing corresponding frameworks for practicum, course assessments, and mentor training. The AF will also support measures to strengthen the capacity of teacher education institutions by involving them directly in the design and delivery of in-service training.

4. **In-service training will be enhanced by strengthening the current national systems of CPD implemented through SPRINT.** The AF will reinforce the role of the school in identifying teacher training needs by empowering schools to take a more active role in establishing and managing the expected results of in-service teacher training. The school leadership team comprising head teacher, deputy head teacher, and heads of department will be involved in the in-service training. Both preservice and in-service training programs will be developed based on the Framework for Teacher Education Development which provides a systematic and sustainable approach to improving the quality of teacher training at all levels of the teaching profession.



5. **The TPDI will be a multipurpose, competency-based instrument informed by international experience and the Standards of Practices for the Teaching Profession in Zambia.** The latter are currently being developed by the MoGE, the TCZ, the TSC, and the teachers' unions. The TPDI will cover Early Childhood Education (ECE) through secondary education. The TPDI will provide a framework for (a) evaluating the skills and knowledge that enable a teacher to be successful and for assessing the competency levels of both trainees and practicing teachers; (b) designing and developing preservice training, practicum, and CPD programs; (c) selecting mentors and other teachers who demonstrate professional excellence; (d) promoting teachers within the school system; and (e) promoting teachers up the career ladder and so on. The TPDI's competences and competency levels will be built into the training packages/modules for each subject area. The TPDI will also provide a foundation for a clear and coherent dialogue on teaching and learning issues.
6. **Teacher training will be based on the findings of a survey designed to assess baseline teacher competences.** The assessment will inform the development and implementation of core packages/modules in mathematics, science, and language arts that integrate subject content knowledge, pedagogical content knowledge, and formative assessments. The packages/modules will also incorporate elements of ICT that are appropriate to each individual subject area within each package/module. Each module will have integrated content and materials to address issues of special education needs and inclusion; school-related sex and gender education; GBV; academic, social, emotional, and career guidance and counselling services for girls and vulnerable children; and climate change and the environment.
7. **The preservice and in-service training will place significant emphasis on gender-sensitive pedagogical approaches and strengthening girls' learning and performance.** Teachers, including the school leadership team, will receive a hard copy of the teachers' Code of Ethics (the Teaching Profession Code of Ethics Regulation 2018) during the training (formal dissemination of the code of conduct will be done through a circular to all schools). The training will include an introductory package/module on teachers' Code of Ethics, and principles, concepts, and practices that promote gender equity, including gender-sensitive teaching and educating against GBV, and sexual and reproductive health. A topic on climate change will be also included. Each of these key issues will also be addressed in the subject packages/modules through an infusion approach; for example, identifying gender stereotyping language in teaching materials in the language arts package/module.
8. **This subcomponent will also support the development of a Teacher Portal to facilitate teachers' access to digital learning and teaching resources needed to implement the in-service learning activities of the CPD Framework.** The Teacher Portal will make the training packages/modules developed by the project available on demand and support the effective functioning of communities of practice of teachers as well as school leadership teams.
9. **Under this subcomponent School Leadership Team's instructional leadership capacity will be developed.** This will be achieved through school leadership training which will focus on: setting clear school performance goals to promote learning and achievements by all students; allocating resources for that purpose; and providing continuous support for instructional leadership at school (i.e. managing the curriculum, assisting with the development of lesson plans; and supporting teachers to assess the achievement of performance goals). The target group to be trained consists of School Heads and Deputy



Heads on their capacity of members of the School Leadership Team, and District Education Officers, on their capacity of supervisors and first line of support of schools' performance.

Subcomponent 1.2: Increasing the availability of teaching and learning materials in language arts, mathematics, and science in targeted primary and secondary schools

10. **The original subcomponent under ZEEP titled, 'Improving textbook availability', aims to tackle the issue of severe shortage of textbooks in the country by (a) improving the current textbook management system and (b) improving the system for procurement and delivering mathematics and science textbooks to schools.** The objectives of the textbook reforms envisioned under ZEEP are (a) to ensure that textbooks adequately meet the prescribed curricula requirements; (b) to procure textbooks in an efficient manner using transparent competitive procurement methods; (c) to ensure that the textbooks are delivered to the schools at the beginning of the academic year; and (d) to develop in-house capacity for textbook writing. The AF will support the same objectives and scale up the provision of science, home economics, and mathematics textbooks for pupils and respective teachers guides from 382 schools to all project target primary and secondary schools.

11. **In addition to the provision of science, and mathematics textbooks, the AF will finance the provision of textbooks in language arts that would include local/regional languages from ECE to grade 4 and in English from Grades 2 to 12.** The emphasis will be on improving language proficiency, particularly in early grades (1 to 4), which is low as evidence shows.²⁸ In addition to the provision of language arts textbooks in appropriate languages as prescribed by Zambian school curricula, the AF will support innovative evidenced-based interventions to promote language skills such as development of supplemental reading materials based on local stories and folktales and the creation of a learning corner in early grades (Grades 1 to 4) where such story books and other language skills-related materials will be kept and children will be encouraged to use these materials. The teachers will be encouraged to work with community members to document and compile the local stories and folktales. The MoGE has the experience of developing language-related learning materials with close involvement of community members, though in small scale, working with NGOs such as World Vision. Before scaling up these activities to all the project target schools, a pilot will be conducted in a select number of schools. Based on the lessons learned from the pilot, this initiative will be scaled up in phases. The AF under this sub-component will also finance science and home economics laboratory equipment and consumables.

12. **The AF will support additional interventions to further enhance the implementation of the revised curriculum.** The national literacy framework was recently revised to include new areas such as ECE. The revised framework must be validated, published, and distributed to all schools. The national numeracy framework is in place, while the national science framework, including climate change issues, are yet to be developed. The AF will support development, validation, and publication of the national curriculum frameworks for literacy, mathematics, and science. Teacher orientation on the revised curriculum is incomplete, with some teachers yet to be trained in the national curriculum frameworks. The proposed AF will support the orientation of these teachers, particularly those in the targeted schools.

13. **Technology has increased options through which teaching and learning materials can be made available to teachers and learners.** However, factors such as access to devices such as phones, tablets,

²⁸ Early Grade Reading Assessment.



and computers and availability of Internet can limit the use of technology. Under Subcomponent 1.1, a teacher platform will be developed, and tablets will be provided to schools. To leverage this technology incorporated in the AF, support will be provided to adapt select teaching and learning material into e-format for use through the teachers' portal.

Subcomponent 1.3: Improving teacher recruitment, deployment, and management and reducing teacher shortages in targeted primary and secondary schools

14. **The objectives of the new subcomponent introduced under the AF is to support the GRZ to reform teacher recruitment, deployment, and management policies and practices based on international evidence on what works.** The current teacher management practices in Zambia have led to wide disparities in PTRs, frequent payroll mismatches,²⁹ and high attrition rates among teachers in rural and remote areas. In addition, teacher recruitment practices do not systematically focus on recruiting teachers with specialized subject competencies that reflect the needs of the respective schools, resulting in an acute shortage of science and mathematics teachers.³⁰ Overall, the key challenges related to teacher management in Zambia are: (a) weak institutional capacity to enforce policies, regulations, and guidelines related to recruitment of high-quality teachers, the deployment of teachers to disadvantaged areas, and development of professional career tracks and promotion systems; (b) a lack of real-time data on teachers and school needs; and (c) poor coordination among various agencies such as TSC, TCZ, TESS, Human Resource Management and Administration, Education Officers (PEOs) and District Education Board Secretaries (DEBS), responsible for teacher management.

15. **The Government has established a robust but complex institutional framework for teacher registration, recruitment, deployment, career progression, and professional development.** Under the 2016 Service Commission (Amendment) Act, the TSC is responsible for teacher recruitment, confirmation of appointments, promotion and upgrading, reassessments, transfers, separation, retirements, and other forms of separation from teaching services. However, the TSC under the law may delegate any of its functions to another agency or committee, and most of its functions have been delegated to the MoGE. According to the 2013 Teaching Profession Act, the TCZ was set up under the MoGE with the mandate of regulating teacher practices and professional conduct and accrediting and regulating colleges of education. The TCZ is in-charge of establishing teaching standards and developing a CPD policy framework for the teaching workforce to upgrade their competencies to meet the prescribed teaching standards. In addition to the TSC and TCZ, TESS within the MoGE is mandated to manage and coordinate the provision of preservice teacher education, in-service teacher training, and specialized educational services, as well as the operations of the education boards, to improve the quality of education services.

16. **While these institutional arrangements are generally sound, several evident policy gaps, overlapping responsibilities, and ineffective practices must still be addressed.** To significantly improve student learning outcomes, the Government will need to transform teacher recruitment and deployment policies and practices. The ZEEP AF will support the MoGE and other relevant institutions in transforming

²⁹ Payroll mismatch occurs when the school through which a teacher's salary is paid is not the same school in which they teach. As many as 60 percent of Zambia's teaching workforce is teaching in the 'wrong' school (Auditor General's Report, 2014).

³⁰ In the 2018 recruitment exercise, some priority was given to teachers with qualifications in mathematics, sciences, agricultural science, and ICT. However, this was not based on actual numbers based on needs in schools.



teacher management by strengthening their capacity to improve their policies, regulations, and guidelines and to implement them effectively.

17. **With the objective of reforming the prevailing teacher recruitment, deployment, and management policies and practices, the AF will support and finance** (a) the development and implementation of a TPDI-based teacher selection process (similar to merit-based teacher recruitment) to ensure that newly recruited teachers meet the relevant standards; (b) the development and implementation of a pilot teacher internship program in which a select group of candidates who fall below the cutoff point of the TPDI-based assessment will have an opportunity to work as interns under specified mentors, with clearly defined performance indicators for intern teachers, a defined internship period, and monthly remuneration; (c) the design and establishment of a teacher database compiled through a comprehensive teacher census, including all necessary hardware and software, as well as instruction in the management and use of the database; (d) redeployment of teachers through correction of payroll mismatches; (e) strengthening the mechanisms and capacity for addressing teachers' grievances; (f) research on failure of current incentive system for retention of teachers in rural and remote areas; and (f) an increase in the supply of teachers in targeted schools, both through annual recruitment and through the redeployment of teachers by addressing payroll mismatches in the targeted schools. Out of the total number of newly recruited and deployed teachers in the targeted schools, at least 30 percent will be female teachers.

18. **While international evidence shows that competency-based teacher recruitment pays high dividend, not all teachers selected through this process will necessarily prove effective in the classroom.** Appropriate strategies are required to help them become effective teachers. Two transformative strategies will be developed and implemented as part of this activity: (a) a TPDI-based teacher selection process and (b) a teacher internship program.

19. **This activity will support the development of the TPDI, which will enable the authorities to ensure that newly recruited teachers meet the relevant standards for their subject and grade level.** Based on the TPDI, appropriate tools will be created to assess and accredit the competencies of eligible candidates for each teaching job. Teacher candidates meeting the minimum accreditation requirements will be licensed as entry-level teachers and hired for a probation period of 2–3 years. During this probation period, newly recruited teachers will have time to acquire the requisite competencies through on-the-job learning, and participation in formal professional development programs. At the end of the probation period, the teachers will be evaluated. Successful candidates will be given permanent teaching license and standard employment terms, while unsuccessful candidates may be offered a fixed amount of additional time to acquire the competencies or exit the system.

20. **This activity will also support the piloting of a teacher internship program, which may be scaled up if it proves effective.** Not all the teachers selected through the TPDI-based selection process may meet the required minimum competencies, and a set number of those who do not will be offered internships. The internship program will clearly define the role of mentor, the mentor-intern relationship, the performance indicators for evaluating interns, the internship period, and the monthly remuneration. The selected candidates will be placed in schools facing teacher shortages, where experienced teachers will receive special mentorship training. The interns will receive professional guidance and support from the zonal resource coordinators and the school resource coordinators. The MoGE's Human Resources



Department in collaboration with the TSC and TCZ will design and implement the pilot in the first two years of implementation of the project.

21. **The ZEEP AF will support the development and implementation of a strategy to increase the supply of competent teachers through a combination of recruitment and redeployment.** A baseline study will be conducted to identify payroll mismatches by determining and comparing the number of teachers on each school's payroll with the number of teachers working at each school. The study will also identify the teacher needs of each school based on student enrollment and collect information on teacher retention rates in rural and remote schools. The study will form the basis for a national strategy complemented by district-level action plans designed to increase the supply of teachers, redeploy teachers more effectively, and improve teacher retention in rural and remote areas. The implementation of the strategy is expected to increase the number of teachers working in the targeted schools. The MoGE will ensure that at least 30 percent of the teachers recruited annually are women.

Component 2: Increasing access to safe secondary schools

22. **The objective of the original component is to increase access to secondary education in underserved communities by expanding existing primary schools into secondary schools.** ZEEP is supporting the expansion of 82 primary schools by constructing additional classrooms and other facilities in accordance with the minimum package for a safe secondary school defined in the ZEEP PAD in seven of Zambia's ten provinces: Muchinga, Luapula, Southern, Eastern, Central, Northern, and Lusaka. These provinces were selected based on the incidence of poverty and the demand/supply gap for secondary school seats. The new secondary school facilities will operate independently of the primary schools. Based on girls' primary-to-secondary transition rates, 10 of these 82 secondary schools were selected to construct all-girls weekly boarding facilities to reduce the dropout rate.

23. **Standardized construction designs for expanding primary schools into secondary schools have been developed under ZEEP.** These designs reflect the minimum safe school package, as well as all relevant social and environmental safeguards. Construction is under way with participation from local communities. A school-level Project Implementation Committee (PIC) comprising teachers and local community members is responsible for construction activities. All construction and rehabilitation activities under the AF will be carried out using the same community-based methodology.

24. **The design of these buildings ensures that climate and disaster risk are modulated.** The structures include: (i) the foundations for the buildings are built in such a way that water can seep out easily including concrete apron which have been put around all buildings to discharge surface water away from the building in order to protect the foundation. Enforcement of the building has also been done at each site depending on the soil type; (ii) positioning of all buildings is oriented to the north to ensure that the sides without windows are facing east and west to avoid accumulation of heat in the building which could cause cracking of the structures and reduce the likelihood of roofs being blown away due to high winds which comes with extreme rainfall; (ii) steel, nuts and bolts are used to ensure the building withstand high and low temperatures (allowing expansion and contraction) which could cause cracking of the structure and insulation material is used under the roof to ensure comfortable temperatures are maintained in the classrooms for a conducive learning environment; and, (iii) boreholes have been drilled to a minimum of 45 meters to counter the effects of effect drought hits.



25. **The nationwide costed school infrastructure plan supported by the AF will reflect Zambia’s rapid demographic transition.** The expansion of school infrastructure has not kept pace with the rapid growth in primary enrollment or the rising transition rates to secondary school.³¹ If the primary-to-secondary transition rate increases from its current 62 percent to 80 percent, the country will need to create 17,500 additional secondary classrooms. Faced with this dramatic increase in the demand for secondary education, a nationwide school infrastructure plan based on demographic projections and corresponding enrollment growth at the ECE, primary, and secondary levels will provide a comprehensive costed blueprint to guide the MoGE’s expenditure decisions and investment priorities over the short, medium, and long term. The plan will identify severely dilapidated or damaged structures in need of rehabilitation and determine the need for water and sanitation facilities, electricity connections, and other school-level facilities and infrastructure. The plan will include evidence-based recommendations for constructing boarding facilities for both girls and boys and ensure that school infrastructure is accessible to physically challenged children.

26. **In addition to the 82 secondary schools being constructed in seven provinces under ZEEP, the AF will support the expansion of about 120 primary schools into secondary schools in all the ten provinces.** Priority will be given to the three provinces, which did not originally benefit from ZEEP. The AF will use the same targeting methodology, standardized school construction designs, and community-based implementation approach as ZEEP. The construction projects will account for all relevant climate and disaster risks, including extreme temperatures, extreme precipitation, flooding, and drought, and mitigate those risks in their design. Some resources from the AF will be directed toward bridging the financial gaps for providing solar power to the newly constructed schools.

27. **Home-to-school distance is a major constraint to access secondary school for both boys and girls in Zambia.** Due to Zambia’s dispersed, low-density population, the challenge posed by long distances to school cannot be fully addressed solely through the expansion of the school system. The distance challenge is also faced by most of the girls benefiting under the KGS component of the GEWEL project. The construction of weekly boarding facilities, particularly for girls, can alleviate the burden imposed by long distances to school. ZEEP is financing the construction of 10 all-girl weekly boarding facilities on a pilot basis. As it is still too early to assess the impact of this pilot, the AF will explore the possibility of establishing weekly boarding facilities in secondary schools where KGS girls are enrolled, as well as selected non-KGS schools, based on a need’s assessment. The GEWEL project will provide technical assistance to the MoGE to assess the state of various types of boarding facilities, both public and private, including their climate and natural disaster resilience. Based on this assessment, the MoGE will prepare policy guidelines for the construction, maintenance, and management of boarding facilities to ensure the safety and well-being of the resident girls and boys.

28. To ensure effective implementation and supervision of all construction activities, the AF will also finance (a) contracting of a third-party construction supervision and support consultant (CS&SC) for continuous monitoring of construction quality, safeguards compliance, and climate and disaster risk resilience; (b) expansion of the current mobile technology-based monitoring system to other provinces and districts; (c) monitoring visits by national, provincial, and district building officers and engineers; (d) contractual recruitment of technical supervisors for each site of construction and major rehabilitation; (e)

³¹ Education and Skills Sector Plan (2017–2021), Ministry of Higher Education and Ministry of General Education, Government of Republic of Zambia.



training of PIC members, technical supervisors, building officers, and engineers; and (f) documentation and evaluation of community-based construction. The Zambia Education Project Implementation Unit (ZEPIU) of the MoGE will continue to lead the implementation of all the activities under this component.

Component 3: Strengthening institutional capacity for education service delivery and project management

Subcomponent 3.1: Strengthening institutional capacity for education service delivery

29. **This subcomponent will build on gains achieved through ZEEP by supporting several additional activities.** These include (a) building the planning, management, and M&E capacity of the MoGE and relevant institutions; (b) improving education data management, analysis, and use by upgrading the centrally managed EMIS; (c) completing the school GPS map to enable real-time monitoring, decision making, and resource allocation, including in response to climate and disaster risks; (d) conducting policy studies, surveys, and evaluations as well as qualitative reviews of teacher training, school construction, and the implementation of digital technologies; (e) improvement of MoGE ICT infrastructure and capacity to support all ICT systems including Education Management Information System (EMIS), Project Information Management System (PMIS), Financial Management System (FMS) and others, and (f) financing Zambia's participation in PISA D 2024. The AF will not finance any training of more than three months duration, and upgradation of general qualifications. However, the AF will finance international study tours with clearly defined objectives on a case-by-case basis.

Subcomponent 3.2: Project management, coordination, and communication

30. **The implementation arrangements for the ZEEP AF will use the MoGE's existing institutional framework to ensure greater ownership of the project.** The MoGE will be fully responsible and accountable for implementation of the project and achievement of the PDO. Based on the lessons learned from ZEEP, ZEEP including the AF will be mainstreamed for sustainability, systemic impact, and in-house capacity building. This implies that the relevant directorate, department, and agency will be responsible for the implementation and M&E of their respective components and subcomponents as described below.

31. The current implementation arrangements will be aligned with these objectives, with clearly defined accountability for results. The Project Implementation Steering Committee shall now be chaired by the Minister of General Education or his/her nominee and shall include as members: (i) Permanent Secretary, Technical of the MoGE as member secretary; (ii) the Permanent Secretaries or their nominees of the Ministries of Finance, National Development and Planning, and Gender; (iii) Chair of Cooperating Partners Coordination Committee (CPCC); (iv) Chair of Zambia National Education Coalition (ZANEC), and, (v) the Project Coordinator. The Permanent Secretary, Technical will act as the Member Secretary to the PISC. The Chair of the PISC could invite special attendees. The PISC will meet quarterly to review progress, provide policy guidance and strategic direction. A Project Implementation Committee (PIC) chaired by the Permanent Secretary, Finance and Administration, will be constituted comprising of the Permanent Secretary, Technical, the ZEPCU staff, the Director of Planning and Information, the Director of Teacher Education and Specialized Services, the Director of Zambia Education Project Implementation Unit, the Director for Standards and Curriculum, the Director of Finance and the Head of Procurement and Supply Chain of the MoGE. The PIC will meet once a month to review implementation progress, compliance with GRM and safeguards measures, and resolve implementation challenges.



32. **Given the expanded geographical and technical scope of the ZEEP AF, the current PIU of ZEEP will be expanded into a stronger project coordination unit, which will be renamed as Zambia Education Program Coordination Unit (ZEPCU).** Based on the lessons learnt from ZEEP implementation, responsibility and accountability for project implementation will shift from the PIU to the relevant directorates, departments, and agencies. The core functions of ZEPCU would include: (a) coordinating the preparation and finalization of the AWP&B; (b) undertaking project M&E activities, including the preparation of quarterly, semiannual, and annual progress reports; (c) conducting baseline, midterm, and final assessments, as well as midterm project management reviews and other process and impact evaluations as necessary; (d) hiring of an IVA, and ensuring that DLI achievements are verified by the contracted third-party agency on time; (e) organizing PISC meetings; (f) supporting the implementation units for hiring technical experts; (g) preparing and submitting IFRs and withdrawal applications to the World Bank on time; (h) facilitating external and internal audits on time; (i) providing procurement and contract-management support to the implementing agencies; (j) facilitating and coordinating semiannual implementation support missions, mid- and end-term supervision missions, and other technical missions and preparing relevant mission documents; (k) performing all functions required to ensure compliance with relevant legal covenants; (l) developing and implementing a communication strategy for communicating with internal and external stakeholders regarding the project; and (m) establishing and operationalizing a GRM. This subcomponent will also support the provision of training to the MoGE and participating institutions on financial management, procurement, safeguards, and M&E related to the project implementation. ZEPCU will be adequately empowered to take all day-to-day decisions required for the project implementation.

33. It is critical that ZEPCU is adequately staffed with required skills and knowledge. ZEPCU will be staffed with one project coordinator who will be assisted by a minimum of four deputy project coordinators (DPCs) with each DPC to be responsible for one component. In addition, ZEPCU will have two financial management specialists and two accountants, two supply chain/procurement officers, two civil engineers/architects, one safeguard expert, one gender/GBV expert, one M&E expert, one communication specialist, and one ICT expert. Depending on the needs, more staff and/or consultants with relevant skills may be appointed. The project coordinator, DPCs, and all other experts will be recruited through open competition and appointed with renewable performance contracts.

34. The PEO and DEBS are required to play a key role in facilitating and monitoring project implementation. Hence, the PEO and DEBS will constitute a small Project Implementation team (PIT) with clear line of accountability.

Component 4: Enhancing institutional capacity for implementation of safe school program

35. **This is a new component aimed at enhancing institutional capacity to implement a safe school program that would ensure safe and inclusive learning environments and protect girls and boys from violence at school, including SRGBV.** The activities under this component will strengthen the institutional mechanisms within the school and the community to prevent and address issues of violence, protect girls from sexual abuse and exploitation, and equip schools with knowledge and information on ensuring child safety and effectively responding to violence against children. Activities proposed in this component are part of a comprehensive package of interventions supported by the ZEEP AF to ensure safe schools in Zambia as outlined in Annex 1: Box 1.



36. **This component will focus on three interrelated activities that support the training of staff in relation to safe schools, the development and implementation of safe school plans, and the rollout of mechanisms that support the enforcement of laws and policies related to school-related violence, including SRGBV.** The first activity provides training and empowerment of school guidance and counseling teachers who have been identified as the gender focal points and relevant zonal representatives. The training will focus on the support to be provided for survivors of GBV and students at risk and will follow national protocols. Gender focal points and zonal representatives will serve as the main point of contact on school violence and SRGBV and will also be critical in terms of student sensitization and participation along with outreach and engagement with the Parent-Teacher Associations (PTA), School Management Committee (SMC), community, families, and parents. Additionally, the training will help participants develop safe school plans using a Whole of School approach which will ensure sensitization of all stakeholders of the school community (including teachers, head teachers, managerial and administrative staff including provincial and district level officials, counsellors, union leaders, community leaders, parents, and students). These plans will also address key issues related to school-related violence including the provision of community-based safe passage to school, life skills programs for girls and boys which focus on non-violent conflict resolution, assertiveness, reproductive health, inclusion, and diversity and relevant outreach and sensitization. The development and implementation of these safe school plans are the second activity of this component.

37. **The third activity of this component will support the rollout of mechanisms at the school and community level that help support the implementation and enforcement of laws and policies related to school-related violence, including SRGBV, along with ensuring that effective child-friendly reporting and monitoring mechanisms are in place in all ZEEP target schools.** Specific interventions will ensure the communications of the Code of Ethics (the Teaching Profession Code of Ethics Regulation 2018) with clear guidance on how the code is enforced, particularly on corporal punishment, violence, and SRGBV; the implementation of a child-friendly GRM with related communication and sensitization efforts at the school and community level. These activities will be informed by international best practices, local knowledge and context including the lessons and experiences of ongoing programs.

38. **This component complements the World Bank's GEWEL AF KGS component, which helps ensure that girls from the poorest districts attend secondary school by providing financial support to cover school fees and other expenses related to school attendance.** The GEWEL program also supports targeted schools by developing a case management system and providing training and capacity building on issues related to girls' education and GBV. The ZEEP AF will compliment KGS activities through increased co-location of interventions by the projects and by collaborating on the deployment of mechanisms that support girls' education, particularly in relation to SRGBV, through referral pathways and other interventions that help by building institutional capacity to provide safe schools with student-centered and gender-sensitive learning environments.

39. **This component will be implemented in partnership with selected NGOs.** There are NGOs in Zambia who have been working with the MoGE on the issues of girls' education and prevention and mitigation of SRGBV. The two largest NGOs being the Campaign for Female Education (CAMFED) and the Forum for African Women Educationalist of Zambia (FAWEZA) have Memorandums of Understanding with the Government to operate in all 10 provinces. The MoGE, with the NGOs with proven track records, will collaboratively develop strategies, and rollout and monitoring plan for activities in this component. Working with NGOs on this activity will help build on their knowledge and experience on issues related to



girls’ education and provision of safe schools. Additionally, working with NGOs can help create greater links to the community, community leaders, parents, teachers and caregivers, and all key stakeholders in the provision of safe schools. Given that the focus of most NGO programs is currently at the secondary level, work with the Government to define the scope of work at the primary level will need to be defined.

Component 5: Contingent Emergency Response Component (CERC)

40. This component is included in accordance with World Bank IPF Policy, contingent emergency response through the provision of immediate response to an Eligible Crisis or Emergency, as needed. It will allow the Government to request from the World Bank rapid reallocation of project funds to respond promptly and effectively to an emergency or crisis (such events may include a disease outbreak). This would be the result of a natural disaster or crisis that has causes or has potential to cause major adverse impact on the education sector. An operation manual for this component will be developed if/when needed.

Table 1.2: Project Costing and Beneficiaries

Component	Coverage			Estimated cost (US\$ million)
	Beneficiary	Grade Level	Geographic	
Component 1: Improving the quality of teaching and learning conditions in language arts, science, and mathematics in targeted primary and junior secondary schools				
Sub-component 1.1: Enhancing teaching competencies	Direct: <ul style="list-style-type: none"> Pre-service teachers In-service teachers Instructors & student teachers Systemwide Indirect: <ul style="list-style-type: none"> Students 	Early Childhood Education – Upper Secondary (Grades pre-primary- 12)	<ul style="list-style-type: none"> Nationwide Schools in selected districts in all provinces 	DLIs – US\$21 million
Sub-component 1.2: Increasing the availability of teaching and learning materials in language arts, mathematics, and science in targeted primary and secondary schools	<ul style="list-style-type: none"> Students & teachers Systemwide 	Early Childhood Education -- Upper Secondary (Grades pre-primary- 12)	<ul style="list-style-type: none"> Nationwide Schools in selected districts in all provinces 	DLIs – US\$15 million
Sub-component 1.3: Improving teacher recruitment, deployment, and management and reducing teacher shortages in targeted primary and secondary schools	<ul style="list-style-type: none"> Students & teachers Systemwide 	Primary – Upper Secondary (Grades 1- 12)	<ul style="list-style-type: none"> Nationwide Schools in selected districts in all provinces 	DLIs – US\$10 million
Component 2: Increasing access to safe secondary schools				
	Direct: <ul style="list-style-type: none"> Students & teachers Indirect: <ul style="list-style-type: none"> Parents & communities 	Primary and Secondary	<ul style="list-style-type: none"> Nationwide Schools in selected districts in all provinces 	US\$56 million
Component 3: Strengthening institutional capacity for education service delivery and project management				
Sub-comp 4.1: Strengthening institutional capacity for education service delivery	Direct <ul style="list-style-type: none"> Systemwide Education managers and administrators Policy makers Project managers Indirect: <ul style="list-style-type: none"> Students & teachers 		National	US\$5 million



Sub-comp 4.2: Project management, coordination, and communication	<ul style="list-style-type: none"> National (MoGE) Project managers 		National	US\$4 million
Component 4: Enhancing institutional capacity for implementation of safe school program				
<ul style="list-style-type: none"> Students & teachers School Management Board, PTA and local communities 	Primary – Upper Secondary (Grades 1-12)	Schools in selected districts in all provinces	<ul style="list-style-type: none"> Students & teachers School Management Board, PTA and local communities 	DLIs - US\$9 million

Lessons Learned and Reflected in the Project Design

41. The design of the ZEEP AF draws on a number of lessons learned from previous and ongoing World Bank and other development partners’ support to education in Zambia and in other countries.

Teachers

42. **The following aspects for effective teacher training have been incorporated into the project based on lessons learned from the World Bank’s recent analytical work on teachers:** (a) shift focus from individual abilities to communities of practice and to development of teacher content and pedagogical content knowledge competences; (b) recognize school culture as an asset not an obstacle; (c) link teacher development with enhancing school leadership capacity to support and guide teachers’ development; and (d) treat teacher education as a career-long development process.

43. **The project takes into consideration the fact that teacher training programs need to be flexible to respond to the diverse needs of teachers.** The flexibility in teacher education programs enables responding to the diverse needs of teachers at different stages of their career. It is important to recognize that new teachers need special support, and that they are often least effective during the first three years of their career, while seasoned teachers require updating and refreshing their content and pedagogical content knowledge.

44. **The project makes practical school experience (Practicum) an integral part of teacher education programs.** Lessons learned from international experience show that face-to-face and individual learning time need to be combined with classroom practice to allow for the development of knowledge, understanding, and relevant skills, which are appropriate and directly transferable to the classroom, with an emphasis on practical skills development in facilitating and enhancing learning for all learners. Incorporating professional development into the school context would help simultaneously meet the needs of teachers and schools.

45. **The need to evaluate teacher training programs in a systematic manner is recognized in the design.** While some countries have data on initial teacher education, very few follow up by collecting data on changes in teaching practices because of in-service professional development programs, and little is known on the impact of in-service teacher professional development activities on student learning outcomes in developing countries. Lack of data and systematic evaluation are hindering the understanding of which staff development policies are most effective in enhancing teachers’ competencies and performance. There is a need to carry out a systematic evaluation of in-service training.



Safe Schools

46. **To help reduce violence against children and school-related violence against children, including SRGBV, using effective strategies and interventions based on international evidence.** The INSPIRE Handbook for Action Implementing the Seven Strategies for Ending Violence Against Children was developed by a consortium of international organization and focusses on key areas of intervention necessary at the national level to address issues of violence against children. It highlights the need to ensure the following areas are addressed: (a) implementation and enforcement of laws; (b) norms and values; (c) safe environments; (d) parent and caregiver support; (e) income and economic strengthening; (f) response and support services; and (g) education and life skills. In terms of school-related violence, including SRGBV, promising practices are evident through the Good Schools Toolkit implementation in Uganda and outlined in the Whole of School Approach to Prevent SRGBV Minimum Standards and Monitoring Framework and the Violence Against Women and Girls Education Sector Brief³². All of these programs share common elements in terms of key areas of action which are used as the basis for the construct of the Safe Schools in Zambia framework.

47. The project is considering the lessons and guidance which places a strong focus on work both within and outside the school referenced as a Whole of School Approach along with the need to use local resources, a strong link to the community and to services which can support victims of violence, including SRGBV.

Early Childhood Education

48. **It is critically important to view any developments in ECE as an integral and integrated part of the overall teaching/learning/teacher education program.** ECE is the foundation on which later education is constructed. ECE teachers need to be highly skilled and specialized to deal competently with this critical age group and should be thought of and treated as the key building block of an education continuum. The TPDI to be developed under the ZEEP AF will cover ECE through secondary education.

Emergency Response

49. Including a CERC allows the project some flexibility in addressing immediate needs in a crisis, events which are more frequent in low-income settings. The importance of having contingency funding in the event of a crisis was highlighted under the implementation of the Revitalizing Education Development in Sierra Leone Project (REDiSL) (P133070), which was approved and became effective during the Ebola Virus Disease crisis. An unallocated amount (as part of the design) allowed the project to provide resources to the Government in responding to the crisis. The proposed project also includes a CERC which would allow the project to deal with any unforeseen crisis or calamitous event should one occur. The component will allow for quick reallocation of funding and provision of immediate resources to the client to address its most pressing needs.

³² Key areas of focus highlighted are based on the frameworks used by internationally recognized safe school programs and frameworks, namely *INSPIRE Handbook for Action Implementing the Seven Strategies for Ending Violence Against Children*, 2018; *Whole of School Approach to Prevent SRGBV Minimum Standards and Monitoring Framework*, 2018; *Violence Against Women and Girls Education Sector Brief*, 2015; and *Good Schools Toolkit*, 2015.



Annex 2: Changes to Institutional and Implementation Arrangements

- 1. The implementation arrangements for the ZEEP AF will use the MoGE's existing institutional framework to ensure greater ownership of the project.** The MoGE will be fully responsible and accountable for implementation of the project and achievement of the PDO. Based on the lessons learned from ZEEP, ZEEP including the AF will be mainstreamed for sustainability, systemic impact, and in-house capacity building. This implies that the relevant directorate, department, and agency will be responsible for the implementation and M&E of their respective components and subcomponents as described below.
- 2. Given the expanded geographical and technical scope of the ZEEP AF, the current PIU will be expanded.** Based on the ZEEP implementation experience, responsibility and accountability of ZEEP with additional financing will be shifted from the PIU to the relevant directorates, departments, and agencies as illustrated in Figure 1. The core functions in the expanded PIU, which will be renamed as Zambia Education Program Coordination Unit (ZEPCU), would include: (a) coordinating the preparation and finalization of the AWP&B; (b) undertaking project M&E activities, including the preparation of quarterly, semiannual, and annual progress reports; (c) conducting baseline, midterm, and final assessments, as well as midterm project management reviews and other process and impact evaluations as necessary; (d) hiring of IVA, and ensuring that DLI achievements are verified by the contracted third-party agency on time; (d) organizing PISC meetings on time; (e) supporting the implementation units for hiring national and international technical experts; (f) preparing and submitting IFRs and withdrawal applications to the World Bank on time; (g) facilitating external and internal audits on time; (h) providing procurement and contract management support to the implementing agencies; (i) facilitating and coordinating semiannual implementation support missions and other technical missions and preparing relevant mission documents; (j) performing all functions required to ensure compliance with relevant legal covenants; (k) developing and implementing a communication strategy for communicating with internal and external stakeholders regarding the project; and (l) establishing and operationalizing a GRM. This subcomponent will also support the provision of training to the MoGE and participating institutions on FM, procurement, safeguards, and M&E related to the project implementation. ZEPCU will be adequately empowered to take all day-to-day decisions required for the project implementation.
- 3.** It is critical that ZEPCU is adequately staffed with required skills and knowledge. ZEPCU will be staffed with one project coordinator who will be assisted by a minimum of four DPCs, each DPC responsible for one component. In addition, ZEPCU will have two Financial Management Specialists, two supply chain/procurement officers, two civil engineer/architect, one safeguard expert, one gender/GBV expert, one M&E expert, one communication specialist, and one ICT expert. The head of each component will identify a project focal point and a technically competent team to work with the focal point to ensure smooth and speedy implementation of the project activities. The project coordinator, DPCs, and all other experts will be recruited through open competition and appointed with renewable performance contract.
- 4.** The PEO and DEBS are required to play a key role in facilitating and monitoring project implementation. Hence, at the province and district-level, the Provincial Education Officer and District Education Board Secretary respectively constitute a Project Implementation Team (PIT), which will be responsible for project implementation, monitoring and reporting.



Figure 2.1. Implementation Arrangements

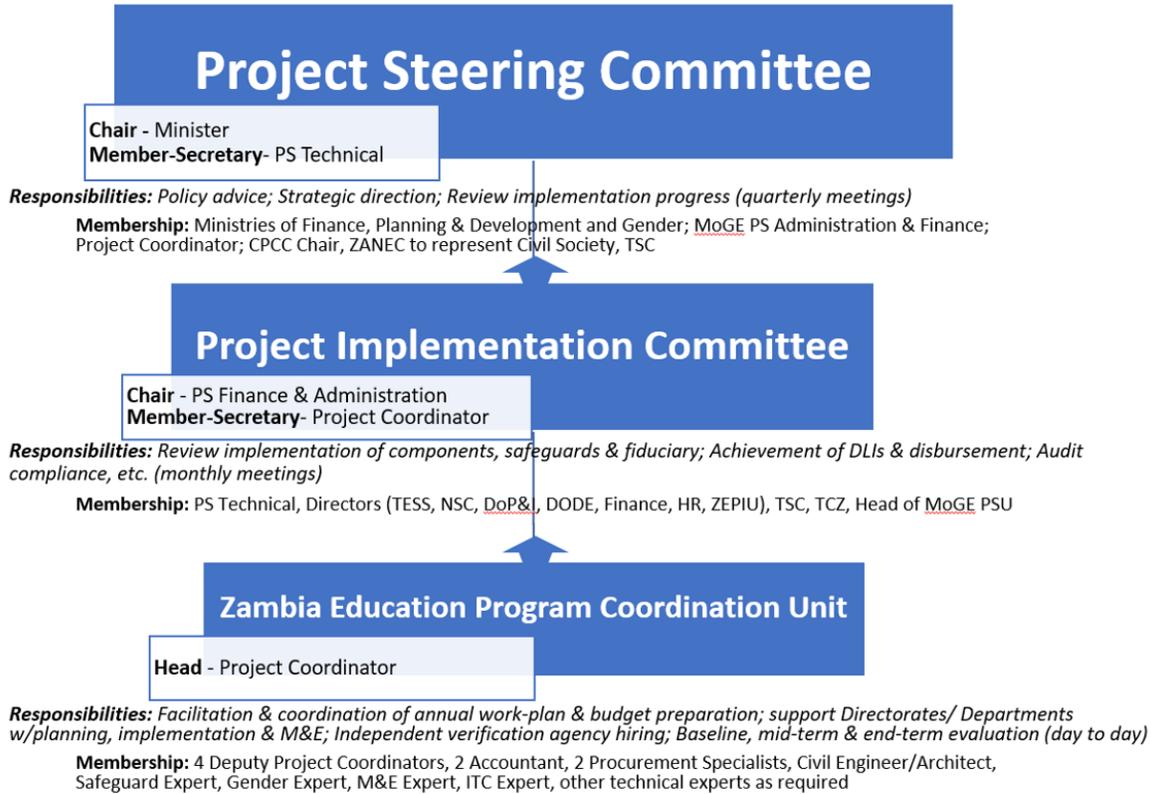


Table 2.1. Component-wise Roles and Responsibilities of Agencies Involved in Implantation

Component/Subcomponent	Lead Agency (LA) and Collaborating Agencies (CA)	Role and Responsibilities
Subcomponent 1.1	LA: TESS CA: NSC, TCZ	Prepare annual and quarterly work plan and budget and annual training plans, implement the plans, monitor implementation, prepare ToRs for technical assistance, manage technical assistance, and prepare progress reports.
Subcomponent 1.2	LA: Standards and Curricula	
Subcomponent 1.3	LA: HRMA CA: TSC and TCZ	
Component 2	LA: ZEPIU	
Component 3	LA: DoP&I (Dep of Planning & Information) CA: TESS, TCZ, TSC, KGS PIU and NGOs	
Subcomponent 4.1	LA: DoP&I CA: ZEPCU	

Financial Management and Disbursement

5. During August 2019, an FM assessment was carried out by the World Bank to assess the adequacy of the FM arrangements of the implementing agency, MoGE, for executing the expanded ZEEP under the AF. The assessment was carried out in accordance with the World Bank’s Financial Management Manual for World Bank Investment Project Financing Operations, OPCS 5.05-DIR.01, issued by Standards,



Procurement, and Financial Management (OPSPF) unit on February 10, 2010, and in accordance with the World Bank Guidance to Financial Management Specialists on Financial Management Arrangements in World Bank Financed Investment Operations, OPCS5.05-GUID.02 issued on February 28, 2017. The objective of the FM assessment is to determine whether the entity or entities implementing World Bank-financed projects have acceptable FM arrangements. The IPF policy defines FM arrangements as the planning, budgeting, accounting, internal control, funds flow, financial reporting, and auditing arrangements of the entity or entities responsible for implementing World Bank-financed operations. The World Bank requires the borrower to maintain FM arrangements, which are acceptable to the World Bank and provide reasonable assurance that the proceeds of the loan are used for the intended purposes.

6. **The assessment concluded that the FM arrangements are in place in the MoGE and meet the World Bank's minimum requirements under the IPF policy for the expanded ZEEP.** The FM arrangements will therefore provide with reasonable assurance, information adequate to provide accurate and timely information on the status of the project as required by the World Bank. The overall FM risk rating of the project is **Substantial** because both the accounting and internal audit staff of the MoGE have relatively less experience in implementing World Bank-financed projects. In addition, the PIU has not been able to finalize its budget before the commencement of the financial year (January) and has no system of tracking actual against budget. However, this risk rating is expected to be reduced after the risk mitigation measures as described below are adopted.

7. Based on the Financial Management risk assessment the following mitigating measures are recommended: (a) training of both accounting and audit staff to be conducted on a regular basis including the provincial, district and school level; (b) a Financial Management Procedures manual is being prepared and will include budget monitoring and reporting on DLIs' achievements and usage as well as procedures and templates for reporting at the school level; (c) FM arrangements, including funds flow (TSA) arrangements and reporting arrangements to be clearly defined in the FM manual being prepared; (d) eligible expenditures for Components 1 and e4 have been defined; and, (e) strengthening of internal controls and internal audit function to include engineers and reporting and audit arrangements have been discussed and are reflected as part of the FM action plan on Table 2.2 on page 93.

8. The project will use several disbursement methods including:

- a) A results-based (DLI/DLR) financing approach for Components 1 and 4.
- b) Traditional IPF approach using Financial Management Report (FMR)-based disbursement method for Components 2 and 3. Component 2 on infrastructure was previously on a results-based (DLI) financing approach and will be moved to an FMR-based disbursement method as soon as the project is approved by the Bank Board (This has been captured appropriately in the amendment to the ZEEP Financing Agreement.)

9. Other disbursement methods under the traditional IPF financing used by the project are:

- a) **Direct Payment Method:** This is used where the project requests the World Bank to make payments directly to a third party. Such requests should meet the minimum threshold for direct payments agreed with the World Bank. Where direct payments are to be made by the World Bank, the project will provide full documentation showing that such expenditures have been incurred at the time a request for payment to the third party is made.



- b) **Special Commitments:** The project may request the World Bank to pay third parties for eligible expenditures under special commitments entered into between the project and a third party on terms and conditions agreed between the World Bank and the Government. Payments are made to a financial institution for the cost of project expenditures covered by a special commitment. A special commitment is an irrevocable commitment entered into by the World Bank in writing to pay such. The financial institution provides confirmation that such expenditures have been incurred at the time a request for payment is made. The financial institution would provide a confirmation that documents have been received and are acceptable, and that payment has been made or is due and will be made promptly to the beneficiary covered by the special com

10. Component 1 and 4 will be DLI-based with EEPs selected from MoGE's annual budget lines that will include: (a) Curricula and Materials Development costs; (b) Teacher Education and Specialized Services; (c) Open and Distance Learning; (d) Related teachers' personnel emoluments and allowances; (e) Financial Management and Human Resource Management and Administration; and (d) Gender and Equity and Menstrual Hygiene expenditure.. The EEPs will be submitted to the World Bank on an annual basis and will be subject to review by the IVA. Disbursement will be made directly to MoGE's sub-control account on achievement of the DLIs using only a reimbursement method of disbursement.

11. **The Designated Account** -The MoGE operates a U.S. dollar DA held at the Bank of Zambia into which IDA will disburse funds for Components 2 and 3 and any advance for DLIs components. Replenishment to the DA will be on done on a quarterly basis on submission of the IFR and six-monthly forecast of expenditures. Funds disbursed on the achievement of the DLIs will be transferred to the DLI account held at Bank of Zambia.

Budgeting Arrangements

12. **Budget preparation and monitoring will follow normal governmental arrangements and cycles.** Currently, the PIU is failing to meet the deadlines for submitting the budget. To ensure timely submission of the budget in line with governmental arrangements, the AWP&B should be approved by the Project Implementation Steering Committee and sent to the World Bank for no objection by November of the preceding year of the AWP&B. The project budget will then be incorporated into the governmental budget process as part of the MoGE's ministerial budget. The complete budgeting and monitoring process should be included in the updated PIM under the AF.

Staffing

13. **The MoGE is adequately staffed with a director of finance, assisted by the chief accountant (sector), who is assisted by three senior accountants and nine accountants, some of whom have experience with World Bank project accounting.** Therefore, the MoGE has seconded a partly qualified accountant as the project accountant, who reports to the chief accountant and is part of the PIU. In addition, the ministry has assigned a member of staff to be the assistant accountant on the project to assist the project accountant. In view of the anticipated workload with the additional financing two additional accountant will be recruited for the PIU. Both accountants and internal auditors will need continuous training in World Bank FM and disbursements procedures during the project.



Accounting and Financial Reporting

14. **In accordance with country regulations, the MoGE will use the International Public Sector Accounting Standards** currently on a cash basis and follow the Government's accounting policies and procedures. The MoGE is connected to the country's Integrated Financial Management Information System (IFMIS). Therefore, the country IFMIS will be used to record project accounting transactions following the built-in chart of accounts, as well as for reporting budget execution. However, the IFMIS is not able to generate unaudited IFRs for the project. Therefore, the ZEEP PIU will extract information from the system and then use Excel to prepare the reports according to the content and format agreed with the World Bank.

15. **Financial Management Manuals.** The MoGE has prepared a draft project specific FM manual that will guide the Project staff, schools and project implementation committees. In addition, the manual will document the accounting policies and procedures to be used by the project.

16. The project will update the FM Manual, which is incorporated into the PIM, taking into account any changes because of the AF. In addition, the manual will document the accounting policies and procedures to be used for the project.

17. **Financial reporting.** The ZEPCU under MoGE will prepare quarterly IFRs and annual project audited financial statements. The IFRs will be submitted to the World Bank within 45 days after the end of the quarter. The financial reports will be designed to provide quality and timely information to the project management. The IFR format will be further discussed to include DLIs achievements and its usage and will be agreed during appraisal. At a minimum it will include (a) a statement of sources and uses of funds for the quarter, year to date, and cumulative to end period (from project inception) reconciled to opening and closing bank balances; (b) a statement of uses of funds (expenditures) by project component/subcomponent comparing actual expenditures against the budget, with explanations for significant variances; and (c) a summary report of DLIs achieved and how the money received for DLIs is used.

Internal Controls and Internal Audit

18. **Internal control comprises the whole system of controls, financial or otherwise, established by management.** Internal controls are sufficient to, (a) carry out project activities orderly and efficiently; (b) ensure adherence to policies and procedures; (c) ensure maintenance of complete and accurate accounting records; and (d) safeguard the project's assets. The IFMIS has controls in terms of access and levels of authorization embedded in it. This will help to ensure that payments and budget execution are closely monitored. The IFMIS built-in internal control will only work to the extent that no payments are made outside of the system.

19. **The MoGE's Accounting Department has enough staff to ensure that no single person handles a transaction from start to finish.** The director of finance, chief sector accountant, project coordinator, project accountant, assistant accountant, and director information and planning all play a role in ensuring segregation of duties. Bank account reconciliations are prepared by a different person from the one who processes or approves payments. During project implementation, the MoGE would be required to maintain a separate asset register for project assets and ensure that they are clearly labelled for easier identification.



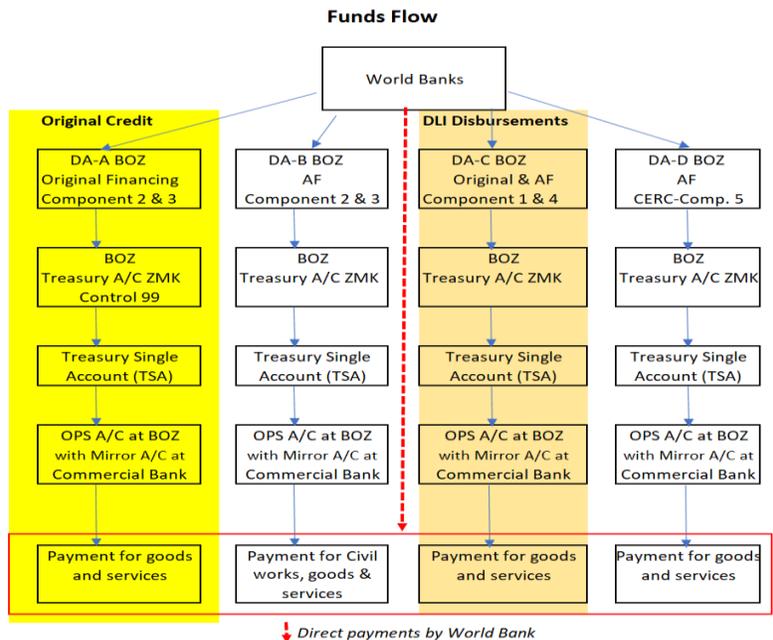
20. There is an accounting manual that properly documents approval and authorization controls. Those existing procedures will be strengthened with specific controls and monitoring requirements, including the timely reconciliation of designated and operational accounts, as well monitoring of reporting of disbursements on various components.

21. The project will rely on the MoGE’s functional Internal Audit Unit, which has nine staff members. The MoGE will ensure that the Internal Audit Unit has enough budget to undertaken regular internal audits of the project and its sites for a least twice in a fiscal year. There is also an audit committee which is active and meets regularly, and the project is also audited as a part of the MoGE by the internal audit functions.

Funds Flow and Disbursement arrangements

22. Components 1 and 4. The World Bank will disburse funds for DLIs achieved to a special Dedicated Account opened at the Bank of Zambia by the project. This account will be separate from the DAs and will be used to meet expenditures to achieve the next DLIs and other expenditures as agreed with the World Bank. The funds under the special dedicated account will be processed using IFMIS on the treasury single account. IDA funds will be disbursed against the following Eligible Expenditure Programs (EEPS), which include procurable items, as reflected in the MoGE’s annual budget: (a) personal emoluments and allowances; (b) training; and (c) operating costs, including rent, utilities, and communications.

23. Components 2 and 3. Under these components, the project will use a system under which funds will flow from the World Bank to a DAs denominated in U.S. dollars at the Bank of Zambia (details to be documented in the PIM). Operational accounts in Zambian kwacha at the Bank of Zambia, as well as a mirror accounts at a suitable commercial bank for making payments in the local currency will be opened. (see diagram for the funds flow).





24. **Disbursements arrangements.** The funds to the DAs will be made on a quarterly basis on submission of the IFR for the quarter accompanied by a six-month projection of project expenditures. The IFR-based disbursement method will ensure that the project has enough funds to meet expenditure for the construction works, supply and services. The disbursement of funds to the special dedicated account will be on reimbursement basis following the achievement of DLIs for the period.

25. **Auditing arrangements.** The project’s financial statements will be audited by the Office of the Auditor General, the supreme audit institution in Zambia, which may contract with acceptable private audit firms to conduct the audits on their behalf. All audits should be carried out in accordance with the International Standards on Auditing and according to the ToRs for audits of the project. Audit reports, together with Management Letters, should be submitted to the World Bank within six months after the close of each fiscal year. Audit reports will be publicly disclosed by the World Bank in accordance with the World Bank’s disclosure policy. The audits will be financed by the project as part of its operating costs.

Table 2.2. FM Action Plan

	Action	Date due by	Responsible Entity
1	Training of accountants and auditors in World Bank FM procedures	Ongoing before and during implementation	World Bank
2	Final Project Financial Management Manual	Within 3 months after project effectiveness	MoGE
3	Adoption of treasury single account (TSA) and use of project module on IFMIS for the project (To help in budget tracking)	30 April 2020	MoGE
4	Capacity building in Budgeting and Budgetary controls	Before and during implementation	World Bank

26. **Implementation support plan.** The World Bank will conduct FM supervision based on the risk rating of the project. Quarterly on-site supervisions will be carried out until capacity is built. Other forms of supervision will include desk reviews of IFRs and audit reports.

Procurement

27. The implementation of procurement activities under the AF will use the World Bank’s Procurement Regulations for IPF Borrowers dated July 2016 (amended November 2017 and August 2018). The procurement arrangements currently being used by ZEEP will continue to be used. As part of the AF preparation, the World Bank carried out a Procurement Risk Management Assessment of the MoGE as the implementing entity for the ZEEP AF. In addition, the World Bank supported the MoGE to update its Project Procurement Strategy for Development (PPSD) which was completed during the parent ZEEP preparation. Based on the outcome of the updated PPSD, the procurement activities were identified and based on the market analysis, suitable procurement selection and consultant selection methods under the AF was determined. An 18 months Procurement plan has been prepared and will be uploaded in the World Bank’s Online System for Tracking Exchanges in Procurement (STEP). The updated Procurement Risk Assessment and Management System (PRAMS) which resulted in identifying new or ongoing procurement risks was completed. Based on agreement with the MoGE recommended risk mitigation measures will be implemented by the MoGE in carrying out procurement activities under the ZEEP AF. PRAMS will also guide prior review thresholds which will be used in the project based on assessed risks.



28. The Public Procurement Act (PPA) No. 12 of 2008 and its Regulations of 2011 govern all public procurements issued by Zambian public institutions, including the education sector. The use of Open National Bidding (ONB) will be subject to the provisions of the World Bank's Procurement Regulations Section V Procurement Provisions Specifically Paragraphs 5.3 to 5.6 – "National Procurement Procedures" and all the provisions of Section III – Governance particularly paragraphs 3.21 through to 3.23 – Eligibility and paragraphs 3.32 "Fraud and Corruption". When National Standard Procurement Documents (NSPD) are used, these will be modified to take into account the afore stated provisions so that the NSPD are satisfactory to be used under World Bank funded projects.

29. The scope of classroom construction under the AF is expected to increase considerably and will require lessons learnt from the ongoing school construction using the Community Demand Driven (CDD) approach also referred to as Community procurement. This will be reviewed, and changes or improvements may be made particularly to enhance quality and pace of implementation as necessary. Implementation of CDD is provided under the Zambia Public Procurement Regulations (also referred to as the Public Procurement Act – PPA – Number 12 of 2008, amended January 2013) and its Procurement Regulations of January 2011. CDD is provided in the PPA Act under Part IV Clause 36 'Community Participation in Procurement'. Because the provisions of procurement for activities under CDD are not sufficiently elaborated in these regulations, the MoGE under the parent project elaborated the CDD procedures in its CDD procurement manuals and incorporated these in the ZEEP PIM. The World Bank will review and seek enhancements as necessary to these documents as part of the ZEEP AF based on lessons learnt. The procurement of laboratory equipment, reagents, drilling of boreholes, school furniture, will be procured based on the use of the procurement plan and applicable procurement method.



Annex 3: Economic Appraisal

1. **The proposed changes under the AF are likely to significantly affect the earlier established project outcomes including project beneficiaries, thus, warranting an upgrade of the economic analysis completed during the preparation of the parent ZEEP to account for these changes.** On the basis that most new interventions proposed are aimed at strengthening the package earlier designed under the parent ZEEP, the approach adopted for the economic analysis aims to provide a good basis for deciding whether the proposed additional investment is justifiable. Unlike the parent ZEEP where certain interventions were region specific, all activities proposed under this expanded operation will be nationwide.

2. **A standard cost-benefit analysis (CBA) is used for the Economic Appraisal (EA) to analyze the costs and benefits associated with the expanded operation (both investments made by the parent ZEEP and by the AF).** Given that the proposed interventions are expected to contribute to improvement in the teaching and learning conditions, student who will be exposed to this quality teaching and learning are expected to have better learning outcomes which in turn is expected to positively impact their future earnings. There are higher returns associated with schooling and higher levels of education commands higher earnings.³³ In the mid to long term, the project is expected to (a) increase the number of primary and secondary graduates with 21st century skills required for industry; (b) empower girls to make better informed decisions (including when they become parents - family planning) and provide them with better options for participation in the labor market; and (c) increase the likelihood of students transitioning and completing primary and secondary education. Private benefits to schooling for a student who will benefit from the project interventions are computed and used for the project benefits. Similar to the parent ZEEP, the AF continues to intervene at three different levels: primary (Grades 1–5); junior secondary (Grades 8–9) and senior secondary (Grades 10–12). Other benefits expected from the improved teaching and learning include the increased pass rate, especially at secondary school where the pass rate is still low: 46 percent for junior secondary and 63 percent for senior secondary education.³⁴ Also, because construction of schools predominantly targets rural areas and is closer to the communities, the challenge of distance to school will be minimized and better opportunities for secondary education are provided to the rural students.

3. **For the society, the project will, among other things, have a significant positive impact on** (a) creating a more productive and adaptable labor force to positively contribute to the country's development; (b) producing more teachers with better-equipped pedagogy and content to teach science, mathematics, and language arts which will improve the quality of primary and secondary education; (c) Increased school, student, community and parental awareness and understanding of importance of safe school environments including GBV; and (d) contributing to the improvement in the efficiency of the education system with better-skilled education managers and enhanced technologically enabled systems.

4. **The related project costs and benefits are captured through establishing several steps. First, the number of beneficiaries under the project both at primary and secondary levels is established.** The

³³ Wage regression calculated under the under the parent ZEEP and here in the AF using the 2014 and 2018 labor force surveys respectively show that there are wage premiums to attaining education. For instance, up to a 260 percent wage premium accrues to those with tertiary education compared to no education.

³⁴ 2018 statistical bulletin.



lifetime value of obtaining each specific qualification (primary, junior, and senior secondary certificates) is also determined and then used as an input to determine the benefits for students who complete the defined education level. Project costs include the funds spent to undertake the interventions, private expenses by households on education, and opportunity costs of being in school and doing school work. Finally, the benefits are then compared with the cost of investment to be able to compute the IRR. However, due to limitation of the methodology in capturing benefits, particularly the expected positive externalities which are ignored, the full net value of the project tends to be underestimated.

5. **Some of the assumptions used for the CBA include** the official age for starting primary school is 7; a person can start work at age 16.³⁵ Although students drop out at all grades, the analysis only focuses on termination at Grades 7, 9, and 12 where students sit for a leaving examination. Because no one is legally allowed to work until age 16, those who terminate at Grade 7 (age 13) and Grade 9 (age 15) will have to wait until age 16 to join the labor market. Once in the labor market, most will work until the age of 60, on average, but the benefit stream is only calculated for a 30-year period.³⁶ Real interest used at 9 percent, which is higher than the normally used 5 percent, is due to tough economic conditions in the country. The unemployment rates for the three levels of education which the project support are 4 percent with primary education, 3 percent with junior secondary education, and 5 percent with senior secondary education. The discount factor to determine the lifelong value of obtaining a specific level of education is set at 4 percent considering the annual wage increases, inflation, and market interest rates.

Table 3. 1. Summary of Some Assumptions Used in the CBA Computations

Variable Name	Assumption
Official starting age for Grade 1 and working age	7 and 16 respectively
Period for lifetime benefits	30 years
Termination grade for each level of education	7, 9, and 12 for primary, junior secondary, and senior secondary respectively
Real interest rate	9 percent
Discounting factor	4 percent
Unemployment rate	4, 3, and 5 percent with primary, junior secondary, and senior secondary respectively

6. **The estimated NPV for the project is US\$884 million with an IRR of 23 percent.** From the economic perspective, these values justify the investment as a worthwhile undertaking. The project benefits from an extended period triggered by the AF. A sensitivity analysis is further performed based on (a) Scenario 1: increasing the class size to 50 students which is closer to the realities in the country given the overcrowding in schools and (b) Scenario 2: assuming that completion is delayed with only 70 percent construction completed in the first two years of the project. The results obtained from the sensitivity analysis still justifies the investment and results are as presented in table 3.2.

³⁵ The law provides for a 16 year old to be employed especially for light work.

³⁶ Data used for the analysis include the 2018 Labor Force Survey which provide information on the labor markets indicators, the Education Sector Analysis that informed the ESSP 2017–2021, and other financial reports from the MoGE and Ministry of Finance.



Table 3.2. Sensitivity analysis

	NPV (US\$, millions)	IRR (%)
Base scenario	884	23
Scenario 1	1,223	26
Scenario 2	478	19

Financial Analysis

7. **Historically, the education sector enjoyed favorable support both from public finance and donor support.** Over the years, these two significant sources of financing have shrunk. For instance, in the recently announced 2020 national budget, allocation to the education sector is only 12.4 percent compared to almost 22 percent allocated in 2015. There has been a reduction in the number of active donors in the sector and in budget support from donors to the education sector. In 2008, the education sector budget funded by donor resources was almost 18 percent, in 2016, this changed to only 1 percent of the education sector budget as funded by donor funds. Continued pressure from managing the accumulated debt has overcrowded fiscal space for funding social services, including education on the government side. Additionally, issues, including perceived lack of commitment and incidences of funds mismanagement, have wooed away donor appetite to fund the education sector in Zambia.

8. **To successfully deliver the project, improved and sustained flow of funds to the MoGE will be key.** Government contribution to the project takes many forms including the recruitment of teachers and staff time for the officers to implement proposed activities. As such, the flow of funds from the Government needs to be consistent and an increase in the budgetary allocations to the MoGE would impact the timely delivery of the project and increase the likelihood of achieving the project objective.

9. **Although budgetary allocations to the education sector are made on an annual basis, the actual release of funds has increasingly become an issue.** This has made programming and implementation of activities very difficult for the MoGE. The release of funds has to mostly support the emolument with very little funding available for the implementation of activities.

10. **Resources provided under this project will significantly contribute to the MoGE's capacity to deliver education services as associated with the project activities.** The project funds are in no way meant to replace public funding, instead, they complement the resources available to the Government to deliver education services to its citizens. These resources will significantly contribute to the country's vision to create a skilled worked force by 2030. Zambia's human capital is very low, among the bottom 30 countries on the human capital index at 0.4. The learning outcomes are poor and have stagnated since the 90s. Several factors including limited access to secondary education due to inadequate classroom spaces, lack of adequate textbooks in schools, and ill-equipped teachers have been identified as some of the causes for the poor learning outcomes. To move the needle on human capital and improve the learning outcomes, more concerted effort from all stakeholder is required. Also, it would mean committing to the prudent use of resources invested and for the system to be accountable and aligned to manage for results. The ESSP 2017–2021 which was recently launched clearly articulates government strategies for addressing key challenges affecting the education sector, including access, equity, and



efficiency. As such, the resources provided through this AF are timely and will contribute to the implementation of the ESSP. Partners such as Japan International Cooperation Agency, United Nations Children’s Fund, and USAID and other stakeholders and NGOs will be key to the successful implementation of the proposed AF.

