

Date 06-Dec-2023

Hon. Dr. Situmbeko Musokotwane
Minister of Finance
Ministry of Finance
P.O. Box 50062
Chimanga Road
Lusaka
Republic of Zambia

***Reference: Republic of Zambia
Zambia Education Enhancement Project
(Credit No. 6136-ZM and 6630-ZM)***

Amendments to the Financing Agreements

***(First Amendment to the Agreement for Credit No. 6630-ZM and
Second Amendment to the Agreement for Credit No. 6136-ZM)***

Dear Hon. Minister,

We refer to the Financing Agreement entered between the Republic of Zambia (“Recipient”) and the International Development Association (“Association”), dated February 26, 2018 (“Original Financing Agreement”) under which the Association provided SDR 43,200,000 (Credit No. 6136-ZM) for the Zambia Education Enhancement Project (“Project”). We also refer to the agreement between the Recipient and the Association, dated September 20, 2021 (“AF1 Financing Agreement”) under which the Association provided SDR 88,000,000 (Credit No. 6630-ZM) to the Recipient for the same purpose.

Following discussions between the Recipient and the Association, we are pleased to inform you that the Association agrees with your request to provide additional resources and to restructure the Project and hereby propose to amend the Financing Agreements referred to above as follows:

- (a) Schedule 1 (Project Description) to the Financing Agreements is amended to read as set forth in Annex A to this letter.
- (b) Section I.A of Schedule 2 to the Financing Agreements is amended to read as set forth in Annex B to this letter.
- (c) The first sentence in Section I.B of Schedule 2 to the AF1 Financing Agreement is amended to read as follows:

“For purposes of carrying out Parts 1 and 4 of the Project, the Recipient shall:

1. no later than four (4) months after the Effective date, select, hire, and retain an independent verification entity (“Independent Verification Agency” or “IVA”) with qualifications and experience, and under terms of reference acceptable to the Association, in accordance with the requirements set forth or referred to in Procurement Regulations”.

- (d) The table set forth in Section IV.A.2 of Schedule 2 to the Original Financing Agreement is amended as follows:

| Category | Amount of the Credit Allocated (expressed in SDR) | Percentage of Expenditures to be Financed (inclusive of Taxes) |
|---|--|--|
| (1) Goods, Operating Costs, training, non-consulting services, and consulting services, under Part 3 of the Project | 6,210,000 | 100% |
| (2) EEPs under Parts 1 and 2 of the Project | 25,190,000 | 100% up to the amount allocated to each DLI set forth in the table in Schedule 4 |
| (3) EEPs under Part 1 of the Project (except Part 1.3 of the Project) | 3,520,000 | 100% up to the amount allocated to each DLI set forth in the table in Schedule 4 |
| (4) Goods, works, non-consulting services, consulting services under Part 2 of the Project | 8,280,000 | 100% |
| TOTAL AMOUNT | 43,200,000 | |

- (e) The table set forth in Section III.A of Schedule 2 to the AF1 Financing Agreement is amended as follows:

| Category | Amount of the Credit Allocated (expressed in SDR) | Percentage of Expenditures to be Financed (inclusive of Taxes) |
|---|--|--|
| (1) EEPs under Parts 1 and 4 of the Project | 16,133,333 | 100% up to the amount allocated to each DLI set forth in the table in Schedule 4 |
| (2) Goods, works, non-consulting services, consulting services, | 67,466,667 | 0% until exhaustion of funds under |

| | | |
|---|-------------------|---|
| Operating Costs and Training Costs under Part 2 of the Project | | Category 4 of the disbursement table set out in Section IV of the Original Financing Agreement and 100% thereafter |
| (3) Goods, non-consulting services, consulting services, Operating Costs and Training Costs under Part 3 of the Project | 4,400,000 | 0% until exhaustion of funds under Category 1 of the disbursement table set out in Section IV of the Original Financing Agreement and 100% thereafter |
| (4) Emergency Expenditures under Part 5 of the Project | 0 | 100% |
| TOTAL AMOUNT | 88,000,000 | |

- (f) The first sentence in Section III.B.1(c) of Schedule 2 to the AF1 Financing Agreement is amended to read as follows:

“(c) under Category (4), for Emergency Expenditures, under Part 5 of the Project, unless and until the Association is satisfied, and notified the Recipient of its satisfaction, that all of the following conditions have been met in respect of said activities:”

- (g) The table set out in Schedule 4 to the Original Financing Agreement is amended to read as set out in Annex C to this letter.
- (h) The table set forth in Schedule 4 to the AF1 Financing Agreement is amended to read as set out in Annex D to this letter.
- (i) The following definitions in the Appendices to the respective Financing Agreements are added or amended as follows:

“Code of Ethics” means the Teaching Profession (Code of Ethics) Regulations 2018, Statutory Instrument No.1 2018, setting out the functions of teachers in the school environment, and which guides the interaction amongst teachers, as well as with learners and parents.

“Cooperating Partners Coordination Committee” means a platform for dialogue and collaboration among cooperating partners working in the education sector in Zambia and established pursuant to the 2007 Joint Assistance Strategy for Zambia.

“Curriculum Development Directorate” means the Recipient’s institution responsible for facilitating curriculum development within MoE.

“Directorate of Planning and Information” means the MoE’s Directorate of Planning and Information.

“ESMF” means the framework document prepared and adopted by the Recipient and disclosed in-country on March 13, 2020 and updated and disclosed on February 1, 2023, setting out the modalities to be followed in assessing the potential adverse environmental and social impacts of Project activities, and risks of gender-based violence and sexual exploitation and abuse and the measures to be taken to offset, reduce or mitigate such adverse impacts, including measures that endeavor to prevent and respond to gender-based violence and sexual exploitation and abuse; as well as for the preparation of environmental and social management plans, as such framework may be amended by the Recipient from time to time, with the prior written agreement of the Association.

“GBV Action Plan” means the plan to be prepared and adopted by the Recipient no later than two (2) months after the Effective Date, satisfactory to the Association, disclosed in-country, setting out the measures to be taken to mitigate and respond to gender-based violence risks during the implementation and operation of the Project, as said plan may be amended from time to time with the Association’s prior written agreement.

“Ministry of Education” or “MoE” means Recipient’s ministry responsible for matters relating to pre-primary, primary, secondary and tertiary education, or its successor thereto.

“Ministry of Finance and National Planning” means the Recipient’s ministry responsible for finance, national planning and development, or its successor thereto.

“Ministry of Technology and Science” means the Recipient’s ministry responsible for formulating and reviewing technology and science policies to contribute to economic growth, or its successor thereto.

“Permanent Secretary Administration” means the Recipient’s permanent secretary responsible for administration within the MoE.

“Permanent Secretary Educational Services” means the Recipients permanent secretary responsible for education services within MoE.

“Project Steering Committee” means the committee referred to in Section I.A.1 of Schedule 2 to this Agreement, which serves as a steering committee for both ZEEP and ZEEL.

“Smart Zambia Institute” means a division in the office of the President charged with the management and promotion of electronic government services and processes in terms of the Electronic Government Act No.41 of 2021.

“Standards of Practice for the Teaching Profession” means the Recipients standards of practice for the teaching professions development by the Ministry of Education and its partners, and which specify the minimum level of practice or performance level of teachers in Zambia.

“Targeted Schools” means the primary and secondary schools in the selected districts which will benefit from intervention under the Project.

“Zambia” means the Republic of Zambia.

“Zambia Information and Communication Technology Authority” means a statutory body established under the Information and Technology Act No. 15 of 2009 to regulate the information communication technology sector in Zambia.

“Zambia National Education Coalition” means a national coalition of civil society responsible for promoting and advocating for education for all goals in Zambia.

“ZEPIU” means the MoE’s Zambia education project implementation unit that is mandated to supervise the construction of education infrastructure across Zambia.

All provisions of the Financing Agreements, which are not expressly modified in accordance with this letter, shall remain in full force and effect. Please indicate your agreement with the proposed amendment, by countersigning and dating the two original copies of this letter and returning one countersigned original copy to the Association. These amendments shall become effective on the date the Association notifies the Recipient of the fulfillment of the following conditions: (a) this letter of amendment has been duly countersigned by the authorized representative of the Recipient; and (b) the second additional financing agreement for the Project (Credit No. 7270-ZM has been declared effective.

Very truly yours,

INTERNATIONAL DEVELOPMENT ASSOCIATION

Achim Fock

Achim Fock
Country Manager for Zambia
Eastern and Southern Africa Region

AGREED BY:

REPUBLIC OF ZAMBIA

By: Dr. Situmbeko Musokotwane

Name: Dr. Situmbeko Musokotwane

Title: Minister of Finance and National Planning

Date: 22-Dec-2023

SCHEDULE 1

Project Description

The objective of the Project 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.

The Project consists of the following parts:

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

Improving the quality of teaching and learning conditions in language arts, science, and mathematics in targeted (“Targeted Schools”) through:

1. Enhancing teaching competencies, both in subject and pedagogical content knowledge, in language arts, mathematics, and science, with special attention to gender-sensitive pedagogical approaches including, *inter alia*: (a) the development of a multipurpose, competency-based TPDI based on the Standards of Practice for the Teaching Profession in Zambia and international best practices; (b) a baseline survey designed to assess subject and pedagogical content knowledge among primary and junior secondary teachers and learners in Targeted Schools; (c) the development of corresponding in-service training packages/modules; (d) the training of primary and junior secondary school teachers in targeted schools; (e) technical assistance for the development of a teacher portal that provides access to digital teaching and learning resources; (f) technical assistance for the review of school leadership program to provide support to the teachers; (g) technical assistance for the improvement of relevant resource centers to support teachers training and school leadership; (h) technical assistance for the review of the current framework for in-service training and the upgrading of the continuous professional development (i) technical 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, and Teaching Council of Zambia, and a practicum which includes course and mentorship assessments; (j) the provision of preservice and in-service training that 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 school-related gender-based violence.
2. Increasing 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 and teacher guides in language arts, mathematics, home economics, and science from grade 1-12 in Targeted Schools; (c) support for the development of guidelines for setting up school libraries, including reading corners in early grades (grades 1-4) where story books and language skills-related materials should be kept; (d) the adaptation of materials for children with special learning needs; (e) technical assistance for review of the national school curriculum; and (f) technical assistance for review of existing

materials on school-related gender-based violence, including sexual exploitation and abuse and comprehensive sexuality education.

3. Improving teacher recruitment, deployment and management and reducing teacher shortages in Targeted Schools, through: (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) undertaking a baseline study to establish the extent of payroll mismatches; (c) evaluation of the effectiveness of the current decentralized teacher recruitment and deployment process adopted by the Recipient; (d) technical assistance for the review and enhancement of a teacher database to create integrated and shared system; and (e) the review of existing mechanisms and guidelines for addressing teachers' grievances.

Part 2: Increasing access to safe secondary schools.

Increasing access to safe secondary schools, through:

(a) the construction of secondary schools, including new classrooms and the necessary facilities (i.e. laboratories, office space, teacher accommodations, school halls, library and computer rooms, sanitary facilities, and weekly boarding facilities for girls and boys); (b) the development and implementation of guidelines for weekly boarding facilities management ensuring full safety of boarders; (c) the evaluation of community mode construction; (d) the development of a fully costed nationwide school infrastructure development plan from early childhood education through secondary education and possible rehabilitation of some schools infrastructure in targeted districts; (e) the provision of training to province and district-level building officers and engineers, technical supervisors, and community-level officers on procurement, financial management, and technical aspects of construction; (f) the expansion of a mobile-technology-based construction monitoring system, including the provision of related training; (g) the hiring of a third-party construction quality supervision and support agency, including the carrying out of monitoring visits by national, provincial, and district teams; (h) the recruitment of technical supervisors for each site of construction and provision of vehicles for supervision purposes; and (i) the procurement of science and home economics laboratory equipment and consumables.

Part 3: Strengthening institutional capacity for education service delivery and Project management.

Strengthening the capacity of MoE and its participating institutions for planning, management and monitoring and evaluation, and supporting Project implementation (e.g., monitoring and evaluation, fiduciary, safeguards), through:

1. Strengthening institutional capacity for education service delivery, including: (a) strengthening the capacity of MoE and its relevant institutions for planning, management, and monitoring and evaluation; (b) provision of software and hardware equipment for the establishment and functions of the EMIS at the MoE headquarters; (c) training on the use of the enhanced EMIS for provincial and district staff; (d) completing global positioning system school mapping for future real-time monitoring, decision-making, and resource allocation (including in response to climate and disaster risks); (e) carrying out of policy studies, surveys and evaluations; and (f) supporting the Recipient's participation in PISA D 2024;
2. Providing support to the ZEPCU for the administration and coordination of Project implementation, including: (a) establishment and operationalization of the Project governance structures; (b) recruitment of additional staff to support Project implementation, including monitoring and evaluation, fiduciary and safeguards; (c) updating of the Project Implementation

Manual (“PIM”); (d) the recruitment of the Independent Verification Agency; (e) the preparation, implementation and monitoring of annual workplan and budget; and (f) establishment and maintenance of a grievance redress mechanism.

Part 4: Enhancing institutional capacity for implementation of safe school program.

Strengthening institutional mechanisms within schools and communities to prevent and address school-related gender-based violence on a pilot basis, through:

(a) the provision of training and empowerment of guidance and counseling teachers as the school level gender focal point and relevant zonal representatives; (b) the development and implementation of safe school plans; and (c) strengthening MoE’s capacity to collaborate with other agencies on school-related violence, including sexual exploitation and gender-based violence.

Part 5: Contingency Emergency Response Component

Providing immediate response to an Eligible Crisis or Emergency, as may be required during Project implementation.

SCHEDULE 2

Project Execution

Section I. Implementation Arrangements

A. Institutional Arrangements.

1. Project Steering Committee

The Recipient shall maintain, a project steering committee (“Project Steering Committee” or “PSC”), at all times during Project implementation, with a structure, functions and responsibilities acceptable to the Association, which shall be responsible for providing overall Project strategic advice and direction and reviewing Project implementation progress. The PSC shall be chaired by the Permanent Secretary Administration with the Permanent Secretary Educational Services as alternate chair, both sitting within the MoE and shall include, *inter alia*: (i) the Permanent Secretaries or their nominees of the Ministries of Finance and National Planning Technology and Science, Gender Division, and Zambia Information and Communication Technology Authority; (ii) the Project coordinator as member secretary; (iii) chair of Cooperating Partners Coordination Committee; (iv) chair of Zambia National Education Coalition; (v) Smart Zambia Institute; and (vi) additional members as required.

2. Project Implementation Committee

The Recipient shall maintain, an implementation committee (“Project Implementation Committee” or “PIC”), at all times during Project implementation, with a structure, functions and responsibilities acceptable to the Association, which shall be responsible for reviewing implementation of Project activities and associated safeguards and fiduciary aspects, including achievement of Performance Based Conditions (“PBCs”). The PIC shall be chaired by the Permanent Secretary Educational Services of the MoE or his/her nominee deemed acceptable by the Association, and shall include, *inter alia*: (i) the ZEPCU deputy Project coordinator as member secretary; and (ii) all required MoE Directors.

3. Institutional Arrangements within MoE

The Recipient shall carry out the Project through MoE and shall ensure coordination among the ZEPCU and the following units within MoE: (i) TESS with respect to activities under Part 1.1 of the Project; (ii) Directorate of Curriculum Development with respect to activities under Part 1.2 of the Project; (iii) HRMA with respect to activities under Part 1.3 of the Project; (iv) ZEPIU with respect to activities under Part 2 of the Project; and (v) the Directorate of Planning and Information with respect to activities under Parts 3.1.(a) and 4 of the Project.

4. Zambia Education Program Coordinating Unit

(a) The Recipient shall maintain ZEPCU within the MoE, with a structure, equipment, functions and responsibilities acceptable to the Association, including, *inter alia*, the responsibility of the ZEPCU to assist the Recipient in the day-to-day management and coordination of education projects (ZEEP, Zambia Enhancing Early Learning Project) activities, including technical supervision and coordination of Project activities, including: (i) overall Project planning; (ii) quality oversight; (iii) communication; (iv)

procurement; (v) financial management; (vi) safeguards management including the establishment and operationalization of a grievance redress mechanism; (vii) preparation of the annual work plan and budget; (viii) coordinating meeting times for the PSC and the PIC; (ix) monitoring and evaluation, including preparation of quarterly, semi-annual and annual progress reports; and (x) hiring of consultants including the Independent Verification Agency.

- (b) The Recipient shall ensure that the ZEPCU is headed by a Program coordinator and staffed, at a minimum, with ZEEP Deputy Coordinator, three (3) ZEEP component coordinators, two (2) procurement specialists, two (2) accountants, two (2) safeguards specialists (environmental and social), a gender expert, a monitoring and evaluation officer, and a communications specialist, and administrative staff, all hired with terms of reference, through competitive processes, in numbers and with qualifications and experience acceptable to the Association.

5. **Project Implementation Manual**

- (a) By no later three (3) months after the Effective Date, the Recipient shall update and thereafter adopt a Project Implementation Manual or PIM in a manner satisfactory to the Association, which shall include the following provisions: (i) institutional coordination and day-to-day execution of the Project; (ii) Project budgeting, disbursement and financial management; (iii) procurement; (iv) monitoring, evaluation, reporting and communication of Project activities, including the Project' results framework; (v) social and environmental safeguards; (vi) terms of reference for the selection of the Independent Verification Agency as well as the protocol for the verification of achievement of PBCs; (vii) criteria for the selection of communities for Part 2 of the Project and Targeted Schools; and (viii) such other administrative, financial, technical, and organizational arrangements and procedures as shall be required for the Project.
- (b) The Recipient shall ensure that the Project is implemented in accordance with the provisions of the PIM. The Recipient shall not amend, abrogate, waive or fail to enforce any provision of the PIM without the prior written agreement of the Association; provided, however, that in case of any conflict between the arrangements and procedures set out in the PIM and the provisions of this Agreement, the provisions of this Agreement shall prevail.

6. **Annual Work Plan and Budget**

- (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") in respect of the following year, 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.
- (b) The Recipient shall afford the Association a reasonable opportunity to exchange views on such proposed Annual Work Plan and Budget.
- (c) The Recipient shall ensure that the Project is implemented in accordance with such Annual Work Plan and Budget approved by the Association and thereafter by the Project Steering Committee.

SCHEDULE 4

| Performance-based conditions (PBC) | Action to be completed | Amount of the Financing Allocated |
|--|--|--|
| PBC 1. Improved teacher competencies and skills in teaching mathematics and science in Targeted Schools | PBC 1.1. Identification of 300 schools and 764 teachers using the agreed criteria for the pilot under Subcomponent 1.1 | 1,440,000 |
| | PBC 1.2. First-round diagnostic of teacher training needs in mathematics and science subject areas completed | 720,000 |
| | PBC 1.3. Baseline survey completed which measures: the prescribed curriculum competencies and pedagogical skills of teachers teaching mathematics and science in Grades 5 and 9; | 1,440,000 |
| | PBC 1.4. At least 650 identified teachers in pilot schools trained in the first round of training based on the outcome of the first-round diagnostic | 2,870,000 |
| | PBC 1.5. Second-round diagnostic of teacher training needs in mathematics and science subject areas completed | 2,160,000 |
| | PBC 1.6. At least 90% of teachers trained in first round receive second-round training based on the second-round diagnosed | 1,360,000 |
| PBC 1 Total Allocated Amount | | 9,990,000 |
| PBC 2A. Improved textbook management system | PBC 2A.1. Improved textbook management system | 720,000 |

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| | PBC 2A.2. The improved textbook management system and guidelines are piloted and revised (as needed) and adopted by the MoE | 2,160,000 |
| | PBC 2A.3. Training of representatives from at least 60% of all public schools in each district by the PEOs in advanced textbook delivery verification | 720,000 |
| PBC 2A Total Allocated Amount | | 3,600,000 |
| PBC 2B. Textbooks procured and delivered to targeted schools | PBC 2B.1. Bidding documents prepared according to the international bidding protocols outlined in the Government's PPA and Regulations for procuring textbooks on | 1,440,000 |
| | PBC 2B.2. Textbooks procured through the bidding process according to the MoE's improved textbook procurement guidelines are delivered to at least 80% of the targeted | 2,160,000 |
| PBC 2B Total Allocated Amount | | 3,600,000 |
| PBC 3. Classrooms constructed and used in selected expansion schools | PBC 3.1. Beneficiary schools (funded under the project for their expansion) identified and selected using the agreed criteria | 1,080,000 |
| | PBC 3.2. Action plan for preconstruction activities completed | 1,080,000 |
| | PBC 3.3. Action plan for preconstruction activities completed | 2,880,000 |
| | PBC 3.4. Students are enrolled and use the classrooms constructed under Phase 1 in the selected expansion schools | 4,320,000 |

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| | PBC 3.5. Classrooms under Phase 2 construction are constructed up to wall plate level in at least 50% of the selected expansion schools | 2,160,000 |
| PBC 3 Total Allocated Amount | | 11,520,000 |

SCHEDULE 4

PERFORMANCE BASED CONDITIONS AND ALLOCATED AMOUNTS¹

| PERFORMANCE BASED CONDITIONS | DISBURSEMENT LINKED RESULTS (INDICATIVE) | | | | | |
|--|--|---|---|--|--|--------|
| | YEAR 0 | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 |
| <p><u>PBC#1:</u> Improved teacher competencies in teaching language art, mathematics and science in Targeted Schools</p> | | <p><u>PBC#1.1(a):</u> Standards of Practice for Teaching Profession developed</p> | <p><u>PBC#1.1(b):</u> development of TPDI initiated</p> | <p><u>PBC#1.1(c):</u> baseline for teacher competency assessment for mathematics, science and language arts completed</p> <p><u>PBC#1.1(d):</u> at least 90% of teachers from additional schools selected and trained in first round</p> | <p><u>PBC#1.3(a):</u> mid-term teacher competency assessment completed</p> <p><u>PBC#1.3(b):</u> In-service training modules revised based on TPDI</p> <p><u>PBC#1.4:</u> 100% of teachers received in-service training on the TPDI based packages</p> | |
| <p>Formula (if applicable) / Allocated Amount (SDR)</p> | | <p><u>PBC#1.1(a):</u> [1,100,000]</p> | <p><u>PBC#1.1(b):</u> [1,100,000]</p> | <p><u>PBC#1.1(c):</u> [733,333]</p> <p><u>PBC#1.1(d):</u> [733,333]</p> | <p><u>PBC#1.3(a):</u> [366,667]</p> <p><u>PBC#1.3(b):</u> [366,667]</p> <p>PBC# 1.4:</p> | |

¹ The time periods indicated in this table are indicative and the achievement of PBCs is not timebound.

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| | | | | | | [1,466,666.5] [146,667] for every 10% of teachers trained on TPDI up to [1,466,666.5] | |
| Total Allocated Amount | | | | | | | 5,866,666.5 |
| <u>PBC#2:</u> Textbooks procured and delivered to Targeted Schools | | | <u>PBC#2.1:</u> bidding process completed according to the MoE's improved textbook procurement guidelines | <u>PBC#2.2(a):</u> 45 percent Targeted Schools with 3:1 student textbook ratio | <u>PBC2.2(b):</u> 65 percent Targeted Schools with 3:1 student textbook ratio | <u>PBC 2.2(c):</u> 85 percent Targeted Schools with 3:1 student textbook ratio | |
| Formula (if applicable) / Allocated Amount (SDR) | | | PBC#2.1: [2,933,333] | <u>PBC#2.2(a):</u> [325,926] for each 10 percent of Targeted Schools with 3:1 ratio up to a maximum of [1,466,666.5] | <u>PBC 2.2(b):</u> [366,667] for each 10 percent Targeted Schools with 3:1 student textbook ratio up to a maximum of [733,333] | <u>PBC2.2(c):</u> [366,667] for each 10 percent of Targeted Schools with 3:1 ratio up to a maximum of [733,333] | |
| Total Allocated Amount | | | | | | | 5,866,666.5 |

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|--|--|--|--|---|--|---|
| <p><u>PBC#3:</u> Improved teacher recruitment and deployment</p> | | | <p><u>PBC#3.0:</u> terms of reference for the baseline survey to assess teacher shortages and payroll mismatch and teacher retention study developed</p> | <p><u>PBC#3.1:</u> improved teacher management strategy (including how to increase female math and science teachers) based on the baseline survey and teacher retention study findings developed</p> <p><u>PBC # 3.2(a):</u> at least 70 percent of the teachers allocated to the Targeted Schools are deployed</p> | <p><u>PBC # 3.2(b):</u> at least 70 percent of the teachers allocated to the Targeted Schools are deployed</p> <p><u>PBC#3.3:</u> 30% of the districts using TPDI based teacher recruitment system</p> <p><u>PBC#3.4:</u> At least 70 percent of the recruited and deployed teachers in the Targeted Schools in Year 3 serving in the same schools</p> | <p><u>PBC#3.5:</u> 70 percent of the districts using TPDI based teacher recruitment system</p> <p><u>PBC#3.6:</u> At least 70 percent of the recruited and deployed teachers in the Targeted Schools in Year 3 and Year 4 serving in the same schools</p> |
| <p>Formula (if applicable) / Allocated Amount (SDR)</p> | | | <p><u>PBC#3.0:</u> [733,333]</p> | <p><u>PBC#3.1:</u> [293,333]</p> <p>PBC#3.2(a): [220,000]</p> | <p><u>PBC#3.2(b):</u> [220,000]</p> <p><u>PBC#3.3:</u> [146,667]</p> <p><u>PBC#3.4:</u> [183,333]</p> | <p><u>PBC #3.5:</u> [220,000]</p> <p><u>PBC#3.6:</u> [183,333]</p> |

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|---|--|--|---|--|---|---|------------------|
| Total Allocated Amount | | | | | | | 2,200,000 |
| <u>PBC#4:</u> Enhancing institutional capacity for implementation of safe school program | | | <u>PBC#4.0:</u> accountability mechanism that ensures accountability among MoE staff and constructors ensuring safety of children and staff from sexual exploitation and abuse revised | <u>PBC#4.1:</u> Selection of 25 percent of the Targeted Schools to pilot safe schools and gender-informed action plan and teacher training package <u>PBC#4.2</u> Safe schools and gender-informed action plan and teacher training package completed | <u>PBC#4.3:</u> Selected pilot Targeted Schools developed safe school and gender-informed action plans | <u>PBC#4.4:</u> Selected pilot Targeted Schools with a safe school and gender-inform action plan implemented | |
| Formula (if applicable) / Allocated Amount (SDR) | | | <u>PBC#4.0:</u> [366,667] | <u>PBC#4.1</u> [366,667] <u>PBC#4.2</u> [366,667] | <u>PBC#4.3:</u> [550,000] 55,000 for each 10 percent of target school achieving target | <u>PBC#4.4:</u> [550,000] 55,000 for each 10 percent of target school achieving target | |
| Total Allocated Amount | | | | | | | <u>2,200,000</u> |