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Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 23-Mar-2020 | Report No: PIDISDSA27212



BASIC INFORMATION

A. Basic Project Data

Country Zambia	Project ID P170513	Project Name Zambia Education Enhancement Project	Parent Project ID (if any) P158570
Parent Project Name Zambia Education Enhancement Project	Region AFRICA	Estimated Appraisal Date 16-Mar-2020	Estimated Board Date 27-May-2020
Practice Area (Lead) Education	Financing Instrument Investment Project Financing	Borrower(s) Ministry of Finance	Implementing Agency Ministry of General Education

Proposed Development Objective(s) Parent

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 Development Objective(s) Additional Financing

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

- Improving the Quality of Teaching and Learning
- Increasing Equitable Access to Secondary Education
- Enhancing Planning, Management and Monitoring and Evaluation Capacity, and Project Coordination
- Enhancing institutional capacity for implementation of safe school program
- Contingent Emergency Response Component

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	120.00
Total Financing	120.00
of which IBRD/IDA	120.00
Financing Gap	0.00

DETAILS



World Bank Group Financing

International Development Association (IDA)	120.00
IDA Credit	120.00

Environmental Assessment Category

B-Partial Assessment

Decision

The review did authorize the team to appraise and negotiate

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Other Decision (as needed)

B. Introduction and Context

Country Context

1. **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 areas. 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.

2. **Zambia 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. Although the country has achieved close to universal access to primary education with more than 85 per cent completion rate, secondary school coverage has fallen since 2010 and is currently at only 40 percent¹. Low human capital will have significant adverse impact on Zambia’s growth potential and global

¹ Living Conditions Monitoring Survey (LCMS) 2015.



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.

3. **Large disparities in educational outcomes by gender, household income level, and location would negatively impact human capital accumulation and labor force participation.** Gender disparities are significant at the secondary level. While Zambia has achieved gender parity at primary 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 are 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. The AF with a concerted focus on improving girls' participation is designed to target low income groups and rural areas with poor education indicators.

4. **Violence, including School-Related Gender-Based Violence (SRGBV) and teen pregnancy are major obstacles to educational attainment among girls.** Enrollment and retention in secondary school (grades 8–12) 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. Dropout rates among secondary school girls are also higher, especially in the poorer districts— almost double the rate for boys.² Violence against women, particularly GBV, appeared to be one of the major factors responsible for denying opportunities, including education, in Zambia. Social norms seem to accept violence particularly against women, 47% of women in Zambia agree that a husband/partner is justified to beat his wife under certain circumstances³. Analysis shows that early pregnancy (47 percent), economic constraints (18 percent), and early marriage (13 percent) are major reasons why adolescent girls drop out of school.⁴ International evidence shows that achieving higher levels of education for girls can lead to lower fertility rates.⁵ Women and girls are also likely to be more adversely affected by climate change, which Zambia is currently experiencing⁶, as climate risks affect women and girls disproportionately more than men through direct loss in life but also through lower human capital accumulation and economic returns.⁷ The propose AF is designed with specific activities to address the issue of SRGBV and teen-age pregnancy through the school system as well as through community outreach.

5. **The Government is committed to responding to the gender gap in human capital development and the country's aspirations and priorities for the education sector are clearly articulated in its long-term strategy including 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

² Education MIS (EMIS) 2017.

³ OECD (Organization for Economic Co-operation and Development). 2019. "Violence Against Women (indicator)." doi: 10.1787/f1eb4876-en (Accessed on October 23, 2019)

⁴ 2019 analysis of EMIS data.

⁵ Wodon, Quentin T.; Montenegro, Claudio E.; Nguyen, Hoa; Onagoruwa, Adenike Opeoluwa. 2018. *Missed Opportunities: The High Cost of Not Educating Girls (English)*. The Cost of Not Educating Girls Series. Washington, D.C.: World Bank Group.

⁶ World Bank. 2018. [Zambia Systematic Country Diagnostic. Report Number 124032](#).

⁷ Neumayer, Eric and Thomas Plümpfer. 2008. [The gendered nature of natural disasters: the impact of catastrophic events on the gender gap in life expectancy, 1981–2002](#). *Annals of the Association of American Geographers*



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 consequences of the country's worsening macro-fiscal situation. 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.

Sectoral and Institutional Context

6. **Zambia's education sector currently faces several serious issues in terms of equitable access to education, quality of education services and efficiency of education system.** These include: stagnating net enrollment ratio (NER) at primary level, continuously low student learning levels, particularly for girls, low transition rates from primary schools to secondary schools, low secondary completion rate, particularly for girls, no improvement of some service delivery indicators (teacher absenteeism and low student-teacher contact time). Net enrollment in primary education has only increased by two percentage points in almost 10 years and reaching 78 percent in 2015. In secondary education, recent years have seen a more positive trend in terms of increased enrollment. In lower secondary, GER increased by 50 percentage points from 2010 to 2015. In upper secondary education, there has been some growth in GER increasing from 38 percent to 45 percent in a 5-year period. The primary education (ages 7-13) NER increased from 68 percent in 1998 to 75 percent in 2006 (PER 2006) and to 78 percent (LCMS 2015), which shows stagnating NER in the later period. GER for lower secondary (grades 8-9) increased from 46 percent in 1998 to 96 percent in 2010, and GER for upper secondary (grades 10-12) increased from 22 percent to 59 percent in 2010. Overall, the GER for secondary (grades 8-12) has increased from 38.4 percent in 2011 to 45.7 percent in 2016 (ESB 2016).

7. **Student learning outcomes are persistently low.** Despite relatively high levels of investment in the education sector, the National Assessment Program (NAP) has reported consistently low student test scores in English and mathematics among Grade 5 students for the past 15 years.⁸ 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. Zambia had the lowest mathematics scores among the 15 participating African countries.⁹ Zambian 15-year-old students also performed poorly on the 2017 PISA-D standardized test being at the bottom among nine participating countries.¹⁰ 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. Key drivers of the weak learning outcomes observed in Zambia include a high rate of teacher absenteeism, a high rate of teacher attrition, inadequate subject and pedagogical content knowledge among secondary school teachers, and an acute shortage of teachers in schools (those available are unevenly distributed in favor of the urban schools) and learning materials across grade levels.

⁸ NAP Learning Assessment Survey Reports, 1999–2014.

⁹ SACMEQ, 2014.

¹⁰ PISA D, 2017.



8. **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 mismatches¹¹ 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 101.¹² 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 MoGE, Zambia’s primary and secondary schools would require an additional 34,000 teachers to achieve the standard PTR of 40.

9. **Zambia faces a widespread textbook shortage in both primary and secondary schools.**¹³ 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.

10. **Zambia’s low transition rates highlight the significant supply-side constraints at the secondary level.** The transition rate between primary and lower secondary is 67 percent, and the transition rate between lower secondary (Grades 8–9) and upper secondary (Grades 10–12) is 48 percent. There are great variations across provinces with transition between primary and secondary spanning 32 percent to 78 percent and transition from lower secondary to upper secondary spanning from 29 percent to 58 percent.¹⁴ In 2015, only about half of students had completed lower secondary education (Grades 8–9) and one-quarter had completed upper secondary education (Grades 10–12). The inadequate supply of secondary education is informally rationed by using examination cutoff scores to cap the number of students who can proceed from Grade 7 to 8 and from Grade 9 to 10 according to the available seats for secondary students. Consequently, secondary school enrollment rates have been stagnant for the past five years, while primary enrollment and completion rates have increased.

11. **While Zambia has achieved gender parity in primary enrollment, a significant gap persists at the secondary level.** The gender parity ratio at the secondary level is 85 percent, with 36 percent of girls ages 14–18 estimated to be out of school, compared to only 19 percent of boys. By Grades 7 and 11, the dropout rate among girls is 2–3 times higher than the rate among boys. According to the 2015 Living Conditions Monitoring Survey, the gross enrollment ratio for secondary education is 68 percent among boys and just 62 percent among girls. A recent study¹⁵ 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.

12. **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. Public investment in secondary education is not pro-poor.¹⁶ Households pay

¹¹ 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).

¹² Innovations for Poverty Action. 2017. *Teaching Staff Imbalances across Public Schools in Zambia*.

¹³ Innovations for Poverty Action. 2017. *Teaching Staff Imbalances across Public Schools in Zambia*.

¹⁴ World Bank. 2016. *Education Sector Public Expenditure Tracking and Service Delivery Survey in Zambia*. Figures 4.8 and 4.9, page 38.

¹⁵ World Bank. 2018. *Zambia Systematic Country Diagnostics*.

¹⁶ World Bank. 2016. *Education Sector Public Expenditure Review in Zambia*.



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, early marriage, and sociocultural practices can also limit access to secondary education.¹⁷ Every year, supply- and demand-side constraints on access to secondary education deprive thousands of young people of a chance to positively affect their lifetime employment prospects and income levels. The World Bank-financed GEWEL Project P151451 is addressing the demand-side constraints by paying school and boarding fees for the girls from social cash transfer families along with a lump-sum grant for out-of-pocket expenses.

13. **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 increased number of girls and boys from the poorest districts with low education outcomes in 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.

14. **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.

C. Proposed Development Objective(s)

Note to Task Teams: The PDO has been pre-populated from the datasheet for the first time for your convenience. Please keep it up to date whenever it is changed in the datasheet. *Please delete this note when finalizing the document.*

Original 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.

Current PDO

The proposed PDO for the ZEEP AF 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.

¹⁷ Zambia Living Conditions Monitoring Survey, 2015.

¹⁸ Report Number: 134798



Key Results

D. Project Description

Component 1: Improving the quality of teaching and learning conditions in language arts, science, and mathematics in targeted primary and secondary schools (A total of US\$71 million with ZEEP US\$24 million and AF US\$47 million)

15. **The objective of this component is to improve the quality of teaching and learning conditions in language arts, science, and mathematics in targeted primary and secondary school.** Subcomponents 1.1 and 1.2 of the parent ZEEP will be maintained under this component, 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.¹⁹

Subcomponent 1.1: Enhancing teaching competencies (A total of US\$36 million with ZEEP US\$12 million and AF US\$22 million)

16. **The objective of this subcomponent is to improve the quality of teaching by enhancing primary and junior secondary school teacher competences, both in subject and pedagogical content knowledge, in language arts, mathematics, and science, and in formative assessments. Special attention will be given to gender-sensitive pedagogical approaches and strengthening girls' learning and educational attainment.** 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 modules in language arts, mathematics, and science to enhance preservice teacher training in colleges of education and universities and in-service training in targeted schools. The TPDI will cover all levels of basic education, from ECE through secondary school. The TPDI will provide a framework for; (a) evaluating the skills and knowledge that enable a teacher to be successful (competences) and 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.

17. To improve teacher education and training, the AF will support measures to upgrade the teacher preservice education curriculum framework for diploma programs and in-service training. This subcomponent supports the development of corresponding frameworks for practicum, course assessments, and mentor training, as well as the involvement of teacher education institutions in the design and delivery of in-service training. In-service training will be provided using the current national systems of CPD implemented through

¹⁹ 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.



SPRINT. The AF will reinforce the role of the school as the unit of change by empowering schools to take a more active role in setting objectives and managing the expected results of in-service teacher training. The role of the school leadership team that includes the head teacher, deputy head teacher, and department heads for primary and secondary schools becomes critical in empowering the school to deliver results. Both preservice and in-service training programs will be developed based on the Framework for Teacher Education Development, which provides a systemic and sustainable approach to improving the quality of preservice and in-service teacher training at all education levels.

18. Subcomponent 1.1 will be implemented through seven 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 development of corresponding in-service training 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 Curriculum Development Center (CDC) and Teaching Council of Zambia (TCZ), and a practicum which includes course and mentorship assessments; and (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. International and national technical assistance will be provided for activities (a), (d), and (g). 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 science in targeted primary and secondary schools (A total of US\$ 27 million with ZEEP US\$12 million and AF US\$15 million)

19. **This subcomponent builds on existing ZEEP Subcomponent 1.2, which supports the MoGE's efforts to address the severe shortage of textbooks.** 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.

20. This subcomponent will support: (a) procurement, distribution, and tracking of textbooks in language arts, mathematics, and life skills/science from Grades 1 to 12 in the project's target schools to reduce the pupil-textbook ratio from 5:1 to 3:1; (b) provision of story books in local languages for early grades; (c) pilot of compilation and use of local stories and folklores in collaboration with the local community; (d) reading corners



in Grades 1 to 4; (e) teacher guides; (f) adaptation of select materials into e-format; (g) adaptation of materials for children with special needs; and (h) printing and distribution of curricula framework.

Subcomponent 1.3: Improving teacher recruitment, deployment, and management and reducing teacher shortages in targeted primary and secondary schools (AF US\$10 million)

21. **This is a new subcomponent introduced under the AF.** The AF will support the MoGE and Teaching Service Commission (TSC) who are involved in teacher recruitment, deployment, and management to transform their current policies, regulations, and guidelines and embrace evidence-based practices. The subcomponent will support (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 teacher internship program in which a select group of candidates who fall short of meeting 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) research on failure of the 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.

22. This subcomponent will finance the (a) development and piloting of TPDI-based assessment tools for recruitment of teachers; (b) administration of the assessment tool and finalization and publication of the assessment results; (c) design, implementation, and evaluation of the teacher internship pilot program; (d) design of a teacher database and conduct of teacher census; and (e) targeted policy studies on teacher recruitment, deployment, retention, and management. International and national technical assistance will be provided for activities (a), (b), and (c).

Component 2: Increasing access to safe secondary schools (A total of IDA US\$79 million with ZEEP US\$27 million and AF US\$52 million)

23. **The objective of the original component is to increase access to secondary education in underserved communities by expanding existing primary schools into secondary schools.** Given the acute shortage of secondary school space 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 all the facilities and features that provide a safe environment and better learning conditions for girls.

24. With the AF, an additional 100 existing primary schools (in addition to the 82 primary 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. Further support will be provided to the MoGE for: (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 facilities, and electricity provision, as well as the rehabilitation of existing structures that pose safety risks to students and teachers. However, 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.²⁰ 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, FM, and technical aspects of construction; use of a tablet-based monitoring system and related training for the same; hiring of a third-party construction quality review agency; and monitoring visits by national, provincial, and district teams comprising relevant officials.

25. 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 and the AF will adhere to defined quality standards and disability friendly norms.

Component 3: Enhancing institutional capacity for implementation of safe school program (AF US\$10 million)

26. **This is a new component aimed at enhancing institutional capacity to implement a safe school program that would ensure safe and inclusive learning environments for girls and boys and protect them from violence at school, including SRGBV.** The objective is to strengthen the institutional mechanisms within the school and the community to prevent and address issues of violence namely 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 box 1, which focuses on five key interventions areas associated with ensuring the provision of safe schools.

27. This component will focus on three interrelated activities, (a) 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) support 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 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, principals, administrative staff, 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

²⁰ 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).



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.

28. 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 4: Strengthening institutional capacity for education service delivery and project management (A total of US\$20 million with ZEEP US\$9 million and AF US\$11 million)

29. **Activities supported under Component 3 of the parent ZEEP will be continued and expanded under Component 4 of the AF.** This component includes two subcomponents: (a) strengthening institutional capacity for education service delivery and (b) enhancing project management, coordination, and communication.

30. **Subcomponent 4.1: 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 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; and (d) conducting policy studies, surveys, and evaluations as well as qualitative reviews of teacher training, school construction, and the implementation of digital technologies.

31. **Subcomponent 4.2: 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 to respective directorates and agencies identified for each intervention 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 Management Committee co-chaired by the Permanent Secretary, Administration and Finance, and the Permanent Secretary, Technical Services will regularly monitor project management and implementation.

E. Implementation

Institutional and Implementation Arrangements

32. **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. The PISC shall now be chaired by the Minister of General Education or his/her nominee and shall include as members: (i) Permanent Secretaries of the MoGE as member secretary; (ii) five Provincial Education Officers on annual rotation basis; (ii) the Director for Planning and Information, the Director for Teacher Education and Specialized Services, and the Director for Standards and Curriculum, the Director of Zambia Education Project Implementation Unit, Director of National Science Center, Registrar of Teaching Council of Zambia, the Chairperson of Teaching Service Commission, the Director of Finance of the Ministry of General Education, Head of Procurement and Supply Chain of the Ministry of General Education, Chief Accountant of the Ministry of General Education; (iii) the Permanent Secretaries or their nominees of the Ministries of Finance, National Development Planning, Gender, and Housing and Infrastructure Development; (iv) TROIKA members²¹; (v) Chair of Zambia National Education Coalition (ZANEC), and (v) the Project deputy coordinators responsible for each Part of the Project, as well as the Project coordinator. The Chair of the PISC could invite special attendees. The PISC will meet twice a year to review progress and provide policy guidance. A Project Management Committee (PMC) chaired by the Permanent Secretaries, Administration and Finance and Technical Services will be constituted comprising of the PIU 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 PMC will meet once a month to review implementation progress, compliance with GRM and safeguards measures, and resolve implementation challenges.

33. The current implementation arrangements will be aligned with these objectives, with clearly defined accountability for results. The PISC, which is chaired by the MoGE's Permanent Secretary, Finance and Administration, will continue to provide oversight and guidance and facilitate interdepartmental coordination for smooth implementation of project activities.

34. **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 called 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 national and international 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 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

²¹ TROIKA composition includes Chair of Education Sector Development Partner Coordination Committee, previous chair and incoming chair.



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.

35. 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 accountants, two supply chain/procurement officers, two civil engineers/architects, one safeguard expert, one gender/GBV expert, one M&E expert, and one ICT expert. The project coordinator should have minimum of 15 years of experience of managing large-scale external-aided projects with extensive planning, management, and coordination experience. The DPCs should have minimum of 10 years of experience of managing large-scale project/programs both in public and private sector with the ability of coordinating planning, execution of plan, and monitoring of implementation and identification of implementation challenges and take necessary actions to address the challenges. The head of each implementation unit 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 contracts.

36. The PEO and DEBS are required to play a key role in facilitating and monitoring project implementation. Hence, at the province and district level, chief planning officers will be responsible for project implementation. For Component 2, province and district building officers will be responsible for implementation and monitoring.

Note to Task Teams: The following sections are system generated and can only be edited online in the Portal. *Please delete this note when finalizing the document.*

F. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)

The AF to the Zambia Education Enhancement Project is envisaged to be implemented across the country. Locations will be determined during implementation based on the agreed selection criteria and Environmental & Social Management Framework (ESMF) defined screening. In terms of physical characteristics, the topography of Zambia has three main features consisting of mountains, a plateau and lowlands with most areas lying on a flat plateau. Vegetation cover in most parts of Zambia is mainly savannah woodlands in the high rainfall regions and tropical grasslands in the low rainfall regions. Vegetation cover in most areas is the predominately savanna woodlands type in high rainfall regions and tropical grassland in low rainfall regions. The construction of additional classrooms and support facilities in selected schools across Zambia is likely to result in dust emissions and generation of waste during the construction phase. The additional facilities are expected to be built within the existing beneficiary of schools, within existing school perimeters, where land is already allocated to the school and there is no encroachment. For this reason, a separate Resettlement Policy Framework is not required. However, an ESMF was updated in line with the World Bank policy on environmental assessment OP4.01 and includes



specific site screening procedures that documents development agreements with stakeholders and communities in order to comply with World Bank Operational Policies. The ESMF site screening will be used to assess the environmental and social risks associated with the project and eliminate any construction activities that would necessitate displacement of squatters, encroachers or require land acquisition.

G. Environmental and Social Safeguards Specialists on the Team

- Ruxandra Maria Floroiu, Environmental Specialist
- Tito Joel Kodiaga, Environmental Specialist
- Njavwa Namposya Chilufya, Social Specialist
- Joy Lubinda Chisompola, Social Specialist
- Kudakwashe Dube, Social Specialist

SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	<p>The safeguards policy on Environmental Assessment has been triggered as Component 2 of the project will involve the construction of additional classrooms, teachers housing and support facilities in selected schools across Zambia. The support facilities will include the provision of sanitation facilities such as toilets and sinking of boreholes in order to provide potable water and sanitation to pupils and staff, especially girls. Since the beneficiary schools and the exact locations have not been established yet, the Ministry of General Education (MoGE) with the guidance of the World Bank has developed an ESMF to assess the potential environmental and social risks of the project. ESMF was cleared by the Bank and disclosed in-country and on the World Bank external website. Furthermore, a generic ESMP has been developed as a chapter in the ESMF to guide the Ministry and contractors in monitoring and implementing mitigation measures. Since the project will not involve activities or sub-projects that require an ESIA, the ESMP will provide the best practices for waste management and any other safeguards</p>



		concerns that will be identified during project implementation.
Performance Standards for Private Sector Activities OP/BP 4.03	No	There is no private sector activities in the project.
Natural Habitats OP/BP 4.04	No	The Bank policy on natural habitats is not triggered as the construction of addition classrooms in already existing schools will have a small footprint within an already existing school premises. The likelihood of encroaching on ecologically sensitive areas is highly unlikely.
Forests OP/BP 4.36	No	The policy on Forests is not triggered considering the construction of additional classrooms and support facilities will be undertaken within existing school premises and is not expected to affect forest and forest health and forest-dependent communities.
Pest Management OP 4.09	No	The policy on Pest Management is not triggered, as the project will not involve the use or support activities that require the use of pesticides.
Physical Cultural Resources OP/BP 4.11	No	The project activities will not be carried out in historically sensitive areas or areas with Physical Cultural Resources. The ESMF has included Chance Finds Procedures for PCR that may be uncovered during construction.
Indigenous Peoples OP/BP 4.10	No	The policy is not triggered as the geographical areas in consideration are not likely to have indigenous people as defined by the Bank policy.
Involuntary Resettlement OP/BP 4.12	No	The project will have no adverse social impacts due to land acquisition or economic/productive displacement, as all construction activities will take place within existing educational perimeters. The land, on which construction will take place, is already allocated for education purposes with no claims on them. The ESMF site screening will be used to eliminate any construction activities that would necessitate displacement of squatters, encroachers or require land acquisition.
Safety of Dams OP/BP 4.37	No	The policy is not triggered, as it will not involve the construction or maintenance of dams as defined by the Bank policy.
Projects on International Waterways OP/BP 7.50	No	The policy is not triggered, as it will not involve financing activities or subprojects lying within riparian areas of international waterways
Projects in Disputed Areas OP/BP 7.60	No	The policy is not triggered, as it will not finance any activities in disputed areas or territories.



KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:

During the implementation of the project and associated sub-projects, preparation, construction and operational activities could have environmental and social impacts from generation of general and construction waste, surface and ground water contamination, elevated dust and incinerator emission levels, generation of electronic wastes (from tablets and used batteries from solar panels) increased safety and security risks for community and staff/learners, etc. However, construction of classrooms and associated facilities under the project will be done within existing school premises for which land has already been allocated for the purposes, and no proposed activities funded under the project can be classified as large scale, high significant and irreversible.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

The environmental and social risks associated with the construction of additional classrooms and generation of electronic wastes (from tablets and used batteries from solar panels) in beneficiary schools are of low significance and will be restricted to the school premises. The supply of free electronic tablets to students and installation of solar power (panels) will lead to the generation of electronic wastes (used/obsolete batteries and tablets) which could degrade the environment if poorly disposed. A Generic ESMP has been prepared as part of the ESMF update and will guide mitigation measures related to construction of the facilities mentioned. A take-back scheme has been included as part of the ZEEP-AF requiring installers of the solar panels to collect back and dispose obsolete batteries while suppliers of tablets will also be required to do the same. However, the long term impacts in the community will result in high literacy rates and more career options for learners and this will directly improve the quality of life.

The project will be implemented across the country, with the majority of schools being in rural areas. These areas are characterized by high levels of poverty and limited access to essential services. Socio-economic and gender inequalities exist in these areas, due to cultural practices which mostly disadvantage women and children, thereby putting them at risk to incidences of Gender Based Violence (GBV). Whilst construction works will be confined to existing school premises and works undertaken by community members, there is still potential for this risk to arise due to the interaction between community workers and school going children. In order to mitigate this risk, the project will build on existing institutional policy guidelines for addressing GBV in the MOGE and provide technical assistance on strengthening the component of GBV management. These efforts will be supplemented by the adoption of World Bank guidelines for addressing GBV as espoused in the Good Practice Note on GBV. Furthermore, consideration for GBV prevention and mitigation will be included in the site specific ESMPs and adoption of appropriate workers code of conduct will be a requirement. The AF project will support implementation of the safe school program aimed at promoting girls' participation in education and contributing to prevention of gender-based violence. Targeted schools will benefit from training related to safe schools and on how to respond to GBV, through inclusive outreach activities to students, teachers, parents, and communities. In addition, the project will engage a GBV service provider to develop and operate a GRM with a confidential GBV incident reporting mechanism and referral procedures.

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.

In order to minimize adverse environmental and social impacts, site selection for all construction activities in beneficiary schools will be restricted to the gazetted school boundaries. This will eliminate issues related to



resettlement and conflicts with local communities and further eliminate or minimize environmental impacts associated with project activities. The proposed construction of boarding facilities is not likely to result in impacts on encroachers, as construction will be undertaken within existing school premises. 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 additional land was required to accommodate new school infrastructure, traditional chiefs and their subjects were consulted prior to land donation. Consultations were held to ensure proposed land was free of individual or community use, and in instances where livelihood activities were impacted, alternative land of equal value was sourced in consultation with the local chiefs and the community. Furthermore, the process of consultation was aimed at confirming the absence of conflicts related to ownership of the proposed land donated for schools. The MOGE working with local chiefs and community representatives screened all sites to exclude any areas with encumbrances in the respective provinces.

For the AF, any requirements for voluntary land donations will be aligned to current practices under the parent project. In accordance with customary practices of chiefs voluntarily contributing land for the construction of public infrastructure such as schools, the process will be done with the prior knowledge and informed consent from land users that land has been obtained without coercion or duress. The process of voluntary land donation will be documented. The Ministry will verify that land required for the project is given voluntarily and is free of any dispute on ownership or any other impediments, and that meaningful consultation have been conducted. Any impacts on livelihood activities will be assessed and where necessary alternative land of equal value identified following consultations with the local chiefs and surrounding community.

Furthermore, the Ministry has been encouraged to obtain documentation from the chiefs to facilitate the processing of land titles to formalize land donations and thus secure public infrastructure. Processing of land titles is currently underway under the parent project and will therefore be extended to all the schools supported under the AF.

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.

The implementing agency is the Ministry of General Education. The Ministry has gained experience in implementing a World Bank financed project through the ZEEP (P158570). The Project Implementation Unit (PIU) has staff in place to support implementation of the proposed AF project in line with World Bank Safeguard Policies. Safeguard compliance has been supplemented by the Ministry's Planning Unit that ensure adherence to laid down procedures for siting, consulting communities and relevant stakeholders prior to commencement of construction activities. These procedures are aligned with World Bank requirements. Given the large potential number of construction sites, additional staff would be needed, either hired directly through the project or in the Planning Unit. Each component will have a lead department/unit within MoGE to be accountable for the successful implementation of the component. Additionally, it is anticipated that the school Parent Teachers Association (PTAs) with the support of the community will play an active role in monitoring construction activities. An ESMF was prepared, consulted and disclosed prior to appraisal of the parent project. A corresponding ESMP template to manage generic construction impacts related to the construction of new classrooms and associated facilities was also prepared. The ESMF current ESMF has been updated to include potential environmental and social risks likely to resulted from the expanded scope of the proposed AF project. The AF will lead to scaling up of activities under Component 2 in the three additional provinces. The updated ESMF has been consulted on and disclosed by the Client and on the Bank website.

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

During project preparation, several site visits were conducted as part of the design process of the project to the interventions areas in beneficiary areas as well as in the surrounding districts. Additionally, several stakeholder



workshops took place during the project preparation process. Consultation involved site visits, meetings with Ministry of General Education, school heads and their staff, learners and communities.

B. Disclosure Requirements (N.B. The sections below appear only if corresponding safeguard policy is triggered)

Environmental Assessment/Audit/Management Plan/Other

Date of receipt by the Bank	Date of submission for disclosure	For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors
14-Nov-2019	28-Jan-2020	

"In country" Disclosure

Zambia

13-Mar-2020

Comments

If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.

If in-country disclosure of any of the above documents is not expected, please explain why:

C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting) (N.B. The sections below appear only if corresponding safeguard policy is triggered)

OP/BP/GP 4.01 - Environment Assessment

Does the project require a stand-alone EA (including EMP) report?

Yes

If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?

Yes

Are the cost and the accountabilities for the EMP incorporated in the credit/loan?

Yes

The World Bank Policy on Disclosure of Information

Have relevant safeguard policies documents been sent to the World Bank for disclosure?

Yes

Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?



Yes

All Safeguard Policies

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?

Yes

Have costs related to safeguard policy measures been included in the project cost?

Yes

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?

Yes

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?

Yes

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APPROVAL

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