

REPUBLIC OF ZAMBIA



MINISTRY OF GENERAL EDUCATION

STAKEHOLDER ENGAGEMENT PLAN (SEP)

ZAMBIA ENHANCEMENT OF EARLY LEARNING PROJECT (ZEEL)

P174012

July 2021

List of abbreviations used

7NDP	Seventh National Development Plan
AF	Additional Financing
CPD	Continuous Professional Development
COVID-19	Coronavirus Disease 2019
CSO	Central Statistical Office
DEBS	District Education Board Secretary
ECCDE	Early Childhood Care Development and Education
ECE	Early Childhood Education
FBO	Faith Based Organisations
FGDs	Focus Group Discussions
GBV	Gender-Based Violence
GRM	Grievance Redress Mechanism
GRMC	Grievance Redress Mechanism Committee
GPE	Global Partnership for Education
HIV/AIDS	Human immunodeficiency virus / Acquired immune deficiency syndrome
NGO	Non-Governmental Organisations
PAP	Project Affected People
PEO	Provincial Education Offices
PDO	Project Development Objective
PM	Project Manager
PIM	Project implementation manual
PIU	Project Implementation Unit
PTA	Parent Teacher Association
SEP	Stakeholder Engagement Plan
UNICEF	United Nations International Children's Fund
USAID	United States Agency for International Development
VVOB	Flemish Association for Development Cooperation and Technical Assistance
ZEEL	Zambia Enhancement of Early Learning
ZEEP	Zambia Education Enhancement Project
ZEPIU	Zambia Education Implementation Unit

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1. Introduction

The Ministry of General Education (MoGE) is preparing the Zambia Enhancement Early Learning (ZEEL) project that aims to improve access to quality early childhood services for 3-6 year learners. The project is being prepared with support from the World Bank under the Global Partnership for Education (GPE). The proposed project is the first-ever externally funded intervention in the early childhood education (ECE) sub-sector that will be implemented directly by the MoGE in selected districts across the 10 provinces of Zambia.

The services will be directed at strengthening the cognitive, socio-emotional and physical development of children in the project's targeted areas. The package will encompass interventions to: (a) provide a safe space for children to have structured opportunities to play and learn under the guidance of a qualified adult and quality play-based learning materials so they can develop the socio-emotional and cognitive functions that they will need to succeed in school; (b) build parents' and caregivers' skills and capacity to engage children in early stimulation and to ensure proper child's nutrition and health; and (c) promote continuous assessment of children's progress to ensure that children have the individualized attention needed to develop their full potential.

While government is focusing on ensuring provision of early childhood education to the community, the success of the project will depend on full participation and meaningful consultation with the community through engaging various stakeholders. The process of stakeholder engagement will assist in mitigating risks as well as ensuring relevant information is disclosed in a timely manner, thus addressing citizen concerns. The stakeholder engagement process will also include participation of vulnerable communities by creating a platform for their views to be heard.

The Stakeholder Engagement Plan (SEP) has been prepared in compliance with the World Bank Environmental and Social Framework (ESF), particularly ESS 1 Assessment and Management of Environmental and Social Risks and Impacts and ESS 10 Stakeholder Engagement and Information Disclosure. Under ESS 1, risks associated with the project have been identified which are likely to have differential impacts on different groups and subsequently appropriate mitigation measures included in the Environmental and Social Management Framework (ESMF). ESS 10 recognises the need for transparent engagement with project stakeholders to ensure wide participation, increase opportunities for project acceptability and provide for citizen participation in the project life span. To this effect, the SEP has been drafted clearly stipulating the process of consultation and disclosure of key project information that will be availed to relevant stakeholders during preparation and implementation of the project. The SEP further provides guidance on the process of stakeholder analysis, how to engage multiple stakeholders including vulnerable groups such as persons living with disability and how to engage in meaningful consultations as well as the process of providing feedback.

The SEP is a living document that will be:

- Disclosed prior to project appraisal
- Periodically updated to highlight changes during project implementation Monitored and its effectiveness during project implementation and evaluated towards the close of the project.

The project will be monitored by the Project Implementation Unit (PIU) through the Social Specialist, Provincial and District officials and the Project Implementation Committee (PIC) members once the project becomes effective. In the interim, all communication related to this document should be directed to Mr. Charm Kalimbika (kalimbikac@gmail.com), Director of Early Childhood Education, Ministry of General Education.

1.1 Project Background

Zambia's Vision 2030 emphasizes developing quality human capital, including investing in quality education and skills development. Education in all its forms is expected to produce an efficient and inclusive labour force which can resolve mismatches in workforce demand and supply and enable all citizens to participate in and benefit from the nation's economic growth. According to the 7th National Development Plan 2017 to 2021, the education Programmes to be implemented will be enhancing equitable access by all persons, including those with special needs and disabilities, to school places at all levels of education will be implemented in the medium to long-term. Investment in infrastructure and use of innovative methods of delivering education will be undertaken. Infrastructure development to promote equitable access to quality education and skills training, distance education, research, innovation and vocational and entrepreneurship training will be implemented.

In realising the goals that have been set by the 7th National Development Plan 2017 to 2021, the Early Childhood Education Sub-Sector Plan (ECESSP) developed for the period 2021 to 2025, has recognised the importance of early childhood education. The ECESSP has placed the importance of early child education as it aims to improve access and learning outcomes in early childhood education system across Zambia by focusing on resolving longstanding management and resourcing challenges in the provision of Early Childhood Education (ECE) services. The early childhood education sub sector will prioritise adaptation of cost effective and efficient strategies that aim at increasing access and improving learning outcomes.

During implementation of this sub sector plan, resources will be focused towards achieving at least 50 percent of the eligible ECE population to go through ECE before entering primary school. While focusing on ensuring that more children are given an opportunity to access ECE, the government will ensure that quality teaching and learning is provided to ensure that children acquire the prerequisite developmental and transitional milestones as they enter primary school.

Therefore, the ECESSP interventions will focus on three key priority areas as follows:

- a. Improving access to early childhood education and school readiness opportunities;
- b. Enhancing quality of services critical to early childhood and school readiness; and
- c. System strengthening, management, and monitoring and evaluation.

1.2 Project Description

The Zambian Government through the Ministry of General Education (MoGE) is Preparing the ZEEL project. The project objective is to improve access for children of 3 – 6 years of age to quality early childhood services in targeted areas.

The focus of the project is to ensure children's school readiness, which encompasses the years before children enter primary school, where more formal early learning opportunities become the focal point of children's instructional time.

Participation in quality ECE, playgroups, and other organized early learning can help young children develop social and cognitive skills such as task orientation, executive functions, non-verbal cognitive skills, memory, early mother tongue i.e. familiar language of play which the children use in their daily interactions Phonological awareness, and pre-literacy/pre-numeracy skills that they will need to succeed in primary school and beyond.

In this context the term early learning is used to indicate a broad conception that includes preprimary/preschool/early childhood education experiences taking place in less formal settings, including community-based early stimulation and parenting education interventions. These experiences will be provided through multi-sectoral, holistic approaches involving Ministries and agencies involved in early childhood development such as the Ministries of Education, Health, Community Development, Gender, Water Resources and Agriculture, among others. The proposed project seeks to strengthen existing institutional mechanisms for the implementation of these type of multi-sectoral holistic approaches to ECE.

This is the first-ever externally funded intervention in the early childhood education (ECE) sub-sector of a scale that will be implemented directly by the MoGE. Therefore, the ZEEL project will focus on strengthening the overall ECE systems, including its policy framework and establishes required quality and operational standards to ensure long-term sustainability. Hence, under each component, some activities will have system wide impact while, the intervention as a whole may be focusing in the project targeted areas.

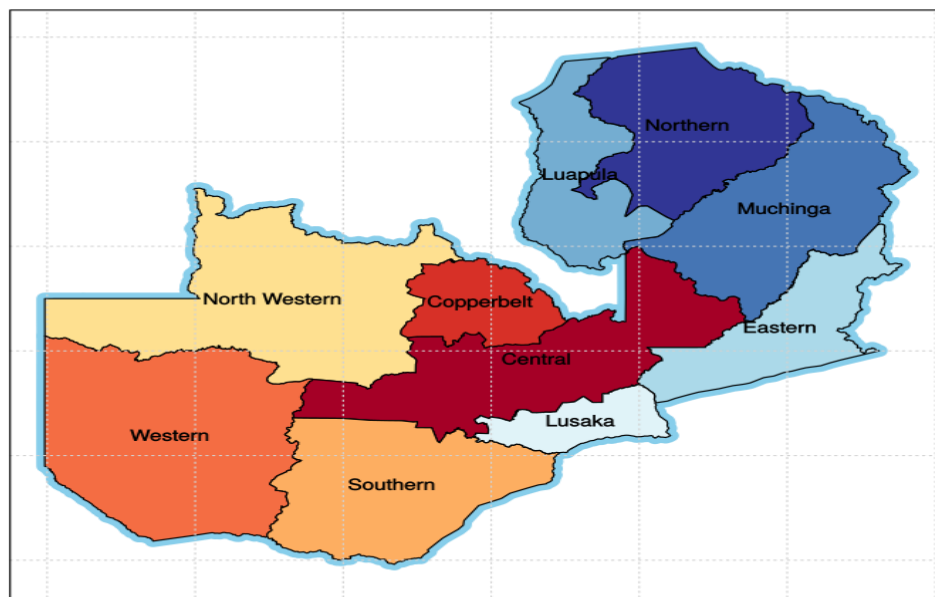


Figure 1 Showing the Map of Zambia with 10 provinces

Source: <https://mapuniversal.com/provinces-of-zambia>

The project, through this targeting approach is expected to invest in districts 30 districts (outlined in Table 2) of each province which are in most need of ECE services and targeting the

poorest in each province. A step by step guide on the target will be included in the Project Implementation Manual (PIM).

1.3 Project Development Objective(s)

To achieve the PDO the project will support the expansion of early childhood education centers and improve quality of ECE services through the introduction of a package of services aimed at enhancing holistic child development and school readiness of 3-6 years old children in targeted areas. The services will be directed at strengthening the cognitive, socio-emotional and physical development of children in the project's targeted areas. The package will encompass interventions to:

- (a) provide a safe space for children to have structured opportunities to play and learn under the guidance of a qualified adult and quality play-based learning materials so they can develop the socio-emotional and cognitive functions that they will need to succeed in school;
- (b) Build capacity in parents' and caregivers' knowledge, skills and ability to engage children in early stimulation and to ensure proper child's nutrition and health; and
- (c) Promote continuous assessment of children's progress to ensure that children have the individualized attention needed to develop their full potential.

1.4 PDO and Variable Indicators

Overall progress towards achieving the PDO will be assessed through the following PDO level indicators:

- (i) Percentage increase in enrollment in early childhood centers in targeted areas (disaggregated by gender and locality); including children from vulnerable groups and children with Special Education Need and Disabilities
- (ii) Percentage of hub ECE centers in target areas meeting quality Early Learning Environment (QELE) above a minimum threshold
- (iii) Percentage of satellite ECE centers in target areas meeting quality Early Learning Environment (QELE) above a minimum threshold

1.5 ZEEL will promote the following innovative activities:

1.5.1 The Hub-Satellite model

The Hub-Satellite model which will be supported as an innovative strategy for expanding access in rural and hard to reach areas characterized with poor road infrastructure, few/lack of health facilities and mobile network services are not available. This initiative is consistent with the existing program of satellite centers currently being piloted by the MoGE in partnership with UNICEF. With the establishment of satellite centers in surrounding village habitations, a Hub ECE Center located in a primary school will support up to five satellite ECE centers through regular visits, guidance and mentoring activities provided by a qualified ECE teacher. The satellites will operate as a one stop center at the village level for promoting an array of high-quality services ranging from early developmental growth and learning support; promotion of good health, nutrition and well-being practices through specific interventions; child protection messaging of children from vulnerable groups (i.e. those with disabilities, from poor households) and awareness raising on birth registration. Based on the location of this project it will effectively contribute to ensuring that households with children with special needs benefit from the project and encouraged to participate in project planning and implementation.

1.5.2 The use of technology to enhance access and quality

The use of technology in early childhood education related interventions already has a promising track record in Zambia with Interactive Radio Instruction (IRI) having been piloted in two districts. Based on lessons learned¹, the IRI model will be expanded to consider other interactive audio instruction (IAI) formats including pre-loaded CDs, MP3 and mobile phones, which will be used not only as a cost-effective strategy to accelerate access to ECE, but also as a tool to implement active, child centered instruction that is highly relevant to the daily lives of 3-6 years old children and for enhancing pedagogical and classroom management skills of teachers and caregivers, enhancing parenting skills, and promoting community engagement in ECE related activities.

This issue is also particularly relevant in given COVID-19 and the need to ensure continuity of learning during crisis situations and the role technology plays in these circumstances. Recognizing that families may have different technology options, the project will integrate the use of mobile smart phones to promote playful parenting and engagement in age-appropriate developmental activities. Maintenance and repair of provided by the project will be the responsibility of the beneficiary communities as part of their contribution to the project. Additionally, a social-media group based on instant messaging application will be promoted in order to establish a social network for participating communities. This will be supported by mobile service providers in the target areas to create a community of caregivers and ECE teachers where they will have a space to share experiences, good practices and innovations, and provide an opportunity to improve their pedagogical skills and child development practices. A group administrator will be identified to superintend over the group and ensure that proposed initiatives are appropriate for the target audience, agreeable to all, and culturally sensitive.

Table 1: List of province-wise targeted districts with current ECE coverage

Province	District	ECE Centers	Enrollment	Number of Teaching Staff	
				Number of Teachers	Number of Caregivers
Central	<u>Chitambo</u>	51	1621	4	54
	<u>Ngabwe</u>	5	482	5	
	<u>Serenje</u>	45	1720	11	67
Copperbelt	Lufwanyama	126	5526	7	173
	Masaiti	22	837	10	21
	Mpongwe	41	1124	7	39
Eastern	Katete	50	2827	11	
	Nyimba	33	1884	13	42
	Chadiza	48	2462	5	

¹ World Bank Early Learning Partnerships (ELP) and the Education Development Center (EDC) (2015). Expanding Access to Early Childhood Development Using Interactive Audio Instruction

	Chiengi	21	1190		
Luapula	Nchelenge	41	3820	62	
	Samfya	29	2053		
Lusaka	Chongwe	29	1876		
	Luangwa	16	1000		
	Rufunsa	37	1789		
Muchinga	Isoka	20	1061	22	
	Shiwang'andu	19	875	13	2
	Mafinga	45	2541	22	
Northern	Chilubi	13	842	15	2
	Mpulungu	8	1035	16	32
	Lunte	16	850	15	4
North Western	Ikelenge	8	566	15	15
	Kabompo	18	831	14	14
	Mufumbwe	25	1075	32	8
Southern	Sinazongwe	67	3409	16	
	Pemba	54	2330	29	
	Kalomo	130	5994	57	
Western	Lukulu	22	1043		
	Shang'ombo	8	319	14	14
	Sioma	37	1521	15	13
Total		1,084	54,503	430	500

Project Components:

The PDO will be achieved through several innovative and systemic interventions through four components. The project comprises the following components and subcomponents:

Component 1: Improving equitable access to early childhood education (US\$15-18 Million)

Building on the Ministry of General Education (MoGE) strategy to increase equal access to quality early childhood education (ECE), that meets the needs of children from vulnerable households and those living with disabilities by providing learning facilities in their communities. The objective of the component is to improve access to ECE and enhance the quality of the ECE learning environment in targeted areas.

Subcomponent 1.1: Targeted expansion of ECE Facilities with community engagement. The objective of this sub-component is to increase to the supply of ECE facilities in targeted areas through the expansion of the hub and community-based satellite model involving local communities in managing construction and maintenance of facilities.

Subcomponent 1.2: Enhancing the quality of the ECE learning environment. The objective of this sub-component is to provide children attending ECE hub and satellite facilities in targeted areas with a safe and healthy learning that support their well-being, safety and healthy development and growth.

Component 2: Implementing early childhood education quality standards (US\$8-9 Million)
The objective of this component is to support the update, further development and implementation of ECE quality standards including those related to ECE materials and assessment.

Sub-component 2.1: Promoting the use of Early Childhood Education Standards. The objective of this sub-component is to support the update, further development and harmonization of ECE standards, including the roll-out of standards in project targeted areas.

Sub-component 2.2: Promoting development of strategies and instruments for assessments. The objective of this sub-component is to introduce and validate strategies and instruments to adequately assess and monitor the quality of early learning environments in ECE centers and to build capacity for the systemic use by ECE teachers and caregivers of ECE specific formative and summative assessment including the roll out of instruments in project target areas.

Sub-component 2.3: Availability of early learning and stimulation materials for learners, teachers and caregivers. The objective of this sub-component is to ensure that ECE teachers, caregivers and children in targeted ECE and satellite centers have access to appropriate early learning developmental and stimulation materials. This will take into consideration the needs of special needs of children from vulnerable groups by designing and developing materials that promote inclusiveness.

Component 3: Enhancing delivery of quality early learning and care. (US\$12-14 Million)
The objective of this component is to create sustainable conditions for staffing ECE hub and satellite centers in targeted areas with qualified staff and to promote the involvement of the local community and parents on children's well-being, socio-emotional development and learning.

Sub-component 3.1: Early Childhood Education workforce recruitment, deployment and management. The objective of this sub-component is to put together a policy and to roll out an implementation plan to ensure adequate staffing of ECE centers with qualified ECE teachers and caregivers in the project targeted areas in accordance with minimum staffing requirements.

Sub-component 3.2: Continuous Professional Development of ECE workforce. The objective of this sub-component is to provide continuous ECE professional development linking pre-service education with formative education programs and opportunities for teachers and caregivers including their roll-out in project targeted areas.

Sub-component 3.3: Women's empowerment and community engagement for better nutrition and childcare.

The objectives of this sub-component are to; (i) promote the involvement and participation of the local community, particularly mothers, including parents with disabilities children and those having children with disabilities and special needs in activities that support both the establishment and maintenance of ECE centers as well as in parenting activities to improve the socio-emotional, physical, nutritional and healthy development of children in project target areas; and (ii) empower women and community with knowledge and skills on maternal and child health as well as on gender-based violence, including sexual exploitation and abuse.

Component 4: System Strengthening, Project Management, Monitoring and Evaluation and Communication (US\$ 3-4 Million)

The objective of this component is to support the strengthening of the education system to effectively and efficiently deliver quality ECE services through enhanced governance and accountability mechanism, and to provide effective project management, monitoring and evaluation and communication support.

Sub-component 4.1: System strengthening. The objective of this sub-component is to improve governance and accountability systems, inter-agency coordination and capacity for evidence-based planning and implementation through improved data collection and use in the ECE sub-sector.

Sub-component 4.2: System capacity for continuity of service delivery in emergency. The objective of this sub-component is to strengthen MoGE's capabilities to provide continuity of learning and care in emergency situations by ensuring relevant contingency planning and the availability of relevant ECE distance learning approaches and content.

Sub-component 4.3. - Project management, M&E and communications. The objective of this sub-component is to put in place the structures and procedures that will assure for effective project implementation, monitoring and evaluation framework and communication.

The MoGE will be responsible for the overall implementation and monitoring and evaluation of the project. At the national level, while the Directorate of ECE in the MoGE will be directly responsible for the project implementation, the project implementation arrangements will dovetail with the ZEEP-AF, which will provide unified oversight and accountability mechanisms reducing project management costs and increasing implementation efficiency.

1.6 Applicable World Bank Environmental Social Standards (ESSs)

1.6.1 Assessment and Management of Environmental and Social Risks and impacts (ESS1)

Implementation of the ZEEL project will require assessment of environment and social risks likely to result from the project. To this effect, MoGE will conduct environmental and social assessments to identify risk mitigation measures. Based on assessments conducted during project preparation, the following environmental and social risks have been identified as potential impacts on project activities;

- a) Community health and safety due to construction related activities
- b) Occupational health and safety of workers
- c) Disposal and management of waste generated during works
- d) Non-inclusion of vulnerable household, including parents and children living with disabilities

1.6.2 Labour and working conditions (ESS2)

Project design and construction will be supervised by staff from MoGE and implementation undertaken by community members through the PIC. Issues of occupational health and safety, as well as grievances on labour matters may arise and pose a risk to meeting project implementation timelines. As such, a Labor Management Procedure (LMP), has been prepared as part of the Environmental and Social Management Framework (ESMF) to address potential labour concerns as highlighted above. The LMP has been prepared in line with local employment act including grievance management for direct, contracted and community workers to raise workplace concerns. The grievance redress mechanism will be made readily available to all staff. It will provide guidance on process of grievance registering and timely feedback to affected project staff. This will be monitored by the project Social Specialist.

1.6.3 Community Health and Safety ESS 4

The ESS 4 recognizes that project activities, equipment, infrastructure can increase community exposure to risks and impacts. Communities may be affected by traffic related safety risks caused by movement of machinery as well as exposure to hazardous waste generated from construction and rehabilitation works, exposure to noise and dust pollution as well as exposure to communicable diseases such as HIV/AIDs and increased incidences of GBV/SEA. Mitigation measures against this risk will be provided for in the generic ESMP there will be need to manage issues such as restrictions of access. The project through the Environmental and Social Specialists and assigned Provincial and District officers will ensure the safety of communities and workers by ensuring that construction activities are implemented in accordance with the ESMP, enforcing the use of protective gear of all workers on site, sensitising communities on dangers at construction sites and adherence to code of conducts to avoid incidences of HIV/AIDs, GBV/SEA. The risk of labour influx is not likely to materialize as workers will be drawn from the community in the target areas.

1.6.4 Land Acquisition, restriction on land use and involuntary resettlement ESS5

The project activities do not envisage any land acquisition or physical displacement as the project will be implemented within existing primary schools premises. However, should selected project activities result in impacts of physical or economic displacement, the Resettlement Action Plan (RAP) has been put in place to address such issues. Preparation of the RAP will be guided by the principles set out in the Resettlement Policy Framework (RPF) which has been developed as a precautionary measure to address potential resettlement impacts.

1.6.5. Stakeholder Engagement ESS10

ESS10 requires preparation and implementation of a SEP that will identify stakeholders to ensure wider participation in project design and implementation. Since the project will be implemented in rural areas where there is low participation of vulnerable groups and women. To ensure that there is citizen participation in the project life span, this SEP has been prepared to clearly stipulate the process of consultation and disclosure of key project information that will be made public to relevant stakeholders during the preparation and implementation of the project.

1.7 Stakeholder Consultation and Disclosure

Stakeholder engagement requires meaningful consultation in a way which provides stakeholders with opportunities to express their views related to project risks, impacts and mitigation measures and allows MoGE to consider and respond to them. As part of preparation officials in MoGE undertook various consultations between August and October 2020 (details in Annex 1-3) for purposes of the design and to agree on roles and responsibilities of key stakeholders. Given the outcome of consultations taken to date, there will still be need to hold further consultations with communities when site selection is completed. Through this plan a detailed schedule has been compiled for future engagements with communities and other key stakeholders in project areas. However, meaningful consultations by the MoGE will be carried out on an ongoing process as the nature of issues, impacts and opportunities evolve.

The MoGE will use a two-way process that:

- 1) It involves interactions between and among identified groups of people and provides stakeholders with an opportunity to raise their concerns and opinions and ensures that this information is taken into consideration when making project decisions. This will include feedback from vulnerable members of the community and households with children with special needs and disabilities
- 2) Begins early in the project planning process to gather initial views on the project proposal and information on design and continues throughout the project life cycle.
- 3) Encourage stakeholder feedback, especially as a way of informing the project design and

engagement by stakeholders in the identification and mitigation of environmental and social risks and impacts;

- 4) Continue on an ongoing basis, as risks and impacts arise;
- 5) Will be based on the prior disclosure and dissemination of relevant, transparent, objective, meaningful and easily accessible information in a time frame that enables meaningful consultation with stakeholders in a culturally appropriate format, in relevant local languages and is understandable to stakeholders;
 - 1) Considers and responds to feedback in a timely manner;
 - 2) Supports active and inclusive engagement with project affected parties;
 - 3) Is free of external manipulation, interference, coercion, discrimination and intimidation; and
 - 4) Implementation of the SEP will be documented and disclosed prior to Project appraisal.

1.8 Purpose of Stakeholder Engagement Plan

Stakeholder engagement is an inclusive process conducted throughout the project life cycle. Where properly designed and implemented, it supports the development of strong, constructive and responsive relationships that are important for successful management of a project environmental and social risks². Communicating early, often, and clearly with stakeholders helps manage expectations and avoid risks, potential conflict, and project delays.³In addition, the plan assists in managing stakeholder expectations which will have a bearing throughout the lifespan of the project. Further the SEP takes into consideration the different types of stakeholders and describes measures adopted to ensure groups that are differently affected are captured, particularly those identified as vulnerable. Hence, this SEP provides a plan to interact effectively with stakeholders to support project interests.

2 Stakeholder Identification and Analysis

A stakeholder is defined as a person or groups who are directly or indirectly affected by a project, as well as those who may have interests in a project and/or the ability to influence its outcome, either positively or negatively. These include local communities, national and local authorities, and non-governmental organizations, disadvantaged or vulnerable marginalized and persons with disabilities.

According to the nature and extent of the ZEEL project, will be implemented in 30 districts across the 10 provinces of Zambia. Approximately a total of 30,000 children will be reached. The stakeholders listed below have been identified on the basis of their role as; direct project beneficiaries, counterpart ministries that will contribute to the implementation of the project and community members that will assist in mobilizing local resources and participation of parents in the project. These include:

1. Parents with children aged 3-6
2. Adolescent mothers and care givers
3. Teachers
4. Local Communities including traditional leaders
5. Government Institutions such as Ministry of Health, Community Development and Social Services and Ministry of Local Government.
6. Religious Organizations
7. Provincial Officials
8. Districts officials;

² The World Bank (2017), The World Bank Environmental And Social Framework

³ Pollet., T (2014), A Strategic Approach to Early Stakeholder Engagement

9. School Administrators;
10. Potential Project Affected People (PAPs)/parents of pupils;
11. Cooperating Partners and
12. Civil Society Organizations

The list of stakeholders is likely to expand/change in composition as the project is implemented. In order to develop an effective SEP, it is necessary to determine who the stakeholders are and understand their needs and expectations for engagement, and their priorities and objectives in relation to the Project. This information is then used to tailor engagement to each type of stakeholder. As part of this process it is particularly important to identify individuals and groups who may find it more difficult to participate and those who may be differentially or disproportionately affected by the project.

Affected groups

It is also important to understand how each stakeholder may be affected – or perceives the project so that engagement can be tailored to inform them and understand their views and concerns in an appropriate manner. Affected groups under ZEEL will mostly comprise of community members in selected 30 districts where the project will be implemented across the 10 provinces of Zambia.

Other Interested parties

- Faith based Organisations
- Community based Organisations Churches
- Shop owners
- NGO's
- Private Sector⁴
- Chiefs

Stakeholder Needs

The needs of the stakeholders include language needs and capacity building training in literacy skills. However, through further consultations and engagements with the community more stakeholder needs will be identified.

⁴ Who will be identified through further engagements

3.0 Summary of Previous Stakeholder Engagement Activities

Several consultative meetings were held with key stakeholders between the period of August to October 2020. These included Directorate of Early Childhood Education, District Education Boards (DEBs), Ministry of Health, Ministry of Community Development and Social Welfare, Ministry of Agriculture, Ministry of Lands, and the Ministry of Gender. Other stakeholders consulted were Save the Children, USAID, CAMFED, World Vision, CSTZ, Plan-International and Labor unions. The meetings were held virtually as the country was under lockdown at the time due COVID-19 and restrictions on physical meetings had been imposed. Target communities, including parents of children aged 3-6 could not be met owing to the COVID-19 restrictions listed above. To this effect, meetings with communities will be undertaken once site selection is completed and there is an easing of restrictions. The project will consider use of other channels such as the use of community radios or minimizing the size of groups met, whilst adhering to public health guidelines such as social distancing, wearing of face masks and promoting hand washing.

Key issues discussed during the consultative process were; (i) number of ECE centres and satellite hubs to be constructed per district, (ii) number of teachers to be trained, (iii) roles of care givers, (iv) coordinating mechanisms with other Government ministries and cooperating partners in the education sector, (iv) inclusion of children with disabilities, and (v) inclusion of climate resilience in design of classrooms to be constructed. Details of consultations held are contained in Annex 1-3.

3.1 Stakeholder Identification and Methods.

Stakeholder identification has been guided by (i) roles and responsibilities that different actors will have on the project such as community mobilizing local building materials for the construction of ECE centres, community contributing manpower for construction, Government ministries that will coordinate with MoGE to deliver sub-components of the projects such as Ministry of Health in promoting good nutrition among learners, and participating parents, (ii) the level of interest for those directly affected and those indirectly affected by the project, (iii) stakeholders that can positively and negatively influence project outcomes such as NGOs or traditional leaders with specific interests and (iv) thus determining the type of information to be communicated to the different interest groups.

3.2 Stakeholder Engagement Program

Stakeholder consultations have been conducted (see annex 1 and 3), however, only selected groups were consulted due to COVID-19 limitation. To this effect, the project will conduct further consultations, particularly with parents and Provincial and District line ministry representatives once project is effective and sites are confirmed. This will be done in line with the programme listed below. Details provided in Annex 11. Stakeholder engagement is an on-going process throughout the life of the project:

- Planning/design (including disclosure);
- Construction
- Operation

3.3 Timing of Stakeholder Engagement

Stakeholder engagement is an inclusive process conducted throughout the project life cycle. If it is properly designed and implemented, it supports the development of strong, constructive and responsive relationships that are important for successful management of a project's environmental and social risks. Stakeholder engagement under ZEEL will be initiated at an early stage of the project development process and is an integral part of early project decisions and

the assessment, management and monitoring of the project's environmental and social risks and impacts.

To promote and provide means for effective and inclusive engagement with project-affected parties throughout the project life cycle on issues that could potentially affect them. To ensure that appropriate project information on environmental and social risks and impacts is disclosed to stakeholders in a timely, understandable, accessible and appropriate manner and format. The Stakeholder Engagement Program will be updated and refined throughout the lifecycle of the Project.

The key life-cycle phases when MoGE will be implementing stakeholder engagement are briefly discussed below.

Design/Plan: the process of ensuring that systems and components of the Project are designed, installed, and maintained to prescribed / agreed requirements;

Implementation: the process and activities are implemented as planned

Stakeholder engagement within the project preparation and implementation process is critical for supporting the project's risk management process, specifically the early identification and avoidance/management of potential impacts (negative and positive) and cost effective project design.

Stakeholder engagement is an on-going process throughout the life of the project:

- Planning/design (including disclosure);
- Construction
- Commissioning
- Operation
- Decommissioning

3.4 Strategy for information disclosure

MoGE will disclose project information to allow stakeholders to understand the risks and impacts of the project, and potential opportunities. The MoGE will provide stakeholders with access to the following information, as early as possible in terms of appraisal, and in a time frame that enables meaningful consultations with stakeholders on project design:

- (a) The purpose, nature and scale of the project;
- (b) The duration of proposed project activities;
- (c) Potential risks and impacts of the project on local communities, and the proposals for mitigating these, highlighting potential risks and impacts that might disproportionately affect vulnerable and disadvantaged groups and describing the differentiated measures taken to avoid and minimize these;
- (d) The proposed stakeholder engagement process highlighting the ways in which stakeholders can participate;
- (e) The time and venue of any proposed public consultation meetings, and the process by which meetings will be notified, summarized, and reported; and
- (f) The process and means by which grievances can be raised and will be addressed.

The information will be disclosed in relevant local languages and in a manner that is accessible

and culturally appropriate, considering any specific needs of groups that may be differentially or disproportionately affected by the project or groups of the population with specific information needs (such as, disability, literacy, gender, mobility, differences in language or accessibility).

The disclosure and consultation activities will be designed along with some guiding principles as follows:

- Consultations will be widely publicized particularly among the project affected stakeholders/communities
- Location and timing of meetings will be designed and shared with all stakeholders before the meetings to maximize stakeholder participation and availability
- Information will be presented will clear, and non-technical, and presented in appropriate local language
- Stakeholders will be allowed to raise their views and concerns
- Issues raised will be answered, at the meeting or at a later time

The MoGE will undertake a process of meaningful consultation in a manner that provides stakeholders with opportunities to express their views on project risks, impacts, and mitigation measures, and allows the MoGE to consider and respond to them.

Operation Phase

Information will be shared using the following:

Community Forum

Information will be disseminated to the community members through radio adverts, television adverts, local radio stations, church gatherings and public address system.

Information Boards

Public Notice boards will be used as one of the one of the mechanisms to inform the communities and wider audiences about the project. Newspapers, posters, local radio, and television will be used to reach the stakeholders. In rural communities mobile public Address systems will be used.

The information to be disseminated will be to give an overview of the proposed ZEEL schools and the benefits this will bring to the community in particular to the learners using the local language of the area. The Stakeholder Engagement plan will be disclosed on the World Bank and Ministry's website. Furthermore, information on the project will be made available using existing Provincial and District offices as well schools were the ECE centres will be constructed and through local radio stations including parent teacher committees. Feedback from stakeholders will be recorded and when responses are needed, these will be provided in a timely and culturally appropriate manner, stating actions taken by the project.

The MoGE through the PEOs, DEBS and school will be responsible for announcing the beginning of the project, the existence of the SEP and GRM so that the community is made aware of channels to bring out their complaints.

3.5 Proposed strategy for consultation

The methods that will be used to consult stakeholder groups are:

- Interviews with stakeholders. The Ministry's PIU will conduct stakeholder meetings in all the districts where the project will be implemented and all stakeholders (including traditional leaders, Cooperating Partners, Civil society, Non- governmental

organizations, line ministries and parents) will be invited to attend these meetings at the Provincial and District education offices.

- Public meetings, workshops, and/or focus groups on specific topic:
- Use of participatory methods, during the implementation of the project, the PIU will continue consulting all stakeholders through focus group discussions

Due to traditional customs most women in rural areas are unable to express themselves freely. In order ensure that the views of the women are heard, separate consultation meetings will be held for women and men. This will facilitate a free environment for the women to express their views and recommendations for the project. This will also apply to people living with disabilities to ensure all proposed construction of ECE centres takes into consideration access needs for persons with disability and development of appropriate learning materials for children with special needs.

Apart from this, various avenues will be employed in the stakeholder engagement process that includes:

- a. **Community Forums:** To facilitate effective consultation with the communities during implementation of the project, the Project will establish community forums by using existing local structures for dissemination of project information to community members.
- b) **Local Government:** Government representatives (Government Representatives in respective District and provincial officers.) as channels to disseminate information on the project.
- c) **Information Boards:** Notice boards are effective mechanisms to inform the communities and wider audiences about the project. These can be installed in specific areas of impact for targeted communities.
- d) **Media:** Newspapers commonly read in the project area (where applicable) will be used to notify the general public. Other communication channels such as the use of local radio stations and drama performances will be considered, in light of varying literacy levels and accessibility to sources of information.

Proposed strategy for consultation

4.0 Timelines

After the consultation meetings, the PIU will give feedback to the stakeholders quarterly and the minutes of every consultation meeting will be shared with stakeholders.

5.0 Review of Comments

After the consultation meetings, the PIU will give feedback to the stakeholders quarterly. Minutes of every consultation meeting will be shared with stakeholders.

6.0 Future Phases of Project

The communities, line ministries, NGOs, and FBOs will be given constant feedback as the project develops, including reporting on project environmental and social performance and implementation of the stakeholder engagement plan and grievance mechanism. The project will report quarterly to stakeholders.

Table 3: SEP Techniques

In the light of COVID -19, it is expected that strict measures will be adhered to during the implementation of the stakeholder engagement plan. All the guidelines such as the social distance, wearing of face masks, hand sanitizing and washing of hands using soap will be followed strictly to avoid the spread of the corona virus. Community meetings will be limited to smaller groups. World Bank technical note on public consultations and stakeholder consultations will apply⁵.

Group	Engagement Technique	Appropriate application of the technique
Provincial, district, school leaders and Parents	Correspondences (Phone, Emails, Text, instant messaging)	Distribute information to Government officials, NGOs, Local Government, and organisations/agencies Invite stakeholders to meetings and follow-up
Teachers, school administrators and caregivers	One-on-one meetings	Seeking views and opinions Enable stakeholder to speak freely about sensitive issues Build personal relationships Record meetings
NGO, FBO Civil Society Organisations	Formal meetings	Present the Project information to a group of stakeholders Allow group to comment – opinions and views Build impersonal relation with high level stakeholders Disseminate technical information Record discussions
Communities	Public meetings	Present Project information to a large group of stakeholders, especially communities Allow the group to provide their views and opinions

⁵ Technical Note: Public Consultations and Stakeholder Engagement in WB-supported operations when there are constraints on conducting public meetings March 20, 2020

		<p>Build relationship with the communities, especially those impacted</p> <p>Distribute non-technical information</p> <p>Facilitate meetings with presentations, PowerPoint, posters etc.</p> <p>Record discussions, comments, questions.</p>
Teachers, caregivers, communities	Focus group meetings	<p>Present Project information to a group of stakeholders</p> <p>Allow stakeholders to provide their views on targeted baseline information</p> <p>Build relationships with communities</p> <p>Record responses</p>
Provincial Education office, district education office	Project website/Information Centre/information Boards	<p>Establish Information Board in each project area</p> <p>Present project information and progress updates</p>
Provincial Education office, district education office	Direct communication with affected crops/asset/goods/land owners	<p>Share information on timing of project activities</p> <p>Agree on options for removing crops and relocation of properties.</p>
Provincial Education office, district education office	Radio/TV emissions	<p>Arrange for broadcast Radio/TV emissions to bring the project to large public awareness and allow question/answer session</p>
Provincial Education office, district education office	Project information on site	<p>Share information on project activities</p> <p>Provide information on construction materials that will be needed to incite potential suppliers</p>
Provincial Education office, district education office	Project leaflet	<p>Brief project information to provide regular update</p> <p>Site specific project information.</p>
Provincial Education office, district education office	Workshops	<p>Present project information to a group of stakeholders</p> <p>Allow stakeholders to provide opinions and views.</p> <p>Use participatory exercises to facilitate discussions, brainstorm issues, analyze information and develop recommendations and strategies</p>
Mothers, community	Focus group meetings	<p>Allow small groups of people (women, youth, vulnerable people, disabled people, etc.) to provide their views and opinions</p>

		Build relationship with neighboring communities Use a focus group interview guideline to facilitate discussions Response recording
Project team	Surveys	Gather opinions and views from individual stakeholders Gather baseline data Record data Develop a baseline database for monitoring impacts

7.0 Strategy to incorporate the view of vulnerable groups

The project defines a vulnerable group as a population that has some specific characteristics that make it at higher risk of falling into poverty than others living in areas targeted by a project. The project will identify those project-affected parties (individuals or groups) who, because of their particular circumstances, may be disadvantaged or vulnerable. Based on this identification, the project will further identify individuals or groups who may have different concerns and priorities about project impacts, mitigation mechanisms and benefits, and who may require different, or separate, forms of engagement. An adequate level of detail will be included in the stakeholder identification and analysis so as to determine the level of communication that is appropriate for the project.

Vulnerable groups including parents that are physically disabled, households with children with special needs and disabilities, adolescent nursing mothers, households headed by elderly parents/grandparents with low literacy and households that may have limited access to technology, , including underserved communities that may be found within the project footprint will be identified through planned community consultations. There will be consideration for use of language interpretation (in Silozi, Bemba, Nyanja, Tonga, Kikaonde, Lunda, and Luvala) and sign interpretation where necessary to ensure inclusive participation in the consultative process by involving representatives of vulnerable groups and seeking their feedback in the project design and implementation. Feedback from such groups will likely influence the type of teaching material developed for the early learners such as consideration for braille material if the need arises out of community consultations.

8.0 Culturally appropriate engagement

It is critical that engagement is culturally appropriate, especially, but not exclusively, in terms of impacted communities. Most stakeholder engagement will be with rural village inhabitants and it is known from previous engagement activities with such communities that traditional social and cultural norms are respected by almost all inhabitants. It is the intention that the DEBS will manage and, as appropriate, lead engagement events. Also, it is expected that most rural community engagements will be held in local languages. Furthermore, communities will be provided with sufficient notice to prepare for these consultations.

In addition, in most rural areas women are not free to express themselves hence in some consultation meetings the women and men will be separated and hold engagement meetings just for women and just for men. This will facilitate for the women to be free to express themselves. In instances where community members, in particular vulnerable groups fail to express themselves freely, independent specialists will be engaged to assist with consultations. Participants will not be coerced to engage in consultations without prior consent. There will be full disclosure of information to enable community members understand how they can

participate in the consultations, the location and timing of the planned consultations, as well as how they can register grievances related to project implementation.

Prior to any engagement events that occurred during the consultations which have already taken place or similar events to be conducted with stakeholders in time to come, the following actions occurred/ will occur:

- Preparation of standard 'question and answer' sheets tailored for specific stakeholder types (based on 'lessons learnt' analysis and common issues raised in previous engagement);
- Planning/design of engagement action(s) with Project Manager (PM), consultants and then key 'traditional' and 'formal' authorities;
- Selection of individual stakeholders with whom engagement occurred/will occur;
- Selection of methods for disclosure of information (including such topics as format, language, and timing);
- Selection of location and timing for engagement event(s) (avoiding busy work times, which may be seasonal, and days/times when special events may be occurring);
- Agreeing mechanisms for ensuring stakeholder attendance at engagement event(s) (if required);
- Identification and implementation of feedback mechanisms to be employed.

9.0 Resources and Responsibilities for Implementing Stakeholder Engagement Activities

9.1 Resources

The Directorate of Planning and Information, Directorate of Early Childhood and ZEPIU will be responsible for implementing the ZEEL project.

In order for the project to be widely published and appreciated by the community there is need to mobilize human and financial resources. The total estimated budget for these activities is Two Hundred Thirty Five Dollars USD235, 000. This funding will enable the smooth running of the operations and engagement of stakeholders.

A budget has been allocated towards holding the stakeholder engagement meeting throughout the life cycle of the project, as shown in the table below.

Table 2 Estimated budget to implement SEP

<i>Engagement Technique</i>	<i>Cost Estimate (in USD) per year</i>
Correspondences (Phone, e-mail, etc.)	5,000
Meetings	30,000
Workshops	50,000
Field visits	100,000
Information Boards	10,000
Radio & TV Announcement	10,000
GRM Implementation	50,000
Total	235,000

9.2 Management Functions and Responsibilities

The MoGE through the PIU will be fully responsible and accountable for implementation of the project and achievement of the Project Development Objectives (PDOs) The ZEEL implementation will be mainstreamed for sustainability, systemic impact, and in-house capacity building.

9.3 Implementation Arrangements

The implementation arrangements for the Zambia Enhancement of Early Learning (ZEEL) project will use the Ministry of General Education (MoGE)'s existing institutional framework to ensure ownership of the project. The Directorate of Early Childhood Education (DECE) supported by a slim efficient project implementation unit will be directly responsible for providing implementation and technical oversight to the project. Other relevant directorates (departments) and agencies will be responsible for the implementation and Monitoring and Evaluation (M&E) of their respective components and subcomponents as described below.

9.4 National level

The three-tier institutional structure established under the ZEEP Additional Funding (AF) will perform the similar functions for ZEEL. The apex level Project Steering Committee (PSC) chaired by the MoGE Permanent Secretary-Administration and ZEEL Project Coordinator as Member Secretary will review implementation progress, status of implementation of fiduciary and safeguard

arrangements, review quarterly work plan and budget, status of procurement and fund flow on a quarterly basis.

The PSC will also facilitate inter-ministerial coordination which is critical for ZEEL. (Representatives of FBOs and Private schools) Below the PSC, the Project Implementation Committee (PIC) chaired by the MoGE Permanent Secretary-Technical Services will provide policy advice, strategic directions to the project, review and approve annual work plan and budget as well as implementation on a monthly basis. The composition of these bodies is described in annex 1. The third tier is Zambia Education Program Coordination Unit (ZEPCU), which will perform the role of project implementation Unit. The Director-ECE will play an overall facilitation role for the Project.

9.5 ZEPCU personnel for ZEEL Project.

It is critical to appoint staff with required skills and knowledge in ZEPCU to implement and monitor ZEEL. A Deputy Project Coordinator (DPC) will be recruited, who will be responsible for overall management and coordination of the ZEEL activities. The DPC will be assisted by four programme officers. (according to the components)

The DPC and Programme Officers (POs) will work under the overall supervision of the ZEPCU Project Coordinator, who, in turn, will directly report to the Permanent Secretaries Administration and Technical Services. Under the ZEEP AF, the ZEPCU would have two Financial Management Specialists, two supply chain/procurement officers, two civil engineer/architect, one safeguard expert, one gender/GBV expert, one M&E expert, one communication specialist, and one ICT expert also one for cross cutting issues.

These staff will assume additional responsibilities of supporting ZEEL implementation. As is the case under ZEEP AF, the ZEEL PIU staff will be seconded, attached or hired on a competitive basis and will be employed on performance management contract, which will be annually renewable based on performance evaluation. Qualifications, experience and Terms of Reference of each staff will be provided in the Project Implementation Manual (PIM).

Provincial level

At the provincial level, the Provincial Education Office (PEO) will play the role of enabler and facilitator for effective project implementation. The Provincial Education Officer will advise the districts and periodically monitor project implementation. The PEO will also participate in capacity building activities for DEBs and facilitate inter-agencies coordination for delivery of multi-sectoral Early Childhood Education and care services at the provincial level.

District level

In line with Zambia's policy intent for decentralization, The District Education Boards (DEB) will play a key role in project planning, implementation, day-to-day monitoring and reporting at the district level. The District Education Board Secretary (DEBS) will constitute a District Project Implementation Team (DPIT) which will be comprised of the relevant DEB officials (ESO-ODL, Planner, Statistician, Buildings officer and other relevant officers).

The district level District inter-departmental committee (DIDC) will be constituted comprising the district level Medical Officer, Social Welfare Officer, Agricultural Officer, and officers from other relevant departments. One or two members from reputable local NGOs and FBOs should also be co-opted as members to the DIDC.

In collaboration with school management teams, the DEBS will be responsible for preparing the district ECE development plan using the project parameters and implement the plans. The district ECE plans will contain infrastructure development plan, plan for improving access to ECE, teachers and caregivers training and mentoring plan, community mobilisation plan and M&E plan. The DEBS will be responsible for coordinating and mobilising community participation in and contribution to ECE center construction financed by the project.

School and Community Level

The school management team headed by the Head Teacher of the primary school with a Hub ECE center, will be overall in-charge of both the Hub and satellite centers linked with the Hub center. At the Center level, Parent Center Committee, chaired by the ECE teacher and/or caregiver and comprising mothers/fathers of the enrolled children will be responsible for day-to-day management of the center.

A community-based Project Implementation Committee (PIC) similar to that of ZEEP in composition and function will be responsible for management of community-based center construction.

10 Grievance Mechanism

The project will build on the AF ZEEP GRM, which is responsive to GBV, and includes a referral pathway for supporting survivors with access to safe services. The handling of grievances will be done in a culturally appropriate manner, adhering to principles of confidentiality, and having a survivor centered approach when handling GBV cases. The GRM will also allow anonymous complaints to be addressed and resolved.

A grievance mechanism has been developed for use by stakeholders. The aim of the grievance mechanism is to achieve mutually agreed resolution of grievances raised by stakeholders. The grievance mechanism described in this section is distinct from the grievance mechanism to be used by the Project's workforce under the Labour Management Procedures. The GRM will provide different options for complaints to be received through submissions in person, by phone, use of text messaging or reporting through the established online platform by the MoGE. Once focal persons are identified in the target districts, their contact details will be made available for the community. The PIU through the Social Specialist will maintain a log book/database for grievances and will provide regular updates on grievance resolution as part of project progress.

This grievance mechanism will ensure that grievances are addressed through a transparent and impartial process. Complainants will be informed in a timely manner the status of case resolution.

Key definitions are as follows:

- **Complaint:** an expression of dissatisfaction that is related to an impact caused by a project activity, which has affected an individual or group.
- **Grievance:** a claim raised by an individual or group whose livelihood, health and safety, cultural norms and heritage are considered to have been adversely affected (harmed) by a project activity which, if not addressed effectively, may pose a risk to ZEEP operations (through stakeholder actions such as access road blockages) and the livelihood, well-being or quality of life of the claimant(s).

This grievance mechanism sets out the following steps to be taken to resolve grievances, the role of different staff members involved and timeframes to reach a decision on grievances. The types of grievances stakeholders may raise include:

- Negative impacts on communities, which may include, but not be limited to financial loss, physical harm, land acquisition and nuisance from construction or operational activities;
- Health and safety risks;
- Negative impacts on the environment; and
- Unacceptable behavior by staff or employees.

It is critical that stakeholders understand that all grievances lodged, regardless of the project phase or activity being implemented, will follow one single mechanism.

10.1 Grievance Redress Process

A grievance redress mechanism (GRM) is presented below to uphold the project's social and environmental safeguards performance. The purpose of the GRM is to record and address any complaints that may arise during the implementation phase of the project and/or any future operational issues that have the potential to be designed out during implementation phase. The

GRM is designed to address concerns and complaints promptly and transparently with no impacts (cost, discrimination) for any reports made by Project Affected People (PAPs). The GRM works within existing legal and cultural frameworks, providing an additional opportunity to resolve grievances at the local, project level.

The ZEEL project will most likely respond to concerns from the target communities related to selection of children that will attend the ECE centres and satellite hubs, participation and representation of vulnerable households and individuals in the PIC and exclusion from the project due to limitation with technology. Other grievances will include noise or dust emission from construction sites which could result in community concerns for increased incidences of respiratory diseases. Where feasible and suitable for the project, the grievance mechanism will utilize existing formal or informal grievance mechanisms, supplemented as needed with project-specific arrangements.

As the GRM works within existing legal and cultural frameworks the ZEEL project recognizes that the GRM will comprise community level, project level and Provincial and District education office level redress mechanisms. The details of each of those components are described as follows.

10.2 Community Level Grievance Redress Mechanism

Local communities have existing traditional and cultural grievance redress mechanisms through their traditional leaders. Therefore, disputes at the community level may be resolved using these mechanisms, with the involvement of the contractor(s), and the Grievance Redress Mechanism Committee at District level.

Where issues caused by the project are raised and resolved through the existing community level grievance redress mechanisms, it is important that a mechanism for reporting them to the MoGE (PIU) is established. Hence, the MoGE (PIU) records all complaints/outcomes. The option of using existing community mechanisms for resolving and reporting project related grievance is recommended.

10.3 Project Level Grievance Redress Mechanism

Many project related grievances are minor and site-specific. Often, they revolve around nuisances generated during construction such as noise, dust, vibration, workers disputes etc. Often, they can be resolved easily on site. Other grievances are more difficult especially when it's about land boundaries, or misunderstandings between affected households and the Contractor regarding access arrangements. Most of these cannot be resolved immediately and on site.

Complaints will require the complainant to take earnest action to resolve them at the earliest time possible. It would be desirable that the aggrieved party is consulted and be informed of the course of action being taken, and when a result may be expected. Reporting back to the complainant will be undertaken within a period of two weeks from the date that the complaint was received

If the complaint is not resolved to the satisfaction of the aggrieved party, it will then be referred by to the National GRM Committee. The National GRM Committee will be required to address the concern within one month.

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

The PIU will establish a grievance mechanism to collect and facilitate the resolution of grievances from the impacted communities. Provisions of the Zambian Employment Act will be applied for Grievance Redress Mechanism for workers. Grievances are issues that may be raised by stakeholders in general and local people in particular. Therefore a system that permits the affected stakeholders to lodge complaints will be established. A Grievance Redress Mechanism Committee (GRMC) will be established at District level. This committee will be chaired by the District Education Boards Secretary and will have members from the schools, line ministries, Non-Governmental Organizations and Faith Based Organizations the PTC and PTA. This committee shall hear disputes regarding project impacts and shall refer cases to arbitration or courts of law when the grievance redress committee is unable to resolve an issue. A detailed grievance redress mechanism will be prepared early during project development stage. This will facilitate early detection of grievances and quick resolutions of problems before they grow into unmanageable levels.

This committee shall hear disputes regarding project impacts and shall refer cases to arbitration or courts of law when the grievance redress committee is unable to resolve an issue. A detailed grievance redress mechanism will be prepared early during project development stage. This will facilitate early detection of grievances and quick resolutions of problems before they grow into unmanageable levels.

Reviews will be carried out in order to assess the type of grievance reported and outcomes of cases recorded. In addition, the PIU will monitor grievance trends and assess the need to revise methods being employed in resolving cases so as to reduce the number of grievances thus increasing efficiency in the management of cases.

The Grievance redress process will begin with registration of the grievance/s to be addressed, for reference purposes and to enable progress updates of the cases. Thus, the person affected by the project will file a Grievance Form with the Grievance Redress Committee (see annex 10). The Log will contain a record of the person responsible for an individual complaint, and record dates when the complaint was reported; date the Grievance Log was uploaded onto the project database; date information on proposed corrective action sent to complainant (if appropriate), the date the complaint was closed out and the date response was sent to complainant.

10.4 Judiciary Level Grievance Redress Mechanism

The project level process will not impede affected persons' access to the legal system. At any time, the complainant may not be satisfied with the resolution at the District and Ministry level, he/she may take the matter to the appropriate legal or judicial authority as per the Zambian laws.

11 Monitoring and Reporting

Monitoring and reporting will be done so as to initiate mitigation measures that will satisfy stakeholder concerns thus promoting transparency. The Project will establish a monitoring system that is participatory. Furthermore, the project will use their observations to triangulate scientific findings and involve them in participatory discussions of external and monitoring and evaluation missions.

11.1 Involvement of Stakeholders in monitoring activities

Throughout consultative activities, stakeholders involved to evaluate how effective the meetings and process of engagement was. The questions will be tailor made to the relevant audience, however, they will assess if the meeting and entire process was viewed to be in line with the key requests for meaningful consultations with stakeholders.

The extent and mode of Stakeholder monitoring with respect to environmental and social performance will be proportionate to the potential environmental and social performance risks and impacts of the project and their effect on the various stakeholder interests.

The following Monitoring actions will be undertaken by MoGE regarding stakeholder interests which will include:

- Continuously conduct stakeholder engagement in accordance with the SEP and build upon the channels of communication and engagement as established with stakeholders.
- Collection of feedback from stakeholders on environment and social performance of the project, and on the implementation;
- Periodical reviewing of the Programme's monitoring reports on compliance of the programme with requirements of the legal agreement;
- Where appropriate and as will be set out in the SEP, engage stakeholders and third parties such as independent experts, local communities or nongovernmental organizations (NGOs), to complement or verify projects stakeholder monitoring information

Implementation Arrangements

Project Steering Committee

Chair - Minister
Member-Secretary - PS Technical

Responsibilities: Policy advice; Strategic direction; Review implementation progress (quarterly meetings)

Membership: Ministries of Finance, Planning & Development and Gender; Ministry of Health, Ministry of Agriculture and Ministry of Community Development and Social Welfare; MoGE PS Administration & Finance; Project Coordinator; CPCC Chair, ZANEC to represent Civil Society, TSC

Project Implementation Committee

Chair - PS Finance & Administration
Member-Secretary - Project Coordinator

Responsibilities: Review implementation of components, safeguards & fiduciary; Achievement of DLIs & disbursement; Audit compliance, etc. (monthly meetings)

Membership: PS Technical, Directors (ECE, TESS, NSC, DoP&I, DODE, Finance, HR, ZEPIU), TSC, TCZ, Head of MoGE PSU

Zambia Education Program Coordination Unit

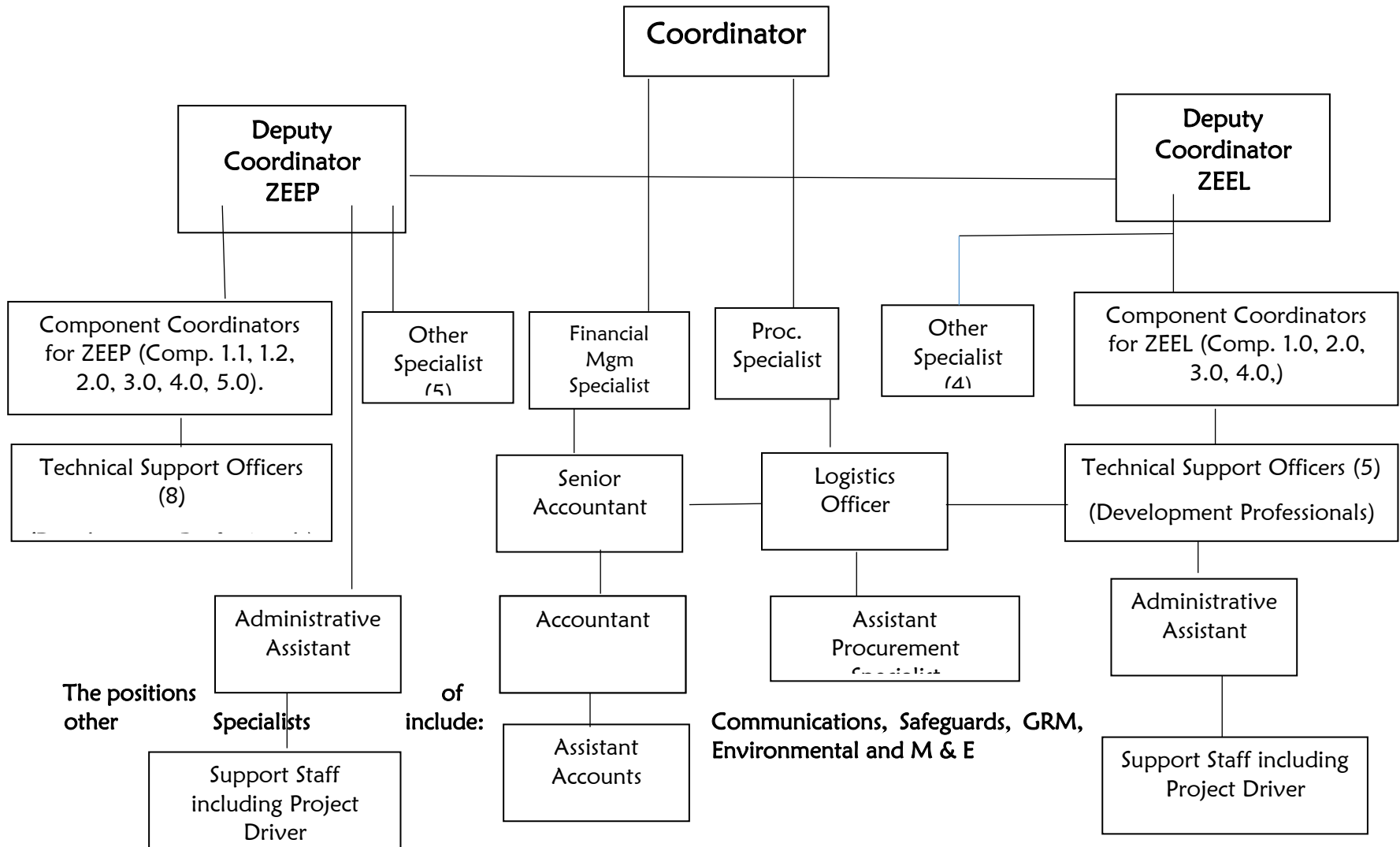
Head - Project Coordinator

Responsibilities: Facilitation & coordination of annual work-plan & budget preparation; support Directorates/ Departments w/planning, implementation & M&E; Independent verification agency hiring; Baseline, mid-term & end-term evaluation (day to day)

Membership: One Deputy Project Coordinator, 3 Program Officers (other ZEEP staff- 2 Accountant, 2 Procurement Specialists, Civil Engineer/Architect, Safeguard Expert, Gender Expert, M&E Expert, ITC Expert, other technical experts as required)

- The PIU will be responsible of carrying out the stakeholder engagement activities. The minimum qualification of the officers of the PIU will be a bachelor's degree.
- Stakeholder meetings will involve all the stakeholders in the districts (school administrators, teachers, parents, line ministries, NGOs and Faith Based Organizations) and Community based organisations. Management from MoGE HQ will also be part of the stakeholder meetings, they will be working with the PIU. Minutes will be produced for the stakeholder meetings and a database of all the minutes will be created.

Proposed Integrate Organogram for ZEEP and ZEEL



11.2 Ministry of General Education (MoGE)

MoGE has a social performance team under the management of the project coordinator. The key tasks are *inter alia* to:

- Approve the content of the draft SEP (and any further revisions);
- Approve prior to release, all materials used to provide information associated with the ZEEL (such as introductory letters, question and answer sheets, PowerPoint materials, posters, leaflets and brochures explaining ZEEL) and;
- Approve and facilitate all stakeholder engagement events and disclosure of material to support stakeholder engagement events;
- Participate either themselves, or identify a suitable MoGE representative, during all face-to-face stakeholder meetings
- Review and sign-off minutes of all engagement events; and
- Maintain the stakeholder database.

The PIU will respond to concerns and grievances of project affected people in a timely manner. It will also ensure that these grievances are addressed in a culturally accepted manner, and that the grievance process is easily, understood, transparent and acceptable. This process will help in the reduction of risks of litigation and any related cost implications. Furthermore, it will contribute an effective stakeholder engagement, which is important in the implementation of a successful project.

12 Monitoring and Reporting

The Ministry of Education will provide overall responsibility ZEEL project and remain the World Bank's principal client for the delivery of the SEP.

12.1 Project Steering Committee

MoGE will establish a PIU to provide overall strategic guidance for the program. The mandate, membership and roles and responsibilities

The ZEEL PIU will be housed in the Zambia Education Program Coordination Unit (ZEPCU) established for implementation of ZEEP AF. The ZEPCU National Coordinator will also be responsible for management and coordinating of ZEEL. Both ZEEP and ZEEL will share common support functionaries, including financial management, procurement, environmental and social safeguards, gender and GBV experts, which will reduce cost and increase efficiencies. However, separate staff for specialised technical aspects will be appointed for ZEEL. In addition, staff in areas of procurement and finance can be attached to the project to enhance efficiency. Stronger synergy between ZEEP and ZEEL with other externally financed programmes would enhance gains on human capital development, and a well-coordinated streamlined implementation structure is expected to enhance implementation and monitoring and evaluation capacity and facilitate sharing of lessons leading to sustainable capacity building in the system.

The ZEEL PIU will be housed in the Zambia Education Program Coordination Unit (ZEPCU) established for implementation of ZEEP AF. As both ZEEP and ZEEL complement each other with stronger synergy with other externally financed programs aiming to accelerate gains on human capital development, a well-coordinated streamlined implementation structure is expected to enhance implementation and monitoring and evaluation capacity and facilitate sharing of lessons leading to sustainable capacity building in the system. As envisioned, ZEPCU in close collaboration

with the MoGE's directorates/departments and agencies will act as the reform delivery unit in a cost-effective manner. The structure of the ZEPCU is illustrated in figure 2.1 below. The core functions the ZEPCU would include:

- a) Coordinating the preparation and finalization of the AWP&B;
- b) Undertaking project M&E activities, including the preparation of quarterly, semiannual and annual Progress reports;
- c) Conducting baseline, midterm, and final assessments, as well as midterm project management reviews and other process and impact evaluations as necessary;
- d) Hiring of IVA, and ensuring that performance-based conditions (PBCs) achievements are verified by the contracted third-party agency on time;
- e) Organising PISC meetings on time;
- 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 and external stakeholders regarding the project; and
- m) Establishing and operationalising a Grievance Redress Mechanism (GRM).

ZEPCU will be adequately empowered to take all day-to-day decisions required for the project implementation.

12.2 ZEPCU Personnel for ZEEL Project.

It is critical to appoint staff with required skills and knowledge in ZEPCU to implement and monitor ZEEL. A Deputy Project Coordinator (DPC) will be recruited, who will be responsible for overall management and coordination of the ZEEL activities. The DPC will be assisted by four programme officers. (according to the components). The DPC and Programme Officers (POs) will work under the overall supervision of the ZEPCU Project Coordinator, who, in turn, will directly report to the Permanent Secretaries Administration and Technical Services. Under this arrangement they will have two Financial Management Specialists, two supply chain/procurement officers, two civil engineer/architect, one safeguard expert, one gender/GBV expert, one M&E expert, one communication specialist, and one ICT expert also one for cross cutting issues. These staff will assume additional responsibilities of supporting ZEEL implementation. As is the case under ZEEP AF, the ZEEL PIU staff will be hired on a competitive basis and will be employed on performance management contract, which will be annually renewable based on performance evaluation. Qualifications, experience and Terms of Reference of each staff will be provided in the Project Implementation Manual (PIM).

In addition, inter-departmental mechanisms that will include all Directorates, statutory bodies like the Examination Council of Zambia, The Teaching Council of Zambia, the Teaching Service Commission will be put in place to ensure effective government coordination on the different

program components. Part of its role will be to prepare periodic (monthly, quarterly and annual) monitoring reports for submission to the MoGE, which will submit the reports to the Bank.

MoGE will provide overall strategic guidance for the program. The mandate, membership and roles and responsibilities of the PIU will be agreed with the MoGE. In addition, inter-agency mechanisms such as the Examination Council of Zambia, The Teaching Council of Zambia, and the Teaching Service Commission will be put in place to ensure effective government coordination on the different program components. Part of its role will be to prepare periodic (monthly, quarterly and annual) monitoring reports for submission to the MoGE, which will submit the reports to the Bank.

Schools

The schools that will provide quarterly reports to the PIU on the status of implementation of the plans.

To be able to measure progress against set targets of the project components, performance monitoring of the implementation of the SEP will be carried out as an internal function. In this regard performance monitoring reports will be prepared at monthly, quarterly, half yearly and yearly intervals depending on the issues to be monitored and included in the project progress report. The reports will be compiled from the following activities;-

- Number of Public consultation meetings held;
- Number of Public sensitisation meetings held;
- Number of public grievances received
- Type of public grievances received

Involvement of stakeholders in monitoring activities

There will be monitoring during the implementation of the project's sub-components in order to measure the effectiveness of the mitigation measures. The monitoring and reporting procedures will ensure early detection of impacts/risks that necessitate specific mitigation measures. The stakeholders will be part of the teams when conducting the monitoring exercise.

Reporting back to stakeholder groups minuting of the meetings

There will be a mid-term monitoring exercise on the project, and the results will be shared with all the stakeholders including the communities. This will be done through stakeholder meetings in all the provinces and districts. As a proof of meetings the minutes will be recorded every time a meeting has taken place. Six basic operational principles that need to be established and maintained during project implementation to achieve both intermediate and final project objectives are:

- 1) Sufficient resources to undertake the engagement;
- 2) Inclusivity (inclusion of key groups) of interactions with stakeholders;
- 3) Promotion of stakeholder involvement;
- 4) Sense of trust in MoGE shown by all stakeholders;
- 5) Clearly defined approaches; and
- 6) Transparency in all activities.

Monitoring of the stakeholder engagement process allows the efficacy of the process to be evaluated. Specifically, by identifying key performance indicators that reflect the objectives of the

SEP and the specific actions and timings, it is possible to both monitor and evaluate the process undertaken.

Two distinct but related monitoring activities in terms of timing will be implemented during the engagement activities, that is short-term monitoring to allow for adjustments/improvements to be made during engagement; and following completion of all engagement activities, review of outputs at the end of engagement to evaluate the effectiveness of the SEP as implemented.

Key performance indicators will include; (i) updates/redesign on project components and activities, (ii) level of understanding of the project by different stakeholders, (iii) number of grievance files and (iv) attendance to the consultation sessions.



REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

DIRECTORATE OF EARLY CHILDHOOD EDUCATION

MINUTES FOR THE MINISTRY OF GENERAL EDUCATION (MoGE)
WORLD BANK MEETING WITH PARTNERS.

SEPTEMBER 2020

MINISTRY OF GENERAL EDUCATION (MoGE)/WORLD BANK MEETING WITH PARTNERS

Date : Thursday, 10th September, 2020

Time : 14:30 hours (Lusaka, Zambia)

Venue : Virtual

AGENDA

1. Welcome Remarks by Chairperson **(5 minutes)**
2. Introductions **(10 minutes)**
3. Background to Zambia Enhancement of Early Learning (ZEEL) Project **(5 minutes)**
4. Presentations from Partners **(Written submissions)**:
 - Theme 1 – Teacher and Caregiver training – ZNUT, VVOB and CRS
(10 minutes)
 - Theme 2 – ECE Infrastructure – ROCS and Save the Children
(10 minutes)
 - Theme 3 – Parenting Education – CSTZ and Mulumbo ECCED
(10 minutes)
 - Theme 4 – Teaching and Learning materials – USAID and World
Vision **(10 minutes)**
 - Theme 5 – Assessment and Transition Management – VVOB and
Plan International **(10 minutes)**
 - Theme 6 – Multisectoral Coordinating – ChildFund and World
Vision **(10 minutes)**
 - Theme 7 – Mentorship – CAMFED and ZOCS **(10 minutes)**
 - Theme 8 – Communication strategy – ZANEC and UNICEF
(10 minutes)
5. Questions and Answers **(20 minutes)**
6. Any Other Business **(10 minutes)**
7. Closing Remarks **(5 minutes)**

Annex 2. Attendance

S/N	NAME	ORGANISATION
1.	Ngonya Miyoba	MoGE-Assistant Director
2.	Evelyn Simfukwe	MoGE-Principal Education Officer
3.	Enock Kaluba	MoGE-Senior Education Officer
4.	Joyce Kandela	MoGE-Senior Education Officer
5.	Teddy Kalaba	MoGE-Senior Education Officer
6.	Joachim Nyoni	MoGE-Senior Education Officer
7.	Veronica Grigera	World Bank
8.	Ernesto Cuadro	World Bank
9.	Nalin Jena	World Bank
10.	George Sibanyama	World Bank
11.	Mupuwaliywa Mupu	World Bank
12.	Beatrice Matafwali	World Bank
13.	Nico Vromant	VVOB
14.	Joke Van Belle	VVOB
15.	Denise Clark	USAID
16.	Lancelot Mutale	USAID
17.	Yvonne Chomba	USAID
18.	Marlon Phiri	ROCS
19.	Tarsha S. Chanda	ROCS
20.	Dorothy Kasanda	CAMFED
21.	Muka Mweemba	CAMFED
22.	Edith Ng'oma	ChildFund
23.	Given Daka	UNICEF
24.	Gibson Nchimunya	UNICEF
25.	Ronah Lubinda	Mulumbo ECCDE
26.	Webby Kamangala	World Vision
27.	George Hamusunga	ZANEC

28.	Hamilton Mambo	CSTZ
29.	Gift Mwaka	Plan-International
30.	William Nyundu	MoGE- Assistant Director-Planning & Information
31.	Regina Milambo	Save the Children
32.	Nzila Siabalima	Save the Children
33.	Cleopatra Muma	ZOCS
34.	Bertha Mpepo	CRS
APOLOGIES		
1.	Emma Phiri Benkele	ZNUT

1.0 Welcoming Remarks

The Assistant Director gave her remarks by welcoming all that joined in the meeting and urged them to feel free as they made their presentations.

2.0 Introductions

There were self-introductions from the World Bank staff and the Partners while the Assistant Director introduced the MoGE staff.

2.1 Apologies- There was an apology from Zambia National Union of Teachers (ZNUT), however submitted their presentation.

3.0 Background to ZEEL Project

World Bank shared the focus of the ZEEL project highlighting the following brief points:

- Quality ECE and access to ECE education;
- the GPF operation was at 39.8Million US dollar;
- Parallel process to update the ESSP to ensure alignment with government priorities and ECE plan;
- ECE sub-sector analysis points to issues in ECE access;
- Natural levels support and policies supporting ECE;
- Low access due to lack of adequate facilities, fees charged;
- Multisectoral focus based on local and international evidence; and
- The 4 components and activities under each component.

3.1 Reactions

The following were the concerns from the World Bank Brief Background on the ZEEL Project:

- Women empowerment to be part of the project;
- Inclusion of nurturing Care domain;
- The age range for support in the ZEEL Project; and
- The establishment of parents' committees.

4.0 **Presentations:** Most of the partners submitted their PowerPoint presentations except for a few who indicated that they will send their presentations later.

Annex 3. Presentations and Consultations

THEME	PARTNER
1-Teacher/Caregiver Training	<p>(i)VVOB-Some of the points highlighted in the presentation were:</p> <ul style="list-style-type: none"> • Supporting Teacher Education and Early Learning STEEL in Central Province; • Engaged in the USAID Let's Read Project for ECE in 5 Provinces; North-Western, Western, Muchinga, Southern and Eastern; • Implementing Learning Through Play (LTP) and the use of ELDS but focus on Emergent Literacy and Numeracy (ELN); • Focus areas: LTP, ELN, TALULAR, Gender Responsive Pedagogy (GRP); • Scaling up and sustainability- Regional Expansion; • Capacity development-Training and coaching, Material development, Parent and Community Involvement; • Collaboration with partners and coordination through a Steering Committee with ECE Directorate; and • For Continuity-working with Officials from the MoGE Directorates, Pre-Service and In-Service Teacher Educators for STEEL programmes and for Let's Read working with Officials from the MoGE Directorates, 2900 ECE teachers in community and public schools.
	<p>(ii)ZNUT-Some of the points highlighted in the presentation were:</p> <ul style="list-style-type: none"> • In 2015, ZNUT in partnership with BUPL a Danish teacher union started Learning through play project (LTP); • Capacity building workshops to ECE teacher in LTP conducted in Lusaka, Southern and Copperbelt provinces; • The trainings involve theory and practical sessions • Follow ups are done as well as dialogue meetings for parents, teachers and education administrators; and targets were: • By 2020, 150 ECE teachers and 1,800 newly graduated ECE teacher trainees trained in learning through play approaches; • By 2020, living conditions of 450 ECE teachers have increased due to improved management and counselling capacities within 10 ZNUT ECE union branches; • By 2020, ZNUT has created awareness of the conditions of a child friendly learning environment among key stakeholders though advocacy and alliance building; and outcomes were: • 450 ECE teachers trained from 2015 to 2020; • Management appreciating the programme (head teachers, DEBS, PEO and national level, TSC);

	<ul style="list-style-type: none"> • Recruitment of teachers; • Teacher motivation (upgrading) both public and private; and • Improvement on ECE centres (play parks, furniture, infrastructure and human resource)
2-Infrastructure	<p>(i)ROCS-Some of the points highlighted in the presentation were:</p> <ul style="list-style-type: none"> • Construction of low cost ECE centres that are round shaped and grass thatched; • Play parks that are age appropriate based on the resource endowments in the environment; • Play parks are not uniform but follow what is accessible within the community at the school and within the communities; and • VIP latrines that are age appropriate.
	<p>(ii) Save the Children–Some of the points highlighted in the presentation were:</p> <ul style="list-style-type: none"> • Construction of ECE stand-alone centres in 2 provinces; Copperbelt in Kalulushi and Western in Sioma, Kalabo, Mongu and Shango'mbo; • Work in collaboration with ZOCS and ZANEC; • Provide T/L materials to the ECE centres; • Train the caregivers ; • Rehabilitation of play parks using low cost materials and community involvement (LCM); • Improve quality water provision in all the ECE centres; • Using the International Development and Early Learning Assessment (IDELA) tool to identify children with disabilities, working with Ministry of Health; and • Working with MoGE at all levels and other partners.
3-Parenting Education	<p>(i) Mulumbo ECCDE- Some of the points highlighted in the presentation were:</p> <ul style="list-style-type: none"> • The organization believes that parenting education is important because it supports ECD efforts by: • Helping parents understand their children's individual needs and development as well as their own roles and responsibilities; • Increasing parents' knowledge of child development and growth; • Promoting positive parenting practices such as using positive language, planned discipline, family routines and rules; • Encouraging nurturing behavior and parental involvement in their children's education and enhanced education outcomes; • It is a window of opportunity for identification of children with developmental delays and disabilities; and • In addition, it is a window of opportunity for children to grow and thrive and reach their full potential.

	<ul style="list-style-type: none"> • Interventions are guided and supported by the five components of the Nurturing Care Framework namely; (i)Good Health, (ii)Adequate Nutrition, (iii)Responsive Care giving, (iv)Opportunities for Early learning which is Inclusive ECE for children with Disabilities, (v)and Security and Safety. <p>(ii) CSTZ-Some of the points highlighted in the presentation were:</p> <ul style="list-style-type: none"> • One of the two pillars the organisation implements is child health and nutrition, child stimulation and parenting education sessions; • They target children aged 0-3 years for this home-based approach that is promoting ECD through parents and guardians' positive child development (child health and nutrition, child stimulation and parenting education sessions). This include Emergent Literacy, numeracy and expressive arts; • They target children aged 3-6 years to promote ECE Centre-Based Approach for 2-3 hours per day. This is a play based learning that builds learning skills. It is based on existing government curriculum; • ECE Caregivers have been capacity built to support the centre. Targeted for primary school transition of the learners; and • ECD Caregivers are providing leadership support to the parents' groups. Children from this core group are also targeted for transition.
<p>4-Teaching and Learning Materials</p>	<p>(i)USAID-Some of the points highlighted in the presentation were:</p> <ul style="list-style-type: none"> • Developed Learning Materials for Let's Read Project-Storybooks, flash cards, sequence story cards, word cards, what does not belong cards (shapes, colours, rhyme and alliteration), sound classification cards, syllable counting cards, alliteration cards, matching games, blending and segmenting puzzles, sound cards, and movable alphabet; • Developed the ECE Emergent Literacy Manual using the following Teaching Materials: <ul style="list-style-type: none"> ○ ECE Syllabus (MoGE), ○ ELDS (MoGE), ○ TALULAR Guide (MoGE & UNICEF) • ECE teachers are trained and coached by the district master trainers; 3 master trainers per district of the 5 provinces where the Let's Read Project is being implemented; North-Western, Western, Muchinga, Southern and Eastern; and • The developed materials have been translated in the following Zambian languages: Cinyanja, Citonga, Icibemba, Kiikaonde, Lunda, Luvale, and Silozi.
<p>5-Assessment and Transition Management</p>	<p>(i)VVOB Some of the points highlighted in the presentation were:</p> <ul style="list-style-type: none"> • Early Childhood Assessment Tool (ECAT) was based on the Early Learning Development Standards (ELDS);

	<ul style="list-style-type: none"> • Development by MoGE and VVOB was among other partners involved and supported by UNICEF (2019-2020); • Trial has yet to be done, after schools reopen; • Min-ECAT- only looking at emergent literacy and numeracy; • Based on the ECAT that was development by MoGE and VVOB (2020); • Trial: Yet to be done, after schools reopen; • Transition Management- Development by MoGE and VVOB; • Practical guidelines for teachers and parents for transition...from home to ECE, from ECE to grade 1, and from home to grade 1; • Trial by MoGE in 2 districts of Central province(Kapiri-Mposhi and Chibombo); and • Next step will be validation and print by MoGE. <p>(ii) Plan International- Some of the points highlighted in the presentation were:</p> <ul style="list-style-type: none"> • Plan supported the development of the Early Childhood Assessment Tool (ECAT) which is awaiting piloting; • It is important to develop a holistic system of early childhood supports that address the needs and potential of children; • Transition initiatives deliberately link early childhood and early primary schooling experiences; • Help develop partnerships between families and teachers; • The transition to school is not a point-in-time event, but an experience that starts well before and extends beyond the first day of school; and • Effective transition approaches need to take families into account.
<p>6- Multisectoral Coordinating</p>	<p>(i) ChildFund- Some of the points highlighted in the presentation were:</p> <ul style="list-style-type: none"> • The Concept of Multi-sectoral approach is key in integrated approach; • Supported the establishment and strengthening of the Multi-Sectoral team; • Composition-District Level: Ministries of Education, Health & Department of Social Welfare, Home Affairs-Police, Community development, Chiefs and Affairs, Agriculture, Works & Supply, and ChildFund; • Composition at Community level-Zonal Head Teachers and ECE teachers, Community Development Assistants, Health Centre Staff, Agriculture extension officers, Headmen & PTC Chairpersons; • Had come up with action plans both at district and community level;

	<ul style="list-style-type: none"> • Had identified lead departments for proper coordination; and • Had started implementing the action plans of Joint Monitoring, Joint review and planning.
7-Mentorship	<p>(i) CAMFED-Some of the points highlighted in the presentation were:</p> <ul style="list-style-type: none"> • They have formed a Voluntary Alumni Group; • The focus was on girls' education and rural young women who are marginalised; • Support training of young women in ECE; • So far 146 have graduated with diplomas and 6 with degrees in ECE; • There is mentoring of girls in schools and ECE Centres; • After training some young women opened a community school in Mpika that has been handed over to the government; • There is also advocacy, the members go in communities and raise awareness on the importance of taking children to ECE centres; • Although they are trained and not deployed by the government, the young women have established ECE community centres; and • There is also the learner guides who work with the boys and girls in rural communities. <p>(ii) ZOCS- Some of the points highlighted in the presentation were:</p> <ul style="list-style-type: none"> • They worked with the marginalised communities; • Facilitate logistics to DRCCs, ZICS of MoGE as they mentor the caregivers in community ECE centres; • Implementing the school readiness initiative; • Support volunteer teachers/caregivers in community schools; • Volunteer caregivers are mentored in skills, knowledge and experiences; • Monitoring is done by DRCCs who monitor 3 schools in a zone; and • They check for lesson plans, learner assessment, and continuous assessment for child development as they prepare the ECE learners for transition.
8-Communication Strategy	<p>ZANEC and UNICEF-Some of the points highlighted in the presentation were:</p> <ul style="list-style-type: none"> • Currently there is no existing national communication package; • MoGE started the process of developing a Communication strategy but it hasn't been completed and rolled out; • Partners are using own packages and strategies to communicate their programmes;

	<ul style="list-style-type: none"> • There is need for a national advocacy and communication strategy to guide implementation at all levels with clear roles and responsibilities; • The related costs are in terms of strategy development, printing and implementation of the strategy using different modes- policy briefs, IEC materials, air time for radio, TV and newspapers and social media as a new platform, etc.; • 2011 – 2014 - UNICEF, ZANEC and other stakeholders developed an Advocacy, Social Mobilisation and Communication Strategy for ECCDE which guided implementation of Advocacy, Social Mobilization and Communication programmes at all levels; • Key areas were on policy, access, budget allocation; • This led to advocacy which led to establishing of the ECE Directorate, recruitment of ECE teachers, scaling up of the annexing of ECE centres; • The Ministry should develop a national Advocacy, Social mobilization and Communication Strategy which should guide implementation at all level by partners; and • Learn from other countries how they have managed communication and advocacy strategies.
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5.0 Questions and Answers

Some concerns were as follows:

- The meeting was very informative as a lot of best practices were shared Some partners were identified to be already making efforts of integrating some of the strategies such as assessment which is in the ECAT draft document that MoGE is still developing;
- MoGE developed the ECE Communication strategy which is not to stand alone but has been incorporated in the MoGE Communication strategy;
- Mulumbo wanted to know how ZOCS was managing to support a huge number of ECE learners in the communities and it was clarified that they worked with the MoGE through engagement of the DRCCs and ZICs; and
- ROCS added that as organisation they were all affiliated to ZANEC that was a mother body, hence, the importance of involving ZANEC and MoGE in the initiatives and activities organisations tend to implement.

6.0 Recommendations

The meeting made the following recommendations:

- Periodic meetings of partners to continue;
- Potential collaboration were to take intervention in a systematic way;
- ZANEC to help bring the partners' platform together;
- Information needed to strengthen the project document; and
- Networking platform was vital to learn from each other not only for ZEEL project but there was need to be meeting regularly.

7.0 Closing Remarks

i. World Bank:

- Thanked the partners for their rich and informative presentations.
- It was indicated that they took time to prepare for the meeting and cautioned that, as partners they should guard against re-inventing the wheel in an event limited resources available.

ii. MoGE:

- The Chairperson thanked all partners who joined in the meeting including those who had challenges in connection but sent through their presentations.
- The chair urged to strengthen coordination mechanism through regular meetings.

Chair

Ngonya H. Miyoba

Recorder

Joyce Kandela M.



REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

DIRECTORATE OF EARLY CHILDHOOD EDUCATION

MINUTES FOR THE VIRTUAL MEETING ON INTERACTIVE RADIO INSTRUCTION /
INTERACTIVE AUDIO INSTRUCTION (IRI/IAI) WITH PARTNERS.

OCTOBER, 2020

Annex 5 Attendance
MINUTES FOR THE VIRTUAL MEETING ON IRI/IAI WITH PARTNERS

DATE: 2ND OCTOBER, 2020

Charm Kalimbika	Director ECE
Ngonya Miyoba	Assistant Director
Enock Kaluba	Senior Education Officer
Joyce Kandela	Senior Education Officer
Teddy Kalaba	Senior Education Officer
Joachim Nyoni	Senior Education Officer
Yotham Mutepuka	Executive Producer-DODE
Veronica	World Bank
George Sibanyama	World Bank
Mupuwaliywa Mupu	World Bank
Beatrice Matafwali	World Bank
Catherine Bwalya	USAID
Denise Clarke	USAID
Fanwell	USAID
Joke Van Belle	USAID
Lancelot Mutale	USAID
Given Daka	UNICEF
Edith Ng'oma	ChildFund

- 1.0 Opening:** The chairperson welcomed all who joined in the meeting and went into self-introductions.
- 2.0 Discussions:** Following the questions that the partners received in advance, responses were as follows:

Annex 6 Presentations /consultations

S/N	PARTNER
1	<p>UNICEF</p> <ol style="list-style-type: none"> 1. Main area of focus: Collaboration dates way back in the development of IRI in line with ECE curriculum. <ul style="list-style-type: none"> ○ <i>Development:</i> IRI is part of ECE/ECD in Chadiza, Petauke and Katete districts. ○ <i>Materials to guide the teachers:</i> Developed manuals, guides and teacher orientation. ○ <i>Process of developing materials:</i> Collaboration with MoGE through EBS and supported financially and technically. ○ <i>Time table the lesson:</i> Not time tabled. ○ <i>Stand alone or integrated lessons:</i> Initially, the lessons were standalones now they are integrated. ○ <i>Learning area prominent:</i> Pre-Maths, Pre-Literacy and Environmental Science and Included parenting education using Radio as IRI programme 2. Where IRI implemented: Implementation in selected districts of Eastern Province; Katete, Petauke and Chadiza. 3. Age and level of targeted learners: IRI target age and level is ECE 3-6 years. 4. Instruments and Devices used: Support procurement of radios and other devices. 5. Engagement of MoGE: Support EBS in the development of manuals, guidelines and teacher orientation on the delivery of IRI in selected districts. 6. Work at grass root: Work with MoGE at District level. 7. Successes: Reaching children where resources are unavailable; Teachers use IRI to strengthen the methodologies; Improving ECE more dynamic and interactive for Children. 8. Challenges: As a standalone initiative. Now moving to integration as quality delivery reaching children with no access to structured programme by use of radio. 9. Future Plans: Ongoing partnership and room for supporting continuation of IRI; GPF on COVID 19- Additional support to the translation of IRI in the remaining local languages. 10. Link IRI to ZEEL Project: Based on delivery of quality ECE IRI
2	<p>ChildFund</p> <ul style="list-style-type: none"> ○ Not directly support MoGE or IRI but use the COVID 19 Response Radio Parenting Programme; ○ Orient and counsel parents to support their children's ECE/ECD; ○ Produce parenting radio programmes transmission on public, private and community radio stations.

3	<p>USAID</p> <ol style="list-style-type: none"> 1. Main area of focus: In the process of developing IAI. <ul style="list-style-type: none"> ○ <i>Development:</i> Working on the process of developing IAI. ○ <i>Materials to guide the teachers:</i> ELDS and content from ECE curriculum. ○ <i>Process of developing materials:</i> Collaboration with MoGE through EBS and supported financially and technically. ○ <i>Time table the lesson:</i> Not time tabled. ○ <i>Stand alone or integrated lessons:</i> It is integrated. ○ <i>Learning area prominent:</i> Emergent Literacy 2. Where IRI implemented: Implementation in 5 provinces of operation; Muchinga, Eastern, Western, North-Western and Southern. 3. Age and level of targeted learners: IRI target age and level is ECE 3-6 years. 4. Instruments and Devices used: Support procurement of radios and other devices. 5. Engagement of MoGE: Support EBS in the development of manuals, guidelines and teacher orientation on the delivery of IRI in selected districts. 6. Work at grass root: Work with MoGE structures, head teachers, 3000 ECE teachers and children in 5 provinces. 7. Successes: Yet to be seen. 8. Challenges: Yet to be seen. 9. Future Plans: depend on discussion with USAID and get content in IAI/IRI. 10. Link IRI to ZEEL Project: Individual partners share what they are implementing in IRI to avoid duplication of the programme and resources.
4	<p>Reflections</p> <ol style="list-style-type: none"> i. World Bank: <ul style="list-style-type: none"> ○ The presentations were very informative; ○ UNICEF’s playful parenting and USAID’s capacity building for teachers; ○ Need to share the content of what IRI/IAI have to avoid the duplication; ○ DODE used to has been packaged to guide the mentors /facilitators. ii. UNICEF: <ul style="list-style-type: none"> ○ There was a gap for Learners with Special Educational Needs and Disabilities (LSEND) to be taken on board in the IRI initiative; ○ After evaluation was done on standalone initiative, there was challenge of sound in transmission; ○ Also used regular delivery of ECE at school level. iii. USIAD: <ul style="list-style-type: none"> ○ Pilot in developing materials for learners with Hearing Impairments not yet explored; ○ Engaged DODE in the audition and recording equipment that was very useful; ○ Content not yet availed to MoGE; ○ Need to work together as partners; ○ Other radio programmes include; Tips for teachers on ZNBC and Community radio stations, Recording folk tales; ○ Need to have clear agreement about studio time; ○ Need to share titles including the ones UNICEF has developed; ○ The idea of sharing content most welcome to avoid duplicating resources;

	<ul style="list-style-type: none"> ○ Not for ECE but for Primary teachers, worked with CDC and approved the content and TESS approved Tips for teachers; ○ There is limited access to studio time; ○ Foundation is building the capacity within the MoGE; ○ Collaboration with DODE to meet the timelines; ○ The report was shared with MoGE and DODE has it. <p>iv. ChildFund:</p> <ul style="list-style-type: none"> ○ Training schools in Eastern Province in IRI; ○ Need to assess the impact of IRI; ○ Initially, on radios was packaged in recorders; ○ Need for an assessment tool to see the effectiveness of IRI. <p>v. MoGE:</p> <ul style="list-style-type: none"> ○ Received support from UNICEF to develop 72 lessons for the 5-6 years and piloted in Eastern province (Katete, Petauke and Chadiza); ○ This increased access of children at this level; ○ Parenting education radio programme where parents participate to encourage children to attend ECE and has 4 thematic areas of feed the child, early learning/ stimulation, prevent illness and respond to illness; ○ Need to move at the same pace and monitor how best the materials are developed and not to develop materials in isolation; ○ Working with line ministries like Ministry of Health on playful parenting which is not yet concluded; ○ Challenges of transmission and initiative of packaging. <p>vi. Assessment-Dr. Matafwali:</p> <ul style="list-style-type: none"> ○ End line evaluation was done in 2014; ○ Compared conventional approach, never been to ECE and 100% on IRI; ○ Major goal was to increase access in rural and hard to reach areas; ○ Access was increased; ○ Performance was improved in language outcomes; ○ Improved expressive language and cognitive development and attention; ○ IRI surpassed those learners in conventional approach.
5.	<p>Closing:</p> <p>i. World Bank:</p> <ul style="list-style-type: none"> ○ Thanked the partners and MoGE and learnt a lot on what was happening in the ECE in terms of IRI/IAI; ○ There was need to share not only content but titles to improve IRI in the ZEEL project and avoid duplication; ○ IRI was not new, what was needed was expansion and see the next step; ○ Looking forward to see how EEL will support the ongoing activities that have been already there to help the expansion of IRI. <p>ii. MoGE:</p> <ul style="list-style-type: none"> ○ Thanked everyone for the participation in the meeting; ○ The information was useful in the ZEEL project; ○ Urged partners to submit a written report to MoGE and looking forward to the next step.

Chair:

Mrs. Ngonya H. Miyoba

Recorder:

Mrs. Joyce Kandela M.

Annex 7.Minutes for Districts Education Board Secretaries

MEETING WITH DISTRICT EDUCATION BOARDS SECRETARY (DEBS)

DATE: 27th August, 2020

ATTENDANCE

Charm Kalimbika	Director ECE
Nyonja Miyoba	Assistant Director
Evelyn Simfukwe	Principal Education Officer
Enock Kaluba	Senior Education Officer
Joyce Kandela	Senior Education Officer
Teddy Kalaba	Senior Education Officer
Joachim Nyoni	Senior Education Officer
Joanita M. Habulembe	A/DEBS- Kasama
Obed Musonda	Planning Officer- Lufwanyama
Lubinda Walubita	DEBS- Kaoma
Severian Masesa	DEBS- Mansa
Mutinta Nanja	DEBS- Kalumbila
Ruth Phiri	Dean of DEBS- DEBS Chongwe
Nebby Malembeka	DEBS- Kazungula
Teddy Chibwe	DEBS- Kafue
Dr Kaira	DEBS- Kabwe
Nalin Jena	World Bank
Ernesto Cuadro	World Bank
Mupuwaliywa Mupu	World Bank
Beatrice Matafwali	World Bank

APOLOGIES

Ruth Nkonjera Moyo	DEBS- Katete
Thresa Ngoma	DEBS- Mambwe
Annie Phiri	DEBS Mpika

Annex 8. Presentations and consultations

	District
1	<p>Kafue District</p> <p>Total number of ECE centres 18</p> <p>Number of trained teachers 23 female</p> <p>Number of caregivers 4 female</p> <p>Salary</p> <p>Caregivers do not have a regular salary but paid in kind</p> <p>Where community is able to mobilise resources, caregivers receive incentives in monetary form of K700.00</p> <p>Proposed salary</p> <p>Between K500.00-K1000.00</p> <p>Qualifications</p> <p>Ability to write and passion for children.</p> <p>Sustainability</p> <p>There is need consider a package for Income for Generating Activities (IGA) such as fish farming.</p>
2	<p>Kalumbila District</p> <p><i>Number of ECE centres</i></p> <p>The district has a total of 34 ECE centres attached to primary schools. Three (3) stand-alone ECE centres are being supported by DAPP.</p> <p><i>Number of Trained Teachers</i></p> <p>There are 12 trained teachers. All the teachers are female. The district has a shortfall of teachers and primary school teachers are sometimes utilised to teach in ECE centres as a mitigating measure.</p> <p><i>Number of Caregivers</i></p> <p>No ECE centre has employed caregivers. There are two community schools teachers.</p> <p><i>Salary for caregivers</i></p> <p>All the 12 teachers are government pay roll.</p> <p>One community school teacher is paid by UNHCR.</p> <p><i>Proposed remuneration</i></p> <p>Between K2,000.00 to K3,000.00</p>

	<p><i>Teacher qualification</i></p> <p>Minimum Grade 9 certificate. Maturity at least 25 years of age.</p> <p><i>Sustainability strategy</i></p> <p>There is need to consider establishing a structure for caregivers to migrate them to MoGE human resource structure.</p> <p>Public Private Partnerships.</p>
3	<p>Kasama District</p> <p><i>Number of ECE centres</i></p> <p>Kasama district has a total number of 56 ECE centres out of which 50 as supported World Vision and Reformed Church Community Schools (ROCS) and 6 by Government. There are 5 Hubs and 10 satellite centres.</p> <p><i>Number of Trained Teachers</i></p> <p>There are 15 trained teachers on government pay roll and 6 caregivers.</p> <p><i>Salary for caregivers</i></p> <p>Caregivers do not receive a salary but are paid in kind by the community.</p> <p><i>Sustainability</i></p> <p>Low cost measures using locally available materials.</p> <p>There is need for community engagement.</p>
4	<p>Mansa District</p> <p><i>Number of ECE centres</i></p> <p>Mansa has a total number of 26 ECE. Musaila has Hub schools.</p> <p><i>Number of Trained Teachers</i></p> <p>28 trained teachers on government pay roll (3 males and 25 females).</p> <p><i>Number of Caregivers XXXX</i></p> <p><i>Qualification for caregivers</i></p> <p>Minimum grade 9</p> <p><i>Salary for caregivers</i></p> <p>Caregivers are not on a salary but are given an incentive in kind by the community. Some communities manage to provide incentives in monetary form of K300.00.</p> <p><i>Proposed salary K1,000</i></p> <p><i>Sustainability</i></p>

	<p>Proposed a phased out approach of 80%, 50%.</p> <p>There is also need for capacity building in Income Generating Activities as well as writing project proposals.</p>
5	<p>Kabwe District</p> <p>Number of ECE centres 39</p> <p>37 Hub 2 satellites</p> <p>Number of Teachers 33</p> <p>29 females 2males</p> <p>Number of caregivers</p> <p>13 caregivers (1 male and 12 females)</p> <p>Qualification for caregivers</p> <p>Minimum Grade 9 with opportunities for capacity building. Other personal attributes are passion for children.</p> <p><i>Salary for caregivers</i></p> <p>Caregivers are paid in kind by the community.</p> <p>Proposed salary</p> <p>K1,000.00</p> <p>Sustainability</p> <p>Phased out approach.</p> <p>Caregivers should be considered for employment and inclusion on Government structure.</p> <p>Empower schools with start-up capital for IGAs.</p>
6	<p>Kaoma District</p> <p>Number of centres</p> <p>39 ECE centres</p> <p><i>Number of Trained Teachers</i></p> <p>There are 18 trained teachers (16 female and 2 male). To mitigate the shortfall of teachers, primary school teachers help to teach at ECE level.</p> <p><i>Number of caregivers 18 female 16 males 2</i></p> <p><i>Payment for caregivers</i></p>

	<p>Schools in urban areas provided incentives in monetary form ranging from K300.00 to K500.00 whereas those in rural communities paid in kind. Touch Zambia an NGO based in Mayukwayukwa provided IGAs and capacity building to caregivers.</p> <p><i>Proposed salary for caregivers</i></p> <p>Minimum wage K1,5000</p> <p><i>Proposed qualification</i></p> <p>Grade 9-12</p> <p><i>Sustainability</i></p> <p>The project should integrate production unit from inception to enable schools generate income.</p> <p>Involvement of Parent Teacher Association (PTA) and Induna.</p>
7	<p>Kazungula District</p> <p><i>Number of ECE centres</i></p> <p>Kazungula has a total of 100 ECE centres (56 community based and 44 Government run).</p> <p><i>Number of Trained Teachers</i></p> <p>There are 14 trained teachers on Government pay roll (6 males and 8 females).</p> <p><i>Number of Caregivers</i></p> <p>There are 6 volunteers</p> <p>There are no caregivers engaged but the community assists with day to day centre activities (e.g. cooking).</p> <p><i>Role of caregivers</i></p> <p>Help children during play activities and when children go to the bathroom.</p> <p><i>Qualifications for caregivers</i></p> <p>Minimum of Grade 7 especially in rural and hard to reach communities.</p> <p><i>Payment for caregivers</i></p> <p>Caregivers are paid in kind by the community (e.g. maize).</p> <p><i>Proposed qualification of caregivers</i></p> <p>Grade 9 and above</p> <p><i>Proposed salary</i></p> <p>Between K1000.00 and K1,500.00</p>

	<p><i>Sustainability</i></p> <p>Caregivers should be employed</p> <p>Investment in production unit for sustainability.</p>
8	<p>Lufwanyama District</p> <p><i>Number of ECE centres</i></p> <p>Lufwanyama has a total of 122 ECE centres (65 annexed to primary schools, 19 community based ECE centres, and 38 stand-alone). Save the Children handed over 6 Model centres and 20 stand-alone centres.</p> <p><i>Number of trained teachers</i></p> <p>There are 12 trained teachers on Government pay roll (11 female and 1 male).</p> <p>To mitigate the shortfall, 44 primary school teachers are helping to teach at ECE level.</p> <p><i>Number of caregivers</i></p> <p>There are 161 caregivers (64 male and 97 female).</p> <p><i>Role of caregivers</i></p> <p>Ensuring safe environment for children.</p> <p><i>Qualification of caregivers</i></p> <p>Grade 9-12 (majority are grade 12 school leavers).</p> <p>Motivation to work with children</p> <p><i>Payment for caregivers</i></p> <p>Caregivers engaged by the community are paid in kind. Save the Children was providing a stipend of K300.00.</p> <p><i>Proposed qualification</i></p> <p>Minimum of Grade 9 certificate for continuation and commitment as Grade 12 school leavers may have other career prospects.</p> <p><i>Proposed salary</i></p> <p>Minimum of K1000.00.</p> <p><i>Sustainability</i></p> <p>Empower caregivers with Income Generating Activities.</p>

Top priority areas for enhanced access and quality

	Infrastructure	Teachers	Quality ECE	Community involvement	Multisectoral coordination
Kaoma			X	X	
Kazungula	X	X			
Kalumbila		X			
Lufwanyama	X				

Annex 9 Engagement Strategy

Sn	Group	Description of stakeholder	Description of key attributes	Impact on the project	Desired state	Engagement strategy
1	Children aged 3-6	Children who eligible to enter ECE centre	Children within 3 to 6 years	Children access early childhood education	Atleast All children attend ECE	Mapping out of ECE eligible children in all target areas
2	Parents	Fathers ,mothers and caregivers who have children at the centre	Anyone biological orwho has a child who attending at the centre	Villages, traditional and community leaders and District authorities especially those in charge of education appreciate and send children to ECE centre	All people in villages where construction s will occur and those likely to have their children benefit from the project	Community sensitisations\,mobilisatin and parenting programmesthese are community workers who are contracted by the community paid in kind or c
3	mothers	Adolesecent mothere	Young Mothers who could have stopped school	Young mothers are provided with parenting skills and they reenter school		Parenting programmes
3	Teachers	Teachers from near by or annexed primary school	Caregivers volunteers interns and ECE trained teachers	Caregivers volunteers interns and ECE trained teachers provide	Each hub, satellite centre has a well trained caregiver	

				quality ECE services in the communities		
4	Care givers	These are primary and secondary child care	These are community workers who are not on salary and are contracted by the communities and they pay in cash or in kind	All communities with the hub and satellite centres are well equipped with trained caregivers	Well trained and offer quality ECE services to the community.	Designing a training package for caregivers and engaging the teaching Council on the practicing licence for the caregivers
5	Communities	These are areas where the project will take place	A group of people living and working together	Communities support and contribute to the success of the project	All community members are aware about the project	Community sensitization and mobilisation
6	Line Ministries	Ministries that are related or offering or providing similar services	Government Ministries that are related or offering or providing similar services	Support, collaboration is enhanced	All line ministries are aware about the project and are able to collaborate	Multi –Sectoral Coordinating committees formed
7	Government Institution	These are institutions that are able to support the project.	Institutions that are run and supported by government	Support, collaboration is enhanced	All Government Institution are aware about the project and are able to collaborate	Multi –Sectoral Coordinating committees formed
8	Religious Organizations	These are various faith based organisations in communities.	Cutting across religions and	Support, collaboration is enhanced	Religious Organizations are aware about the project and are able to collaborate	Multi –Sectoral Coordinating committees formed
9	Provincial Officials	Leaders in charge of education at provincial level	Officers running education	Effective communication and	All provincial officers are	Trainings and capacity building workshops are conducted

			system at district levels	implementation	aware and support the project	
10	Districts officials;	Leaders who are in charge of education at district levels	Officers running education system at district levels	Effective communication and implementation	All provincial officers are aware and support the project	Trainings and capacity building workshops are conducted
11	School Administrators ;	Leaders at the point of delivery in the community		Effective communication and implementation	All provincial officers are aware and support the project	Trainings and capacity building workshops are conducted
12	Potential Project Affected People(PAPs)/ parents of pupils;	These are the people who are likely to be directly affected		Effective communication and implementation	All line ministries are aware about the project and are able to collaborate	Multi –Sectoral Coordinating committees formed
	Cooperating Partners	These are organisations that are engaged in the provision of education		Resource mobilization and communication	All Cooperating Partners are aware about the project and are able to collaborate	Multi –Sectoral Coordinating committees formed
	Civil Society Organisations	These are organisation at local level and can be non governmental, community based faith based		Resource mobilization and communication	All Civil Society Organisations are aware about the project and are able to collaborate	Multi –Sectoral Coordinating committees formed

Annex 10 Consultation process

Project stage	Topic of consultation	Method used	Target stakeholders	Responsibility
Design	<ul style="list-style-type: none"> . Need of the project; . Ongoing and planned activities; . Presentation of the project . ESMF . Grievance redress mechanism (GRM) 	<ul style="list-style-type: none"> . One-on-one meetings . Formal meetings . Focus group meetings . Workshops . Field visit . Radio/TV 	<ul style="list-style-type: none"> . Government Officials; . Government Institutions: . Provincial and District offices, . Public: School Head Teachers, project beneficiaries, 	PIU/ZEPCU Environmental and Social Safeguard Specialists
Construction	<ul style="list-style-type: none"> . Need of the project . Ongoing activities . GRM 	<ul style="list-style-type: none"> . Meetings . Presentations . Information boards 	<ul style="list-style-type: none"> . Public: project beneficiaries, . Contractors . Government officials . Government Institutions: Provincial and District offices 	Environmental and Social Safeguard Specialists Provincial and District Officers PIC
Operation	<ul style="list-style-type: none"> . Use of the facilities . OHS . Maintenance of the classrooms 	<ul style="list-style-type: none"> . Public meetings . Physical visits 	<ul style="list-style-type: none"> . Public/community . Pupils and teachers . Agencies: UNESCO, USAID, VVOB, Save the Children 	Environmental and Social safeguard Specialists District Building Officers PIC
Decommissioning	EHS	<ul style="list-style-type: none"> . Meetings 	Ministry of Local Government ZEMA	Environmental and Social safeguard Specialists District Officers PIC

Annex 10. ZEEL Complaints Form

Republic of Zambia

ZEEL COMPLAINTS FORM

Please complete this form to report a problem or file a complaint with the ZEEL Project. After you fill the form, tear off and keep the receipt at the bottom and put the form in the complaints box.

1. What area you are complaining about?

_____.

Details of Complaint

2. Today's date: Day _____ Month _____ Year _____

3. Province: _____.

4. District: _____

5. School _____

6. Gender of person complaining (M/F): _____ 7. Age of person complaining: _____

Please tell us about your complaint so that the program can investigate. Please include as much information _____ as _____ possible.

Personal Details (Optional)

If you would like to receive a response from the project about your complaint, please fill in your details below.

If you do not fill in these details, you will remain unknown and the project will not be able to contact you.

10. First Name: _____ 11. Last Name: _____

12. Village/township: _____ 13. _____ Mobile _____ number: _____

Reg. No. _____.

Receipt _____

Complaint

Number _____

Annex 11 Stakeholder Engagement

Stakeholder Engagement

.Groups To Be Engaged	Engagement Strategy	Proposed Timetime
Community	Focus Group Discussions - Quarterly	To commence once after the project is approved
Provincial and District Offices	Workshops and Meetings - Monthly	To commence once after the project is approved
Other Line Ministeries	Quarterly Meetings	To commence once after the project is approved
Non-Governmental Organisations	Quarterly Meetings	To commence once after the project is approved