



REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION

PROJECT IMPLEMENTATION MANUAL (PIM)

Zambia Education Enhancement Project

Project ID: No. P158570

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Abbreviations

AFTFM	Africa Region Financial Management
ALT	Abnormally Low Tender
AWPB	Annual Work Plan and Budget
BoZ	Bank of Zambia
CDC	Curriculum Development Center
CDD	Community-Driven Development
CoE	College of Education
CPS	Country Partnership Strategy
CRB	Classroom Block
DA	Designated Account
DB	Direct Bidding
DCD	Directorate of Curriculum Development
DEBS	District Education Board Secretaries
DLI	Disbursement-Linked Indicator
DP	Development Partner
ECZ	Examinations Council for Zambia
EEP	Eligible Expenditure Program
eGP	e-Government Procurement
EMIS	Education Management Information System
ESIA	Environmental and Social Impact Assessment
ESMF	Environmental and Social Management Framework
ESMP	Environment and Social Management Plan
FA	Financing Agreement
FM	Financial Management
FMM	Financial Management Manual
GPS	Global Positioning System
GRZ	Government of the Republic of Zambia
HE	Home Economics
HQ	Headquarters
ICT	Information and Communication Technology
IE	Impact Evaluation
IFMIS	Integrated Financial Management Information System
IFR	Interim Financial Report
IPF	Investment Project Financing
IPSAS	International Public Sector Accounting Standards
IVA	Independent Verification Agency
LCMS	Living Conditions Monitoring Survey
LCB	Local Competitive Bidding
LIB	Limited International Bidding
M&E	Monitoring and Evaluation
MHM	Menstrual Hygiene Management
MoF	Ministry of Finance

MoE	Ministry of Education
MoHID	Ministry of Housing and Infrastructure Development
MoJ	Ministry of Justice
NAP	National Assessment Program
NAS	National Assessment Surveys
NATC	National Assessment Technical Committee
NCB	National Competitive Bidding
NLA	National Learning Assessment
NPF	New Procurement Framework
NSC	National Science Center
OAG	Office of Auditor General
OIB	Open International Bidding
ONB	Open National Bidding
ORAF	Operation Risk Assessment Framework
PAD	Project Appraisal Document
PBC	Performance Based Condition
PCN	Project Concept Note
PDO	Project Development Objective
PEO	Provincial Education Office
PER	Public Expenditure Review
PETS	Public Expenditure Tracking Survey
PIC	Project Implementation Committee
PIM	Project Implementation Manual
PISC	Project Implementation Steering Committee
PIU	Project Implementation Unit
PLW	Project Launch Workshop
PMIS	Procurement Management Information System
PPA	Public Procurement Act
PPR	Procurement Post Review
P-RAMS	Procurement Risk Assessment and Management System
PPSD	Project Procurement Strategy for Development
PS	Permanent Secretary for Education
PSU	Procurement and Supply Unit
PTA	Parent-Teacher Association
QCBS	Quality and Cost Based Selection
QSDS	Quantitative Service Delivery Survey
RBF	Results-Based Financing
SACMEQ	Southern and Eastern Africa Consortium for Monitoring Educational Quality
SBCPD	School Based Continuing Professional Development
SoE	Statement of Expenditure
SPRINT	School Program of In-Service for the Term
SSS	Single Source Selection
STEP	System for Tracking Exchanges in Procurement

TA	Technical Assistance
TCZ	Teaching Council of Zambia
TDDP	Teacher Development Data Platform
TE	Teacher Education
TEDMS	Teacher Education Data Management System
TESS	Directorate of Teacher Education and Specialized Services
TGM	Teacher Group Meeting
ToR	Terms of Reference
TS	Technical Supervisor
TTL	Task Team Leader
TVET	Technical Education and Vocational and Entrepreneurship and Training
WB	World Bank
ZAMSTATS	Zambia Statistics Agency
ZEEP	Zambia Education Enhancement Project
ZEPCU	Zambia Education Programme Coordination Unit
ZEPIU	Zambia Education Project Implementation Unit
ZEMA	Zambia Environmental Management Agency
ZPPA	Zambia Public Procurement Agency

SECTION I: BACKGROUND AND INTRODUCTION

1.1 Background

1.1.1 Strategic Context

Zambia is a large landlocked country of 752,600 km² located in southern Sub-Saharan Africa, of which 56 percent is arable. Zambia faces high levels of poverty with a population that is young and growing fast. According to 2022 estimates, Zambia's poverty rate has increased; using the new international poverty line of US\$2.15, Zambia's poverty rate is 62 percent, up from 58.7 percent in 2015. Similarly, real gross domestic product (GDP) per capita declined from US\$1,340 in 2015 to US\$1,019 in 2021. Zambia's population is estimated at 19.5 million, with a median age of 17.5 years and 80 percent of the population under 35 years. The annual population growth rate is 2.8 percent, with the population expected to double by 2050. Zambia's economic growth has been slow in recent years, with sluggishness starting before the COVID-19 pandemic and recent encouraging signs of economic recovery. Between 2015 and 2021, real GDP growth averaged 2.5 percent per year compared to 7.4 percent between 2004 and 2014, with the economy projected to grow at 3.9 percent and 4.1 percent in 2023 and 2024. In August 2022, the International Monetary Fund (IMF) Board approved SDR 978.2 million (about US\$1.3 billion) in a 38-month Extended Credit Facility arrangement aiming to further restore macroeconomic stability and foster higher, more resilient, and more inclusive growth.

Climate change poses challenges to Zambia's development. The country has a highly variable climate in the form of droughts, seasonal and flash floods, and extreme temperatures. Some of these hazards, especially droughts and floods, have increased in frequency and intensity adversely affecting food and water security and rural livelihoods. Approximately 1.5 million people are currently susceptible to the impacts of climate change, ranging from prolonged dry spells to heavy rains and floods. Heavy rainfall and flash flooding events have resulted in casualties and damage throughout Zambia. Rainfall is expected to increase by up to 4 percent in the northern regions but decrease by as much as 5 percent in the southern regions.

Levels of poverty and inequality have continued to increase in Zambia, especially in rural areas. The poverty rate in Zambia is 60 percent, which is high relative to other Sub-Saharan Africa countries. Rural-urban estimates show that 78.8 percent of the rural population was poor (76.6 percent in 2022). Both urban and rural areas have both experienced an increase of poverty, with urban areas seeing an 8.4% increase and 2.2 increase in rural areas. Extreme poverty in rural areas is at 65.1 percent while urban areas at 22.4 percent. These increases in poverty may be attributed to the COVID 19 pandemic and the debt crisis.

Zambia's human capital is very low according to the Human Capital Index (HCI), lower than those of its comparator countries. An HCI score of 0.4 indicates that a Zambian child born in 2020 will only be 40 percent as productive as s/he could have been had s/he received a complete education and been in full health. By age 18, children in Zambia can expect to complete an average of 8.8 years of education but acquire only 5 years of learning.⁷ Low human capital has significant adverse impact on Zambia's growth potential and global competitiveness. It is therefore critical for the country to quickly move the needle on human capital development.

Student learning achievement, especially in mathematics and science, are low and of major concern to the Government. Despite relatively high level of education investment in the region, Zambian students' learning outcomes have been low and stagnant for the past 15 years. Both the Southern Africa Consortium for Monitoring Educational Quality (SACMEQ) and National

Assessment Program (NAP) results have consistently shown that the mean scores for mathematics and science have never been above 40 percent in Zambia. It is striking that student learning outcomes have remained stagnant over time, regardless of student or school characteristics. There is particular concern about low performance of students in mathematics and science given the emphasis placed by the Government on science, technology, and innovation in the 8th National Development Plan.

1.1.2 Sector and Institutional Context

The Zambian education system has been historically well funded with public resources and has enjoyed a strong commitment from the Government. The emphasis of Public education financing has gradually shifted toward post-primary education with an increasing allocation for secondary education and higher education, indicating that the country is taking action to expand secondary and higher education in the post-millennium development goals (MDGs) era. The Government remains committed to improving access to and quality of general education, which is embodied in, for example, the recent structure reform which supports: converting general education, specifically from basic education (Grades 1-9) to primary education (Grades 1-7) and from high school education (Grades 10-12) to secondary education (Grades 8-12); decentralizing primary education to local authorities; implementing a new competency-based curriculum; and putting more emphasis on mathematics and science teaching and learning to support the country's economic diversification and transformation.

1.1.3 Teacher Quality

Though many teachers in Zambia have qualification certificates, the effectiveness of pre- and in-service teacher training is limited, particularly in pedagogy. The large majority of Zambia's fifth and ninth grade teachers have at least a certificate or diploma qualification for teaching. Regular teacher testing (undertaken using the same examination questions given to their students) show high scores – with grade 5 teachers scoring over 90 percent for Mathematics, English and Life Skills; and Grade 9 teachers scoring approximately 70 percent across all subjects. However, their qualifications and performance on these examinations has not been translated into improved learning outcomes among students. This is attributable, in part, to the absence of a feedback loop to integrate analysis of difficulties students encounter in learning into improvements in teacher training programs.

This is particularly problematic as research has shown that such a feedback loop and a focus on constant improvement is one of the very few factors that distinguishes effective systems and not-so-effective education systems in terms of students learning. Zambia's school-based in-service training program which started in 1996 provides continuous professional development for teachers and is supported by coordinators of the Teachers' Resource Centers at the sub-district, district, and provincial levels. Specifically, the system involves regular meetings of small teacher groups to review selected professional issues and the ECZ conducts bi-annual student learning and teacher assessments with rigorous analysis of data collected. While these efforts have pointed to several key issues driving poor learning outcomes – including low competency of teachers (including of content knowledge and difficulty in mastering some aspects of mathematics and science - the lack of a feedback loop has prevented modifications to teacher training programs.

1.1.4 Textbooks

Textbooks are not available to most students. Although a new competency-based curriculum has been developed to accommodate the country's needs for cognitive and non-cognitive skills development of the youth, the long-standing shortage of textbooks, particularly for mathematics and science in rural schools at the secondary education level is a major obstacle to improved learning outcomes. The need for students to share textbooks makes it difficult for teachers to require the use of textbooks for homework or individual in-class assignments. The textbook shortage has several driving factors including an insufficient budget to fully cover procurement of all the textbooks needed for students and misaligned timing of textbook procurement and delivery (e.g., only a third of schools that requested for textbooks actually receive them; textbooks reached the schools only in the middle of academic year). Further, the inefficient management systems for textbooks procurement and inadequate public funding have contributed to the high cost of producing and delivering textbooks to schools, which has further compounded this difficult situation. While aiming to develop student competencies, the ongoing implementation of the new curriculum has also revealed a lack of capacity to develop textbooks and learning materials with local content – evident in the fact that several syllabi developed under the new curriculum do not have a corresponding textbook or any and learning material for their implementation.

1.1.5 Increasing Equitable Access to Secondary Education

Access to secondary education is very limited, as most investment by the Government and DPs has focused on primary education in the past 15 years. Access to secondary education is still very limited to many primary school leavers in Zambia. The transition rates between Grade 7 and Grade 8 (i.e., from primary to secondary) and between Grades 9 and Grade 10 (i.e., from lower secondary to upper secondary) are low in Zambia (62 percent and 43 percent, respectively). These rates differ significantly across provinces from 32 to 78 percent for lower secondary and from 29 to 58 percent for upper secondary. The transition rates at the secondary level reflect a supply constraint – that is Zambia has a serious shortage of secondary school seats. The secondary schools could accommodate only about 30 percent of the Grades 1-5 population.

This bottleneck for accessing secondary education is managed informally by using cut-off scores on its examinations to cap the number of students who can proceed from Grade 7 to Grade 8 and from Grade 9 to Grade 10, depending on available seats in schools offering secondary education. This has kept secondary school enrolment stagnant for the past five years while both primary enrolment and completion rates have been growing. Though the secondary school shortage is across the country, it is more pronounced in rural areas, in poorer districts and provinces than in urban, less poor areas. Such a shortage of spaces deprives thousands of youth the opportunity of receiving secondary education, which is likely to have a significant impact on their employment prospects and income across their lifespan. With the on-going reform of decentralizing primary education to local authorities, the current arrangement of primary schools accommodating Grades 8-9 will be discontinued. The pressure of having sufficient schools and classrooms for secondary education is building up in the country.

1.1.6 Education Curriculum Development

Education Curriculum refers to academic and non-academic activities meant for teaching and learning purposes. The activities can be planned or not planned. The Zambian education curriculum consists of academic subjects or teaching areas and co-curricular activities. Since

education curriculum is dynamic, it is expected that the curriculum content be reviewed often in order to keep it up date. In 2014, the Zambian education curriculum was reviewed and predominant changes in the curriculum content included the introduction of academic and vocational career pathways, computer studies and merging of some subjects at the secondary school level. At the primary school level prominent changes included the use of Zambian Languages in teaching content subjects at the lower primary school, teaching of Information and Technology, and introduction of primary literacy programme which was aimed at teaching initial literacy using phonetic approach.

In 2023, the Ministry embarked on another major curriculum review for improving the quality of education in Zambia and standardize the school certificates. To this effect, the revised curriculum has introduced ‘forms’ at the secondary schools while maintaining ‘grades’ at the primary school level. Early Childhood Education (ECE) will run for three (3) years, Primary education for six (6) years, junior secondary (Forms 1 and 2) will run for two (2) years and senior secondary education will last two (2). Further, General Certificate of Education, Advanced Ordinary level will take two (2) years. In addition, the revised curriculum has reduced the age of entry into grade 1 from 7 to 6 years. Apart from policy changes, the curriculum has also reviewed the teaching and learning areas and made some changes, which are well documented in the 2023 Zambia Education Curriculum Framework. The revised curriculum will start to be rolled out in January 2025 using a phase out approach.

1.2 Introduction

1.2.1 Objectives of the PIM

1.2.2 General objective

The PIM provides guidelines and procedures to be followed by Ministry of Education (MoE), Zambia Education Programs Coordination Unit (ZEPCU) and ZEEP PIU and all other project stakeholders. The main objectives of the manual are to:

- Ensure the establishment of the appropriate administrative and project management arrangements for all levels of the operation.
- Standardize procedures and processes for the operations of the ZEEP project in coordination with the different stakeholders such as the MoE directorates, World Bank, and other relevant stakeholders.
- Ensure effective and efficient deployment of all project resources in a timely manner.
- Provide tools and templates for accountability and transparent management of project resources.
- Ensure the project implementation is within the legislative framework of Zambia and in line with World Bank policies and procedures.

1.2.3 Specific objectives related to financial management and procurement

- Reviewing implementation of project components,
- Compliance with safeguards and fiduciary requirements,
- Audit compliance and achievement of project results,
- Harmonize program implementation,
- Help maximize outcomes,
- Facilitate a unified oversight and accountability mechanisms,
- Increase implementation efficiency
- Effective monitoring mechanisms

1.2.4 Main users and target audience of the PIM

This manual is designed principally for use by the key stakeholders involved in the implementation and coordination of the ZEEP Project including key stakeholders. The Project Steering Committee will ensure the implementation of the PIM is timely actualized to meet the project objectives. The main users include:-

- **At the Ministry of Education** - All Directorates, Units and other agencies of the Ministry of Education
- **At the Ministry of Finance and National Planning**
- **At the Provincial level** - The Provincial Education Office (POE) and other relevant stakeholders
- **At the District** - The District Education Board Secretaries (DEBS) Office and other relevant stakeholders
- **At the School level** - The School and community

1.2.5 Service Providers Supporting Project Implementation

This will include line Ministries and other Government Departments, including International Organizations/ Cooperating Partners, Civil Society, Community and Faith-Based

Organizations and private partners. The Project Service Providers may use the PIM to support the project in some areas that may need further support.

1.2.6 Guidance for updating the PIM

The contents of the Manual have been agreed with Ministry of Education and the World Bank. Each implementing directorate will share with the World Bank through ZEPCU for any material updates to their policies or other changes that may require changes in the PIM. The PIM is a living document subject to regular review throughout the project implementation phase. Amendments to the PIM will be internally approved by the Project Implementing Committee and will require a no-objection from the World Bank. These updates will be formalized annually through the addition of an addendum. Both the Ministry of Education and the Zambia Education Project Coordination Unit (ZEPCU) will archive all versions of the PIM for future reference. The latest version of the PIM will be made publicly accessible on the Ministry of Education's website under the ZEEP section.

SECTION II: PROJECT OBJECTIVES AND RESULTS INDICATORS

2 Higher Level Objectives

This project supports the World Bank's Country Partnership Framework (CPF) (FY2019 – 2024) with Zambia, which focuses on reducing poverty and inequality in the country. In light of increased poverty and inequality, the Bank's twin goals of ending extreme poverty and boosting shared prosperity – are highly relevant in the Zambian context. The CPF supported analytic work in the education sector to identify education-focused interventions, which could have a significant impact in reducing poverty. Key challenges facing the education sector including low teacher quality, limited availability of textbooks and classroom shortages in secondary education. The new CPF, which is under preparation, will focus on supporting efforts to address these challenges. The interventions to be supported under the proposed operation were selected to address the identified challenges.

2.1 Project Development Objectives

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

2.1.1 PDO Level Indicators

The PDO level result indicators include:

- a) Students benefiting from direct interventions to enhance learning
 - i) Students benefiting from direct interventions to enhance learning -Female
- b) Teachers achieving increased competences in subject and pedagogical content knowledge in mathematics, science and language arts.
- c) Targeted primary and secondary schools with 3:1 (or better) student text book ratio in language arts, mathematics and science (physics, chemistry, biology, agricultural/Home economics) in target schools
- d) Students enrolled in Grades 8–12 in the expanded secondary schools with additional classrooms and facilities.
 - i) Students enrolled in Grades 8 - 12 in the expanded secondary schools with additional classrooms and facilities - Female

2.2 Project Beneficiaries

The project is being implemented in 70 districts across all the 10 provinces, benefiting 1.75 million students, 2,700 government primary and secondary schools, and 21,000 teachers. This will be achieved through the implementation of the following five components; (a) improving the quality of teaching and learning conditions in language arts, science, and mathematics in targeted primary and secondary schools; (b) increasing access to safe secondary schools; (c) strengthening institutional capacity for education service delivery and project management; (d) enhancing institutional capacity for implementation of safe school program; and (e) Contingent Emergency Response Component (CERC).

The parent ZEEP targeted to construct 82 secondary schools and produce teaching and learning interventions in 70 districts with focus on 382 schools of which 300 were primary and 82 secondary schools. Primary schools covered all the ten provinces while the secondary covered seven provinces: Central, Copperbelt, Eastern, Luapula, Lusaka, Muchinga, Southern and Northern.

ZEEP 1st and 2nd AF targeted provision interventions in 70 target districts and construction of 120 secondary schools across all 10 provinces. However, the scope of works for the secondary schools to be constructed under 2nd AF is different from what was designed under the 1st AF in that the former has modern facilities.

2.3 Project Target Areas

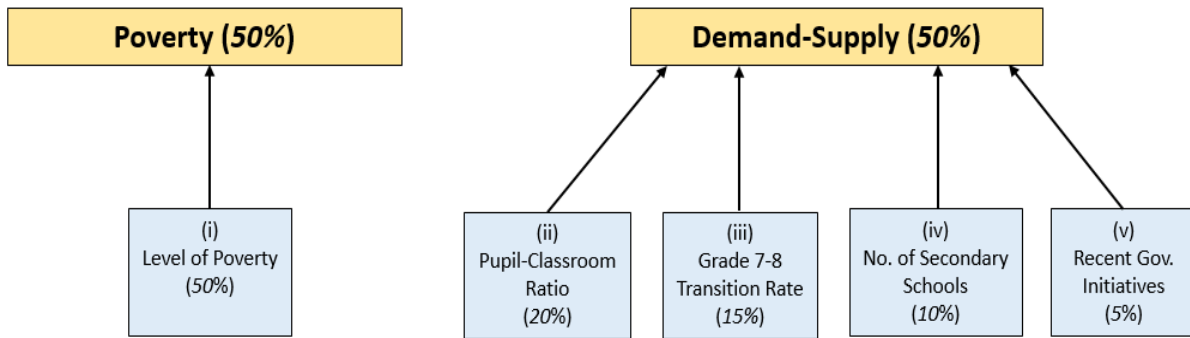
a) Main Criteria for Selecting Project Target Areas

The Zambia Education Enhancement Project (ZEEP) requires pre-selection of schools for implementing the expansion of existing schools with new classrooms and facilities. Appropriate selection of schools is important to ensure alignment with the World Bank's mission (eliminating extreme poverty and sharing prosperity) and to ensure the achievement of the overall project development objectives.

Guiding principles for school selection: Selection of existing schools to be expanded with new classrooms and facilities needs to be transparent, objective and explainable to the public in order to maximize the impact of the project component. Given that education is an effective tool in breaking the poverty cycle, supporting the Government's effort in reducing poverty and inequality in the country should guide selection considerations. The project, therefore, will target existing rural under-served communities and their schools, where not only are public schools lacking but private schools are just not an option to the majority due to their unaffordability. Thus, poverty level and demand-supply for secondary schools should be considered as the main criteria to facilitate the selection. To meet safeguards requirement, only rural schools which have sufficient land for classroom and facility expansion within their existing footprint will be considered.

Selection criteria and their weighting: As level of poverty and demand/supply for secondary education are the two main factors to be considered for school selection, these factors are weighted equally (each at 50%). A total of five criteria are further specified: (i) level of poverty; (ii) pupil-classroom ratio; (iii) primary to secondary (Grade 7 to 8) transition rate; (iv) number of existing secondary schools; and (v) number of newly constructed and upgraded secondary schools by the recent Government interventions. Because, four out of these five criteria, criterion (ii) to (v), are highly correlated and indicate demand/supply conditions for space at secondary education level, they share the 50 percent weighting. This weighting is further distributed among the four criteria. The definition and rationale for the chosen criteria and their respective weighting for this school selection exercise are described below.

Figure 1 School Selection Criteria and their Weighting Distribution



A. Poverty (50% weighting)

Poverty levels are higher in rural areas than in urban areas in Zambia. Most secondary schools in rural areas are boarding schools, which serve many students from other districts and provinces other than students from the local community, because many poor rural communities/families cannot afford the boarding fees and other costs. Therefore, day-schools (in some cases with self-catering weekly boarding facilities) would be more affordable for local students and would ultimately increase their opportunities to access secondary education and break from the family’s poverty trap, contributing to a more equitable access to secondary education. With this implication, the level of poverty criterion is given 50 percent weight in the school selection.

B. Demand/Supply for Accessing Secondary Education (50% weighting)

Demand/Supply will be determined by using: 1) pupil-classroom ratio; 2) primary to secondary student transition rate (grades 7 to 8); 3) number of existing schools in a province/district; and 4) recent government interventions (newly constructed and upgraded schools). The pupil-classroom ratio and transition rate reflect demand levels for space while number of existing secondary schools and recent government initiative reflect the current supply of space in secondary education. The weighting and respective justifications for these criteria are stated below:

- i. Pupil-Classroom Ratio in secondary education (20% weighting): This ratio indicates the degree of wrongheadedness in a classroom, a clear indicator of demand for additional space for secondary education. In Zambia, the acceptable pupil-classroom ratio is 40 in general. When the ratio is higher than 40, it means more space is required to accommodate the extra students. Thus, the pupil-classroom ratio is given a higher weighting of 20%.
- ii. Primary to Secondary Transition Rate (Grades 7-8) (15% weighting): Unlike other countries, the transition rate in Zambia is not based on academic achievement only. Rather, it is also an indicator of space availability at secondary schools. Low transition rate indicates that fewer pupils in the same cohort are able to proceed to secondary education. In order to take care of this imbalance, the transition rate is given a weighting of 15%.

- iii. Number of Existing Secondary Schools (10% weighting): While number of existing schools is considered a contributing factor to the accessibility of secondary education, fewer schools may not necessarily translate into fewer spaces depending on the sizes of these schools. Since number of schools is highly correlated with transition rate, the number of existing secondary schools' criterion is given the weighting of 10%;
- iv. Recent Government Initiatives (5% weighting): Since 2014, the Government has launched two initiatives to address the space shortage in secondary education - constructing 118 completely new secondary schools and upgrading 220 basic schools to secondary schools. These schools are more or less distributed equally among the provinces, their contributions to equitable access to secondary education is minimal. As such, this criterion is given the weighting of 5%.

Targeting methodology: School selection will be done at three levels – national, provincial and district. For National and Provincial levels, the selection will follow the criteria described above. In the event, criterion data are not available at a level, that criterion will be excluded from selection criteria for that level.

b) Project Districts

At national level the ZEEP will target all the 10 provinces to increase the impact. To this end the Project will target Central, Copperbelt, Eastern, Luapula, Lusaka, Muchinga, Northern, North-Western, Southern and Western provinces. Data on each criterion for each province was collected, normalized and ranked to illustrate the need for more secondary schools in relation to each other. While other provinces benefitted from the first phase meant the other provinces would benefit with more schools such as Copperbelt, North-Western and Western.

Analysis and ranking of demand for the target provinces: Using the data obtained from the 2015 Living Conditions Monitoring Survey (2015 LCMS, produced by Zambia's Central Statistical Office) for the level of poverty criterion and the data obtained from the 2015 Education Statistical Bulletin (produced by Zambia's Ministry of General Education) for the demand/supply criteria (four in total), the data on each criterion for each province is weighted and normalized. The overall normalized scores are then ranked from 1 to 10 (according to the number of provinces), with the one(s) having the greatest needs being ranked 1 and those with least needs ranked 7. Table 1 below presents the results of this need analysis and ranking of the provinces. The distribution of schools selected for the target provinces was calculated with the following formula:

$$N_P = N * S_P / S_T \quad \text{Where:}$$

- N_P is the school allocation for a particular province by applying the five criteria
- N is the estimated total number of expansion schools the project fund can afford based on the standard package design and cost
- S_P is the total normalized score for the province based on the province's data on each criterion
- S_T is the sum of the normalized scores for all the provinces

Table 1 Allocation Criteria for the 120 ZEEP AF Schools to the Provinces

SN	Province	Criteria															Total Normalised Score	Overall Ranking	Parent ZEEP	AF Allocation
		demand/supply for secondary schools space (weighting 50%)																		
		Poverty levels (weighting 50%)						demand/supply for secondary schools space (weighting 35%)					Supply (weighting 15%)							
		pupil-class ratio for secondary school (weighting 20%)			Grade 9-10 Transition Space Availability Rate (weighting 15%)			Gross Enrolment Rate 8-12 (Weighting 10%)			Recent Govt. Initiative (new & upgraded schools) (weighting 5%)									
Data (%)	Normalised Score	Ranking	Data (No.)	Normalised Score	Ranking	Data (%)	Normalised Score	Ranking	Data (%)	Normalised Score	Ranking	Data (No.)	Score	Ranking						
1	Central	56.2	0.68369830	8	26.9	0.268731	9	41.8	0.983847	2	55.3	0.542495	8	37	0.810811	10	0.637962595	8	12	8
2	Copperbelt	30.8	0.37469586	9	70	0.699301	3	51.8	0.794692	9	39.5	0.759494	4	31	0.967742	2	0.570748347	9	0	15
3	Eastern	70.0	0.85158151	4	28.1	0.280719	8	41.2	1.000000	1	37.3	0.804290	2	36	0.833333	9	0.754030231	5	15	8
4	Luapula	81.1	0.98661800	2	20.5	0.204795	10	42.8	0.962266	4	44.7	0.671141	6	34	0.882353	5	0.789839652	3	13	8
5	Lusaka	20.2	0.24574209	10	95.2	0.951049	2	51.0	0.807325	8	44.2	0.678733	5	34	0.882353	5	0.546170572	10	8	6
6	Muchinga	69.3	0.84306569	5	34.7	0.346653	5	42.1	0.977689	3	37.4	0.802139	3	34	0.882353	5	0.761848433	4	12	7
7	Northern	79.7	0.96958637	3	33.5	0.334665	7	45.5	0.904720	5	30	1.000000	1	34	0.882353	5	0.831551931	2	0	24
8	North Western	66.4	0.80778589	6	33.8	0.337662	6	48.4	0.850306	7	66.6	0.450450	10	30	1.000000	1	0.694016404	7	8	10
9	Southern	57.6	0.70072993	7	66.9	0.668332	4	45.7	0.900437	6	60.8	0.493421	9	32	0.937500	3	0.715313901	6	14	12
10	Western	82.2	1.00000000	1	100.1	1.000000	1	57.2	0.719875	10	47.3	0.634249	7	33	0.909091	4	0.916860737	1	0	22
Total																	7.218342805		82	120

c) Main Criteria for Selecting Schools within Target Area

Pilot district identification and pilot school allocation: One least performing district will be identified and selected for a pilot from each province. Ratio distribution will be used to determine the number of pilot schools in the identified districts using the following formula:

$$N_{pd} = N_{tp} * N_d / N_T$$

Where: N_{pd} is number of pilot schools (primary or secondary) in a target district

N_{tp} is 200 for determining primary schools or 100 when determining secondary schools

N_d is number of schools in a targeted district (primary or secondary respectively)

N_T is sum of schools (primary or secondary respectively) in all the identified districts in the 10 provinces

Provincial level selection, Selection at the provincial level determines how many and which districts should be covered by the project. It uses the targeted provinces selection method and formula described above but with district-level data on each criterion. The priority of consideration should be given to the districts that did not benefit from the recent Government initiatives (upgrading existing schools or constructing new schools for secondary education). If district-level data are not available for a particular criterion, that criterion will be excluded from the calculation.

District level selection, Selection at the district level determines actual school to be targeted for expansion in a district. The following criteria will be used at district level:

- Remoteness of the candidate school measured by distance from district administration center;
- Number of feeder primary schools; and
- Distance between feeder schools and a candidate school for expansion – should be taken into account.

Criteria for selecting weekly boarding Schools:

Selection of schools to have weekly boarding facilities will be based on the following criteria:

- Remoteness of the school (distance from the nearest business district)
- Number of feeder primary schools
- Distances between feeder primary schools and the candidate secondary schools
- Distance from the nearest secondary school

See annex 1, p.181 for the list of all the 202 ZEEP schools including parent ZEEP.

SECTION III: DESCRIPTION OF PROJECT COMPONENTS

3 PROJECT COMPONENTS

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

The objective of this component is to improve teacher competencies; increase availability of teaching and learning materials in schools; and support reforms-related teacher recruitment, deployment, and management. The total funding this component 1 is US\$43 million [Parent ZEEP: US\$24 million and 1st AF: US\$19 million. Component 1 has three sub-components namely: Sub-component 1.1 Enhancing teaching competencies, sub-component 1.2 Increasing the availability of teaching and learning materials and sub-component 1.3 Improving teacher recruitment, deployment and management.

3.1.1 Sub-Component 1.1: Enhancing Teaching Competencies

The success of high-performing education systems is highly dependent on teacher content and pedagogy preparedness hence the reason for having this sub-component. As a first step in developing and establishing the new feedback-based system, learner assessment data will be examined in-depth and teacher competencies/skills will be assessed with the aim of identifying gaps in knowledge and skills among teachers and learners and identifying any difficulties learners are encountering in the learning process. On this basis, training materials will be developed and validated, and used in both in-service and pre-service training programmes.

Sub-Component Objective

To support ministry efforts in improvements and upgrading of teacher education to ensure that teachers have the necessary pedagogical content knowledge, competencies and skills in language arts, mathematics, and science subject areas.

Sub-Component Administration

The Sub-component shall be managed directly by ZEEP management in collaboration with the Teacher Education and Specialised Services (TESS)

Roles and responsibilities of the different institutions

The Ministry of Education will be the implementing agency with the full responsibility for all aspects of the Project implementation with support from other stakeholders. The table below comprises roles and responsibilities of different stakeholders.

Table 2 Roles and responsibilities - Sub-component 1

Institutions	Roles and Responsibilities
ZEEP	<ul style="list-style-type: none">• Management of the sub-component activities

Institutions	Roles and Responsibilities
	<ul style="list-style-type: none"> • Ensure implementation of the planned activities in line with the AWPB • Developing detailed plans for the sub-component including timelines, resource allocation and task assignments. • Identifying potential risks specific to the sub-component, assessing their impact, and developing mitigation strategies. • Keeping detailed records of the progress, issues, and changes related to the sub-component and providing regular reports to the project managers and stakeholders • Providing guidance and technical support to trainers, trainees and other service providers. • Identifying any deviations and implementing corrective actions as needed to stay on track.
ZEPCU	<ul style="list-style-type: none"> • Tracking the progress of sub-component against the plan, • Managing communication and information including stakeholder consultation • Ensuring that the deliverables of the sub-component meet the required standards and specifications. • Ensure implementation of Monitoring and Evaluation in the sub-component
TESS	<ul style="list-style-type: none"> • Lead Directorate will oversee the implementation of the project in collaboration with ZEEP on planning implementation and monitoring to achieve overall component objectives. • Act as a liaison between ZEEP and stakeholders to ensure that the sub-component is aligned to the Ministry and progressing smoothly. This involves regular meetings, updates and reporting. • Managing communication and information including stakeholder consultation. • Coordinating and managing trainings for various stakeholders. • Providing guidance and technical support to trainers, trainees and other service providers.
Curriculum Development	<ul style="list-style-type: none"> • Guiding and providing technical support in material production • Validating and approving teaching and learning materials
National Science Centre	<ul style="list-style-type: none"> • Develop user guide and instructional manual for user training.

Institutions	Roles and Responsibilities
	<ul style="list-style-type: none"> • Improve the lesson study data compilation by strengthening capacity of Teacher Resource Centres in all provinces including pilot districts and colleges of education in collaboration with TESS.
Standards, Assessment & Evaluation	<ul style="list-style-type: none"> • Planning implementation monitoring and reporting processes to achieve overall project objectives. • Quality assurance through monitoring of teacher practice.
Colleges of Education	<ul style="list-style-type: none"> • Providing training to students for School Experience (SE), • Coaching and mentoring students on SE • Enhancing the quality of teaching and learning in target schools through training.
Provinces	<ul style="list-style-type: none"> • Provision of strategic guidance and supervision of the implementation of the component at provincial level. • In collaboration with TESS and ZEEP, coordination and organization of training workshops, meetings, studies at provincial level. • Supervising and supporting the monitoring and implementation activities of the DEBS for the component. • Selection of in-service teachers to be trained as ToTs with guidance from TESS
Districts	<ul style="list-style-type: none"> • Entry point for the component activities at the district level. • Supporting the Component in collaboration with the PEO and ZEEP, coordination and organization of training workshops, meetings, study and organization • Providing comprehensive ZEEP monitoring and comprehensive reports to the PEO. • Provision of strategic guidance and supervision of the implementation of the component at district level. • Liaise with colleges to secure accommodations for students.
Target Schools	<ul style="list-style-type: none"> • Hosting School Experience students • Implementation of school-based CPD. • Guiding students on school experience.
Universities	<ul style="list-style-type: none"> • Quality assurance provision • Providing professional guidance on trainings and material development.

Institutions	Roles and Responsibilities
Teaching Council of Zambia	<ul style="list-style-type: none"> • Providing practice licences to student teachers on SE • Management of credit points through CPD trainings. • Development of Teacher Development Data Platform (TDDP)
Teaching Service Commission	<ul style="list-style-type: none"> • Serve on the Special Task Committee to coordinate task force committees.
ECZ	<ul style="list-style-type: none"> • Conducting baseline and other surveys – data collection, analyses and report writing. • Dissemination of findings from the various surveys conducted.

Financing Modality

The funding for this sub-component is US\$22 million [Parent ZEEP: US\$14 million and 1st AF: US\$8 million] for execution of the related project activities that shall be implemented over the period of the project. These funds will be earned through Investment Project Financing (IPF) with Performance Based Conditions (PBCs).

Activities of Sub-Component 1.1

In addressing some of the challenges associated with teaching competencies, the project will support a number of activities, which include the following:

(a) The development of a competency-based Teacher Professional Development Index (TPDI).

The TPDI will be a multipurpose, competency-based instrument informed by international experience and the Standards of Practice for the Teaching Profession in Zambia. The latter are currently being developed by the MoE, TCZ, TSC, and the teacher unions. The TPDI will cover Early Childhood Education (ECE) through secondary education. The TPDI will provide a framework for:

- Evaluating the skills and knowledge that enable a teacher to be successful and for assessing the competency levels of both trainees and practicing teachers;
- Designing and developing pre-service training, practicum and CPD programs;
- Selecting mentors and other teachers who demonstrate professional excellence;
- Promoting teachers within the school system; and
- Promoting teachers up the career ladder and so on.

The TPDI's competencies and competency levels will be built into the training packages/modules for each subject area. The TPDI will also provide a foundation for a clear and coherent dialogue on teaching and learning issues. The Ministry, through TESS, working with collaborating partners, developed Terms of Reference (ToRs) for hiring a local consultant

to help develop the TPDI. The Ministry, through the Permanent Secretary, established a taskforce to oversee the work of the consultant.

(b) Conducting a baseline survey to assess subject and pedagogical content knowledge of primary and junior secondary teachers and learning outcomes of the learners.

Under this sub-component the existing teacher evaluation system for assessment of teacher's subject knowledge and pedagogical skills will be used (Annex 2, p.189). Routine visits to schools by the standards education officers will be the main channel through which teachers' pedagogy will be assessed using Lesson Observation forms that may be revised. (Annex 3, p.197). Teacher subject knowledge will be assessed through Assessment Surveys that will be conducted by Examinations Council of Zambia (ECZ) where teachers will be tested in respective subjects. ECZ will analyse the text results to determine the teachers' areas of strengths and weaknesses in those subjects. The results of the analysis will be used to determine the teachers training needs in respective subjects.

To improve teachers' pedagogical skills and subject knowledge, based on the assessment results, the system will use teacher group meetings (School Based Continuing Professional Development – SBCPD) at school level and holiday programmes at teacher resource centers. However, in its current state this system has several shortcomings: (a) there is no mechanism for consistently collecting, compiling and analyzing information on teacher pedagogical skills; (b) there is no mechanism for assessing improvements in teacher subject knowledge, particularly for the in-service teachers; and (c) there is no mechanism for analyzing the linkages between teachers' subject knowledge/pedagogical skills and student learning outcomes. As a result, students' learning problems are not treated as a function of teaching difficulties.

Under this sub-component ZEEP will try to address these gaps by creating a feedback-based training system for teachers' continuous improvement in their teaching competencies, skills and subject knowledge, with a focus on language arts, mathematics and science subjects at Grades 1-5 and Grades 8-9 (Form 1-2). Figure 2 outlines the process of teacher training with such feedback loop.

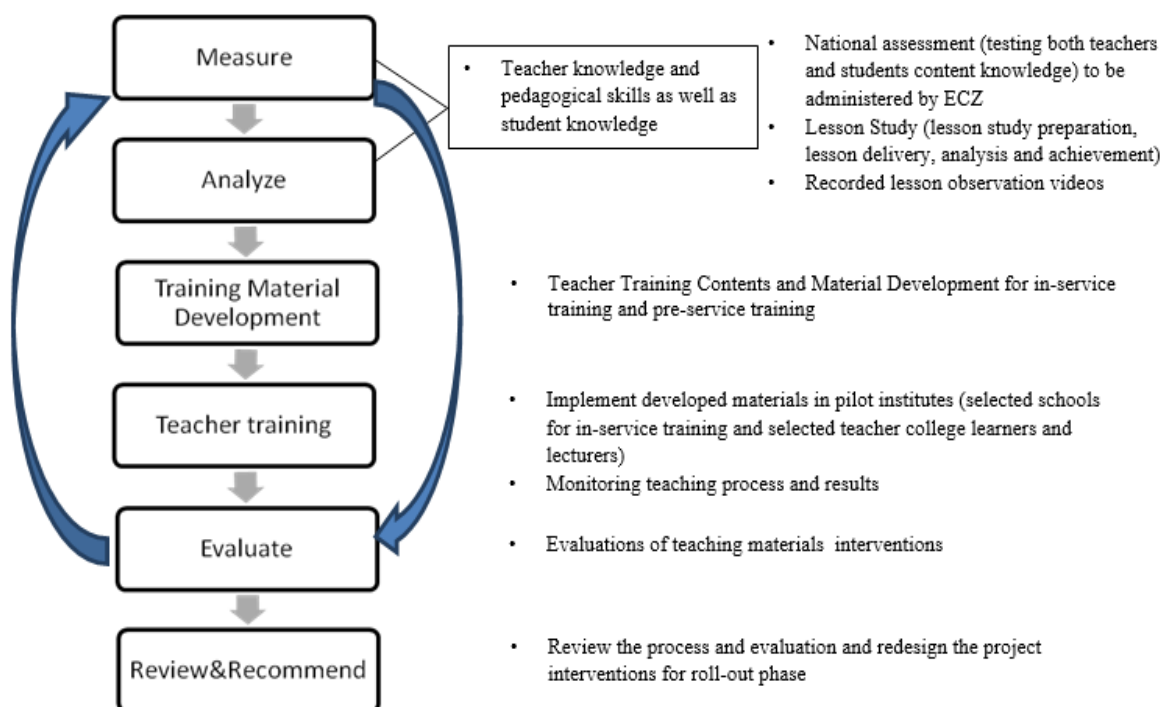


Figure 2: Teacher Competencies, Skills and Subject Knowledge Enhancement System

(c) Development and enhancement of in-service teacher training modules in language arts, mathematics, and science;

Based on the above analyses, teacher training materials which are learner-centered, user-friendly, and aligned with the existing curriculum will be developed. This will be coordinated by the Directorate of Curriculum Development which is responsible for training materials development. The CD Director will be responsible for ensuring timely development and approval of the training materials. At present, teacher training materials are only revised when the curriculum changes. Materials will now be revised systematically based on data analyses.

Training materials will be developed in three phases:

- i. *Challenging topics - identification and selection:* Topics in language arts, mathematics and science that will be identified, on average to be challenging to learners in Grades 1-5 and Grades 8-9 (Form 1-2) will be identified, through analyses of students' learning assessment and examination data in language arts, mathematics and science subject areas.
- ii. *Teacher competencies and skills challenges - identification and selection:* Teachers' pedagogical contents knowledge and lesson study data will be analyzed to identify gaps in teachers' competencies and skills that may contribute to students' challenges in understanding concepts of the identified topics.
- iii. *Training materials Development:* Based on the results of the exercises undertaken in (a) and (b), Training materials will be developed for the identified topics and common pedagogical/knowledge challenges for teachers, to improve teacher competencies, skills and subject knowledge in language arts, mathematics and science subjects for Grades 1-5 and Grades 8-9 (Form 1-2). The materials will be

developed in the most appropriate format (SMS, video, other types of ICT or prints). The Task-force for materials development (which will comprise respective textbook writers, curriculum development officers, teachers educators and other key players as may be seen fit for the purpose), will be responsible for this task.

(d) Training of Trainers of Trainers (ToTs): Training of lecturers, primary and junior secondary school teachers in targeted colleges and schools using the SPRINT system.

Using the developed materials, the teacher training will target language arts, mathematics and science teachers of Grades 1-5 and Grades 8-9 (Form 1-2) in 2,700 schools and 12 public colleges of education across the country. TESS will provide overall guidance to local school authorities on the selection of target schools and teachers. The proposed training modality for this activity is a cascaded training model where the trained teachers will in turn train other teachers at their respective station schools (in-service and pre-service) through Teacher Group Meetings (TGM) and facilitate their learning and practice.

Training will focus on *In-service training*. Two Grades 1-5 teachers and two Grades 8-9 (Form 1-2) teachers in language arts, mathematics and science (one for each subject) from each pilot school will be selected for training as “facilitators/trainers.” They will be trained at training centres in various locations for five days (i.e., one day of orientation, one day for Grades 1-2, one day for Grade 3, one day for Grade 4 and one day for Grade 5). Similar arrangements will be made for Grades 8-9 (Form 1-2) teachers. Lecturers from the twelve (12) public colleges of education will also participate in the training.

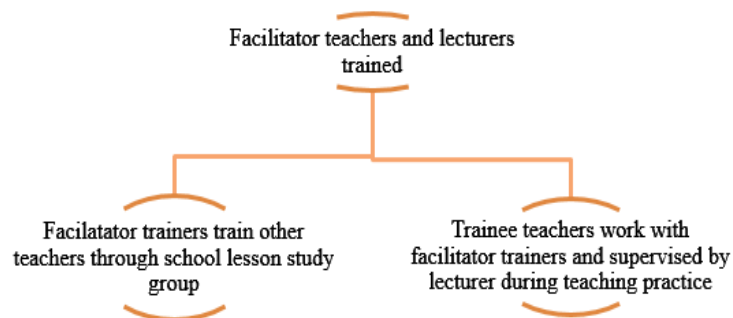
- i. *Under Pre-service training*. The teaching practice part of pre-service training will be supported under the project. The participating colleges under this component of the ZEEP will send trainee teachers for pre-service training at pilot schools for teaching practices. Trainee teachers will work closely with the trained facilitator teachers and participate in TGM’s lesson study meetings at the school. For every five students, there will be a mentor teacher from the pilot school, while also receiving academic support from lecturers from their colleges of education. A team will comprise a practicing teacher (mentor), five student teachers and a lecturer of a college of education. Twelve (12) colleges of education will participate in the project.
- ii. *Lesson study framework*. Both in-service and pre-service teacher training will be implemented through the existing lesson study framework (School Based Continuing Professional Development). The lesson study framework involves use of TGM where teachers in a school meet to discuss common issues in classroom and on topics in each subject. For a chosen subject, the respective teacher facilitator will lead discussions with teachers in Grades 1-5 and in Grades 8-9 (Form 1-2) and go through the lesson study cycle which typically involves eight steps: (i) defining problems and challenges; (ii) collaboratively planning the lesson; (iii) implementing a demo-lesson; (iv) discussing the demo-lesson and

reflecting on its effect; (v) revising the lesson; (vi) teaching the revised lesson; (vii) discussing the revised demo-lesson and reflecting again; and (viii) compiling reflections and sharing them with other teachers.

(e) Technical Assistance to support the improvement of the teacher resource centres

A critical part of the SPRINT model, will be provided. The resource centers, at the provincial, district, and zonal levels, play a key role as meeting places for teacher CPD activities and act as centers of excellence. The project will support an inventory assessment of the resource centers (required resources, staffing, computers, printers, and current use) and work with the MoE to develop a plan to effectively revive the centers which have not recently been financed. The Ministry through the Directorate of TESS in collaboration with the other agencies will develop the Terms of Reference (ToRs) for hiring a consultant to undertake this assignment.

Figure 3: Training of Teachers



(f) A review of the in-service teacher training curriculum framework and upgrading of the CPD Framework.

This work will be provided through TA to ensure alignment with the GRZ’s planned broader curriculum review and reform processes which have already started. The project will support the review and upgrade of the teacher education curriculum for diploma programs and develop the corresponding frameworks for practicum, course assessments and mentor trainings. TESS being responsible for teacher education, will lead the process of developing the ToRs for hiring a consultant for helping the ministry in the review of the Teacher Education syllabi and upgrade the existing CPD framework.

(g) The review of school leadership programs.

The project will provide assistance to support the GRZ’s efforts to reintroduce school leadership training, specifically to review the Zambia Education Management Toolkits’ tools and available school leadership packages to ensure key aspects of school leadership³¹ are incorporated. The GRZ will finance the full implementation of school leadership programs based on the findings from the supported TA.

Sub-Component 1.1 Performance Based Conditions (PBCs)

Table 3: Sub-component 1.1 PBCs

PBC 1					
<i>Improved teacher competencies and skills in teaching language art, mathematics and science in targeted primary and juniorsecondary schools</i>					
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount	Verification Protocol
<i>Output</i>	<i>Yes</i>	<i>Text</i>	<i>8,000,000.00</i>	<i>0.00</i>	
Period	Value		Allocated Amount (USD)	Formula	
<i>Baseline</i>	<i>0.00</i>				
<i>Year 0</i>	<i>0.00</i>		<i>0.00</i>		
<i>2024</i>	<i>PBC 1.1a. Standards of Practice for Teaching Profession developed (US\$1,500,000)</i>		<i>1,500,000.00</i>		PBC 1.1a TCZ in coordination with TSC and HRMA submits standards of practice for teaching profession document which at the minimum should outline the expected standards for teachers at different level: entry, mid-career and senior level to ZEPCU. ZEPCU submits the documents to the IVA who reviews the document with reference to the ToR and validates that the protocol in the ToR was followed and that they are in compliance to international good practice. The IVA submits the verification report to ZEPCU, which in turn submits through the PS to the World Bank for review, no-objection and funds disbursement.
<i>2024</i>	<i>PBC 1.1b. Development of Teacher Professional Development Index (TPDI) initiated (US\$1,500,000)</i>		<i>1,500,000.00</i>		PBC 1.1b TESS conducts needs assessment of technical assistance (TA) for developing TPDI; TA is procured accordingly; MoE establish taskforce for developing TPDI; and taskforce prepares and validates with relevant stakeholders work plan for developing the TPDI. ZEPCU submits to the IVA for its review the: TA's needs assessment; the signed TA contracts; evidence that taskforce has been established; and work plan validated. Once the verification is

PBC 1					
<i>Improved teacher competencies and skills in teaching language art, mathematics and science in targeted primary and juniorsecondary schools</i>					
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount	Verification Protocol
					<i>complete, the IVA submits the verification report to ZEPCU, who submits through the PS to the World Bank for review, no-objection and funds disbursement.</i>
2024	<i>PBC 1.1c. Baseline for teacher competency assessment for mathematics, science and language arts completed (US\$1,000,000);</i>		2,000,000.00	<i>US\$500,000 for at least 50 percent of selected teachers trained up to US\$ 1,000,000</i>	<i>PBC 1.1c ZEPCU submits to the IVA the report prepared by ECZ on baseline of teachers' competences on subject content and pedagogical content knowledge on mathematics, science and language arts, following same format used under ZEEP. Once the verification is complete, the IVA submits the verification report to ZEPCU, who submits through the PS to the World Bank for review, no-objection and funds disbursement.</i>
2025	<i>PBC 1.1d. Teachers from the additional schools selected and trained in the first-round trainings (US\$1,000,000)</i>				<i>PBC 1.1d Teachers from the additional schools selected and trained in the first-round trainings. TESS submits the list of selected teachers in the additional schools, together with the evaluation report which should at a minimum contain the list of participants, training schedule indicating topics covered, and participants prior and post training performance to the ZEPCU, who invites the IVA to verify based on (a) verification of teachers trained in first round training; (b) results of post training assessment of participants and (c) confirmation of participation by calling randomly selected 10 percent of the participants. Once the verification is done, the IVA submits the verification report to the ZEPCU, who submits through the PS to the World Bank for review, no-objection and funds disbursement.</i>

PBC 1					
<i>Improved teacher competencies and skills in teaching language art, mathematics and science in targeted primary and juniorsecondary schools</i>					
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount	Verification Protocol
2025	<i>PBC 1.3a. Mid-term teacher competency assessment completed (US\$500,000) PBC</i>		3,000,000.00	US\$200,000 for every 10 percent of teachers trained on TPDI up to US\$2,000,000	<p>PBC 1.3a ECZ submits the assessment of teacher competencies which should, at a minimum, include (a) a comprehensive analysis of teachers' competencies and needs using the newly developed TPDI and (b) in-depth overview and identification of problematic areas in teacher content and pedagogical content knowledge, to the ZEPCU, who gives it to the IVA for verification based on the requirement outlined in the inception report of this study approved by the MoE and World Bank. Once the verification is complete, the IVA submits the verification report to the ZEPCU, who submits through the PS to the World Bank for review, no-objection and funds disbursement.</p> <p>PBC 1.3b Training provider submits the training package based on the TPDI to TESS. TESS submits the reports to the ZEPCU who submits to the IVA. Using the TPDI framework the IVA will verify and submit the verification reports to the ZEPCU who submits through the PS to the World Bank for review, no-objection and funds disbursement.</p> <p>PBC 1.4 The training provider's training evaluation report of the training, together with participant contact information, to the ZEPCU, who gives it to the IVA to verify (a) results of post-training assessment of participants based on TPDI and (b) confirmation of participation by calling randomly selected 10 percent of the participants. IVA submits the report to ZEPCU who submits through the PS to the World Bank for review, no-objection and funds disbursement.</p>
2025	<i>PBC 1.3b. In-service training modules revised based on TPDI (US\$500,000);</i>				
	<i>PBC 1.4. 100 percent of in-service teachers in targeted schools trained on the TPDI based packages (US\$2,000,000)</i>				

3.1.2 Sub-Component 1.2: Increasing the availability of teaching and learning materials in language arts, mathematics, and science in targeted primary and secondary schools.

This sub-component aims to tackle the issue of severe textbook shortage in the country by improving the current textbook management system and by using the improved system to actually procure and deliver textbooks to schools.

The scarcity of essential learning materials and textbooks, especially in language arts, mathematics and science, affects the teaching and learning process. In its efforts to alleviate the problem, ZEEP plans to improve the availability of textbooks and other educational resources to ensure that every student has the necessary materials for learning.

Sub-Component Objective

This subcomponent aims to increase the availability of teaching and learning materials in language arts, mathematics, home economics, and science in targeted schools to address the severe textbook shortage.

Sub-Component Administration

The Sub-component shall be managed directly by ZEEP management in collaboration with the Directorate of Curriculum Development (DCD).

Roles and Responsibilities of the different institutions

The Ministry of Education will be the implementing agency with the full responsibility for all aspects of the Project implementation with support from other stakeholders. The table below comprises roles and responsibilities of different stakeholders.

Table 4 Roles and responsibilities - Sub-component 1.2

Institutions	Roles and Responsibilities
ZEEP	<ul style="list-style-type: none">• Management of the sub-component activities• Ensure implementation of the planned activities in line with the AWPB• Developing detailed plans for the sub-component including timelines, resource allocation and task assignments.• Identifying potential risks specific to the sub-component, assessing their impact, and developing mitigation strategies.• Keeping detailed records of the progress, issues, and changes related to the sub-component and providing regular reports to the project managers and stakeholders• Providing guidance and technical support to trainers, trainees and other service providers.

Institutions	Roles and Responsibilities
	identifying any deviations, and implementing corrective actions as needed to stay on track.
ZEPCU	<ul style="list-style-type: none"> • Tracking the progress of sub-component against the plan, • Managing communication and information including stakeholder consultation • Ensuring that the deliverables of the sub-component meet the required standards and specifications. Ensure implementation of Monitoring and Evaluation in the sub-component
Directorate of Curriculum Development (DCD),	<ul style="list-style-type: none"> • Lead Directorate will oversee the implementation of the project in collaboration with ZEEP on planning implementation and monitoring to achieve overall component objectives. • Act as a liaison between ZEEP and stakeholders to ensure that the sub-component is aligned to the Ministry and progressing smoothly. This involves regular meetings, updates and reporting. • Managing communication and information including stakeholder consultation. • Coordinating and managing trainings for various stakeholders. • Providing guidance and technical support to trainers, trainees and other service providers. • In charge of implementation of Delivery verification and tracking activities
Ministry of Education-Headquarters	<ul style="list-style-type: none"> • Train stakeholders in textbook management and procurement systems. • Periodic monitoring of storage and utilization of textbooks and other materials in schools • Track the distribution and delivery of the textbooks to ensure the correct and the right number reach the intended beneficiary schools. • Procurement of textbooks in Language Arts, Mathematics and Sciences for Grades 1-12 learners in the intervention schools.
Provinces	<ul style="list-style-type: none"> • Providing storage facilities for in transit textbooks and other materials. • Supervising and support the DEBS in the distribution of text books to the primary schools in the intervention schools.

Institutions	Roles and Responsibilities
	<ul style="list-style-type: none"> • Providing comprehensive report to the PS on the textbook receipt distribution and utilization.
Districts	<ul style="list-style-type: none"> • Providing storage facilities for in transit textbooks and other materials • Monitor utilization of textbooks and other materials in schools • Collect data on the textbook requirements to attain the minimum ratio of three Learners per book in Language and arts, Mathematics and Science.
Target Schools	<ul style="list-style-type: none"> • Provide appropriate and safe storage facilities for the textbooks and materials received by the School. • Ensure the utilization and accountability for the textbooks by the teachers and learners during teaching and learning.

Financing Modality

Sub-component 1.1 has allocation of US\$18 million (Parent ZEEP: US\$10M and 1st AF: US\$8 million) for execution of the related project activities that shall be implemented over the period of the project. These funds will be earned through Investment Project Financing (IPF) with Performance Based Conditions (PBCs).

Activities of the sub-component

The project will support the increased availability of teaching and learning materials. Full implementation of the following activities will be supported:

- (a) The assessment, re-design, and improvement of the textbook management system (including planning, procurement, delivery, and tracking of textbooks);
- (b) The procurement, distribution, and tracking of textbooks and teacher guides in language arts, mathematics, home economics, and science from Grades 1–12 in targeted schools using the textbook management and tracking system developed through the parent project;
- (c) The adaptation of materials for children with special learning needs;
- (d) The project will provide additional support to the review of the national school curriculum, which is expected to be operationalized in 2025. Project support will be limited to TA for the review and validation of documents with the GRZ supporting the publication and distribution of the national curriculum frameworks and syllabi, as well as orientation of teachers in the target schools.
- (e) Review of materials related to SRGBV, including sexual exploitation and abuse and comprehensive sexuality education will be supported. Based on the outcome of the review and availability of resources, one or more titles will be developed

complementing the GRZ and partner efforts (including UNESCO) on comprehensive sexuality education and related materials.

So far, the Ministry has undertaken these activities under textbook procurement such as strengthened textbook management system; improved the system for procuring and delivering textbooks to schools; and a bid document based on international good practices for soliciting bids from textbook publishers was finalized, and procurement of textbooks for all the Grades using the new textbook management system has commenced. A new textbook evaluation criterion was developed and textbook evaluators for science, Home Economics and mathematics were trained. However, the current textbook evaluation criterion is not sustainable as it is too expensive for the Government, hence, needs to be reviewed.

Financing Textbooks - Using the new textbook management system, the MoE will under ZEEP AF procure and deliver textbooks for language arts, mathematics, Home Economics and science for all grades in targeted primary and secondary schools with a view of attaining a pupil-textbook ratio of 1:3 (*Annex 4, p.200*). The general objective is to improve textbook availability in language arts, mathematics, Home Economics and science for all grades (Grades 1-12) targeting 2,700 schools of which 2,300 are primary and 400 are secondary schools in the selected districts and schools.

Sub-Component 1.2 Performance Based Conditions (PBCs)

Table 5: Subcomponent 1.2 PBCs

PBC 2					
Improved textbook management system in place and being used					
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount	Verification Protocol
<i>Output</i>	<i>Yes</i>	<i>Text</i>	8,000,000.00	0.00	
Period	Value		Allocated Amount (USD)	Formula	
<i>Baseline</i>	<i>No</i>				
<i>Year 0</i>	<i>Yes</i>		0.00		
2024	Evaluation of improved textbook management system		0.00		ZEPCU submits through the PS the bidding documents to the World Bank for review, no-objection and funds disbursement.
2024	2.1. Bidding process completed according to the MoE's improved textbook procurement guidelines		4,000,000.00		The PSU submits the delivery report which should include, at a minimum, (a) the description of the textbook delivery and tracking methods used; (b) the actual number of textbooks delivered; and (d) the pupil-textbook ratio, to the ZEPCU, who invites the IVA to verify based on (a) the MoE's new textbook procurement, delivery and tracking guidelines; and (b) confirmation of textbook delivery by calling randomly selected 10 percent of targeted schools. The IVA submits the verification report to ZEPCU, who submits it through the PS to the World Bank for review, no-objection and funds disbursement.

PBC 2					
Improved textbook management system in place and being used					
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount	Verification Protocol
2024 2025	2.2a. 65 percent Targeted Schools with 3:1 student textbook ratio		2,000,000.00	US\$444,444 for each 10 percent of schools with 3:1 ratio maximum up to US\$2,000,000	The PSU submits the delivery report which should include, at a minimum, (a) the description of the textbook delivery and tracking methods used; (b) the actual number of textbooks delivered; and (d) the pupil-textbook ratio, to the ZEPCU, who invites the IVA to verify based on (a) the MoE's new textbook procurement, delivery and tracking guidelines; and (b) confirmation of textbook delivery by calling randomly selected 10 percent of targeted schools. The IVA submits the verification report to ZEPCU, who submits it through the PS to the World Bank for review, no-objection and funds disbursement.
2025 2025	2.2b. 65 percent Targeted Schools with 3:1 student textbook ratio		1,000,000.00	US\$500,000 for each 10 percent of schools with 3:1 ratio maximum up to US\$1,000,000	The PSU submits the delivery report which should include, at a minimum, (a) the description of the textbook delivery and tracking methods used; (b) the actual number of textbooks delivered; and (d) the pupil-textbook ratio, to the ZEPCU, who invites the IVA to verify based on (a) the MoE's new textbook procurement, delivery and tracking guidelines; and (b) confirmation of textbook delivery by calling randomly selected 10 percent of targeted schools. The IVA submits the verification report to ZEPCU, who submits it through the PS to the World Bank for review, no-objection and funds disbursement.

PBC 2					
Improved textbook management system in place and being used					
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount	Verification Protocol
2025	2.2c. 85 percent Targeted Schools with 3:1 student textbook ratio		1,000,000.00	US\$500,000 for each 10 percent of schools with 3:1 ratio maximum up to US\$1,000,000	The PSU submits the delivery report which should include, at a minimum, (a) the description of the textbook delivery and tracking methods used; (b) the actual number of textbooks delivered; and (d) the pupil-textbook ratio, to the ZEPCU, who invites the IVA to verify based on (a) the MoE's new textbook procurement, delivery and tracking guidelines; and (b) confirmation of textbook delivery by calling randomly selected 10 percent of targeted schools. The IVA submits the verification report to ZEPCU, who submits it through the PS to the World Bank for review, no-objection and funds disbursement.

PARENT ZEEP DLIs

PARENT ZEEP – DLIs (13 out of 15)		Year	Allocated amount (US\$, millions)	
DLI #2A: Improved textbook management system (involved 382 schools)	2A.3: Training of representatives from at least 60% of all public schools in each district by the PEOs in advanced textbook delivery verification	2	1,000,000	A training program and budget for Provincial ToTs has been prepared
DLI #2B: Textbooks procured and delivered to targeted schools (involving 382 schools)	2B.2: Textbooks procured through the bidding process according to the MoGE’s improved textbook procurement guidelines are delivered to at least 80% of the targeted schools on time	2&3	3,000,000	The procurement has been combined with the ZEEP – AF activity and bidding documents have been prepared.

3.1.3 Sub-Component 1.3: Improving teacher recruitment, deployment, and management and reducing teacher shortages in targeted primary and secondary schools.

To support ministry efforts in improvements and upgrading of teacher education to ensure that teachers have the necessary pedagogical content knowledge, competencies and skills in language arts, mathematics, and science subject areas.

Sub-Component Objective

The objective of this subcomponent is to support government efforts in transforming policies, regulations, and guidelines related to teacher recruitment, deployment, and management. This project will strengthen the Governments’ teacher recruitment efforts, particularly addressing issues around teacher misplacements.

Sub-Component Administration

The Sub-component shall be managed directly by ZEEP management in collaboration with the Directorate of Human Resource and Administration (HRA).

Roles and responsibilities of the different institutions

The Ministry of Education will be the implementing agency with the full responsibility for all aspects of the Project implementation with support from other stakeholders. The Directorate of HRA will work with other Collaborative Agencies (CA) namely the Teaching Service Commission (TSC), Teaching Council of Zambia (TCZ) and Public Service Management Division (PSMD) to implement the sub-component. The table below comprises roles and responsibilities of different stakeholders.

Table 6 Roles and responsibilities - Sub-component 1.3

Institutions	Roles and Responsibilities
ZEEP	<ul style="list-style-type: none"> • Developing detailed plans for the sub-component including timelines, resource allocation and task assignments. • Identifying any deviations and implementing corrective actions as needed to stay on track. • Identifying potential risks specific to the sub-component, assessing their impact, and developing mitigation strategies. • Keeping detailed records of the progress, issues, and changes related to the sub-component and providing regular reports to the project managers and stakeholders • Implementation of the activities in collaboration with collaborating institutions
ZEPCU	<ul style="list-style-type: none"> • Tracking the progress of sub-component against the plan, identifying any deviations, and implementing corrective actions as needed to stay on track.

Institutions	Roles and Responsibilities
	<ul style="list-style-type: none"> • Ensuring that the deliverables of the sub-component meet the required standards and specifications. • Identifying potential risks specific to the sub-component, assessing their impact, and developing mitigation strategies.
Directorate of Human Resource and Administration	<ul style="list-style-type: none"> • Manage the human resource function in the Ministry in order to enhance staff morale and optimize utilization of human resources; • Provide administrative and logistical support services in order to enhance smooth operations of the Ministry; • Disseminate human resource and administrative policies in order to inform decision making and create awareness; • Interpret terms and conditions of service, code of ethics and Government policy on training in order to enhance adherence and ensure compliance to the National Training Policy; • Undertake training needs assessments in the Ministry in order to facilitate preparation of training programs; • Maintain buildings and surroundings in order to promote a conducive working environment; • Provide Registry services in order to contribute to the efficient operation of the Ministry; • Formulate and implement staff wellness programs; and • Manage the public relations function in the Ministry.
Teaching Service Commission	<ul style="list-style-type: none"> • Second, transfer, re-grade and separate employees in the Teaching Service; • Facilitate the transfer of staff across the Service Commissions; • Transfer employees from one Government institution to another Government institution within the Teaching Service; • Authorize the withholding, reduction, deferment or suspension of salary of employees in the Teaching Service; • Hear and determine complaints and appeals from employees whose cases have been determined by Government institutions within the Teaching Service; (f) in consultation with the Teaching Council, set and promote a code of ethics and human resource management principles and values for the Teaching

Institutions	Roles and Responsibilities
	<p>Service, in accordance with the values and principles set out in section four;</p> <ul style="list-style-type: none"> • Establish standards and guidelines on human resource management for the Teaching Service; • Monitor and evaluate compliance with the code of ethics, human resource management principles and values and any other standards and guidelines on human resource management for the Teaching Service, in the execution of delegated powers and functions by Government institutions in the Teaching Service; • Impose appropriate sanctions, including withdrawal of delegated human resource management functions, on erring Government institutions within the Teaching Service; and
Public Service Management Division	<ul style="list-style-type: none"> • Payroll management – manage and monitor payroll processing on the P MEC system in order to ensure accurate and timely processing of the payroll • Organizational Management - Management and monitor organization structures in the public Service in order to ensure adherence to the approved structure • Technical Support – Manage and Coordinating authorization on the P MEC System and provision of all help desk and technical support services in order to ensure maximum security and availability of system resource. • Personnel Cost Planning – Manage the generation of and monitor the personal emoluments budgets on the P MEC system in order to provide information to facilitate, maintenance of personal emoluments budget expenditure • Personnel Administration – Manage and monitor the implementation of Human Resource Practices on the P MEC system to ensure adherence to the Terms and Conditions of Service, Statutory Instruments and regulations • Audit – Supervise and undertake audits of the P MEC system in order to ensure accountability of Government funds and effectiveness of the system • Accounts – Supervise the processing of funding requests and authorization of Direct Debit Account Credit (DDAC) transactions in order to facilitate salary and third party systems

Institutions	Roles and Responsibilities
Teaching Council of Zambia	<ul style="list-style-type: none"> • To register teachers and regulate their practice and professional conduct; • Set and enforce professional standards in the Teaching Profession; • Promote the integrity and enhance the status of the Teaching Profession; • Develop, Promote and enforce internationally comparable Teaching Profession Standards in the Teaching Profession; • Promote the provision of profession development among teachers; • Promote public awareness in matters relating to the Teaching Profession; • Investigate cases of professional misconduct; • Promote, protect and advance the general interest of teachers.
Provincial Education Officer's Office (PEO)	<ul style="list-style-type: none"> • Provision of strategic guidance and supervision of the implementation of the project components at the provincial level; • Provision of transport and other logistics management for project activities and relevant monitoring at provincial level; • In collaboration with the LA, coordination and organization of training workshops, meetings, studies, etc. at provincial level; • Compilation and submission of field reports such as teacher classroom observations videos • Providing storage facilities for in transit materials and equipment such as textbook; • Supervising and support the monitoring and project implementation activities of the DEBS such as distribution of text books to the primary schools in the pilot for teacher quality component and inspection and supervision of building works under component 2 • Providing a comprehensive report to the PS on the textbook receipt distribution and utilization. • Collecting data on space created and vitalization and determine additional space created and timely request for its utilization through pupil enrolment. • Assessing teacher recruitment needs in newly expanded schools under ZEEP and make timely requests.

Institutions	Roles and Responsibilities
	<ul style="list-style-type: none"> • Providing comprehensive monitoring and evaluation reports to ZEEP
District Education Board Secretary's office (DEBS)	<ul style="list-style-type: none"> • Provision of strategic guidance and supervision of the implementation of project components at district level; • Provision of transport and other logistics management for project activities and relevant monitoring at district level; • In collaboration with the PEO, coordination and organization of training workshops, meetings, studies, etc. at District level; • Compilation and submission of field reports such as teacher classroom observations videos to the district resource cent res coordinators and progress reports on teacher performance. • Assessing teacher recruitment needs in newly expanded schools under ZEEP and make timely requests. • Facilitating for capacity building meetings and orientation of school managers and teachers in the target school. • Providing comprehensive ZEEP monitoring and evaluation reports to the LA through the PEO's office.

Funds Allocation

Sub-component 1.3 has allocation of USD 3 million for execution of the related project activities that shall be implemented over the period of the project. These funds will be earned through Investment Project Financing (IPF) with Performance Based Conditions (PBCs).

Activities of the Sub-Component

The project will provide full support for the

- (a) Development and implementation of a TPDI-based teacher selection and evaluation process. The TPDI offers a type of merit-based teacher recruitment and management that will support existing GRZ efforts in reforming teacher management to a merit-based teacher system as aligned to international evidence on competency-based teacher recruitment practice
- (b) Baseline study to establish the extent of payroll mismatches. The baseline study will help identify teacher needs at the school level based on student enrolment and provide information on teacher retention rates in rural and remote schools. These studies will form the basis of the national strategy, complemented by district-level action plans, designed to improve teacher recruitment, deployment, and management
- (c) Evaluation of Government efforts in terms of decentralized teacher recruitment and deployment.

- (d) Review of existing teacher grievance mechanisms and guidelines. With support from UNESCO, the MoE developed guidelines on teacher GRMs, emphasizing social engagement in addressing grievances. The project will support a review of the adequacy of the guidelines, particularly in terms of reporting without fear of reprisal and confidentiality with findings used to inform best available options for support.
- (e) Given the recent completion of a teacher database by the Teaching Council of Zambia (TCZ), the project will no longer support a similar planned activity. Instead, the project will provide TA to review the developed database and enhance it so that it provides an integrated and shared system that can be utilized by all key units dealing with teacher issues (Teacher Education and Specialized Services [TESS], Directorate of Planning and Information [DPI], Teaching Service Commission [TSC], and Human Resource Management Administration [HRMA]).

By implementing these activities under sub-component 1.3, this will create a more efficient and equitable teacher recruitment and employment system, ultimately leading to improved educational outcomes.

Sub-Component 1.3 Performance Based Conditions (PBCs)

Table 7: Sub-component 1.3 PBCs

PBC 3 Improved teacher recruitment and deployment					
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount	Verification Protocol
Output	No	Text	3,000,000.00	0.00	
Period	Value		Allocated Amount (USD)	Formula	
Baseline	0.00				
Year 0	0.00		0.00		
2024	PBC 3.0: Terms of reference for the baseline survey to assess teacher shortages and payroll mismatch and teacher retention study developed (1,000,000.00)		1,000,000.00		MoE and Teaching Service Commission submits the developed terms of reference for the baseline survey to assess teacher shortages and payroll mismatch and teacher retention study developed to the ZEPCU who submits through the PS to the World Bank for review, no objection and funds disbursement.
2024	PBC 3.1: improved teacher management strategy (including how to increase female math and science teachers) based on the baseline survey and teacher retention study findings developed (US\$400,000). PBC 3.2a. at least 70 percent of the teachers allocated to the Targeted Schools are deployed (US\$300,000).		700,000.00		PBC 3.1 MoE and TSC submits to the strategy on how to improve teacher management (including how to increase female math and science teachers) based on the baseline survey and teacher retention study findings to ZEPCU who submits to IVA to verify and validate the strategy. IVA submits the verification report to ZEPCU who submits through the PS to the World Bank for review, no objection and funds disbursement. PBC 3.3 MoE and TSC submits a report on the recruitment protocol used by the districts clearly showing the TPDI aspects to the ZEPCU, which submits to the IVA. The IVA

PBC 3 Improved teacher recruitment and deployment					
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount	Verification Protocol
					<i>verifies, including by calling at least 10 districts on a random basis. Once completed, the IVA prepares the report and submits to the ZEPCU who submits through the PS to the World Bank for review, no-objection and funds disbursement.</i>
2024 2025	<i>PBC 3.2b. at least 70 percent of the teachers allocated to the Targeted Schools are deployed (US\$300,000). PBC 3.3. 30 percent of the districts using TPDI based teacher recruitment system (US\$200,000). PBC 3.4. At least 70 percent of the recruited and deployed teachers in the Targeted Schools in the year 3 serving in the same schools (US\$250,000).</i>		750,000.00		PBC 3.3b <i>MoE and TSC submits a report on the recruitment protocol used by the districts clearly showing the TPDI aspects to the ZEPCU, which submits to the IVA. The IVA verifies, including by calling at least 10 districts on a random basis. Once completed, the IVA prepares the report and submits to the ZEPCU who submits through the PS to the World Bank for review, no-objection and funds disbursement.</i>
2025 2025	<i>PBC 3.5: 70 percent of the districts using TPDI based teacher recruitment system (US\$300,000). PBC 3.6. At least 70 percent of the recruited and deployed teachers in the Targeted schools in year 3 and year 4 serving in the same schools (US\$250,000).</i>		550,000.00		PBC 3.5 <i>MoE and TSC submits a report on the recruitment protocol used by the districts clearly showing the TPDI aspects to the ZEPCU, which submits to the IVA. The IVA verifies, including by calling at least 20 districts (in addition to the 10 districts in Year 4) on a random basis. Once completed, the IVA prepares the report and submits to the MoE who submits through the PS to the World Bank for review, no-objection and funds disbursement.</i>

Parent ZEEP DLIs

Year	DLI	Target	Date of Achievement of DLI	Status
0	1.1	Identification of 300 schools and 764 teachers using the agreed criteria for pilot (US \$2.0m)	21 st June, 2018	Achieved. Verified Report Available
1	1.2	1 st round diagnostic of teacher training needs in Mathematics and Science subject areas completed (US \$1.0m)	27 th March, 2019	Achieved. Verified Report Available
	1.3	Baseline Survey conducted to gather data on outcomes of student learning and teacher performance in target schools (US \$2.0m)	9 th May, 2019	Achieved. Verified Report Available
2	1.4	At least 650 identified teachers in pilot schools trained in the first round of training based on the outcome of the first-round diagnostic (US \$4.0m)	7 th February, 2020	Achieved. Verified Report Available
3	1.5	Second round diagnostic of teacher training needs in Mathematics and Science subject areas completed (US \$3.0m)	27 th July, 2021	Achieved. Verified Report Available
4	1.6	At least 90% of teachers trained in first round receive second round training based on the second-round diagnoses (US \$2.0m)	Activity conducted in February, 2022	Achieved. Awaits Verification by the IVA.
Total US \$14.0 m				
5	1.7	At least 5% increase from baseline in proportion of teachers (teaching G5 and G9) who meet the prescribed curriculum competencies and pedagogical skills in Math & Science for G5 & G9, respectively in target schools (US \$6.0 m)		End of Project DLI

Having achieved all the DLIs for the period under review, the component is working on the achievement of the following DLIs under ZEEP – AF:

AF

Year	DLI	Target	Date of Achievement of DLI	Status
0	1.0	Second-Round Diagnostic Training Needs in Mathematics and Science Subject Areas Completed Under Original Project (US \$2.0 m)	27 th July, 2021	Achieved under Parent ZEEP. Verified Report Available
1	1.1 a)	Standards of Practice for the Teaching Profession Developed (US \$3 .0 m)		The Standards of Practice are

Year	DLI	Target	Date of Achievement of DLI	Status
				available. . Awaits Printing, Orientation and Dissemination
1	1.1 b)	Development of Teacher Professional Index (TPDI) Initiated (US \$3.0 m)		In Progress
1	1.1 c)	Baseline for Teacher Competency Assessment for Language Arts Completed (US \$2.0 m)		Pending
1	1.1 d)	At least 90% of Teachers Trained in First-Round Training Based on the Second-Round Diagnoses Under Parent ZEEP (US \$1.0 m)	Activity conducted in February, 2022	Achieved under Parent ZEEP. Report submitted and awaits IVA Verification
2	1.2	TPDI developed and used on assessments of teacher competencies (US \$3 m)		
3	1.3a)	Mid-term teacher competency assessment completed (US \$2 m)		
3	1.3b)	In-service training modules revised based on TPDI (US \$2 m)		
4		50% of in-service teachers in targeted schools trained on the TPDI based package (US \$8 m)		
5		100% of in-service teachers in targeted schools trained on the TPDI based package		

3.2 Component 2: Increasing access to safe secondary schools

This component will support the Government's effort in increasing access to secondary education in under-served communities by constructing 120 secondary schools in rural areas. It targets Grades 8-12 with a minimum package of five classrooms and necessary facilities such as laboratory, office space, teacher accommodation and toilets to make the new construction functional and meet the Government's standards. Given this design and its cost estimation as well as available project funds, 120 schools will be built with a minimum package under the project. It is expected that at least 24,000 new secondary school seats will be created with this expansion program. As many girls drop out of secondary schools due to early pregnancy and lack of safety and sanitation facility at school, the project will also provide sanitation facilities to meet adolescent girls' health needs in all the constructed schools and build 25 all-girl weekly-boarding facilities in 25 of the most remote schools.

The selection of schools to be built will follow a set of transparent, objective and explainable criteria targeting the neediest communities in rural areas, as defined by poverty, primary to secondary school transition rate, pupil-classroom ratio, number of existing secondary schools, coverage of recent Government initiatives on school construction. The construction of classrooms and facilities will adopt a community-based approach. The construction has been phased into two. Western, North-Western, Copperbelt and Southern Provinces will be done in phase 1, and phase 2 will have Lusaka, Eastern, Central, Northern, Luapula and Muchinga Provinces.

The Zambia Education Projects Implementation Unit (ZEPIU) under the MoE will be responsible for implementing this component in collaboration with Provincial Education Offices (PEO), local parent-teacher associations and project implementation committees where schools reside. The entire construction is expected to be completed by the fifth year of the implementation. To incentivize the construction on schedule, the Investment Project Financing (IPF) approach will be used to finance this component.

Component Objective

The objective of this component is to increase access to secondary education in underserved communities and address the acute shortage of secondary school spaces, including the long home-to school distance, which is also a barrier for girls' access to secondary education in Zambia.

Component Administration

The component 2 coordinator plays crucial roles in managing and executing the component activities of the project. The component coordinator reports to the Deputy Project Coordinator.

Roles and Responsibilities of the different institutions

The Ministry of Education will be the implementing agency with the full responsibility for all aspects of the Project implementation with support from other stakeholders. The table below comprises roles and responsibilities of different stakeholders.

Table 8 Roles and responsibilities - Component 2

Institutions	Roles and Responsibilities
Ministry of Education	<ul style="list-style-type: none"> • Manage the component activities • Implement the activities in collaboration with stakeholders • Developing detailed plans for the component/sub-component, including timelines, resource allocation, and task assignments. • Acting as a liaison between the project, ZEPIU and other stakeholders to ensure that the component is aligned to the ministry and progressing smoothly. This involves regular meetings, updates, and reporting. • Identifying potential risks specific to the component, assessing their impact, and developing mitigation strategies. • Keeping detailed records of the progress, issues, and changes related to the component/sub-component and providing regular reports to the project managers and stakeholders. • Periodical monitoring of procurement activities undertaken by the schools in order to ensure adherence to the Public Procurement Act and World Bank Regulations. • Responsible for undertaking procurement process for all centrally procured goods and services.
Zambia Education Program Coordination Unit (ZEPCU)	<ul style="list-style-type: none"> • Tracking the progress of the component against the plan, identifying any deviations, and implementing corrective actions as needed to stay on track • Ensuring that the deliverables of the component meet the required standards and specifications. • The Project Implementing Unit (ZEPCU) will coordinate and oversee the day-to-day implementation of the project activities. • It will coordinate with the Directorate of Planning and Information to ensure day-to-day activities related to the Safe School Program are adequately and timely addressed and survivor-centered approaches are implemented under the project.

Institutions	Roles and Responsibilities
	<ul style="list-style-type: none"> • Ensure M&E activities are implemented in the component • Ensure ESS including GRM activities are implemented in the component • Ensure effective communication within and outside the project • Responsible for initiating procurement process for all goods and services to be procured centrally. • Ensure that schools are adhering to both the Public Procurement Act and its Regulations and the World Bank’s Procurement Regulations in the acquisition of goods and services for the construction of schools.
Zambia Education Projects Implementation Unit (ZEPIU)	<ul style="list-style-type: none"> • Collaborating with the component coordinator on planning, implementation, monitoring and reporting processes to achieve overall project objectives; • Collaborating with the component coordinator to execute assigned activities. • Ensure minimum quality standard of construction is attained. • Ensure timely execution and completion of construction activities. • Managing communication and information including stakeholder consultations on the project. • Providing guidance and technical support to monitoring and implementing teams at offices of the PEO and DEBS, school/community levels including Resident Engineers, Buildings Offers, TSs and PICs. • Manage trainings of various stakeholders to enhance capacity in the execution of the project under Community Based Approach. • Preparing monthly progress reports in collaboration with the component coordinator.
Provincial Education Office	<p>The Provincial Education Offices will be the entry point for implementation of all project activities under ZEEP at the provincial level. The PEO’s office will support this project in many ways including</p> <ul style="list-style-type: none"> • Provision of strategic guidance and supervision of the implementation the project components at the provincial level;

Institutions	Roles and Responsibilities
	<ul style="list-style-type: none"> • Provision of transport and other logistics management for project activities and relevant monitoring at provincial level; • In collaboration with the PIU, coordination and organization of training workshops, meetings, studies, etc. at provincial level; • Compilation and submission of field reports on construction activities. • Providing storage facilities for in transit materials and equipment such as textbook; • Supervising and support the monitoring and project implementation activities of the DEBS such as inspection and supervision of building works under component 2 • Providing a comprehensive report to the PS on construction project. • Collecting data on space created and utilization and determine additional space created and timely request for its utilization through pupil enrolment. (too many “ands”). • Assessing teacher recruitment needs newly expanded schools under ZEEP and make timely requests. • Providing comprehensive ZEEP monitoring and evaluation reports to the PIU. • Approving of the Procurement Plans developed by the schools • Approving of all procurement evaluation reports and recommendation for contract award within the prescribed threshold.
District Education Board Secretary's Office	<p>The DEBS' offices will be the entry point for implementation of ZEEP activities at the district level. In the case that Ministry of Local Government takes over the administration of primary schools, realignment of reporting and implementation channel will be revised accordingly. The DEBS will be or may delegate a focal person and will report to the PEO. DEBS' office will support this component in many ways including:</p> <ul style="list-style-type: none"> • Provision of strategic guidance and supervision of the implementation the project components at district level;

Institutions	Roles and Responsibilities
	<ul style="list-style-type: none"> • Provision of transport and other logistics management for project activities and relevant monitoring at District level; • In collaboration with the PEO and PIU, coordination and organization of training workshops, meetings, studies, etc. at district level; • Compilation and submission of field reports such as teacher classroom observations videos to the district resource centres coordinators and progress reports on construction activities. • Providing storage facilities for in transit materials and equipment such as textbook; • Supervising and supporting the TS and PIC during implementation of Component 2 by attending to the challenges experienced by the TS and PIC.; • Collecting data on space created and utilization and determine additional space created and timely request for its utilization through pupil enrolment. • Assessing teacher recruitment needs newly expanded schools under ZEEP and make timely requests. • Facilitating for training of the PIC and its subcommittees under Component 2 to enhance community empowerment, commitment and smooth project implementation using the Community Based Approach. • Providing comprehensive ZEEP monitoring and evaluation reports to the PIU through the PEO's office. • Provide oversight role in the procurement process by facilitating the transmission of all procurement requests, evaluation reports and recommendations for contract award to the approvals authority. • Ensuring that the schools are adhering to laid out procurement procedures and regulations.

Institutions	Roles and Responsibilities
<p>Local School/Beneficiary Community</p>	<p>The school and the beneficiary community will be the major actors in that the construction activities will be undertake using the Community Based Approach. The school and the community shall work hand in hand. The school Head teacher shall be part of the PIC working together with the beneficiary community. The school administration in conjunction with the PTA and the local beneficiary community through the PIC shall be responsible for the construction activities.</p> <ul style="list-style-type: none"> • Under guidance of the PEO/DEBS procure project materials, source and engage labour for the project. • Mobilize and motivate communities to enhance needed community input to the construction, such as site clearing, loading and offloading of materials and drawing of water. • Assist in identifying sources of suitable local construction materials. • Organize and facilitate community sensitization activities and meetings; • Prepare and submit progress reports to the district office highlighting challenges and achievements; • Manage the project resources including finances, labor etc.; • Promote safe work practices • Assist with obtaining consent letters and any other necessary permits from the traditional leaders. • Shall be responsible for the preparation of annual procurement plans. • Shall be responsible for collecting of quotations, evaluation of quotations and recommending the award of contract to the successful bidder. • Shall be responsible for safe receipt and keeping of materials procured for construction.

Financing Modality

Component 2 has allocation of USD 172 million for execution of the related project activities that shall be implemented over the period of the project. These funds will be financed through Investment Project Financing (IPF).

Activities of Component 2

Supported activities include:

- a) Evaluation of community mode construction
- b) Development of a costed national construction plan
- c) Contracting of third-party supervision
- d) Expansion of mobile technology-based monitoring system
- e) monitoring visits by national, provincial and district building officers and engineers;
- (f) contractual recruitment of technical supervisors for each site of construction
- f) Training of school-level Project Implementation Committee (PIC) members, technical supervisors, building officers, and engineers
- g) The procurement of science and home economics laboratory equipment and consumables will be supported, ensuring that it aligns with support in other components and teachers' capacity to use these resources are appropriately built.

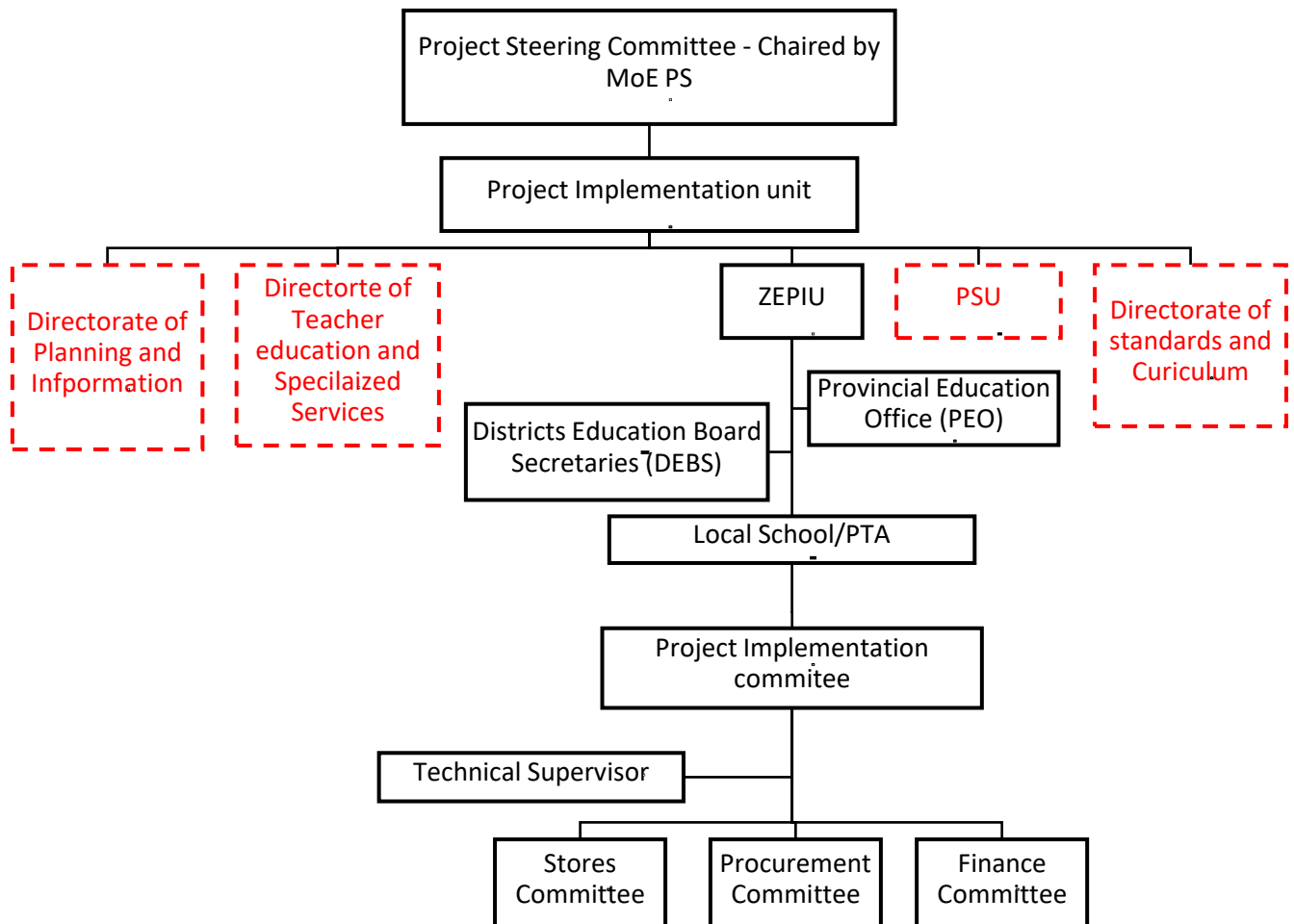
COMPONENT 2 IMPLEMENTATION ARRANGEMENTS

For new secondary school construction, a community-based approach as identified by World Bank's Procurement Regulation (Regulation 6.9 and 6.10) is "Community-driven Development (CDD)". The guiding principle is – (CDD projects generally envisage a large number of small-value contracts for Goods, Non-consulting and/or Consulting Services and a large number of small Works scattered in remote areas. Commonly used procurement procedures include RFQ; local competitive bidding inviting prospective Bidders for Goods and Works located in and around the local community; direct contracting for small-value Goods, Works, and Non-consulting Services; and the use of community labor and resources. CDD will be implemented by the Zambia Education Projects Implementation Unit (ZEPIU) at MoE. ZEPIU will oversee the technical quality control of the construction and the coordination will be done through PEO's and DEBS office. Each selected school for construction will work with its community and form project implementation committee to manage day-to-day construction affairs such as material procurement and finance and maintenance. The component will be implemented through a 4-tier structure (national, provincial, and district and school/local community) with MoE providing the oversight.

- **National level.** The implementation team will be comprised of MoE staff in the infrastructure section under the Directorate of Planning and Information. It will consist of architects, engineers and quantity surveyors. This team will be led by Director ZEPIU and will be responsible for the oversight of the component implementation at national level. It will work with the procurement unit in the Ministry to procure all services, furniture and equipment that shall be procured centrally following Bank's Procurement Regulation and standard bidding document as concurred by the Bank.
- **District /Provincial level.** At provincial level the sub-projects will be coordinated by a team of two staff comprising the Resident Engineer and Senior Buildings Officer, both under the MoE. The team leader will be the Resident Engineer. At district level the sub-projects will be coordinated by the DEBS office which shall include the Assistant Buildings Officer under MoE and other officers as may be determined by the DEBS to facilitate community mobilization and training. In the event of complete decentralization, the link will be from the Resident Engineer at provincial level to the school/local community.

- **School/Local Community level.** At this level, a Project Implementation Committee will be elected to coordinate project implementation activities. The TS shall provide technical support to the PIC at school level. The PIC will report to the Parents and Teachers' Association (PTA) and the DEBS or PEO and it will have sub-committees such as the Procurement sub-committee responsible for material procurement, The Stores sub-committee will be responsible for material and tools storage and issuance, and the Finance committee will be responsible for ensuring that the project is funded and that all payments are timely.

Figure 1: Implementation arrangement: Improving Equitable Access - Component 2



Implementation Strategy:

Two approaches will be used under component 2 (increasing equitable access to secondary education), namely Community Based Approach for construction activities and Centrally Based Approach for goods and specialized services.

- **Community based approach (Bank’s Procurement Regulation (Regulation 6.9 and 6.10) - “Community-driven Development (CDD):** This Approach involves delegation of construction management activities by the central ministry to the local communities. In this case delegation occurs when Ministry of Education (MoE) transfers responsibility for decision making and administration of the project to a local school community that may have some independence but are ultimately accountable to the MoE.

b) Centrally Based Approach (Following World Bank’s Procurement Regulations):

This approach involves centralized management by a central ministry. A central ministry office allocates the resources, procures, evaluates and awards the contracts through the central ministerial procurement committee, pays the contractors, and supervises the contract execution. It is suitable for management of contracts that are either of high value or are specialized/complicated or both.

Community Based Implementation Approach:

Delegation of project management to Local Communities: Implementation of the construction of new secondary schools’ and other facilities under Component 2 will use a Community-Based Approach (Community-driven Development) which has great potential to scale up the number of schools with the same resource envelop due to lower costs it is associated with. Under Community Based Approach the central ministry delegates management of a project to the local community which would still be ultimately accountable to the central ministry for the purpose of:

- i. Empowering the community by enhancing their capacity and confidence levels in project implementation and sense of project ownership. The enhanced sense of ownership in turn enhances the community’s care and management of the developed facility;
- ii. Taking advantage of the great potential the approach has, to scale up the number of schools with the same resource envelop due to the lower costs it is associated with.
- iii. Skills transfer and development to all project personnel.

Likewise, the Ministry of Education (MoE) will delegate management of the construction activities to the local school communities but they will still be ultimately accountable to MoE.

Community mobilization: The schools in Zambia are linked to the local / beneficiary communities through the Parents and Teachers Associations (PTAs). The implementation strategy will make use of existing PTAs in the targeted schools for initial community mobilization. The targeted schools’ administration will be informed about the selection and requested to arrange for a sensitization meetings/project launch meeting (Project Launch Workshop (PLW)) with the local/beneficiary community through the PTA. Community sensitization about the project and their involvement will be conducted by the Provincial Education Office (PEO) with/or District Education Office (DEBS) at a community sensitization meeting/PLW.

Project Launch /Community sensitization meeting: Each targeted school will receive notification that they have been selected for expansion to include secondary school section. The school administration will through the PTA, arrange for a community sensitization meeting (Project Launch) to be conducted by the PEO/DEBS on a specified date. The objectives of the Project Launch are:

- a) Inform the local beneficiary community about the proposed expansion of a targeted school to include secondary section.
- b) Inform and explain to the local community about the adopted implementation arrangement

- c) To make the local beneficiary community buy into the project
- d) Facilitate local community involvement in project implementation
- e) To form an effective Project Implementation Committee (PIC).

During the Project Launch / community sensitization meeting the PEO/DEBS will inform the community about the proposed project, highlighting the following:

- **Rationale:** Explanation of how inadequate space at secondary level is/has been a challenge that MoE has experienced in trying to enable more children in the beneficiary community progress to secondary education. How Government's new intervention in constructing of new secondary schools would minimize the problem. How the selection/identification of the school was done and how it would benefit the other feeder schools and associated beneficiary communities. Solicit the school/local community appreciation of the intervention and support.
- **Project Scope:** Physical scope of the proposed project - 1x3 Classroom Block, 1x2 Classroom Block, Two (2) Ablution Blocks (one for girls, and the other for boys), Administration Block, 1x3 Science Laboratory Block, 1x2 Home Economics and Design Technology Block, 1x2 Computer Room and Library Block, School Hall, 12 Teachers' Houses, Sick Bay/Health Room, Weekly Boarding Facilities for girls and boys (for Boarding Schools only), Storeroom (for safe storage of construction materials) and external reticulation (water, sewer and electrical).

Financial scope of the proposed project - Total proposed budget estimate and its composition - Budget estimates for Materials, labor, transport, furniture etc.

- **Implementation approach:** Community Based Approach has been adopted due to its associated low cost hence better value for money, community empowerment to enhance community ownership of the school and enhancement of community confidence to implement future community projects, labor from the local community for local community economic empowerment, explanatory of linkage of this economic empowerment. In addition, economic activities in the community such as farming - e.g. Indirect economic empowerment-workers at the project will spend the money to buy Agric produces in the local community as such local farmers will indirectly be empowered.
- **Contributions towards project implementation:** Role of the local community – local materials contribution (Identifying sources, digging and loading into truck of Building sand, river sand and gravel/hardcore), what the local community is expected to do, solicit their commitment (*community will only be required to dig and load this materials IDA will pay for transportation*). IDA contribution towards the project and what components/items/materials are eligible for payment under IDA contribution.

Brief explanatory of how funds will be accessed for project implementation, Investment Project Financing (IPF) arrangements and the requirements for funds disbursement.

- **Local Community involvement in Project Implementation and Monitoring:** The local community will be informed about how the implementation and monitoring processes will be undertaken, how they will be involved in project implementation and monitoring through their representatives. To this effect members of the community shall have a right to know what is happening at the project and demand for update (reports) at agreed regular intervals from their leaders. The reports (updates) to the community shall include both physical and financial processes.

Need to elect a spearheading committee, the Project Implementation Committee (PIC) and its sub-committee to facilitate proper implementation of the project.

Project Implementation Committee:

In order to facilitate effective implementation and management of a project, during Project Launch / community sensitization meeting, the PEO/DEBS will facilitate democratic election of a Project Implementation Committee (PIC) that will manage and implement the project on behalf of the whole community and will be accountable to the general beneficiary community. The PIC shall specifically be responsible for implementation of the school expansion/construction project and shall regularly hold meetings with the general community where they shall give progress updates (reports) on the schools' expansion project.

Guiding principles: Noting that if the Committee is democratically elected, representative of all interests in the community, the community members are most likely to trust and support its activities and enhance quick project delivery, the PIC formation shall be guided by the following principles:

- 1) Be elected openly and democratically by the entire community or their representatives.
- 2) Be a new committee (not the PTA) whose main goal shall be to construct the new buildings for the secondary section of the beneficiary school.
- 3) Last the duration of the project without re-election of new officers
- 4) Comprise people of integrity, respected and trusted by the local /beneficiary community
- 5) Comprise, if possible, all sections of the beneficiary community
- 6) Gender balanced

Members of the Project Implementation Committee (PIC): The PIC shall comprise a Chairperson, Secretary, Treasurer and other ordinary members to make a total of 10 members from which the deputies may be elected. The Secretary must be the beneficiary school head teacher to facilitate proper record keeping and administration.

Each member of the PIC shall have specific responsibilities and monthly tasks/targets either individually or in a sub-committee. Critical among the Sub-committees that shall be formed are 1) Procurement, 2) Stores, 3) Finance and Technical Sub-committees. Depending on the security needs the PIC may also require a Security sub-committee. The PIC shall schedule regular meetings where members and or committees shall report progress, challenges etc. on their respective tasks. The roles and responsibilities of these committees are highlighted under appropriate sections.

Table 9: Summary of PIC Composition

S/N	Position	Number	Organization
1.	Chairperson	01	Community Member
2.	Vice Chairperson	01	Community Member
3.	Secretary	01	MOE (Head Teacher)
4.	Vice Secretary	01	MOE Procurement Teacher/Stores Teacher
5.	Treasurer	01	Accounts Teacher
6.	Vice Treasurer	01	Community Member
7.	Committee Member	03	Community members
8.	Teachers (Procurement, Stores).	01	School Teachers
	TOTAL	10	

Training of the PIC/Community: In order to mitigate possible challenges associated with the Community Based Implementation strategy, the PIU through the Component Coordinator and responsible Unit ZEPIU working with PEO and DEBS will facilitate training of the PIC and its sub-committees and any other community member that may be interested in various relevant aspects of community project management. The PIC and its sub-committees shall be trained in:

- i. Facilitation skills to enhance community commitment and participation in the project activities,
- ii. Good procurement practices to achieve value for money,
- iii. Stores management,
- iv. Financial management and record keeping and
- v. Good Construction practices
- vi. Social, health and environmental safeguards
- vii. Any other area that may be identified for the smooth implementation of a community-based project.

Reporting requirement: The PIC shall oversee project implementation on behalf of the school/local community and PTA. As such the PIC shall be required to regularly (preferably on monthly basis or quarterly) give reports on the project to the school/beneficiary community, highlighting the implementation progress and challenges (if any) and explaining decisions made to minimize suspicion and enhance trust and ultimately community cooperation and commitment to the project. To this effect, the PIC shall present a written report to the PTA and the PIC shall elaborate the contents of the report during community meetings organized by the PTA. The PIC’s report and minutes of the community meeting deliberations shall be filled and kept at the school as part of the project records and ultimately school and PTA records.

Contents of the PIC's progress report to the school/local community: The PIC's progress report shall always be written and filled after its acceptance by the community. It shall include but not limited to:

- Construction progress achieved during the reporting period (this should be compared with the agreed program)
- Challenged experienced during the reporting period and how they were resolved;
- Observations and recommendations made by the MoE (DEBS, PEO and/or PIU) monitoring teams;
- Solicitation for possible solutions for unresolved challenges;
- Expected progress in the next period before the next meeting in relation to the agreed implementation program; and
- Proposed revision (if any) of the implementation program with reasons for the proposal.

Interaction with Community: The PIC shall have an interactive relationship with the general community. The Committee shall consult the community whenever possible, inform the community about progress and challenges/problems and listen to the community about their complaints, problems and possible solutions in order to enhance trust and collective responsibility.

Committee meetings: All committee members should know and appreciate what other members are doing. To this effect the PIC shall schedule regular meetings (as may be agreed by the committee and approved by PEO/DEBS but preferably once a month). Notwithstanding, extra ordinary meetings shall be called when:

- The project receives new funds to discuss how the new funds will be utilized in an effective and timely manor
- There is a problem that need to resolved to facilitate efficiency and timely implementation

Agenda for PIC Meetings: All PIC meetings agendas either as a Committee or with the school community/PTA shall at least include:

- The review and adoption of previous meeting minutes;
- Matters arising from the previous minutes;
- Project construction progress report;
- Treasurer's / Finance report;
- Briefing from each committee highlighting challenges encountered, how they were resolved and future recommendations if any; and.
- Action plan for the following month.

Budgets for expansion of Individual beneficiary schools:

The PIU will prepare a budget for beneficiary schools. The composition of the beneficiary school budget shall include all cost elements at each beneficiary school construction project, namely; Building materials, Labour for construction activities, Transportation (for materials,

furniture and equipment etc.), cost of construction tools, power supply and water supply costs. The budget shall be sent to the selected school together with a notification letter and it shall be explained during Project Launch/Community Sensitization meeting.

The Breakdown of the budget for each selected beneficiary school shall be split into five (5) sections; the Budget Summary; Detailed schedules of Materials with cost estimate; Labour cost estimates Transport cost estimates, administrative cost estimates, Furniture, Equipment, Power Supply (Solar or Hydro as may be determined) and water supply.

Construction of the Buildings will be undertaken using the Community Based (Community-driven Development) approach therefore the following components of the budget shall be used at school/community level for guidance during implementation:

- Schedule for Building Materials,
- Transportation for building materials,
- Labour for buildings and
- Building tools.

The project will incorporate a community-based approach to on-site block moulding, particularly in regions where local procurement of blocks is cost-effective. Comprehensive guidelines will be developed to offer detailed instructions on procuring essential tools, materials, labour, cement, and adhering to environmental standards for on-site block moulding. The guidelines aim to facilitate seamless project execution and ensure the production of high-quality blocks.

The other components of the budget will be undertaken using the Centrally Based Approach at the PIU as such the following budget components shall be used at the PIU:

- Furniture and equipment schedule
- Water supply (borehole drilling and equipping)
- Power supply (Solar or Hydro as may be determined)

Composition of a school construction package:

The first package that was used under parent ZEEP was as follows:

- 1x3 Classroom block;
- 1x2 Classroom block;
- 1x2 Classroom block (one room used as a laboratory and other for home economics);
- Administration block;
- Furniture and mobile lab equipment;
- 2 ablution blocks for boy and girls respectively;
- Water supply system;
- Sewage disposal system;
- Incinerator;

- 4 low cost staff houses; and
- Power supply.

This package was applicable to the seventy-two (72) out of the eighty-two (82) schools. The balance 10 schools in addition to the typical package had self-catering weekly boarding facilities for girls.

The MoE has produced a typical school layout plan with flexibility for future expansion (scaling up the school infrastructure). A typical school package under the project will comprise the following infrastructure:

- a) 1x3 Classroom Block
- b) 1x2 Classroom Block
- c) Two (2) Ablution Blocks (one for girls, and the other for boys)
- d) Administration Block
- e) 1x3 Science Laboratory Block
- f) 1x2 Home Economics and Design Technology Block
- g) 1x2 Computer Room and Library Block
- h) School Hall
- i) 12 Teachers' Houses
- j) Sick Bay/Health Room
- k) Weekly Boarding Facilities for girls and boys (for Boarding Schools only), and
- l) Storeroom (for safe storage of construction materials)
- m) External Works (Water, Sewer and Electrical)

This package will be applicable to the ninety-five (95) out of the one-hundred and twenty (120) schools. The balance 25 schools will in addition to the typical package have self-catering weekly boarding facilities for girls and boys.

The school structures will follow the same architectural program and design layout at all schools although there will be flexibility of modifying the layout to suit individual site conditions such as orientation, access to school etc. as may be determined. The laboratory and home economics rooms will be flexible to enable their usage for teaching and learning as well. This flexibility will allow for scaling up enrolment of pupils at each school by two extra classes.

Implementation work program:

The Investment Project Financing arrangement for the project shall be explained to each beneficiary School community and in particular PIC during Project Launch. The milestones to be attained to facilitate the next fund allocation will be explained. The PIC under guidance of the PEO/DEBS and the Building Technical Supervisor (TS) who shall be employed at each beneficiary school project, shall prepare implementation work program to ensure attainment of the milestone. For building (classrooms and other buildings) to be implemented using the Community Based Approach, the first milestone is that all should be constructed up to wall-plate level and the second and final one is that the buildings are completed and equipped in readiness for pupil enrolment. The Community Bases Approach shall be concerned with construction aspect only while the equipping and furnishing will be done centrally by the PIU.

The 82 secondary schools are all operational but most external works are yet to be completed. The PIC in the 82 schools will follow the implementation schedules that will be prepared so as to follow through with the remaining works. Laboratory and Home Economics equipment will be bought centrally and delivered to the schools.

The PIC therefore shall make an Implementation work program that will have two stages for each phase according to the milestones. To this effect the PIC shall make a plan indicating what has to be done and how, and tools to be bought and when, the artisans to be employed and when for each of the two stages of each phase and based on this information prepare a works program that shall be used for project inspection and monitoring.

However, building works shall be undertaken simultaneously for all the buildings in a phase. Artisans will be engaged for each building, and materials and tools shall be bought for each building to commence simultaneously. However, the Technical Supervisors shall supervise building works for according to the following groupings:

- Lot 1 (Four Structures): 1 X 2 Classroom Block, 1 X 3 Science Laboratory and One (1) Ablution Block and a Storeroom
- Lot 2 (Four Structures): 1 X 3 Classroom Block, 1 X 2 School Library & Computer Room, 1x2 Home Economics & Design Technology Block and one (1) Ablution Block.
- Lot 3 (Two Structures): One (1) Administration Block and One (1) School Hall.
- Lot 4 (Eight Structures): Six (6) stand-alone teachers' houses and Two (2) Tank Stands
- Lot 5 (Seven Structures): Six (6) stand-alone teachers' houses and Sick Bay
- Lot 6 (Four Structures): Weekly boarding facilities (Girls' Boarding Facility and Ablution, Boys' Boarding and Ablution) for schools with boarding facilities.
- All the TSs shall execute external works for all Lots not included elsewhere collectively.

Procurement and Stores Management

Procurement and storage of Goods and related services, including building materials will be done at school, provincial and national levels. Details of Goods and related services that will be procured at provincial or national levels will be provided in due course. At school level, the procurement of Goods and related services will be the responsibility of the Project Implementation Committee (PIC) through the Procurement Sub-Committee. of the PIC through the Stores Sub-Committee. PIC will make a procurement plan for each school with estimated cost including procurement method. The RFQ and Competitive Procurement process will follow National Procurement Process under World Bank's Procurement Regulations.

Stores Management

The PIC shall have a Sub-committee responsible for storage and issuance of materials and tool to artisans for use. The Stores Sub-committee shall be different from the Procurement Sub-committee. The Stores Sub-committee shall on behalf of the PIC engage a Stores person who shall be responsible for day-to-day management of the stores. The Store person shall report to the Stores Sub-committee of the PIC.

Receiving new materials to the Stores: The Store Sub-committee shall:

- Witness the delivery of newly procured materials to the stores
- Receive and all materials delivered to the project site and arrange for proper storage
- Through the stores person keep records of all materials received, issued and balance in store room
- Keep records of materials and tools requisitions indicating the requesting person, purpose and approval by TS
- All tools and materials not used in a day shall be returned to the stores and recorded

The PIC through the Store-subcommittee shall periodically inspect the stores record.

Materials for use at a particular building shall be requested for by the artisan in charge, approved by the TS or PIC chairperson or Secretary if the TS is unavailable.

The Stores Sub-committee representative who authorizes the issuance as well as the artisan who receives the materials shall sign on the materials issuance sheet or book as the situation maybe. No materials shall be issued without both signatures. The artisan receiving the materials shall ensure that the correct quantity has been issued before leaving the store room.

In order to enhance security and transparency in the stores management other interested members of the PIC /community shall be free to witness receipt and even issuance of materials. The stores records shall be inspected by the other members of the PIC, the DEBS, PEO and PIU.

Notwithstanding the provisions of these guidelines and the ZEEP Financial Manual, some procurements may be the responsibility of the provincial and/or national offices for purposes standardization. Irrespective of the level of procurement, the procurement of Goods and related services will follow National Procurement Process under World Bank’s Procurement Regulations and Public Procurement Act No. 8 of 2020, Public Procurement Regulations of 2022, and the ZEEP Implementation Manual (PIM). Management of stores on the other hand will be done in accordance with the provisions of Public Finance Management Act No. 1 of 2018.

Procurement of Building Materials

- a. The composition of the persons to manage the procurements at school level shall be: -

I.	The Secretary - Head teacher
II.	District Buildings Officer/ Senior Buildings Officer
III.	Procurement Officer or Procurement Teacher
IV.	Chairperson
V.	Vice Chairperson

- b) The Secretary, Project Implementation Committee Chairperson, the District Buildings Officer and Procurement Officer shall collect a minimum of three proformas from reputable “Hard Ware Shops”. The proformas shall be submitted to the PIC for scrutiny and

then identification of possible suppliers and later submitted to the District Council Tender Committee by the District Education Board Secretary.

- c) A price comparison form (Annex 9, p.215) should be used to identify and recommend the possible suppliers for the building materials. The price comparison form shall capture the following information: -
- I. Name of the supplier
 - II. Physical address
 - III. Whether registered with Zambia Revenue Authority
 - IV. Price of individual building materials
- d) Materials like paints, door frames and window frames can only be bought from agents of recommended brands in the material schedules. The recommendations will be made by the Assistant Building Officer, Senior Building Officer, Resident Engineer and Technical Supervisors. Only door frames made from 1.2mm thick steel shall be purchased and roofing sheets should be either IBR/IT4, IBR5, IBR6 or IBR7 and these should be not less than 0.5mm thick. It is recommended that doors frames, Window frames, Roofing sheets and Roof members shall be centrally procured but the entire cost of material will be omitted from the disbursement except for labour costings. These materials when procured will be delivered to all the schools. This procurement will be done at Provincial Level to make the delivery distance and time with the scheduled time of works.
- e) Building materials may not necessary be procured from one supplier. One supplier may offer cement at a cheaper price than the other supplier who could be | offering roofing sheets at a cheaper price. You are therefore advised to procure where each building material is cheaper but of the same quality. You should be able to compare like with the like.
- f) In order to avoid wasting time, money and buying of material that may be irrelevant for the immediate works (though needed on the project) the PIC through the Procurement Sub-committee shall carefully plan for all purchasing and procurement activities. The Procurement Sub-committee shall use the work program and detailed schedules of materials to determine what materials need to be bought for each building.
- g) The detailed schedule of materials for each building, shows the quantities of materials for each stage of construction. The TS using the work program shall guide the Sub-Committee as to what materials need to be bought to complete a desired stage for each building
- h) To get Value for money in building material and tools procurement, the Sub-committee shall promote competition in the procurement of materials and buy at competitive prices without compromising quality. To attain this the Sub-committee shall be accompanied by one of the TSs or District Buildings Officer (DBO) on its shopping trips whose responsibility shall be to guide on the quality of materials and ensuring that all competing suppliers quote for the same quality materials (not necessarily brand name) and use simplified procurement document approved by the MoE Procurement Unit.
- i) The Sub-committee shall compile lists of similar materials for all the buildings and get quotation of those materials from a minimum of 3 well known suppliers. Quotation shall be obtained using a request for quotation (RFQ) (Annex 8, p.214). A minimum of 3 members of the Procurement Sub-Committee shall be present when obtaining any

quotation. The quotation shall be signed by a representative of the trader submitting the quotation, the sub-project TS or DBO and all the three members of the Sub-committee present at quotation submission/receipt.

- j) The quotations shall then be compared and ranked using a Price Comparison Sheet. Quotation evaluations (comparison) shall be done for individual materials and not as a lump sum for all materials quoted for. Materials shall be bought from the trader(s) that offer the lowest evaluated price(s).
- k) The PIC should procure and process three proformas in accordance with the procurement guidelines of the Government of the Republic of Zambia.
- l) The proformas together with schedules of works or Bills of Quantities should be submitted to the District Council Tender Committee or any other approved tender committee.
- m) After a “No Objection” has been given by the Ministry of Education (MOE) Tender Committee or District Council Tender Committee or any other approved tender committee that is when procurement of building materials will begin.
- n) Cheques or bank transfer for procurement of building materials should be cut in the name of suppliers after the “No objection” has been given by the tender committee and confirmation of the availability of all the building materials has been made by the hardware shops.
- o) The same procedure will be followed in the procurement of transport services. The three (3) members of the PIC including the District Buildings Officer (DBO) or TS will collect the procured building materials and transport them to the school site.
- p) Before the building materials are loaded on a truck at the supplier, make sure that all the goods that appear on the delivery note are loaded on the truck. Do not pay for goods that are not available at the supplier.
- q) No building materials shall be stored at the District Office unless for transit purposes.
- r) Sand and crushed stones that are 2km or more from the construction site shall be paid for by the project funds. However, loading of the same shall be borne by the community.
- s) If during the procurement of building materials at the district the buildings Officer or TS, Procurement Officer, PIC member and the Head teacher spend a night; they will be entitled to one night subsistence allowance. However, the three persons are allowed a maximum of one night no matter how many nights they spend out of their station. The Head teacher, Buildings officer and Procurement Officer will claim a sum as per their respective rate whilst the PIC member and TS will claim at the rate of a division three (3) officer.
- t) The PIC shall pay the subsistence allowance for the DBO and Procurement Officer whilst the Head teacher, TS and member of the community shall also be paid at the school using project funds.

Note: ***ALL PROCUREMENTS SHALL BE DONE THROUGH THE LOCAL GOVERNMENT TENDER COMMITTEE or ANY OTHER PRESCRIBED COMMITTEE.*** For details on procurement and stores management procedures and guidelines, refer to the ZEEP Financial Manual.

Managing transportation expenses: Transportation cost for all materials (including materials provided by the local community) shall be paid for using the money disbursed to the schools. The Procurement Sub-Committee shall carefully plan all procurement trips so as to maximize the usage of hired transport and minimize the costs of transportation. Under guidance of the TS the Sub-committee shall determine the weights and volumes of materials to be bought and determine the size of trucks to be hired and the number required in one trip. The sub-committee shall as much as possible ensure that they maximize both the weight and volume of materials to be carried by the selected transport. They shall therefore decide the combination of materials to be transported. The committee shall endeavour to use a same transportation vessel from supplier to the site to avoid double handling.

Hiring transport. Transport shall be hired only after the type, quantity (and possibly weight), and source of materials to be transported are known. The TS/ABO shall guide the Procurement Sub-Committee in determining these parameters. Once these parameters are known the process of sourcing the transporter shall follow same procedures as for material procurement.

Stores Management:

The PIC shall have a Sub-committee responsible for storage and issuance of materials and tool to artisans for use. The Stores Sub-committee shall be different from the Procurement Sub-committee. The Stores Sub-committee shall on behalf of the PIC engage a Stores person who shall be responsible for day-to-day management of the stores. The Store person shall report to the Stores Sub-committee of the PIC.

Receiving new materials to the Stores: The Store Sub-committee shall:

- Witness the delivery of newly procured materials to the stores
- Receive and all materials delivered to the project site and arrange for proper storage
- Through the stores person keep records of all materials received, issued and balance in store room
- Keep records of materials and tools requisitions indicating the requesting person, purpose and approval by TS
- All tools and materials not used in a day shall be returned to the stores and recorded

The PIC through the Store-subcommittee shall periodically inspect the stores record. Materials for use at a particular building shall be requested for by the artisan in charge, approved by the TS or PIC chairperson or Secretary if the TS is unavailable.

The Stores Sub-committee representative who authorizes the issuance as well as the artisan who receives the materials shall sign on the materials issuance sheet or book as the situation maybe. No materials shall be issued without both signatures. The artisan receiving the materials shall ensure that the correct quantity has been issued before leaving the store room.

In order to enhance security and transparency in the stores management other interested members of the PIC /community shall be free to witness receipt and even issuance of materials. The stores records shall be inspected by the other members of the PIC, the DEBS, PEO and PIU.

Sourcing Project Labour:

The labour for construction works at each school construction project shall comprise the Technical Supervisor, artisans and general workers or unskilled workers. The Community Based Approach was found suitable for the project because it enhances project ownership and ultimately maintenance of the finished school building after completion of the project. The PIC should first engage the Technical Supervisor so that he guides them to engage other workers.

The Technical Supervisor (TS): Under guidance of the PEO/DEBS and the PIC shall engage a qualified and experienced technical person to be the project Technical Supervisor (TS). The engagement procedure will be as follows:

1. An advert will be put up at DEBS office and the school for at least three weeks
2. The shortlisting will be done by DEBS and the PIC
3. The shortlisted candidates will be informed to come for an interview
4. Interviews will then been carried out by DEBS and the PIC
5. The selected TS's will later be informed and the signing of the contract will be made clear to the employed TS's and signed

The TS should have the following qualifications:

- The TS shall play a big role in the success or failure, good or poor quality of the building works, therefore the TS must have proven construction record of accomplishment recognized and appreciated by the local community.
- Have a Crafts Certificate or Trade test G5 or better in building related field with minimum of 7 years' experience two of which should have been at Supervision level.
- Be able to read and interpret the plans (drawings),
- Be able to set-out buildings,
- Have supervision experience preferably at foreman level.
- Organize labour
- Control the quality of the building works
- Plan what needs to be bought for any construction stage
- Resolve problems on a building site.
- Manage risk, safety, health and environment on site.

The TS shall play a big role in the success or failure, good or bad quality of the building works, therefore in assessing their experience Due Diligence shall be undertaken through interviewing their previous clients and visual inspection of their previous works.

The TS shall be responsible for day-to-day building works supervision at the project site. He shall report to the PIC.

TS's Contract and payment Terms: Under guidance of the PEO/DEBS, the PIC shall engage the TS on contract. The contract shall clearly indicate the Terms of Payment for the TS which

shall be after attaining agreed milestones such as upon completion of building substructure, building works up to lintel level, up to wall plate level etc. (Annex 13, p.219)

Retention for defects correction period: Since the TS shall be responsible for quality, an amount equivalent to 10% of each amount due shall be retained and only paid after a minimum period (Defects correction period) of 3 calendar months after the building is completed which period shall include at least a month of heavy rain. If there is a defect (problem) with the building(s) during this period such as major cracks, leakages etc., the TS shall supervise the repair of these defects without any further payments apart from that which was retained. In the event that the defects are as a result of poor workmanship by the TS and his/her team, the costs to rectify the defects shall be deducted from the 10% retained from the TS's dues.

Artisan engagement: Under guidance of the TS the PIC shall engage artisans to undertake the actual works for each building such as bricklayers, carpenters, plumbers, electricians etc.

The TS shall identify lead artisans for his/her Lot.

Wherever possible the artisans shall be engaged from the local community. However, when engaging them the PIC and the TS shall be mindful of the fact that the quality of their buildings will largely depend on the quality of the artisans engaged. Therefore, where the experienced artisans are not available in a particular community, the PIC and TS shall source them from outside the beneficiary community. The PEO/DEBS shall guide in the sourcing of the artisans outside the beneficiary community.

Support Artisans and Unskilled workers (helpers) engagement: Lead Artisans shall be allowed to identify and introduce other artisans and unskilled workers (helpers) that shall work with them during the execution of the assigned tasks. The TS and PIC shall assess the supportive artisans and helpers for honest and ability to work on a project. Only artisan and helpers that shall satisfy the PIC and TS shall be allowed to work at the project site. The complete group comprising a Lead Artisan, supportive artisans and helpers shall form a Building Gang for each building such as a classroom block, staff house etc. This arrangement will make supervision of the works at each building manageable as instructions will be give through the lead Artisan.

Contract with Artisans and Terms of payment: Under guidance of the TS and PEO/DEBS the PIC shall sign contracts with Building Gangs. The Contract (Annex 14, p.230) shall spell out who the Lead Artisan, the other artisans and helpers and the amounts due to each one of them upon attaining an agreed milestone. The PIC shall pay all the workers directly (and not through the Lead Artisan). As alluded to, payment shall only be due upon attainment of an agreed milestone. The agreed milestones shall be consistent with the TS's milestones for each building such as upon completion of building substructure, building works up to lintel level, up to wall plate level etc. *All labour payment shall be based on task achieved as per stage completion works and not on daily rate (Annex 15, p.243).*

Project Monitoring and Supervision - Quality assurance:

The quality of the construction works shall depend on the quality of staff involved in monitoring and supervision undertaken. Project monitoring and supervision shall be done by various management levels; TS and PIC, PEO/DEBS and PIU.

Monitoring and inspection missions: The objectives of the monitoring and inspection missions shall be to assess and resolve any concerns /problems related to the following:

- a) The quality of the works in relation to the building designs and specifications (Annex 16, p.244)
- b) The progress of the works in relation to the agreed work program
- c) Stores management/records (utilization of materials in relation to the estimated quantities)
- d) Community organization and commitment
- e) Fund utilization in relation to the project budget
- f) Adherence to the ESMP
- g) General organization of the project activities and site

Project Monitoring by TS and PIC: Day to day supervision of the works will be done by the TS. The TS shall resolve issues and concerns observed /raised by artisans in the execution of the works. However, he shall refer issues relating to community organization, commitment and management to the PIC. The TS shall be the main person to explain all technical concerns at the project level. In order to minimize suspicion, the PIC (or any other interested stakeholder) shall monitor project implementation on behalf of the general community. When the PIC observes any technical concern, they shall consult the TS for clarification. However, if the concern is observed by any other stakeholder who is not a member of the PIC the concerned stakeholder shall consult the PIC who shall in turn consult the TS where the PIC is unable to provide satisfactory clarification. If the TS is not able to resolve the concern, the PIC and or the TS shall refer the concern to the DEBS Building officer in the shortest possible time preferably within a week or during DEBS's next monitoring and inspection mission. The TS shall make a written report to the DEBS.

Project Monitoring by the DEBS' Office: The Assistant Buildings officer (and other relevant members as may be determined) representing the DEBS' office shall undertake monitoring and supervision missions at each beneficiary school at least twice in a month. The frequency shall depend on the problems being experienced at individual projects. During these missions the DEBS shall ensure that the objectives of the monitoring and inspection missions are achieved. DEBS shall conduct all such missions in the presence of the TS and PIC and they shall receive and review the TS's report and endeavour to resolve all concerns raised by the PIC and TS that are within their jurisdiction on the project. The DEBS Building officer shall refer any concern that they are unable to resolve and those outside their jurisdiction to the Resident Engineer at the PEO's Office. The Assistant Buildings officer at the DEBS' office shall submit a written report to the Resident Engineer at the PEO's Office.

Project Monitoring by the PEO's Office: The Resident Engineer or Senior Buildings Officer (and other relevant members as may be determined) representing the PEO's shall undertake

monitoring and supervision missions at each beneficiary school at least once in a month. The frequency shall depend on the problems being experienced at individual projects. During these missions the PEO's office shall ensure that the objectives of the monitoring and inspection missions are achieved. PEOs' office shall conduct all such missions in the presence of the DEBS, TS and PIC and they shall receive and review the DEBS' report and endeavour to resolve all concerns raised by the DEBS on the project that are within their jurisdiction. The Resident Engineer and or Senior Building officer shall refer any concern that they are unable to resolve and those outside their jurisdiction to the PIU at MoE headquarters. The Resident Engineer and or Senior Building officer shall submit a written monitoring and inspection report to the PIU at MoE headquarters. The Provincial Infrastructure Officer (P.I.O) or his representative from the Ministry of Infrastructure shall accompany the PEO's team on monitoring trips, being custodians of all public infrastructure.

Project Monitoring by the PIU: The PIU represented by the leader on Component 2 "increasing equitable access to secondary education (and any other relevant members as may be determined) shall undertake one monitoring and supervision missions in a quarter (every three months) at each beneficiary school. During these missions the PIU shall ensure that the objectives of the monitoring and inspection missions are achieved. The PIU shall conduct all such missions in the presence of the PEO's office, DEBS' office, TS and PIC and they shall receive and review the PEO's report and endeavour to resolve all concerns raised by the PEO. The PIU shall compile a comprehensive report on component 2 "increasing equitable access to secondary education" covering all the beneficiary schools and showing the overall progress of the component. The PIU's report shall be used to determine whether or not the milestones have been **attained and it shall form part of the PIU report to the Steering Committee.**

Centrally Based procurement under component 2:

This approach involves centralized management by a central ministry. A central ministry office allocates the resources, procures, evaluates and awards the contracts through the central ministerial procurement committee, pays the contractors, and supervises the contract execution. It is suitable for management of contracts that are either of high value or are specialized/complicated or both.

Procurement of furniture, equipment, borehole drilling services and power supply will be undertaken centrally by the PIU on behalf of all the beneficiary schools under the component. All these procurement must be implemented ZUPIU following World Bank's Procurement Regulation and procurement plan need to be entered in the STEP system of Bank (irrespective of value) ..

Funds Disbursement to beneficiary schools under component 2:

The sub-projects will be funded in three tranches. Disbursement of funds to the Sub-project account from the MoE main project account will be done soon after attainment of the milestone. However, when a milestone is not achieved within the disbursement of money sent to a school, returns should be sent to DEB and PEOs office for further submission to the Ministry. Engineers from ZUPIU will then inspect and be able to make calculations on the remaining

works under that milestone. This will be the basis for funding for works not completed under a certain tranche.

Disbursement shall be as follows:

Tranche 1- Construction up to wall plate

Tranche 2- Roofing and steel works

Tranche 3- Finishes and external works

Procurement of Construction Materials

S/N	Description of Item	Responsible Office
National Level		
1	Drilling of Boreholes	Ministry of Education
2	Water reticulation	Ministry of Education
3	External Electrical Connection	Ministry of Education
4	ZESCO Connection	Ministry of Education
5	Solar Power Connection	Ministry of Education
6	School Furniture	Ministry of Education
7	Home Economics Equipment	Ministry of Education
8	Laboratory Equipment	Ministry of Education
Provincial Level		
1	Metal Work Materials	Provincial Office
2	Roofing work Materials	Provincial Office
3	Carpentry & Ironmongery Materials	Provincial Office
4	Glazing Materials	Provincial Office
School Level		
1	Substructure Materials	Project Implementation committee
2	Superstructure Materials	Project Implementation committee
3	Painting Materials	Project Implementation committee
4	Electrical Works Materials	Project Implementation committee
5	External Works Materials	Project Implementation committee
6	Plumbing works Materials	Project Implementation committee

Only funds for construction related activities that will use the community-based approach will be disbursed to the sub-project account. The other funds for procurement of furniture, laboratory equipment and other specialized services that will be procured centrally by the PIU will be kept at the MoE Headquarters in the main project account. Payment for goods and services to be procured centrally will be made by the PIU directly to suppliers and service providers.

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

Component 3 strengthens institutional capacity for education service delivery and project management. The components activities are implemented through 2 sub-components namely; sub-component 3.1 Strengthening institutional capacity for education service delivery and sub-component 3.2 Project management, coordination, and communication.

Component Objective

The objective of this component is to (a) strengthen the capacity of the MoE and its participating institutions to more effectively and efficiently plan and manage the delivery of education services and to increase accountability to its key stakeholders and (b) support the MoE's capacity for project implementation, coordination, communication, and M&E. This component is aligned with the GCRF's Pillar 4: Strengthening Policies, Institutions and Investments for Rebuilding Better.

3.3.1 Sub-component 3.1. - Strengthening institutional capacity for education service delivery

The sub-component is about the provision of support for strengthening institutional capacity. This is meant to ensure efficient and effective provision of education services at all the levels of the system.

Sub-Component Objective

To strengthen institutional capacity for education service delivery.

Sub-Component Administration

The component 3 coordinator plays crucial roles in managing and executing the component activities of the project. The component coordinator reports to the Deputy Project Coordinator.

Roles and responsibilities of stakeholders for Sub-Component 3.1

The Ministry of Education will be the implementing agency with the full responsibility for all aspects of the Project implementation with support from other stakeholders. The table below comprises roles and responsibilities of different institutions.

Table 10 Roles and responsibilities - Sub-component 3.1

Institutions	Roles and Responsibilities
ZEEP	<ul style="list-style-type: none">• Developing detailed plans for the component/sub-component, including timelines, resource allocation, and task assignments.• Managing the sub-component activities• Implementation of the sub-component activities in collaboration with stakeholders

Institutions	Roles and Responsibilities
	<ul style="list-style-type: none"> • Acting as a liaison between the project, Directorate of Planning and Information, Directorate of Information, Communication and Technology and other stakeholders to ensure that the component is aligned to the ministry and progressing smoothly. This involves regular meetings, updates, and reporting. • Identifying potential risks specific to the component, assessing their impact, and developing mitigation strategies. • Keeping detailed records of the progress, issues, and changes related to the component/sub-component and providing regular reports to the project managers and stakeholders.
ZEPCU	<ul style="list-style-type: none"> • Tracking the progress of the component against the plan, identifying any deviations, and implementing corrective actions as needed to stay on track. • Ensuring that the deliverables of the component meet the required standards and specifications. • Identifying potential risks specific to the component, assessing their impact, and developing mitigation strategies.
Data Protection Commission	<ul style="list-style-type: none"> • Custodian and protection of all personal data
Teaching Council of Zambia	<ul style="list-style-type: none"> • To provide the primary data for teachers to be integrated into the overall MoE EMIS
Zambia Statistics Agency (ZAMSTATS)	<ul style="list-style-type: none"> • Will be key in providing the standards on national statistics requirements and data sets.
Data Protection Commission	<ul style="list-style-type: none"> • Custodian and protection of all personal data
Examination Council of Zambia (ECZ)	<ul style="list-style-type: none"> • As an institution selected by the Ministry to be the National Center to implement the activities of Programme for International Student Assessment for Development (PISA-D 2025) as provided in the agreement between the Ministry and OECD. Additionally, ECZ will be key in providing national assessment and examination data in the implementation of EEMIS.
Provincial Education Office	<ul style="list-style-type: none"> • Provide implementation leadership in the data collection and successful rollout of EMIS at the provincial level. They will ensure that All DEBS collect all the education

Institutions	Roles and Responsibilities
	data in a timely manner as shall be guided by the Ministry Head Office
DEBS	<ul style="list-style-type: none"> • Provide implementation leadership in the data collection and successful rollout of EMIS at the District level. They will ensure that ALL Schools collect accurate and correct data from their schools and submit to DEBS timely
Schools	<ul style="list-style-type: none"> • Collect and submit to DEBS all school data accurately and timely
WB	<ul style="list-style-type: none"> • Timely provision of No Objection to approved activities in the each AWPB

Financing Modality

This component will use Investment Project Financing (IPF) to finance activities under this component. The total amount allocated to the sub-component is \$8.4 million. The Directorate of Planning and Information of the MoE will supervise its implementation in collaboration with the Directorate of Information, and Technology.

Sub-Component Activities

1. Education Management Information System (EMIS)

The project will support the MoE to upgrade the centrally managed EMIS. The MoE considers the enhanced EMIS paramount as the ministry is moving toward data driven planning and policymaking. The MoE has conducted a needs assessment of EMIS across all districts in the country. The parent ZEEP also used the Project Management Information System (PMIS) to pilot the real time and online data collection for selected data sets, which was tested in all the 116 districts. However, while the pilot was successful in a number of modules that were piloted some of the modules provided challenges in terms speed of access, bulkiness of the data to be captured as well as the work flow processes etc. The involvement of all planning and information officers at districts and provincial (planners and statisticians) in the data capturing process also provided some challenges as the roles in the system were not streamlined therefore causing inefficiencies. The sub-component will build on efforts achieved in the PMIS to transition into an integrated desired EMIS by ensuring that indicators and data collection tools are revised and new ones developed. Consequently, clear functional and non-functional requirements will be developed to be used for the new enhanced EMIS with a consulting firm. Training will be provided to MoE staff and Data Management Committees at all levels to ensure the harmonization of data collection and management based on identified need. In addition, the MoE aims to link the enhanced EMIS with other databases, such as the Teacher Database under TCZ, to provide coherent and comprehensive information to improve timely decision-making. Through this TA activity, further capacity at the district and school levels will be developed to support data management, reporting, analysis, and utilization.

2. School GPS mapping

During the parent ZEEP, MoE managed to collect GPS coordinates for more than ninety percent of the total schools national wide using the Project Management Information System (PMIS). However, the ministry could only collect coordinates and relied on Zambia Statistics Agency (ZAMSTAT) for processing the coordinates into useful data sets for decision making as the ministry did not have appropriate software to process the coordinates. This was a challenge since Zamstats has a lot of other national responsibilities and could not manage to respond to ministry's requirements when needed. In this regards this Sub-component will continue support to the MoE to continually collect and update school mapping by taking advantage of mobile technology and connecting MoE systems with other mapping data collected by agencies in the country to target those schools that do not have GPS coordinates in the system. The sub-component will also support the Ministry to procure necessary equipment and software for GPS mapping activities as well as train the EMIS team on GPS data collection and mapping techniques. This will allow ministry to continually conduct GPS mapping exercises to create a comprehensive map of schools, enabling real-time monitoring, decision-making, and resource allocation.

3. Capacity Building

The Sub-Component will support the ministry through a consulting firm conduct training needs assessments to identify gaps in planning, management, and monitoring and evaluation (M&E) within the Ministry of Education (MoE) and relevant institutions. With successful completion of the training needs assessment, the project will support the ministry to develop and deliver capacity building workshops, seminars, and training programs to enhance skills and competencies in planning, management, and M&E to bridge the gaps identified in the assessment. The Ministry will be supported to establish mentoring, induction and coaching programs to provide ongoing support and guidance to the targeted MoE officers.

4. Policy Studies, Surveys, and Evaluations

Following the inclusion of policy studies in the ZEEP 2nd AF, the project through the use of individual Consultant(s) support the ministry to (a) Conduct baseline studies to assess the current state of education policies, practices, and performance, (b) Design and implement surveys to gather data on various aspects of the education system, including student enrollment, teacher qualifications, infrastructure, and learning outcomes, and (c) Conduct policy studies and evaluations to inform decision-making and policy development within the MoE and relevant institutions.

5. Participation in PISA-D 2024

Following the signing of the participation agreement for the PISA 2025 between Zambia and the Organization for Economic Co-operation and Development (OECD) and Zambia being the 'Participating Entity', Zambia set up the National Centre at the Examination Council of Zambia (ECZ) and subsequently, appointed staff who were tasked with the responsibility of all tasks related to the national planning and implementation of PISA 2025.

In the Program for International Students Assessments (PISA), Zambia is among over 80 participating countries and economies. The PISA Cycle is organized and implemented in

phases: Developmental, Field Trial Preparation, Field Trial, Review Phase, Main Survey Preparation and Reporting Phase over 4 years (2022 – 2026). During these phases, a series of international training meetings are organized with each training session focusing on the implementation stage of the PISA study cycle. Besides the training meetings, PISA also organizes Global Policy Board (GPB) meetings during which all PISA policy governing issues are formulated and agreed upon. Further, during the implementation phase, the cycle also holds technical working/training meetings during which, all technical matters related to the implementation of the cycle are discussed, processed and shared among all participating economies and countries.

The project through Sub-component 3.1 will therefore, support the ministry to secure necessary funding and logistical support for participation in PISA-D 2024. Further, the subcomponent will work with Examination Council of Zambia to (a) prepare students and educators for participation through training and familiarization with assessment procedures, and (b) coordinate with relevant international organizations such as OECD and other stakeholders to ensure smooth participation in the assessment.

6. ICT Infrastructure Enhancement

The project will support the Ministry through subcomponent 3.1 in collaboration with eGovernment Division (Smart Zambia Institute) in the Office of the President use a structured approach to implement ICT infrastructure enhancement for the EMIS to ensure the smooth running of education management processes and support effective decision-making at all levels of the education system.

In order to lay a foundation for successful procurement decisions and ensuring that hardware investments, deliver maximum value and impact for the ministry, it is important to understand the ICT hardware infrastructure requirements before the procurement process commences to align with MoE needs, optimizing resource allocation under the Structured ZEEP AF, mitigating risks, and enhancing the performance, scalability, and compatibility of the ICT infrastructure. To successfully achieve this the project will support the ministry to:

- (a) Conduct a comprehensive assessment of existing ICT infrastructure and EMIS requirements at head office, province, and district levels. Identify gaps, challenges, and opportunities for improvement.
- (b) Based on the needs assessment, clearly define the hardware and software requirements necessary to support the EMIS at each level. Consider factors such as data storage, processing power, network connectivity, and software compatibility.
- (c) Develop a procurement plan detailing the specifications, quantities, and budget for hardware devices (e.g., computers, servers, and networking equipment) and related software (e.g., EMIS software, operating systems, and security tools).
- (d) Research and evaluate potential vendors or suppliers based on their expertise, reputation, pricing, and ability to meet project requirements.
- (e) Negotiate contracts with selected vendors, ensuring clear terms and conditions, delivery schedules, warranties, and support services.

To ensure that the procured EMIS related ICT hardware infrastructure delivered to the relevant and target while ensuring that it's all well installed, functioning according to requirements the project will support the ministry to:

- (a) Coordinate the delivery and installation of hardware devices at head office, province, and district levels. Ensure that installations are carried out according to specifications and industry best practices.
- (b) Test hardware components to verify functionality and performance, addressing any issues or defects promptly.
- (c) Install and configure the necessary software components, including the EMIS software and related applications, on the newly acquired hardware devices.
- (d) Customize software settings and configurations to align with the specific requirements and workflows of the EMIS at each level.
- (e) Establish and configure network infrastructure, including wired and wireless networks, routers, switches, and firewalls, to ensure seamless connectivity between head office, province, and district levels.

Furthermore, the project will support the ministry to manage post implementation of the EMIS and related ICT Hardware Infrastructure enhancement such as user training and capacity building, post support, monitoring and maintenance by:

- (a) Provide training sessions and workshops for staff members at head office, province, and district levels on how to use the upgraded ICT infrastructure and EMIS software effectively.
- (b) Offer ongoing support and refresher training to ensure that users are proficient in utilizing the new technology and maximizing its benefits.
- (c) Establish a system for monitoring the performance and reliability of the ICT infrastructure and EMIS software, including regular maintenance checks, software updates, and troubleshooting.
- (d) Implement mechanisms for logging and addressing user-reported issues in a timely manner to minimize downtime and disruptions.

3.3.2 Sub-component 3.2 - Project management, coordination, and communication

This sub-component is designed to strengthen the capacity of the MoE for planning, policy analysis, and M&E. As part of a long-term capacity development in the country, this project will also provide support for a selected qualified higher education institution to strengthen its capacity in the area of education planning and policy analysis to provide training and carry out relevant research. It is envisaged that in the long term, this support will enhance and sustain the capacity for education planning and policy analysis in Zambia to provide technical support to the MoE and other relevant ministries for more effective and efficient delivery of education services.

Sub-Component Objective

The objective of this sub-component is to manage and coordinate of day to day affairs of the project.

Sub-Component Administration

The Sub-component shall be managed directly by ZEPCU in collaboration with the Directorate of Planning and Information (DPI).

Roles and responsibilities of different institutions

The Ministry of Education will be the implementing agency with the full responsibility for all aspects of the Project implementation with support from other stakeholders. The table below comprises roles and responsibilities of different stakeholders.

Table 11 Roles and responsibilities - Sub-component 3.2

Institutions	Roles and Responsibilities
ZEEP	<ul style="list-style-type: none">• Developing detailed plans for the sub-component including timelines, resource allocation and task assignments.• Tracking the progress of sub-component against the plan, identifying any deviations, and implementing corrective actions as needed to stay on track.• Ensuring that the deliverables of the sub-component meet the required standards and specifications.• Identifying potential risks specific to the sub-component, assessing their impact, and developing mitigation strategies.• Keeping detailed records of the progress, issues, and changes related to the sub-component and providing regular reports to the project managers and stakeholders.• Implementing activities in collaboration with stakeholders• Managing the sub-component activities

Institutions	Roles and Responsibilities
ZEPCU	<ul style="list-style-type: none"> • The Project Implementing Unit (ZEPCU) will coordinate, manage, and oversee the day-to-day implementation of the project. It will coordinate with the Directorate of Planning and Information to ensure day-to-day activities related to the day to day affairs of the project. • Adequately and timely addressed and survivor-centered approaches are implemented under the project. • Implementing some activities related to ESS, GRM, M&E, project administration and communication
MoE Directorates and Units	<ul style="list-style-type: none"> • Directorates will oversee the implementation of the project in collaboration with ZEEP on planning implementation and monitoring to achieve overall component objectives.
Provincial Education Office	<ul style="list-style-type: none"> • Provision of strategic guidance and supervision of the implementation of the component at provincial level. • Coordination and organization of training workshops, meetings, studies at provincial level. • Supervising and supporting the monitoring and implementation activities of the DEBS for the component.
DEBS	<ul style="list-style-type: none"> • Entry point for the component activities at the district level. • Supporting the project in collaboration with the PEO and ZEEP, coordination and organization of training workshops, meetings, study and organization • Providing comprehensive ZEEP monitoring and comprehensive reports to the PEO. • Provision of strategic guidance and supervision of the implementation of the component at district level.
Schools	<ul style="list-style-type: none"> • On site monitoring of project implementation • Ensuring compliance with project regulations • Compiling and submitting progress reports to DEBS
WB	<ul style="list-style-type: none"> • Provide overall technical assistance to the project • Conduct bi-annually implementation support missions

Financing of the activities under Component 3.2

This component will use Investment Project Financing (IPF) to finance activities under this component. The total amount allocated to the sub-component is \$6.6 million. The Directorate of Planning and Information will supervise its implementation in collaboration with ZEPCU.

Sub-Component 3.2 Activities

Activities to be supported include the

- a) Preparation of Work Plan and Budgets
- b) Monthly Project review meeting for Project Implementation Committee
- c) Holding of quarterly Project Implementation Steering Committee meeting
- d) Paying Consultancy fees to the Independent Verification Agency (IVA)
- e) Monitoring by ZEEP staff (strategic and policy backstopping)
- f) Servicing of Project motor vehicles
- g) Maintenance of Project fuel and lubricants Account
- h) Procurement of office requisites
- i) Procurement of Office Accommodation and maintenance
- j) Payment of utility bills
- k) Payment of Personal Emoluments (Salary)
- l) Procurement of Office Furniture and Equipment
- m) Facilitating participation in Conferences on Education
- n) Facilitating World Bank Portfolio Review meetings/workshops
- o) World Bank ZEEP support Missions
- p) Procure Consultancy services for development of ZEEP-AF Project Implementation Manual (PIM)
- q) Orientation of PSC, PIC and ZEPCU
- r) Finalization of a GRM Manual
- s) Development/review of GRM Materials
- t) Review of M&E framework and tools to incorporate AF indicators
- u) Conduct Monitoring field Visits
- v) Monitoring Funding & Expenditure (Accounts)/Asset management
- w) Quarterly Submission of expenditure returns
- x) Bi annual reviews meetings with the Regional Accountants on financial matters and submission of expenditure returns
- y) Printing of financial manual include in AF

- z) External and Internal audits
- aa) Audit Verification

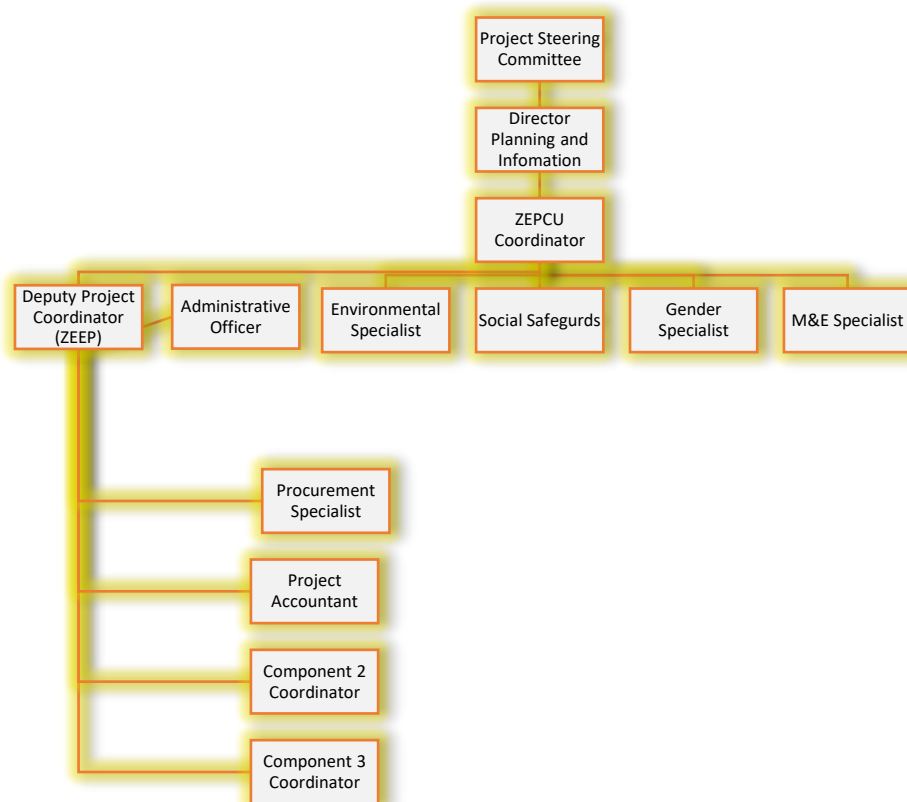
Project Administration

Human Resource Administration

Organisation Structure

The Structure of the Programme will have the Project Steering Committee, chaired by the Permanent Secretary, as an oversight body. There will be the ZEPCU Coordinator who will report to the Permanent Secretary through the Director of Planning and Information. Reporting to the ZEPCU Coordinator will be the Deputy Project Coordinator and other ZEPCU staff comprising of the Environmental Safeguards Specialist, Social Safeguards Specialist, Gender/GBV Specialist, Monitoring and Evaluation Specialist, and Administrative Officer. Reporting to the Deputy Project Coordinator will be Component 2 and 3 coordinators, Project Accountant and Procurement Specialist while there will be a Driver and Office Assistant reporting to the Administrative Officer. Figure 3 below illustrates the organisation structure.

Figure 3: Organizational structure for Programme oversight and management



Conditions of service

Staff will be recruited on the basis of the positions in the Programme Design Report. Staff conditions of service will include those shown in table 1 below:

Table 12 Conditions of Service for Project Staff

Conditions of Service	Detail
Type of employment	Fixed Term Contract
Remuneration	<ul style="list-style-type: none">• Payment schedule (to be negotiated)• Benefits i.e., Public Service Pensions Fund (PSPF) and National Pension Scheme Authority (NAPSA)<ul style="list-style-type: none">• Allowances• Salary advances• Advances against salary• Advances against gratuity<ul style="list-style-type: none">• Taxation/deductions• End of service pay
Work terms	40 hours per week To observe public holidays
Leave	According to contract provisions
Termination	According to contract provisions

Salary Advances

Each application for a salary advance will be considered on its merit. All applications for salary advances, with the exception of that of the ZEPCU Coordinator, will be considered by the ZEPCU Coordinator. The application for salary advances by the ZEPCU Coordinator will be considered by the Director of Planning and Information of the Ministry of Education. The amount advanced shall be limited to a maximum of the officer's monthly gross salary. The advance shall be repaid, ordinarily through the payroll, within a reasonable period of time but not exceeding six (6) months. No staff will be allowed another salary advance while the previous advance is still outstanding. If a staff member has an advance at the time of payment of gratuity, they may choose to clear any outstanding advance through gratuity payment.

Advances against gratuity

Advances against gratuity may be granted to employees upon applying through the ZEPCU Coordinator as appropriate. These advances will be limited to the accumulated gratuity for the period the employee has served in the contract and will be recovered from the immediate next gratuity at once. Only employees who have passed their probationary period in their positions will be considered for such advances.

Misconduct and Disciplinary Action

Disciplinary procedures as well as appeals and grievances will follow the GRZ procedures as specified in the *Terms and Conditions of Service for the Public Service, June 2003*.

The Permanent Secretary (PS) will establish a committee chaired by the Director Planning and Information to handle misconduct and disciplinary issues in line with GRZ Terms and conditions of service for the Public Service, June 2003. The Final authority will be the Permanent Secretary who is the employing authority for ZEEP and ZEPCU staff.

Employee Records

Employee records will be maintained at the PIU under the custodianship of the Project Administrative Officer. These files will contain all pertinent documents such as appointment letters, performance evaluations, personnel actions, job descriptions, bio-data forms, resumes, letters of recommendation, discipline record, memos to the file and any other information pertaining to the employee's employment. The employee records on file will also include basic details such as name of staff, sex, date joined, nature of engagement, termination date, posts held/assigned and leave days taken and outstanding. Staff members will be shown and made to sign the Vital Statistics form to affirm correctness of information by the ZEPCU Coordinator upon reporting for duty. Employees will be encouraged to keep copies of all personnel documentation.

Staff Performance Agreements and Appraisals

Project staff appraisals will follow the GRZ system of appraisal but ending at PS. Appraisal reports for all staff will cover a period of 12 months. All Project staff will agree with their supervisors' performance areas at the beginning of the year. During the course of the year, periodic reviews on progress towards meeting agreed performance areas will be made. Finally, at the end of the year, a comprehensive appraisal will be conducted for all Project staff under the PIU while the ZEPCU Coordinator will be appraised by a sub-committee of the PSC.

Ethics

Programme employees are required to exercise the highest ethical standards and conform to a code of conduct compatible with the mission and values of MoE. An employee should be free of any personal interests which could influence his or her judgment or action in the conduct of Project business or would affect his or her responsibility. Employees must not only avoid situations which give rise to a conflict of interest, but also those situations which create the appearance of a conflict of interest. This policy is not intended to delineate every situation that could give rise to a conflict of interest, but may serve as general guidelines for the evaluation of specific situations as they arise. An individual with ordinary good judgment should generally know whether or not a particular activity involves an actual or potential conflict without the need for specific rules. However, where there is doubt, the matter shall be brought to the attention of the employee's supervisor who will take action as appropriate.

Staff training

Staff training may be provided by the Project according to the training needs identified and approved by the World Bank. Employees will undertake training that is relevant to their

position to enhance the operations of the Project. It may be accomplished through conferences, seminars, workshops, part-time lectures or full-time residential studies, outside or within the country.

Office Supplies

All requests for office supplies, like stationery and refreshments, will be made through the PAO who will enter the item on the stationery control sheet/bin card. The stationery control sheet will show the description, date, quantity (in/out), balance, and who received the supplies. The recipient will sign for collection of the item. The stationery control sheets will be maintained and kept in one file by the PAO at PIU. The procured supplies will be stored through the ministry stores management and the PAO will collect the items for distribution to respective officers.

Usage of communication facilities

Project employees will be provided with communication facilities including a mobile telephone, a computer and internet to use for official purpose. The Project will develop a mechanism to ensure that there is a judicious use of these facilities. A reputable mobile service provider shall be identified to provide mobile phones and internet service to the project.

Workplace safety and security

All workplace related safety and security information will be communicated to Project staff by the PAO.

The PAO will maintain a set of keys to the office and all vehicles. The Office Assistant will act as a day guard during office working hours. The security company contracted will provide a night guard, in addition to a security alarm system. The PAO and/or ZEPCU Coordinator will be responsible for securing the office each evening. To secure the office, all power sources should be switched off, all windows closed, and all doors closed and locked.

Motor Vehicle Administration and Management

For in-country travel, travel will be implemented within the guidelines provided by the government available during the project lifetime. In addition, use of motor vehicles and cycles at provincial and district level will be guided by the developed guidelines (Annex 5, p.204). When travelling on highway routes, officers shall be required to use a Project or Government driver. Where this is not feasible, permission shall be obtained from the Permanent Secretary. Project staff will be provided with duty vehicles in line with their respective contracts of employment to enable them undertake Project activities. Each vehicle will have a logbook to record all trips undertaken. The driver is responsible for maintaining a vehicle logbook for all trips made. The vehicle mileage log form must be completed immediately and signed after every trip. The usage of the project vehicles will be within the confines of government guidelines. In case of accidents, the employees must report all vehicle accidents whether serious or not first to the police within 24hours and in writing within 48hours to the ZEPCU Coordinator who will submit the report to the Permanent Secretary.

The GRZ procedures will be followed in management of fuels. The Project Accountant will reconcile on a monthly basis the records in collaboration with PAO.

Vehicle records

In addition to the vehicle mileage log form, basic records will be kept for each Project vehicle. Basic records will be kept by the PAO. The basic records should contain copies of: a copy of the manufacturer's service manual; copies of purchase documents and ownership title, complete vehicle description, optional equipment installed and warranty; documents relating to work order or documents showing service or repairs done and costs in parts and labour; and mileage disc which shows the next service due date. The Driver will regularly check vehicles to assure that lubrication, tune up and other servicing is completed according to the manufacturer's specifications.

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

Component 4 ensures schools are safe places for children and other vulnerable people. In view of this, the project supports enhancement of institutional capacity for implementation of safe school program.

Component objective

The main objective of component 4 is to enhance institutional capacity to implement a safe school program that would ensure a safe and inclusive learning environment that protects girls and boys from School Related Gender Based Violence (SRGBV).

Component Administration

The Sub-component shall be managed directly by ZEPCU through Gender/GBV specialist in collaboration with the Directorate of Planning and Information (DPI).

Roles and responsibilities of the different institutions

The Ministry of Education will be the implementing agency with the full responsibility for all aspects of the Project implementation with support from other stakeholders. The table below comprises roles and responsibilities of different stakeholders.

Table 13 Roles and responsibilities - Component 4

Institutions	Roles and Responsibilities
ZEEP	<ul style="list-style-type: none">• Developing detailed plans for the sub-component including timelines, resource allocation and task assignments.• Tracking the progress of sub-component against the plan, identifying any deviations, and implementing corrective actions as needed to stay on track.• Ensuring that the deliverables of the sub-component meet the required standards and specifications.

Institutions	Roles and Responsibilities
	<ul style="list-style-type: none"> • Identifying potential risks specific to the sub-component, assessing their impact, and developing mitigation strategies. • Keeping detailed records of the progress, issues, and changes related to the sub-component and providing regular reports to the project managers and stakeholders. • Implementing the planned component activities in collaboration with stakeholders • Managing the component activities
ZEPCU	<ul style="list-style-type: none"> • The Project Implementing Unit (ZEPCU) will coordinate, manage, and oversee the day-to-day implementation of the project. • It will coordinate with the Directorate of Planning and Information to ensure day-to-day activities related to the Safe School Program are adequately and timely addressed and survivor-centered approaches are implemented under the project. • Tracking the progress of sub-component against the plan, identifying any deviations, and implementing corrective actions as needed to stay on track. • Ensuring that the deliverables of the sub-component meet the required standards and specifications.
Directorate of Planning and Information	<ul style="list-style-type: none"> • To provide an oversight role to targeted districts on safe school planning and implementation. • The Gender focal person appointed from the directorate at the Ministry HQ will be the link between the ZEEP and the Ministry and will facilitate collaboration meetings with other stakeholders whenever necessary. • The directorate, through the gender/GBV focal person will provide technical and operational support to the ZEEP at all levels using their structure in the Ministry and shall be involved.
ZEPCU	<ul style="list-style-type: none"> • The Project Implementing Unit (ZEPCU) will coordinate, manage, and oversee the day-to-day implementation of the project. • It will coordinate with the Directorate of Planning and Information to ensure day-to-day activities related to the Safe School Program are adequately and timely addressed and survivor-centered approaches are implemented under the project.
Provincial Education Office	<ul style="list-style-type: none"> • At the Provincial level, Safe School Program activities will be coordinated by the Senior Planning Officer (SPO) and the Senior Education Officer - Guidance and

Institutions	Roles and Responsibilities
	Administration (SEO-GA) both under the MoE. The team leader will be the Senior Education Officer (Guidance and Administration).
DEBS	<ul style="list-style-type: none"> At the district level, the sub-projects will be coordinated by the DEBS office which shall include the District Guidance and Counselling Coordinator (DGCC) and the District Planning Officer under MoE and other officers as may be determined by the DEBS to facilitate training of guidance teachers and ensure the implementation of Safe School Program in schools.
Schools	<ul style="list-style-type: none"> The school management, the school parent committee, the guidance teachers, and traditional and church leaders will be trained in the implementation of the Safe School Program in school. The Head teacher and the Guidance teacher will coordinate the implementation of activities at the school level.
World Bank	<ul style="list-style-type: none"> Provide technical support in designing and implementation of safe school program.
Keeping Girls in Schools project (KGS)	<ul style="list-style-type: none"> Collaborate in the design and implementation of safe school program, support specific outreach to at risk girls and with referrals to health and GBV related service providers, and as well as facilitate the re-entry of girls who are out of school and implementation of SRGBV Safe clubs in schools.
TESS (School guidance and counselling services)	<ul style="list-style-type: none"> Will play a leading role in creating safe schools through the provision Guidance and Counselling Services in schools. TESS is responsible for capacity building/training of SEO-GC, DGCCs, and Guidance teachers at provincial, District and School level.

Financing Modality

Component 4 has an allocation of USD 3 million for execution of the related project activities that shall be implemented over the period of the project. These funds will be earned through Investment Project Financing (IPF) with Performance Based Conditions (PBCs).

Component Beneficiaries

The project will target 2700 intervention schools including those from Parent ZEEP and AF from the ten provinces of Zambia. The development and implementation of safe school plans will be piloted in at least 25 percent of the project's target schools (with at least one school in

each province). Lessons learned from the pilot will provide a basis for the rollout of the program to other schools.

Activities of component

- a) Develop and review a code of conduct;
- b) This will ensure accountability of MoE staff and contractors ensuring the safety of children and staff from sexual exploitation and abuse (SEA) and sexual harassment (SH).
- c) Selection of 25 percent (25%) of the targeted schools to pilot a safe school program;
- d) This will act as the sample size before rolling out of the program to all schools.
- e) Develop Safe schools and gender-informed action plans (template) and safe school teacher training package;
- f) The action plan template will serve as a guide to all schools in the development of their respective action plans while the development of training package will serve as a resource and reference material during the trainings of MoE personnel across all levels of education.
- g) Develop a master training plan for safe school;
- h) The master training plan will guide the implementation of training of the MoE personnel.
- i) Orientation and training of PEOs and DEBS from the selected school to pilot the Safe School Program;
- j) This will help PEOs and DEBS have an in-depth understanding of the safe school program concept and acquire relevant skills to enable them conduct successful trainings in their respective Province and Districts as Trainer of trainers (ToT).
- k) Conduct training of guidance and counseling teachers in safe school program;
- l) This will help Guidance and Counselling Teachers, School management and the Community have an in-depth understanding of the safe school program concept and acquire relevant skills to enable them conduct school/community based training successfully.
- m) Facilitate the development of safe school plans in the selected pilot schools;
- n) This will help the school management to develop the safe school plans as per the set standards.
- o) Pilot Targeted Schools to develop safe school and gender-informed action plans;
- p) This will guide the school management on what activities to implement, when to implement, how to implement and who is responsible to execute the planned activities.
- q) Support the sensitization of school communities in GBV and safe school program;
- r) This will immensely help the communities have an in-depth understanding of GBV/SRGBV and in turn support the implementation of safe school program.
- s) Review and disseminate referral mechanism on safe schools;
- t) This will the Ministry to have a uniform referral mechanism in all schools and will enhance data capturing of referred cases.
- u) Stakeholder mapping;
- v) This will help in identifying GBV service providers across all levels service delivery and enhance collaboration.
- w) Develop monitoring instrument on safe school;
- x) This will help track the implementation of safe school and take remedial measures where there are impediments.

Component 4 Performance Based Conditions (PBCs)

Table 14: Component 4 PBCs

PBC 4	Enhancing institutional capacity for implementation of safe school program				Verification Protocol
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount	
<i>Output</i>	<i>Yes</i>	<i>Text</i>	<i>3,000,000.00</i>	<i>0.00</i>	
Period	Value		Allocated Amount (USD)	Formula	
<i>Baseline</i>	<i>0.00</i>				
<i>Year 0</i>	<i>0.00</i>		<i>0.00</i>		
2024	<i>PBC 4.0: Accountability mechanism that ensures accountability among MoE staff and contractors ensuring safety of children and staff from sexual exploitations and abuse revised (US\$500,000)</i>		<i>500,000.00</i>		<i>The MoE revise accountability mechanisms to ensure safety of children and staff from sexual exploitation and abuse and submits a report together with the action plan to the ZEPCU who submits it to the IVA. The IVA verifies and validates the report and action plan, and submits an assessment report to the ZEPCU. The ZEPCU submits the report through the PS to the World Bank for review, no-objection and funds disbursement.</i>
2024	<i>PBC 4.1: Selection of 25 percent of the targeted schools to pilot safe school program completed (US\$500,000)</i> <i>PBC 4.2: Safe schools and gender informed action plan and teacher training package completed (US\$500,000)</i>		<i>1,000,000.00</i>		<i>PBC 4.1 MoE submits to IVA the list of selected schools to pilot the safe schools program. The IVA verifies that the list of schools selected for the pilot represent 25% of the project's Targeted Schools, and that the selection methodology is scientifically sound. IVA submits the verification to report to ZEPCU. The ZEPCU submits the report through the PS to the World Bank for review, no-objection and funds disbursement. PBC 4.2 The MoE submits to IVA a report on the development of information resources and materials (posters, flyers, banners, leaflets, flashcards, etc.), and of training packages on topics related to ensuring safety of children and staff from sexual</i>

PBC 4	Enhancing institutional capacity for implementation of safe school program				Verification Protocol
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount	
					<i>exploitation and abuse. IVA submits the verification to report to ZEPCU. The ZEPCU submits the report through the PS to the World Bank for review, no-objection and funds disbursement</i>
2025	<i>PBC 4.3: Pilot Targeted Schools develop safe school and gender-informed action plans (US\$750,000)</i>		750,000.00	<i>US\$75,000 for each 10 percent of target school achieving target</i>	<i>PBC 4.3 MoE submits the a list of schools that have developed safe school and gender-informed action plan and the plans to the ZEPCU who submits the report to IVA. The IVA verifies the report which to a minimum should show priorities for the school. The IVA also calls on a randomly basis 10% of the pilot schools and visit no more than 10 schools. Upon completion of the verification, the IVA submits the report to the ZEPCU who submits through the PS to the World Bank for review, no-objection and funds disbursement.</i>
2025	<i>PBC 4.4: Pilot Targeted Schools implementing safe school and gender-informed action plan (US\$750,000)</i>		750,000.00	<i>US\$75,000 for each 10 percent of target school achieving target</i>	<i>PBC 4.4 ZEPCU submits to IVA a report on the pilot schools that are implementing safe school and gender informed action plans. The IVA verifies on a random sample of 10% of the pilot schools and visit no more than 10 schools to verify implementation. The IVA submits the verification to report to ZEPCU. The ZEPCU submits the report through the PS to the World Bank for review, no-objection and funds disbursement.</i>

SECTION IV: IMPLEMENTATION ARRANGEMENT

4.1 Overall Institutional Arrangements

The ZEEP - AF will be implemented from 31st October, 2022 to 31 December, 2025. The Ministry of Education (MoE) will be the implementing agency with the full responsibility and accountability for project implementation through relevant directorates, units, and agencies. Each directorate, unit and agency in the ministry will appoint focal point persons to closely work with different components/sub-components of the Project.

The Provincial Education Offices (PEOs) and District Education Board Secretaries (DEBSs) will play the key role of facilitating and monitoring of project implementation for all aspects of the project implementation. The following institutions will be part of the governance and management system for the project.

a. Project Steering Committee (main competencies, responsibilities, and accountability)

A Project Steering Committee (PSC) will be established to provide oversight and guidance to facilitate inter-departmental coordination on implementation activities. The Project Steering Committee (PSC) chaired by the Permanent Secretary in charge of Administration with Permanent Secretary in charge of Education as alternative Chairperson. The ZEPCU Project Coordinator as Member Secretary. It will include representatives from key Ministries such as Finance and National Planning, Gender Division, Ministry of Technology and Science and Smart Zambia. Others are Zambia National Education Coalition (ZANEC), Teaching Service Commission (TSC), chair of education sector Cooperating Partners Coordination Committee (CPCC) and Civil Society Organization (CSO). The PSC can invite relevant stakeholders as necessary.

Roles and Responsibility of the Project Steering Committee (PSC)

The following are the functions of the PSC:

- (a) Provide overall strategic guidance including policy guidance to inform the operations of the Project Implementation Unit (PIU).
- (b) Endorse the appointment and termination of employment contracts for the PIU staff.
- (c) Monitor the overall implementation of the project.
- (d) Review and approve reports submitted for consideration including progress reports, financial reports and others.
- (e) Provide oversight over financial management aspects including reviewing internal and external audit reports, and management responses and actions taken on these reports.
- (f) Ensure that agreed performance targets and time-lines for activities under the different components are met.
- (g) The PSC secretariat (PIU) will notify committee members of meetings upon the approval of the PSC chairperson. The procedure for the meetings will be as follows:
- (h) The PSC Secretary will circulate prior notice to all PSC members/invitees about the meeting with information on the date, time, venue and agenda at least 7 days before the meeting date;

- (i) At least more than 50% of the PSC member need to be present for a meeting to proceed;
- (j) PSC can invite independent experts or other representatives to PSC meetings. While the invitees would be able to present their views, they will not have decision making authority;
- (k) The decision made by most members participating in the meeting will be considered as the decision of PSC;

Minutes of the PSC meetings will be recorded and signed by its Chairperson and Secretary after confirmation and adoption by the members that attended the meeting.

Table 15 Composition of the Project Steering Committee

Sn	Role	Position	Institution
1	Chair	Permanent Secretary - Administration	Ministry of Education
2	Member	Permanent Secretary	Ministry of Health
3	Member	Permanent Secretary	Ministry of Local Government
4	Member	Permanent Secretary	Ministry of Finance
5	Member	Permanent Secretary	Ministry of Community Development and Social Services
6	Member	Permanent Secretary	Ministry of Science and Technology
7	Member	Permanent Secretary	Ministry of Infrastructure Housing and Urban Development
8	Member	Permanent Secretary	Ministry of Fisheries and Livestock
9	Member	Permanent Secretary	Ministry of Agriculture
10	Member	Executive Director	Zambia National Education Coalition (ZANEC)
11	Secretariat	Project Coordinator	Zambia Education Project Coordinating Unit (ZEPCU)

b. Project Implementation Committee (main competencies, responsibilities, and accountability)

A Project Implementation Committee (PIC) shall also be established by the Ministry to be chaired by the Permanent Secretary in-charge of Education Services with Member Secretaries

being the Project Deputy Coordinators. The PIC will be responsible for day-to-day management of the project and will report to the Project Steering Committee. The PIC will meet once a month to review implementation progress. The membership of the committee will include all directors, Teaching Council of Zambia (TCZ), Ministry of Education Procurement and Supplies Unit (PSU) and ZEPCU Project Coordinator. The two (2) Deputy Project Coordinators; ZEEP and ZEEL will serve as secretariat for the Committee. The PIC can invite relevant stakeholders as necessary.

Roles and responsibilities of the Project Implementation Committee (PIC)

The key functions of PIC include the following:

- (a) Review implementation of components,
- (b) Review environmental and social safe-guards,
- (c) Review fiduciary,
- (d) Review achievement of performance-based conditions and disbursements, and
- (e) Review audit compliance
- (f) The PIC secretariat (PIU) will notify committee members of meetings upon the approval of the PIC chairperson. The procedure for the meetings will be as follows:
- (g) The PIC Secretary will circulate prior notice to all PIC members/invitees about the meeting with information on the date, time, venue and agenda at least 7 days before the meeting date;
- (h) At least more than 50% of the PIC member need to be present for a meeting to proceed;
- (i) PIC can invite independent experts or other representatives to PIC meetings. While the invitees would be able to present their views, they will not have decision making authority;
- (j) The decision made by most members participating in the meeting will be considered as the decision of PIC;

Minutes of the PIC meetings will be recorded signed by its Chairperson and Secretary after confirmation and adoption by the members that attended the meeting.

Table 16 Composition of the Project Implementation Committee

Sn	Role	Position	Directorate
1	Chair	Permanent Secretary – Educational Services	Ministry of Education
2	Member	Director	Early Childhood Education
3	Member	Director	Planning and Information
4	Member	Director	Finance
5	Member	Director	Open and Distance Learning
6	Member	Director	Human Resource and Administration

Sn	Role	Position	Directorate
7	Member	Director	Standards and Evaluation
8	Member	Director	Primary Education
9	Member	Director	Teacher Education and Specialized Services
10	Member	Director	Internal Audit
11	Member	Assistant Director	Zambia Education Projects Implementation Unit
12	Member	Director	School Health and Nutrition
13	Member	Director	Curriculum Development
14	Member	Project Coordinator	Zambia Education Project Coordinating Unit (ZEPCU)
15	Secretariat	Deputy Project Coordinator	Zambia Enhancing Early Learning (ZEEL) Project
16	Secretariat	Deputy Project Coordinator	Zambia Education Enhancement Project (ZEEP)

c. Directorate of Planning and Information

The directorate of Planning and Information oversees for all projects in the Ministry. The Project Implementation Unit (PIU) which is housed in ZEPCU shall therefore report to the Director Planning and Information.

Roles and responsibilities of The Director of Planning and Information

The roles of the Director Planning and Information will be:

- provide oversight role to the PIU on the implementation of the ZEPCU
- be the link between the PIU, PS and other CP and will facilitate meetings with such offices whenever necessary.
- provide technical and operational support to the ZEPCU;

Zambia Education Program Coordination Unit (ZEPCU)

The directorate of Planning and Information oversees for all projects in the Ministry.

The ZEPCU is a Project Implementation Unit (PIU) both for ZEEP and Zambia Enhancing Early Learning (ZEEL) Project. The PIU shall therefore report to the Director Planning and Information. It is realigned to reflect the project needs and better support project implementation. The ZEPCU will support implementing directorates, departments, and agencies with day-to-day management of project implementation and coordination. The Program/Project Coordinator will lead ZEPCU assisted by one safeguard expert, one

environmental expert, one gender/GBV expert, one M&E expert, one communication specialist, and one administrative officer.

Roles and responsibilities of Zambia Education Program Coordination Unit (ZEPCU)

The functions of ZEPCU would include:

- a) Coordinating the preparation and finalization of the AWP&B;
- b) undertaking project M&E activities, including the preparation of quarterly, semiannual, and annual progress reports;
- c) Conducting baseline, midterm, and final assessments, as well as midterm project management reviews and other process and impact evaluations as necessary;
- d) Hiring of IVA, and ensuring that PBC achievements are verified by the contracted third-party agency on time;
- e) Organizing PSC and PIC 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 operationalizing a GRM
- n) Coordinating ESS activities, and
- o) Support the provision of training to the MoE and participating institutions on FM, procurement, safeguards, and M&E related to the project implementation.

The Roles and responsibilities of ZEPCU Coordinator

- a) Creating the development of project plans, schedules, and timelines. They help ensure that project milestones and deadlines are met
- b) Ensuring coordination of the project activities with the different directorates, units and agencies within and outside the ministry
- c) Acting as a liaison between the project deputy coordinator, ZEPCU team members, and stakeholders, ensuring clear and timely communication of project status, changes, and expectations.
- d) Maintaining comprehensive project documentation, including project plans, progress reports, meeting minutes, and other relevant records.
- e) Tracking project progress against milestones, identifying potential issues, and providing regular status updates to the project steering committee, project implementation committee and stakeholders.

- f) Identifying and addressing project-related issues and risks, coordinating solutions, and escalating problems when necessary.
- g) Facilitating budget preparation, monitoring expenses, and ensuring the project stays within financial constraints.
- h) Ensuring that project deliverables meet the required standards and specifications through regular reviews and assessments.
- i) Engaging with stakeholders to gather requirements, manage expectations, and ensure their needs are met throughout the project lifecycle.

The Roles and responsibilities of the Administrative Officer

The component and sub-component coordinators will be responsible for the day-to-day coordination of the component and sub component activities. They will report to the Deputy Project Coordinator. Major functions of the Component Coordinator or Sub-Component coordinator will include:

- a) Assist to coordinate project meetings, including scheduling, preparing agendas, and taking minutes.
- b) Maintain accurate and up-to-date project documentation, including contracts, reports, and correspondence.
- c) Ensure proper filing and organization of project documents, both physical and electronic.
- d) Serve as a point of contact for project team members, clients, vendors, and other external parties.
- e) Facilitate effective communication within the project team and with external stakeholders.
- f) Assist in the procurement of project resources, including equipment, materials, and services.
- g) Manage inventory and ensure the availability of necessary resources for project activities.
- h) Ensure that project activities comply with organizational policies, procedures, and regulatory requirements.
- i) Provide general administrative support to the project team, such as managing calendars, handling correspondence, and organizing travel arrangements.
- j) Address any administrative issues that arise during the course of the project.
- k) Distribute regular project status reports to stakeholders.
- l) Monitor and report on risk management activities.
- m) Assist in onboarding and training new project team members.

The Roles and responsibilities of the Environmental Specialist

The component and sub-component coordinators will be responsible for the day-to-day coordination of the component and sub component activities. They will report to the Deputy Project Coordinator. Major functions of the Component Coordinator or Sub-Component coordinator will include:

- a) Ensure that the project complies with local, state, and federal environmental laws and regulations.
- b) Obtain necessary environmental permits and ensure they are up to date.

- c) Develop and implement Environmental Management Plans (EMPs) for the construction project.
- d) Conduct environmental impact assessments (EIAs) and other relevant studies.
- e) Identify potential environmental risks and develop mitigation strategies.
- f) Conduct regular site inspections to monitor compliance with environmental standards.
- g) Develop and implement waste management plans.
- h) Conduct environmental training and awareness programs for construction workers and staff.
- i) Ensure that all personnel are aware of environmental policies and procedures.
- j) Maintain accurate records of environmental data, inspections, and compliance reports.
- k) Prepare and submit regular environmental reports to regulatory authorities and stakeholders
- l) Address any environmental concerns raised by the public or other stakeholders.
- m) Promote sustainable construction practices.
- n) Implement continuous improvement initiatives to enhance environmental performance.

Roles and Responsibility of the Social Specialist

The component and sub-component coordinators will be responsible for the day-to-day coordination of the component and sub component activities. They will report to the Deputy Project Coordinator. Major functions of the Component Coordinator or Sub-Component coordinator will include:

- a) Ensure that the project adheres to social policies, regulations, and standards.
- b) Monitor the social impact of the project and ensure compliance with social safeguards.
- c) Conduct regular assessments and audits to evaluate the project's social performance.
- d) Establish and manage a grievance redress mechanism for community members to voice concerns.
- e) Investigate and resolve complaints and conflicts that arise during the project lifecycle.
- f) Maintain records of grievances and resolutions for transparency and accountability.
- g) Conduct social impact assessments (SIA) to identify potential positive and negative impacts on the community.
- h) Develop and implement mitigation plans to address any adverse social impacts.
- i) Collaborate with environmental and technical teams to integrate social considerations into the overall project plan.
- j) Provide training and capacity-building initiatives for community members to enhance their skills and participation in the project.
- k) Organize workshops and seminars to raise awareness about the project's social aspects and benefits.
- l) Prepare regular reports on social activities, impacts, and mitigation measures for project stakeholders.
- m) Identify and assess social risks associated with the project.
- n) Raise awareness about social issues and promote inclusive practices within the project team.

- o) Continuously evaluate the effectiveness of social safeguard measures and make necessary adjustments

The Roles and Responsibility of the Communication Specialist

The component and sub-component coordinators will be responsible for the day-to-day coordination of the component and sub component activities. They will report to the Deputy Project Coordinator. Major functions of the Component Coordinator or Sub-Component coordinator will include:

- a) Develop and implement a communication strategy that aligns with the project's goals and objectives.
- b) Identify stakeholders, understand their communication needs, and ensure they are adequately informed and engaged throughout the project lifecycle.
- c) Ensure timely and accurate distribution of project information to relevant parties.
- d) Manage relationships with media outlets to ensure positive coverage of the project.
- e) Develop and implement a crisis communication plan to manage and mitigate potential risks to the project's reputation.
- f) Establish and maintain channels for feedback from stakeholders to inform project decisions and adjustments.
- g) Create detailed communication plans outlining how and when information will be shared with stakeholders.
- h) Define communication objectives, key messages, target audiences, and communication channels.
- i) Produce and oversee the creation of various communication materials such as newsletters, press releases, reports, presentations, and social media content.
- j) Ensure all content is consistent with the project's branding and messaging.
- k) Work closely with project managers and team members to gather information and updates on project progress.
- l) Ensure that the project team is aware of communication protocols and timelines.
- m) Identify key stakeholders and their communication needs.
- n) Maintain a stakeholder register and update it regularly.
- o) Facilitate regular updates to stakeholders through meetings, reports, and other communication tools.
- p) Serve as the point of contact for media inquiries
- q) Prepare and distribute press releases and manage media coverage.
- r) Organize press conferences and media briefings as necessary.
- s) Track and analyse the effectiveness of communication efforts using metrics and feedback.

The Roles and Responsibility of the Monitoring and Evaluation Specialist

The M&E specialist will be responsible for the day-to-day coordination of the M&E related activities. They will report to the ZEPCU Project Coordinator. Major functions of the M&E specialist will include:

- a) Develop and review the M&E framework, including indicators, data collection methods, and evaluation techniques.
- b) Participate in project planning to ensure M&E components are integrated from the outset.
- c) Create detailed M&E plans and timelines that align with project goals and objectives.
- d) Design and implement data collection tools such as surveys, questionnaires, and interviews.
- e) Oversee and coordinate the data collection process, ensuring accuracy and consistency.
- f) Manage and maintain the project database, ensuring data is entered, stored, and backed up properly.
- g) Analyse collected data to assess project performance and progress.
- h) Prepare detailed reports, including data visualizations, to communicate findings to stakeholders
- i) Provide actionable insights and recommendations based on data analysis.
- j) Continuously monitor project activities, ensuring they are aligned with the set objectives and timelines.
- k) Conduct field visits to verify data and observe project implementation.
- l) Track project progress using established indicators and metrics.
- m) Conduct mid-term and end-of-project evaluations to assess the impact and effectiveness of the project.
- n) Train project staff and stakeholders on M&E processes, tools, and the importance of data quality.
- o) Provide ongoing support and technical assistance to project teams in implementing M&E activities.
- p) Communicate M&E findings and progress reports to donors, partners, and other stakeholders.
- q) Collaborate with stakeholders to ensure M&E activities are aligned with their expectations and requirements.
- r) Continuously improve M&E processes based on feedback and lessons learned.
- s) Ensure that M&E activities comply with ethical standards and regulatory requirements.

The Roles and Responsibility of the GBV/Gender Specialist

The component and sub-component coordinators will be responsible for the day-to-day coordination of the component and sub component activities. They will report to the Deputy Project Coordinator. Major functions of the Component Coordinator or Sub-Component coordinator will include:

- a) Collaborating with other component, sub-component coordinators and ZEPCU specialists on planning, implementation, monitoring and reporting processes to achieve overall project objectives;
- b) Managing communication and information including stakeholder consultations;
- c) Collaborating with designated officers to execute assigned activities.
- d) Coordinating and manage training of various stakeholders.

- e) Providing guidance and technical support to other members under the component including trainers and trainees and other service providers.
- f) Preparing monthly progress reports.

Zambia Education Enhancement Project (ZEEP)

The Project will coordinate, manage and oversee day-to-day implementation of the project. It will be staffed by dedicated; full time professionals recruited competitively either from within the government or from the market based on well-defined terms of references. The Deputy Project Coordinator will be the head of the Project and will report to the Project Coordinator of the ZEPCU. Configuration of the include:

- 1) Component 2 Coordinator
- 2) Sub-Component 3.1 Coordinator
- 3) Procurement specialist
- 4) Project Accountant

The Roles and responsibilities of the ZEEP

ZEEP will report to ZEPCU and its major functions will include:

- a) Procurement of goods and services for the project related activities;
- b) Financial and personnel management of the project;
- c) Providing technical and operations support to the designated officers at the province, districts and colleges of education (such as provincial building officers, resource center coordinators) implement project activities;
- d) Identifying the need, procure and manage specialized services required for effective project implementation (e.g. consultants)
- e) Ensuring that accounts are kept and reports on financial and operational progress are prepared in timely manner.

The Roles and Responsibilities of the Deputy Project Coordinator

- a) Lead and motivate the project team.
- b) Assign tasks and responsibilities to team members.
- c) Foster a collaborative and productive team environment.
- d) Manage changes to the project scope, schedule, and budget.
- e) Ensure that changes are documented, evaluated, and approved.
- f) Implement change control processes
- g) Providing administrative support to the project team, including organizing meetings, coordinating travel arrangements, and ensuring team members have the necessary resources to perform their tasks.
- h) Assisting to create the development of project plans, schedules, and timelines. They help ensure that project milestones and deadlines are met.
- i) Coordinating with different directorates, units and other agencies to allocate resources such as manpower, equipment, and materials required for the project.
- j) Identifying potential project risks and issues, and assisting in the development of mitigation strategies.

- k) Keeping track of project progress, performance, and budget. They help ensure that the project stays on track and within budget.
- l) Maintaining project documentation, including contracts, plans, and reports. Ensuring all documents are up to date and accessible.
- m) Providing support to the project coordinator and project team. Coordinating activities, and tasks to ensure smooth project execution.
- n) Helping to implement quality control measures to ensure that project deliverables meet the required standards.
- o) Assisting in the training and development of project team members. This includes facilitating workshops or training sessions related to project management practices

The Roles and responsibilities of Component Coordinators, Procurement Specialist and Project Accountant

The component and sub-component coordinators, procurement specialist and project accountant will be responsible for the day-to-day coordination of their respective activities. They will report to the Deputy Project Coordinator.

Roles and Responsibilities of Component/Sub-component Coordinators

Major functions of the Component Coordinator or Sub-Component coordinator will include:

- a) Collaborating with other component, sub-component coordinators and ZEPCU specialists on planning, implementation, monitoring and reporting processes to achieve overall project objectives; In conjunction with the lead agencies (directorates, units or statutory institutions), work with focal point persons to achieve specific tasks of the component or sub-component.
- b) Managing communication and information including stakeholder consultations;
- c) Collaborating with designated officers to execute assigned activities.
- d) Coordinating and manage training of various stakeholders.
- e) Providing guidance and technical support to other members under the component including trainers and trainees and other service providers.
- f) Preparing monthly progress reports.

The Roles and responsibilities of the Directorate/Unit/Agency Focal Point Persons

These will be drawn from the ministry directorates, units and agencies, which work with the Project. The Focal Point Persons will work with the component/sub-component coordinators to undertake several functions, which include the following:

- a) Prepare annual and quarterly work plans and budget,
- b) Prepare annual training plans,
- c) Implement the plans,
- d) Monitor implementation,
- e) Prepare terms of references (ToRs) for TA,
- f) Manage TA, and
- g) Prepare progress reports.

The Roles and responsibilities of the Procurement Specialist

The component and sub-component coordinators will be responsible for the day-to-day coordination of the component and sub component activities. They will report to the Deputy Project Coordinator. Major functions of the Component Coordinator or Sub-Component coordinator will include:

- a) Collaborate with project managers and other stakeholders to understand the specific requirements of the project.
- b) Conduct market research to identify potential suppliers and gather information on pricing, quality, and availability.
- c) Stay updated on market trends and changes that could affect supply chains.
- d) Issue Requests for Quotations (RFQs), Requests for Proposals (RFPs), or Invitations to Bid (ITBs).
- e) Evaluate proposals and bids based on cost, quality, delivery timelines, and supplier reputation.
- f) Negotiate terms and conditions with suppliers to secure the best deals.
- g) Draft, review, and manage procurement contracts to ensure compliance with legal and company requirements.
- h) Monitor contract performance to ensure suppliers meet their obligations.
- i) Work within the project budget to ensure procurement activities do not exceed allocated funds
- j) Track and report on procurement expenditures and savings.
- k) Coordinate the delivery and storage of goods.
- l) Ensure that inventory levels are maintained to meet project demands without causing delays or excess.
- m) Implement and enforce quality control processes to ensure that procured goods and services meet project specifications and standards.
- n) Address any issues related to defective or substandard goods.
- o) Build and maintain strong relationships with key suppliers to ensure long-term cooperation and reliability.
- p) Resolve any conflicts or issues that arise with suppliers promptly.
- q) Identify potential risks in the supply chain and develop strategies to mitigate them.
- r) Ensure compliance with regulatory requirements and World Bank policies.
- s) Maintain accurate records of all procurement activities, including contracts, purchase orders, and delivery notes.
- t) Provide regular reports to project managers and stakeholders on procurement status and performance.
- u) Promote sustainable and ethical sourcing practices.
- v) Ensure that suppliers adhere to environmental, social, and governance (ESG) criteria.
- w) Evaluate procurement processes and suggest improvements to increase efficiency and reduce costs.
- x) Stay informed about new procurement technologies and practices.

The Roles and Responsibility of the Project Accountant

The component and sub-component coordinators will be responsible for the day-to-day coordination of the component and sub component activities. They will report to the Deputy Project Coordinator. Major functions of the Component Coordinator or Sub-Component coordinator will include:

- a) Monitor project expenses and compare them to the budget.
- b) Forecast future financial performance and identify potential financial risks.
- c) Track all project costs, ensuring they are recorded accurately.
- d) Prepare regular financial reports to update stakeholders on the project's financial status.
- e) Analyze variances between actual and budgeted costs and provide explanations.
- f) Generate and process invoices for project-related work.
- g) Manage accounts receivable related to the project.
- h) Ensure all project financial activities comply with relevant regulations, standards, and policies.
- i) Maintain proper documentation for audits and financial reviews.
- j) Implement and monitor internal controls to safeguard project assets.
- k) Ensure regular audits and reviews of project finances.
- l) Communicate financial information clearly to project managers, stakeholders, and senior management
- m) Provide financial insights to support decision-making.
- n) Identify and assess financial risks related to the project.
- o) Develop strategies to mitigate financial risks.
- p) Maintain and update project accounting systems and software.
- q) Ensure data integrity and accuracy in financial systems.
- r) Provide training and support to project teams on financial processes and systems.
- s) Stay updated with the latest developments in project accounting and finance.

The Roles and responsibilities of the Directorate/Unit/Agency Focal Point Persons

These will be drawn from the ministry directorates, units and agencies, which work with the Project. The Focal Point Persons will work with the component/sub-component coordinators to undertake several functions, which include the following:

- a) Prepare annual and quarterly work plans and budget,
- b) Prepare annual training plans,
- c) Implement the plans,
- d) Monitor implementation,
- e) Prepare terms of references (ToRs) for TA,
- f) Manage TA, and
- g) Prepare progress reports.

Roles and Responsibilities of other Stakeholders in ZEEP

The Roles and Responsibility of the Provincial Education Office (PEO)

The Provincial Education Offices will be the entry point for implementation of all project activities under ZEEP at the provincial level. The PEO's office will support this project in many ways including:

- a) Provision of strategic guidance and supervision of the implementation the project components at the provincial level;
- b) Provision of transport and other logistics management for project activities and relevant monitoring at provincial level;
- c) In collaboration with the PIU, coordination and organization of training workshops, meetings, studies, etc. at provincial level;
- d) Compilation and submission of field reports such as teacher classroom observations videos to the district resource centers coordinators for subsequent submission to NSC and progress reports on construction activities.
- e) Providing storage facilities for in transit materials and equipment such as textbook;
- f) Supervising and support the monitoring and project implementation activities of the DEBS such as distribution of text books to the primary schools in the pilot for teacher quality component and inspection and supervision of building works under component 2
- g) Providing a comprehensive report to the PS on the textbook receipt distribution and utilization.
- h) Collecting data on space created and vitalization and determine additional space created and timely request for its utilization through pupil enrollment.
- i) Assessing teacher recruitment needs newly expanded schools under ZEEP and make timely requests.
- j) Providing comprehensive ZEEP monitoring and evaluation reports to the PIU.

The Roles and Responsibility of the District Education Board Secretary's office (DEBS)

The DEBS' offices will be the entry point for implementation of ZEEP activities at the district level. In the case that Ministry of Local Government takes over the administration of primary schools, realignment of reporting and implementation channel will be revised accordingly. The DEBS will be or may delegate a focal person and will report to the PEO. DEBS' office will support this component in many ways including:

- a) Provision of strategic guidance and supervision of the implementation the project components at district level;
- b) Provision of transport and other logistics management for project activities and relevant monitoring at district level;
- c) In collaboration with the PEO and PIU, coordination and organization of training workshops, meetings, studies, etc. at provincial level;
- d) Compilation and submission of field reports such as teacher classroom observations videos to the district resource cent res coordinators and progress reports on construction activities.
- e) Providing storage facilities for in transit materials and equipment such as textbook;

- f) Supervising and supporting the TS and PIC during implementation of Component 2 by attending to the challenges experienced by the TS and PIC.
- g) Collecting data on space created and utilization and determine additional space created and timely request for its utilization through pupil enrollment.
- h) Assessing teacher recruitment needs newly expanded schools under ZEEP and make timely requests.
- i) Facilitating for training of the PIC and its subcommittees under Component 2 to enhance community empowerment, commitment and smooth project implementation using the Community Based Approach.
- j) Providing comprehensive ZEEP monitoring and evaluation reports to the PIU through the PEO's office.

Roles and Responsibility of the Local School/ Beneficiary Community

Under Component 1 sub-component 2, the school will undertake the following activities

- a) Receive and confirm delivery of textbooks to the PEO in the case of secondary schools and DEBS in the case of primary schools.
- b) Provide storage facilities for the procured books.
- c) Ensure that the students and teachers use procured books.
- d) Provide a comprehensive report to the DEBS on the textbook receipt, distribution and utilization.

Under component 2, the school and the beneficiary community will be the major actors in that the construction activities will be undertake using the Community Based Approach. The school and the community shall work hand in hand. The school Head teacher shall be part of the PIC working together with the beneficiary community. The school administration in conjunction with the PTA and the local beneficiary community through the PIC shall be responsible for the construction activities under component 2. They shall:

- a) Under guidance of the PEO/DEBS procure project materials, source and engage labor for the project
- b) Mobilize and motivate communities to enhance needed community input to the construction;
- c) Organize and facilitate community sensitization activities and meetings;
- d) Prepare and submit progress reports to the district office highlighting challenges and achievements;
- e) Management the project resources including finances labor etc.;

Table 17: Component wise roles and responsibilities involved in implementation

Implementation Arrangements of ZEEP Activities		
Component/Subcomponent	Lead Agency (LA) and Collaborating Agencies (CA)	Role and Responsibilities
Sub-component 1.1	LA: TESS	<ul style="list-style-type: none"> • Prepare annual and quarterly

	CA: National Science Centre (NSC), TCZ, Directorates: Primary, Secondary, and University Education	<ul style="list-style-type: none"> • Prepare work plans and budget, • Prepare annual training plans, • Implement the plans, • Monitor implementation, • Prepare terms of references (ToRs) for TA, • Manage TA, and • Prepare progress reports.
Sub-component 1.2	LA: Directorate of Curriculum Development (DCD) CA: Directorate of Standards	
Sub-component 1.3	LA: HRMA CA: TSC and TCZ	
Component 2	LA: ZEPIU	
Sub-component 3.1	LA: DPI CA: Directorate of Information and Communications Technology	
Sub-component 3.2	LA: ZEPCU CA: All MoE directorates and Units	
Component 4	LA: DPI CA: ZEPCU, School Health and Nutrition, KGS Project Implementation Unit (PIU)	
Component 5	LA: DPI CA: ZEPCU	

SECTION V: FIDUCIARY ARRANGEMENTS: FINANCIAL MANAGEMENT, FUND FLOW AND DISBURSEMENT ARRANGEMENTS AND AUDIT ARRANGEMENTS

5.1 Financial Management

The Financial Management System promotes prudent utilization of public resources by ensuring that the financial procedures meet all the requirements of the providers of financial resources who are the Government of the Republic of Zambia and the World Bank. The system aims at being compliant with all legal and administrative requirements as well as generally accepted accounting principles.

Financial Management Guidelines

The general guidelines for the Zambia Education Enhancement Project (ZEEP) will be based on standard Government procedures in auditing, financial management, World Bank Financial procedures, Public Finance Management Act No. 1 of 2018, the Public Finance Management (General) Regulations of 2020, the Public Procurement Act No 8 of 2020, Public Procurement Regulations of 2022, and the Treasury and Financial Management Circulars that are issued from time to time. The financial management procedures are drawn from the existing financial management systems of the government and have incorporated the financial management requirements of the World Bank.

The main objectives of the financial management procedures and guidelines are:

- a. To promote orderly, economic, efficient and effective operations consistent with Project objectives.
- b. To prevent and detect fraud and error.
- c. To ensure accuracy and completeness of the accounting records.
- d. To outline financial procedures, processes and documentation and reporting requirements.
- e. To facilitate uniformity, expenditure and activity control, transparency, accountability, and management of Project funds.
- f. To highlight responsibilities and authority for effective Project management and the related financial reporting.
- g. To provide an interface among procurement, accounting, management, and monitoring & evaluation functions; and ensure compliance with applicable laws, financial policies and regulations.

Project Financial Management Administration

A Project Accountant, who is answerable to the Deputy Project Coordinator, manages this area. An Assistant Accountant from the Ministry of Education assists the Project Accountant. The Project Accountant collaborates with the Directorate of Finance in the day-to-day operations of the financial activities. The FM roles and responsibilities under the project shall be conducted in the ministry by the Directorate of Finance.

In order to quicken the Financial Management processes, the Project Accountant shall report to the Chief Accountant – Sector in the Directorate of Finance while the Director of Finance will oversee the entire project Financial Management Systems (FMS) and report to the controlling officer in the Ministry.

Project Financial Management Activities

- Establishing a financial plan for the project.
- Allocating resources to various project tasks and activities.
- Predicting the costs associated with all project activities.
- Using techniques such as analogous, parametric, or bottom-up estimating.
- Monitoring project expenses
- Comparing actual costs with the budgeted amounts.
- Implementing corrective actions when necessary.
- Securing and managing the financial resources needed for the project.
- Ensuring funds are available when needed.
- Preparing financial statements and reports
- Consolidating monthly expenditure returns
- Keeping stakeholders informed about the financial status of the project.
- Managing the timing of cash inflows and outflows.
- Ensuring the project has sufficient liquidity to meet its obligations.
- Distributing financial resources in a way that optimizes project outcomes
- Prioritizing expenditures based on project needs and constraints.
- Identifying financial risks
- Implementing strategies to mitigate these risks.
- Managing the acquisition of goods and services
- Ensuring purchases are cost-effective and within budget.
- Keeping stakeholders informed about financial performance
- Managing stakeholder expectations regarding project finances.
- Processing of payments

Roles and Responsibilities of the different institutions

Table 18 Roles and responsibilities - Financial Management

Institutions	Roles and responsibilities
Controlling Officer of the MOE	Authorization of all payments
Directorate of Finance of MOE	Oversees the Project Financial Management System (FMS) to ensure that the FMS and procedures are acceptable to both Government and the World Bank
Ministry of Finance and National Planning	Custodian of Financial Management System including acquisition of loans on behalf of Government
Bank of Zambia	Providing a banking platform between World bank and the Government of the Republic of Zambia
World Bank	Financing Agency

Institutions	Roles and responsibilities
Internal Audit of the MOE	Providing an oversight on the usage of funds for the ministry
OAG	Providing Auditing assurance on all public funds
PEO's office	Facilitating the implementation of activities in the province and required to manage project funds and communicate relevant financial information to the project
Public College of Education	Facilitating the implementation of activities for the college and required to manage project funds and communicate relevant financial information to the project
DEBS's office	Facilitating the implementation of activities in the district and required to manage project funds and communicate relevant financial information to the project
School	Facilitating the implementation of activities for the school and required to manage project funds and communicate relevant financial information to the project

Budgeting Arrangements

Budget preparation and monitoring will follow Planning and Budgeting Act No. 1 of 2020 and World Bank guidelines. Budget preparation and monitoring will follow national procedures. The departments will prepare annual work plans. These will be consolidated by the department of planning who will prepare a comprehensive annual work plan for the ministry, which is a basis of budget preparation. The activity budget will be prepared by MoE using the existing national budget classifications of programs and subprograms linked to the IFMIS chart of Accounts, with the ministry's Project activities (including ZEEP activities) separately identified. The AWPB for ZEEP will be submitted to WB for "no objection" before it is presented to parliament.

However, the preparation of the AWPB for the project commences in September in readiness for submission to the Steering Committee and ultimately the World Bank for a No Objection by 1st November. The project will prepare and produce the Project Annual Work Plans and Budget (AWPB), which will contain a breakdown of all their activities and expected expenditures and provide the means for budgetary control by the Project and the Ministry.

The AWPB typically includes the following:

1. Expected activities and expenditures on goods and services scheduled for the year.
2. Procurement plan outlining the equipment, contracts, etc. to be procured with associated costs.
3. Incremental operational costs based on expected activities.

The AWPB will also reflect the detailed specifications for project facilitation activities required by the Project as based on agreed rates as per Government of the Republic of Zambia guidelines.

The AWPB is broken down into quarterly periods to facilitate monitoring of planned versus achieved activities and is updated according to implementation progress on a quarterly basis as part of the quarterly report. Quarterly updates provide opportunities for corrective action and allows necessary changes to be made on a regular basis.

The AWPB contains a breakdown of all activities, expected expenditures, and provides the means for budgetary control by the Project.

Once the World Bank grants the No Objection, the Project Accountant submits the approved budget to the Ministry's Planning Department for inclusion in the draft Ministerial annual Budget for Parliamentary approval.

Budgetary Control

Budgetary control is very important in the use of GRZ and WB funds. It is therefore, paramount that the Controlling Officer ensures that the funds are only applied on activities in the approved annual work plan and budget. Payments on works, goods or services shall not exceed the amounts in the financing agreement, approved budget or procurement plan and the allocated categories.

If the category is to be exceeded by any intended procurement, a 'No Objection' shall be sought from the Task Team Leader (TTL) who shall then authorize a category reallocation. Therefore, it is the responsibility of the Director of Finance with the support of the Project Coordinator to effect budgetary controls to ensure expenditure is within the approved budget and allocated categories. Activities outside the authorized and approved consolidated work plans and budgets shall require a 'No Objection' to be issued by the TTL before the payment request can be made and processed.

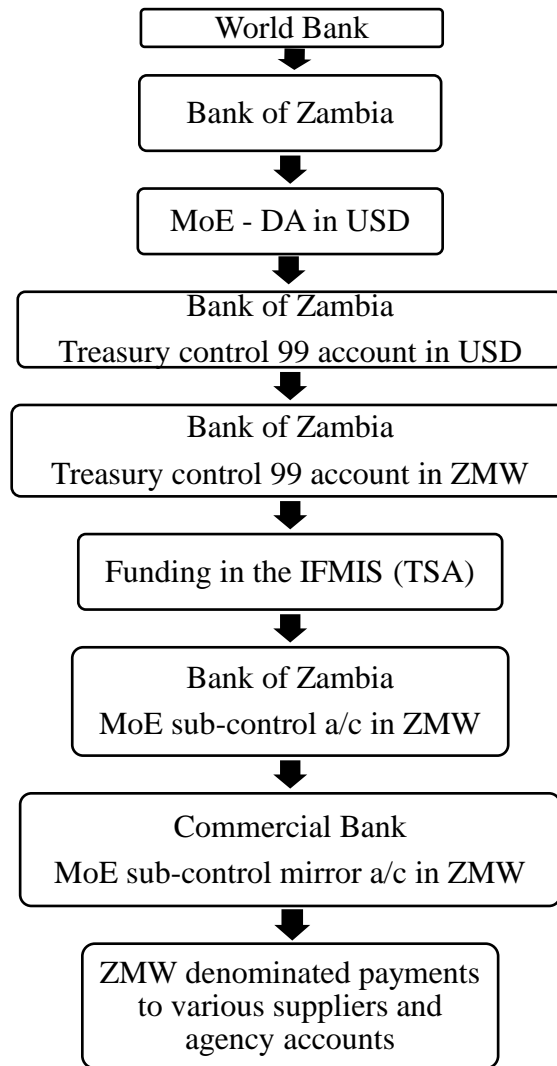
Activities will be implemented in accordance with government procedures and circulars, and based on approved annual work plans and budgets. Activities ought to be planned and budgeted for. Depending on agreed no-objection thresholds, the process may require a World Bank 'No-objection' before proceeding to request payment authority authorization from the Permanent Secretary, and/or activity authorization from Cabinet Office in line with Cabinet Office circulars. For activities outside the district as guided below: -The following are guidelines for operational activity level no-objections from the World Bank: Travel outside Lusaka and between provinces, with more than 10 participants for more than 5 days will require a 'No Objection' from the Bank.

- Travel outside Lusaka and between provinces, with more than 10 participants for more than 5 days will require a 'No-Objection' from the Bank.
- Travel outside Lusaka and between provinces, with 10 participants or less for 5 days or less will not require a 'No-Objection' from the Bank provided that the activities are part of the Project's Annual Work Plan and Budget. However, activities planned in the AWPB should not be split to avoid 'no-objection' requests. For purposes of this guideline, the term participants does not include drivers, and the five (5) days refer to five (5) days are exclusive of travel days.

- International training/travel will require a ‘No-Objection’ from the Bank regardless of the number of participants and the duration of the activity.

Disbursements and Funds Flow

Figure 4 Funds flow



The Project will operate and maintain three (03) sets of Bank Accounts namely; Designated Accounts for parent ZEEP, ZEEP – DLI and ZEEP Additional Financing. For each of these Bank Accounts the Project will maintain three (03) Accounts:(i) the Designated Account (DA) in US\$ at Bank of Zambia (BOZ), (ii) the Project’s Operational Account in ZMW at BOZ and (iii) the Mirror Account (Zero balance account) in ZMW at a Commercial Bank acceptable to the World Bank and also approved by the Office of the Accountant General in the Ministry of Finance and National Planning. The Secretary to the Treasury restricts Controlling Officers to maintain Bank Accounts at approved Commercial Banks each year. The Mandate Form 49B Rev.2000 must be completed and submitted to the Accountant General’s office for approval before submitting them to the Commercial Bank. No GRZ Bank Account shall be opened or closed without the approval of the Secretary to the Treasury.

For components 2 and 3 (IPF) the project will open a Designated Account (DA-A) in US dollars to which disbursements from the World Bank would be made. The funds would be transferred to Control 99 US dollar then transfers through the Treasury Single Account (TSA) to the Project Kwacha (ZMW) account in a commercial bank, managed by the PIU from which the project expenditures would be made, including funds for school constructions, supervision and monitoring of construction works and operating costs.

For Components 1 and 4 which are financed under IPF with PBC, the MoE will open a US Dollar special purpose account (SPA) in BOZ into which the World Bank will disburse funds relating to achieved results. Then the project will transfer funds to Treasury Account (Control 99) for the purpose of convention into Kwacha and processing of payments through IFMIS (client 0080) to vendors and clients of the project.

Funds to the schools for constructions will be transferred directly to the school ZEEP Bank Accounts without having to go through PEOs and DEBs. PEOs and DEBs will receive funds only meant for activities managed by them. Project funds will not be comingled.

Under the RBF components – Component 1 and Component 4, project funds shall be disbursed against selected line items included in MoE's annual budgets Eligible Expenditure Program (EEPs), up to the capped amounts and conditioned on the achievement of the agreed set of PBCs. Using RBF will help the Government focus on actual results rather than inputs and outputs. It provides incentives to implementing agencies and institutions for achieving the agreed results, but not necessarily exact inputs needed for completing the agreed tasks. Once the agreed results are achieved, funds will be disbursed against the items listed in the agreed EEPs. Since RBF will require using country systems in areas such as FM, Procurement and M&E, it will also help MoE to develop further its capacities in these areas.

All payments made by ZEEP, whether electronic transfers or cheques will be in accordance with the existing government practices. The Bank signatories on the Project Bank Accounts will follow government practices of two-panel system where at least one person from each Panel should sign for a payment to be completed.

Payment for goods and services for IPF and IPF with PBCs shall be initiated by the Assistant Accountant and Checked by the Project Accountant. Payments shall be subjected to pre-audit before instruction letters and EFTAs are written or Completion is done in the IFMS. Payments shall be made by use of Electronic Funds Transfer and Open Items in cases where IFMIS is used for PBCs related payments. The following procedures shall be observed when making payments:

- i) All payments shall be made on payment voucher supported by relevant documents and approvals.
- ii) Individuals approving payments relating to goods and services shall ensure that the goods or services were actually received.
- iii) Where cheques are used to process payment, details on the cheque should also be recorded on the cheque counterfoil for reference.
- iv) All transactions shall be recorded in the cashbook on a daily basis.

Payment of non-salary related allowances (meals, accommodation, transport refunds, fuel imprest) to participate in an event (seminars, trainings, workshops, study tours, conferences, field visits) called upon by the project shall be in accordance with the Treasury and Financial Management Circulars issued from time to time.

Accounting

Basis of Preparation. The financial statements shall be prepared on a cash basis in accordance with International Public Sector Accounting Standards (IPSAS). The measurement basis shall be historical cost basis, except where otherwise stated in the accounting policies.

Cash Basis of Accounting. The cash basis of accounting recognizes transactions and events only when cash (including cash equivalents) is received or paid by the Project.

Accounting Software. The ministry is connected to IFMIS and uses the system for recording and processing transactions. Although IFMIS has a project module, it is not able to generate unaudited IFRs for the project. Therefore, the ZEEP will extract information from the system and use Excel to prepare reports according to the content and format agreed with the World Bank. This will continue until such a time when the project module will be configured to produce IFRs or the Project will procure an accounting software.

Accounting Staff.

MoE Staff: MoE is adequately staffed with a Director of Finance who oversees the Finance Functions of the Project. The Project is supervised by Chief Accountant who heads Sector Unit. The Project Accountant is responsible for the day-to-day management and is assisted by the Assistant Accountant under Sector. Headquarters staff will undertake monitoring and supervision missions twice in a financial year at each beneficiary school.

PEOs Staff:

The PEO will provide strategic guidance and supervision of the implementation of the project components at Provincial level. The Regional Accountant or ZEEP Designated Accounting officer at PEO, Procurement and Stores shall undertake monitoring and supervision missions at each beneficiary school once (1) in a quarter. The frequency shall depend on the problems being experienced at individual projects. During these missions, the PEO's officers shall ensure that the objectives of the monitoring are achieved. PEOs' officers shall conduct all such missions in the company of the Accountant at DEBS. The RA shall receive and review the DEBS' Accountant's report and endeavour to resolve all concerns raised. The RA shall refer any concern that they are unable to resolve through ZEEP Accountant to the Chief Accountant – Sector who if no resolution is reached, will engage Director of Finance at headquarters. The RA, Procurement and Stores officer shall submit a written monitoring report to the Director of Finance, Head Procurement and ZEPUCU – Coordinator.

DEBs Staff:

The DEBs Office will be an entry point for implementation of ZEEP activities at the district level. The DEBs will report to PEO and will support strategic guidance and supervision of the implementation of the project components at district level. The Accounting officer (and other

relevant members of staff as may be determined) representing the DEBS' office shall undertake monitoring and supervision of fund utilisation at each beneficiary school twice (2) in a quarter. The frequency shall depend on the problems being experienced at individual projects. During these missions, the Team shall ensure that the objectives of the monitoring are achieved. The Team shall conduct all these missions in the presence of the Head Teacher, and the Accounting Teacher. The DEBS Accounting Officer shall review the work of the Accounting Teacher and endeavour to resolve all concerns found. Any unresolved concerns shall be referred to the Regional Accountant. The DEBS' Accounting Officer shall submit copy of the Returns and written report to the Regional Accountant at the PEO's Office.

Cash Balances. The cash balances shall comprise of cash in hand and balances held at call with banks.

Revenue Recognition. Revenue from World Bank shall be recognized when actual receipts are received in the Project Bank accounts.

Translation of Foreign Currencies. Foreign Currency Translation for the income and expenditure account items shall be converted using the actual historic exchange rate at the time of conversion from the Designated Account to the local Currency Account. Where part of the expenditures has to be met from the proceeds of subsequent drawdowns from the Designated to local Currency Account, this shall be done on a First in First out (FIFO) basis. All local expenditures paid from the local Accounts/Currency shall be translated back to the USD at the actual rate used at the time of transfer from Designated to local Currency Account. Cash balances held in foreign currency shall be translated at the ruling rate at the financial year end. Any gains or losses on foreign currency transactions or balances shall be dealt with in the Statement and Sources of Utilisation of resources.

Currency. The financial statements shall be presented in both Zambian Kwacha (ZMW) and US Dollars.

Internal Control Including Internal Audit

The project will rely on a financial procedures manual that is developed as part of the PIM. The module will document the policies and procedures that are specific to World Bank-Financed Projects and will identify expenditures that are eligible for financing under these Projects.

Petty Cash. An amount in the range of K1,000 – K15,000 will constitute a petty cash float, out of which office expenses of a minor nature will be paid from. In general, procurement through petty cash constitutes small amounts of off-the-shelf goods or standard commodities for which more competitive methods are not justified on the basis of efficiency. All petty cash transactions shall be recorded in a Field Cash Book maintained for the purpose. Every transaction shall be evidenced by a receipt for services or goods received. The Petty Cash shall be managed in accordance with Government Regulations and Procedures.

Retirements of allowances to participants to attend an event shall require the following:

- a) An Activity Report

- b) An attendance sheet for each day (in the case of a workshop) to ascertain effective participation with the signature and the identity document number (NRC or other valid ID) of each participant on the attendance sheet;
- c) Use of formulae to calculate fuel amount shall be applied as determined in the Treasury and Financial Management Circular that are issued from time to time to cover for fuel costs to an event and shall not warrant fuel receipts as the formulae shall be adequate.
- d) In the case where participants use public transport to attend an event, the latest Public Transport Association of Zambia fare charts issued for specific locations shall be used to determine the transport amount to be paid to the participant and shall not warrant transport fare receipts as the fare charts shall be adequate.
- e) Transport refunds to the participants who come from remote areas, which are not serviced by public service transporters, will be paid transport refunds based on the means of transport commonly used in the area upon production of receipt.

Bank Reconciliations. The ZEEP Project will prepare monthly bank reconciliation statements for all bank accounts by fifteenth (15) of the following month, in compliance with the Public Finance Management Regulations No. 1 of 2020.

Managing Cash, Bank Accounts and Assets. The Project will use the cash basis method of accounting and will adopt the following accounting policies that are in line with the cash basis of accounting:

1. Funds received – these will be recognized when received in the Project Bank Account. No accounts receivable or pledges will be recognized in the books of accounts.
2. Expenditure – Expenses will be recognized when incurred. Therefore, no accruals or commitments will be recognized in the books of accounts. Commitments may be recorded in memoranda accounts for project management purposes only.
3. Fixed and moveable assets – These includes motor vehicles, office equipment and furniture for use by the Project. These will be expensed when paid and recorded at historical cost. No depreciation will be charged and recognized in the books of accounts. However, a Fixed Assets Register shall be maintained by the Project which will be updated at least every quarter and accordingly undertake verification of all the fixed assets. All Project Motor Vehicles must have logbooks in accordance with Government procedures for the management of transport.

The Fixed Assets Register shall be compiled detailing all assets purchased under the Project and the list should show the following:

1. Asset number
2. Item description
3. Make
4. Serial number
5. Acquisition date
6. Value

7. Location

Management and utilisation of fuel. A fuel account at a filling station will be maintained for the day-to-day operations. 40litres shall be refuelled and shall only be done once in a week. Fuel shall not be drawn for activity where fuel is allocated. The fuel Account shall be reconciled on a monthly basis.

Financial Record requirements. The records/ documents required for managing funds and operating the bank account shall be as per list below:

1. Receipt Book
2. field cash book
3. Cash Book
4. Cheque Book / Electronic Funds Transfer Advice (EFTA)
5. Bank deposit slip
6. Bank statement
7. Payment Voucher (Annex 7, p.213)
8. Backing Sheet

In addition, the following records/documents will be required to support/validate a transaction.

1. Suppliers' Invoice/Receipt
2. Suppliers' Delivery Note
3. Goods Received Note
4. Minutes of the Finance Committee
5. Minutes of the Procurement Committee
6. Minutes of the Project Implementation Committee
7. Contract agreement (where appropriate)
8. Action Plan
9. Claim Form or Incentive Pay Schedule
10. Log sheet and activity report

Internal Auditing. MoE has a functional Internal Audit Department with presence in all the Provincial Education Offices and an active Audit Committee, which meets quarterly or when need, arises. The function and mandate of the Internal Audit Department is derived from section 14 – 17 of the Public Finance Management Act No. 1 of 2018, which provides for the establishment and functions of the Internal Audit. Internal Auditors from the Ministry Headquarters and Provinces will carry out all Internal Audit functions for the Project. Internal Audit Department will undertake biannual post audits of the Project to review the project's performance in order to ensure adherence to financial regulations and procedures. These will be financed by the Project as operating cost. The department will be expected to produce Internal Audit reports at the end of the audit process. These reports shall be shared with the Bank, through the Controlling Officer, upon clearance by the Secretary to the Treasury. Internal audit performance and activities are subject to review by the Controller of Internal Audit at Ministry of Finance and National Planning and the Audit Committee.

Internal Audit will, among others,

- Provide assurance that internal controls are in place and operating effectively.
- Evaluate the effectiveness of risk management and governance processes.
- Assess the effectiveness of internal control system guiding the implementation of the project
- Assess construction works done on all sites and reconcile with material schedules and payments made towards the works in order to ensure quality and value for money.
- Visit the sites to carry out a physical inspection of the construction works, confirm targets achieved and the quality of materials used
- Ensure compliance with applicable, laws, regulations, and guidelines.
- Enhance the Project value by providing risk-based and objective assurance, advice, and insight.

Risk Management. The Project shall identify and analyse risks that may arise from within and outside the Project and based on this analysis, establish the internal control environment. The internal control environment shall include instilling the integrity and values of the Project and a commitment to competence. Authority and responsibilities shall be assigned and there shall be clearly established segregation of duties. Monitoring and reporting shall be timely and there shall be adherence at all levels to clear unambiguous policies and procedures. All Spending Agencies shall be required to provide and communicate relevant and timely financial information to the PIU. The internal control systems shall be monitored on a continuous basis and may be changed from time to time to maintain their effectiveness.

The project is deemed to have material internal control risks due to the inherent risks of decentralized activities at school level. However, adequate mitigation measures have been put in place to reduce the risk to a minimum acceptable level. These measures include:

1. Continuous capacity building. The Directorate of Finance shall conduct capacity building training of all ZEEP accounting teachers once (1) in every financial year.
2. Annual review meetings with Regional Accountants. These meeting shall be held twice (2) to review the performance of the project in areas of FMS, reviewing Internal and External Audit.
3. Provision of technical support, Financial Management monitoring and supervision.
4. During missions, the Team shall ensure that the objectives of the monitoring and inspection missions are achieved. The Team shall conduct all such missions in the presence of the PEO's office, DEBS' office and the implementing staff at the school.

Segregation of duties and approval/ authorization controls. The ZEEP Financial manual shall spell out each officers' responsibilities in the project implementation.

Continuous Professional Development (CPDs. Accounting Officers and Internal Auditors will be provided with continuous training in World Bank FM and disbursements procedures,

short term trainings as well as Continuous Professional Development (CPDs) related trainings (including PBC Performance Based Conditions) during the life of the project.

Financial Reporting

The Ministry of Education will use the International Public Sector Accounting Standards (IPSAS) currently on a cash basis and will follow the Government's accounting policies and procedures. The MoE is connected to the country's Integrated Financial Management Information System (IFMIS). Although the ministry is connected to IFMIS, it is not able to generate unaudited IFRs for the project. Therefore, the ZEEP will extract information from the system and use Excel to prepare reports according to the content and format agreed with the World Bank until such a time when the project module will be configured to produce IFRs or the Project will procure an accounting software.

At district and provincial level, the use of funds will be monitored through financial reports generated on the basis of the monthly expenditure returns as well as simple progress reports from facilities that will link funding to key school indicators representing the main priorities outlined in the annual action plan. The project will submit quarterly interim financial reports (IFRs) within 45 days of the end of each calendar quarter in the agreed and acceptable format to the World Bank. Project financial statements will be prepared within three months after the end of the financial year in accordance with accounting standards acceptable to the World Bank. MoE will also be responsible for ensuring that the project financial statements are audited and submitted to the World Bank within six months of the end of the financial year.

External Audit

The Office of the Auditor General is the Supreme Audit Institution in Zambia. The project's financial statements will be subject to external audits by the Office of the Auditor General (OAG). The audit will be for the fiscal year starting with the year in which initial transactions are made.

The OAG may contract private audit firms to conduct the audits on their behalf. Before implementing this option, a "No Objection" will be obtained from WB and the procurement process is followed to hire the external auditor.

The Audited Financial Statements together with the Status Report shall be submitted to the World Bank within six (6) months after the end of the financial year.

Closure of the project

The project closing date should not exceed the deadline given in the financing agreement. Therefore, the process of closing the project will be adequately planned. In this regard, to ensure satisfactory completion, the MoE with support of the Bank shall draw up a schedule highlighting uncompleted activities and output not yet delivered, if any. The MoE shall monitor progress towards completion of the project.

In addition to the above, the World Bank and GRZ will monitor project progress through supervision and assess whether planned activities can be substantially completed by the closing date. Furthermore, as the closing date approaches, the Bank shall, in good time, communicate

to GRZ within Six months before the closing date and GRZ will decide whether there is need to extend the closing date. After the closing date passes, the Bank may stop accepting withdrawal applications from the project. Closing date should not pass without the Bank's action to either close the grant account or extend the closing date. Unless already provided for in the Financing Agreement, it shall be decided whether an additional period after the closing date is needed to process final withdrawal applications. If so, the TTL shall advise the MoE/PIU that the bank will process the withdrawal applications received within the agreed period after the closing date. These shall apply solely to expenditure made or payment due for goods, works and services delivered or performed before the closing date.

Following completion of disbursements by the Bank, the Bank will advise GRZ of the final disbursement position and any unused balance and the standard closure procedure shall follow. These will include preparation of the final financial statement and agreements for any audit required, preparation of an implementation completion report that will assess the project's success in meeting the development objectives and intermediate outcomes, including lessons of experience.

5.1 PROCUREMENT

Administration of Procurement Management

The procurement of Works, Goods and Services at the project/central level will be the responsibility of the PIU with the support Project Procurement Specialist who reports to the Deputy Project Coordinator – ZEEP. In the day-to-day operations of the project procurement activities, the project procurement specialist will collaborate with the Ministry of Education Procurement and Supplies Unit (MEPSU) and other stakeholders within and outside the Ministry. In addition, the Procurement Specialist shall be responsible for the preparation and submission of all procurement activities that require prior review to the World Bank for review and granting of the World Bank ‘No Objection’ through STEP following Bank’s Procurement Regulation. In addition, Post-review packages must be processed under Procurement Regulations and uploaded in STEP.

The procurement roles and responsibilities under the project shall be conducted through MEPSU. In order to quicken the procurements processes, the project procurement specialist shall report to the Head – PSU who in turn will relate with the Controlling Officer of the Ministry.

Roles and Responsibilities of the different institutions

Table 19 Roles and responsibilities - Procurement

Institutions	Roles and responsibilities
ZEEP	<ul style="list-style-type: none"> • Implement procurement activities by initiating the processes • Manage procurement activities • Prepare procurement plans
ZEPCU	<ul style="list-style-type: none"> • Supervise all the procurement activities • Ensure procurement of quality goods and services
Controlling Officer	<ul style="list-style-type: none"> • Authorization of procurements • Chairs the Ministry Procurement Committee (MPC)
Ministry of Education Procurement and Supplies Unit	<ul style="list-style-type: none"> • has the overall responsibility to undertake all procurement activities • PSU the Secretariat to the Ministry Procurement Committee • responsible for facilitating Procurement Committee meetings • Process procurement requests in collaboration with the ZEEP procurement specialist
Ministry Directorates and Units	<ul style="list-style-type: none"> • Providing the necessary procurement requirements

Institutions	Roles and responsibilities
	<ul style="list-style-type: none"> • Providing specifications
World Bank	<ul style="list-style-type: none"> a) Financing Agency b) Granting of ‘No Objections’ to procurement plan submitted c) Systematic Tracking of Exchanges in Procurement (STEP).

Project Procurement Strategy for Development (PPSD)

ZEEP AF has developed a Project Procurement Strategy for Development (PPSD) in agreement with the World Bank (Annex 6, p.210). The PPSD is based on the nature of procurement activities, capacity of the procuring organizations, prevailing market conditions and activity level risks. It describes the procurement arrangements for the project, including the procurement risks analysis, client capability and PIU assessment and the recommended procurement approach. The PPSD i.e. will guide to all procurement of various Works, Goods and Services and should be consulted for all procurements.

Project Procurement Activities

- Identify the materials, equipment, and services required for the project.
- Collaborate with project managers and team members to determine specifications and quantities.
- Research and evaluate potential suppliers
- Issue Request for Bid (RFB) Requests for quotations (RFQs)
- Assess supplier responses based on price, quality, delivery time, and reliability.
- Negotiate terms and conditions with selected suppliers.
- Finalize contracts ensuring compliance with project requirements and budget constraints.
- Establish Contracts, Purchase Orders (POs) detailing quantities, prices, and delivery schedules.
- Monitor and track orders to ensure timely delivery.
- Coordinate with suppliers to resolve any issues or delays.
- Manage changes in orders, if necessary, and update documentation accordingly.
- Verify the receipt of goods and services against purchase orders.
- Inspect the quality and quantity of received items
- Handle discrepancies or damages by coordinating returns or replacements with suppliers.
- Review and approve supplier invoices.
- Ensure that payments are made according to agreed terms.
- Maintain records of transactions for auditing purposes.

Applicable Procurement Regulations:

The procurement arrangement for ZEEP AF will follow the World Bank Procurement Regulations for IPF Borrowers for Goods, Works, Non-Consulting and Consulting Services, dated September 2023, and the provisions of the project Financing Agreement. All procurement will also be subject to the World Bank’s Anticorruption Guidelines.

Process of Procurement and Methods of Procurement of Goods, Works and Non-Consulting Services:

The procurement process will involve the 7 steps detailed below. While highlights of the process are outlined here, the PIUs must familiarize themselves with the detailed Procurement Regulations of Bank.



Figure 5. Summary of the procurement process

Regarding Procurement Methods, it will follow the conditions and process of Bank’s Procurement Regulation.

Methods of Procurement of Consultants:

Regarding Procurement Methods, it will follow the conditions and process of Bank’s Procurement Regulation.

Review of Procurement Decisions by the World Bank:

The World Bank generally carries out two types of reviews on procurement process and decisions: Prior Review and Post Review. The procurement plan specifies the item/contract and the type of review. For all Procurements above the post review prescribed threshold will be subjected to World Bank prior review. This means that all procurement stages that require approval of the approving authority starting with the solicitation document will have to be cleared by the World Bank. Shopping and small value contracts will be generally subject to post review. However, Direct Contracting and Single Source Selections will be subject to prior review by the World Bank. The Terms of Reference (ToRs) will be shared with the World Bank for prior review to the selection of consultants, and the other process will be subject to post review as mentioned in the World Bank's procurement regulations.

- a) Eligibility: Eligibility to participate in a procurement process and to be awarded an IDA-financed contract shall be as defined under the World Bank Procurement Regulations; accordingly, no bidder or potential bidder shall be declared ineligible for contracts under ZEEP for reasons other than those provided in Section III of the WB Procurement Regulations. No restriction based on nationality of bidders and/or origin of goods shall apply, and foreign bidders shall be allowed to participate in ONB procurement under ZEEP without application of restrictive conditions, such as, but not limited to, mandatory partnering or subcontracting with national entities, registration to national professional bodies etc.
- b) Domestic Preference: It will be applicable as per Bank's Procurement Regulations.
- c) Bidding Documents: Procuring entities shall use bidding documents acceptable to the World Bank.
- d) Bid validity: An extension of bid validity, if justified by exceptional circumstances, may be requested in accordance with WB Procurement Regulations. A corresponding extension of any bid guarantee shall be required in all cases of extension of bid validity. A bidder may refuse a request for extension of bid validity without forfeiting its bid guarantee.
- e) Qualification: Qualification criteria shall be clearly specified in the bidding documents. All criteria so specified, and only such specified criteria, shall be used to determine whether a bidder is qualified. Qualification shall be assessed on a "pass or fail" basis. Such assessment shall be based entirely upon the bidder's or prospective bidder's capability and resources to effectively perform the contract, taking into account objective and measurable factors, including: (i) relevant general and specific experience, and satisfactory past performance and successful completion of similar contracts over a given period; (ii) financial position; and where relevant (ii) capability of construction and/or manufacturing facilities.
- f) Pre-qualification procedures and documents acceptable to the World Bank shall be used for large, complex and/or specialized works. Verification of the information upon which a bidder was prequalified, including current commitments, shall be carried out at the time of contract award, along with the bidder's capability with respect to personnel and equipment. Where pre-qualification is not used, the qualification of the bidder who is recommended for award of contract shall be assessed by post-qualification, applying the qualification criteria stated in the bidding documents.

- g) Evaluation Criteria: Evaluation criteria and methodology shall be clearly spelt out in the solicitation documents and shall be appropriate to the type, nature, market conditions, and complexity of what is being procured. For any procurement process using open international bidding and for which World Bank document is used, with an exemption of educational materials, Rated Criteria shall be used. Where rated criteria is used, minimum qualifying points or percentage value shall be assigned to the evaluation criteria.
- h) Guarantees: Guarantees shall be in the format, shall have the period of validity and shall be submitted when and as specified in the bidding documents.
- i) Cost Estimates: Detailed cost estimates shall be confidential and shall not be disclosed to prospective bidders. No bids shall be rejected on the basis of comparison with the cost estimates (without prior justification(s) of the bid) without the WB's prior written concurrence.
- j) Rejection of bids and re-bidding: No bid shall be rejected solely because it falls outside of a predetermined price range or exceeds the estimated cost. All bids (or the sole bid if only one bid is received) shall not be rejected, the procurement process shall not be cancelled, and new bids shall not be solicited without the Association's prior written objection.
- k) Fraud and corruption: In accordance with the WB Procurement Regulations, each bidding document and contract shall include provisions stating the WB's policy to sanction firms or individuals found to have engaged in fraud and corruption as set forth in the Procurement Regulations.
- l) Inspection and audit rights: In accordance with the Procurement Regulations, each bidding document and contract shall include provisions stating the Bank's policy with respect to inspection and audit of accounts, records and other documents relating to the submission of bids and contract performance.

Procurement Plan:

According to Section 5.13 of the Financing Agreement, "All goods, works and services required for the Project and to be financed out of the proceeds of the Financing shall be procured in accordance with the requirements set forth or referred to in the Procurement Regulations and the provisions of the Procurement Plan".

Initially procurement activities which will not be financed using the PBCs methodology will follow the procurement plan for the first 18 months, that has already been prepared for the component. The Procurement Plan will be updated at least annually or bi-annually when required. The procurement plan and any subsequent updates or changes will be subject to World Bank's prior review.

In addition, MoE will also prepare a procurement plan for all activities of a procurement nature which will be funded using the PBCs methodology and share it with the Bank before any activities are implemented. To facilitate the implementation of activities under the PBCs, the MoE will timely procure the independent verification agent (IVA) so that the activities are not negatively delayed awaiting the IVA. However, the contract for the IVA consultant, will only be entered into (signed) after the project is effective.

The World Bank conducted a review of “Procurement Systems and Practices for the Education Sector in Zambia” in 2016 to identify: (a) material bottlenecks, challenges, risks; and (b) capacity development and institution building focus areas as part of the banks review of public procurement of textbooks. In addition to the suggested improvement in seven specific areas, the review concluded that the level of risk for procurement in the education sector in Zambia is Moderate.

Based on the recommendations of the review, the ZEEP project will finance activities to improve the current practice of procurement at MoE including:

- a) Development and pilot of new textbook procurement and delivery tracking systems; to address possible conflicts of interest in the sector; and
- b) To improve stakeholder participation and acceptance of the changes that will be proposed to improve the textbooks procurement and delivery system.

A review has also been carried out of the implementation modalities and procurement systems for classrooms and other school related infrastructure aimed at maximizing outputs and reduction in costs whilst maintaining acceptable design and construction practices etc. Procurement of material for classroom and other school related infrastructure will follow the Guidance Note for Design and Management of Procurement Responsibilities in Community-Driven Development (CDD) Projects, March 15, 2012 (see detailed description under Section V- Component 2).

“Procurement Plan” as defined in the Financing Agreement will encompass all the agreed packages between the Bank and the procuring entities. ZEEP AF through the PPSD has finalized the procurement plan for the first 18 months of the project. The following will apply:

- a) The procurement plan will be the guiding document for all procurement of works, goods and services for ZEEP.
- b) The procurement plan will be prepared annually as part of the annual work planning process and updated as required with inputs from each PIU/implementing agency.
- c) All updates to the procurement plan require approval by the Bank.

The Systematic Tracking of Exchanges in Procurement (STEP) will be used for all procurement activities. The procurement plan will be uploaded and updated in STEP and will require World Bank concurrence. Unless a procurement plan is approved in STEP, no package will be processed.

5.2 STORES MANAGEMENT

DEFINITION OF PUBLIC STORES

“Public Stores means all chattels of whatever nature purchased, forfeited or donated belonging to or in possession of, or under the control of the Republic and includes plant, vehicles, machinery and equipment”

STORES ACTIVITIES

- Maintain accurate records of inventory levels.

- Implement inventory control systems to track usage, reorder points, and stock levels.
- Conduct regular stock counts and audits.
- Ensure proper storage conditions to maintain the quality and integrity of materials
- Implement safe and efficient handling procedures for receiving, storing, and issuing materials.
- Organize the storage area to optimize space and accessibility.
- Process requisitions from project teams for materials and equipment.
- Ensure timely and accurate distribution of items to project sites.
- Maintain records of issued items and track their usage.

RESPONSIBILITY FOR PUBLIC STORES

- A controlling officer is responsible for the management of public assets and stores of the Head of expenditure.
- An office holder who negligently fails to account for public assets and stores breaches the duty of reasonable care, skill and diligence commits financial misconduct.

PROCEDURE FOR RECEIVING OF GOODS

- The stores officer shall receive the goods and obtain a copy of the purchase order/contract.
- The stores officer shall obtain a copy of a delivery note from supplier.
- Compare the order from the supplier and what was requested by the end user.
- Inspect the goods in respect of quantity, condition and specification.
- Accept or reject the goods
- If they conform issue out the Goods Received Voucher.

PROCEDURE FOR ISSUING OF GOODS

The stores officer shall;

- Receive stores requisition from the user.
- Ensure that the stores requisition is duly authorized.
- Issue the goods in the appropriate quantity.
- Ensure acknowledgement of receipt.
- Record the transaction in the stores ledger

THE STORE ROOM

- Place the goods at their appropriate stores location
- Record the goods transactions in the stores ledger/bin cards.
- Keep the storeroom clean.
- Access to the storeroom shall be restricted to authorized personnel only.
- The storeroom shall be well secured with grill doors and padlocks

STORES MANAGEMENT FORMS

- Goods Received Note (GRN) – the stores officer shall be responsible for issuing of goods received note each time the goods are received and accepted (Annex 10, p.216).
- Stores Materials Requisition Note (MRN) – the end user shall be responsible for raising of materials requisition note (Annex 12, p.218).
- Stores Ledger Sheet (SLS) – the stores officer at the close of each working day (Annex 11, p.217) shall update stores ledger sheet.

MONITORING AND EVALUATION (M&E)

1. Project Monitoring

Project monitoring will be integral to the project management, as it will provide continuous oversight of activities to ensure that they are executed as planned and are aligned to achieve the desired results.

Evaluation

An end line evaluation will be conducted to assess the effectiveness, efficiency, impact, and sustainability of the project interventions. This evaluation will help to understand how the project has achieved its development objective, the lessons learned, and the implications for future interventions.

An Independent Verification Agency will provide the verification of the PBCs. This will be done in order to ensure that evaluations are conducted impartially and that findings are relevant to all project beneficiaries and stakeholders. The ZEPCU will endeavour to share information with MoE Directorates, Units and Key Stakeholders.

Objectives

The objective of monitoring and evaluation is to measure progress towards achieving the development goal.

Beneficiaries

The main beneficiaries shall be the World Bank, Ministry of Education, the PIU and key stakeholders. The M&E unit of the project will identify gaps and challenges and will provide information on progress made to make informed decisions.

Project M&E Administration

The project shall be managed directly by ZEPCU through the M&E specialist in collaboration with the Directorate of Planning and Information (DPI).

Roles and Responsibilities of the different Institutions

In order to effectively manage the roles related to monitoring and evaluation functions of the project, each project staff has been assigned specific monitoring and evaluation roles to perform during the project period. The roles have been assigned based on what each individual staff member is responsible for in the Project. Roles and responsibilities are outlined below.

Table 20 Roles and responsibilities - M&E

Institutions	Responsibilities
ZEEP	<ul style="list-style-type: none">• Provision of information• Support the M&E in the implementation of the activities
ZEPCU	<ul style="list-style-type: none">• Developing detailed plans including timelines, resource allocation and task assignments.

Institutions	Responsibilities
	<ul style="list-style-type: none"> • Tracking the progress against the plan, identifying any deviations, and implementing corrective actions as needed to stay on track. • Ensuring that the deliverables meet the required standards and specifications. • Identifying potential risks specific to assessing their impact, and developing mitigation strategies. • Keeping detailed records of the progress, issues, and changes related to the providing regular reports to the project managers and stakeholders. • Implementing M&E activities for the project in collaboration with stakeholders • Managing the M&E activities for the project
MoE Directorates and Units	<ul style="list-style-type: none"> • Directorates will oversee the implementation of the project in collaboration with ZEEP on planning implementation and monitoring to achieve overall component objectives.
Provincial Education Office	<ul style="list-style-type: none"> • Will oversee all M&E related activities in the province. • Prepare implementation progress reports • Conduct monitoring visits
DEBS	<ul style="list-style-type: none"> • Will oversee all M&E related activities in the district. • Prepare implementation progress reports • Conduct monitoring visits
Schools	<ul style="list-style-type: none"> • Will oversee all M&E related activities in the district. • Prepare implementation progress reports • Monitor progress implementation • Collect data
WB	<ul style="list-style-type: none"> • Provide technical assistance

Monitoring and Evaluation Activities

The following are the monitoring and evaluation activities that will be implemented:

- **Routine data collection**

Routine data collection is important as it provides the necessary information about project implementation to be used for decision-making and enhance the implementation of the project. This will involve the continuous collection of data on project implementation by the officers in the targeted districts. The information to be collected shall include funds disbursement and utilization as well as projects implementation status.

- **Production of progress reports**

The production of progress reports is vital as it provides the evidence on the progress made in implementing the project. The reports also provides lessons learnt in implementing the project, highlighting the good practices to be replicated and negative practices to be avoided in the subsequent project implementation period. This will involve analysis and verification of the collected data and ultimately lead to the production of reports on the progress made in implementing the components of the project. The progress report shall contain financial

information and the level of result attainment against the set targets. The project will generate routine reports to measure progress and contribute to the annual report. These reports will be shared with all stakeholders as part of the project's accountability process. The reports will include:

- a. **Quarterly Reports:** These reports will cover each calendar quarter and be submitted to the World Bank, the Main Project Implementation Committee, and the Independent Verification Agency (IVA).
- b. **Bi-Annual Reports:** Compiled from the quarterly reports, these bi-annual reports will be presented to the Project Steering Committee and the IVA.
- c. **Annual Progress Reports:** Derived from the bi-annual reports, these annual reports will be submitted to the World Bank, the Project Implementation Technical Committee (PITC), the Project Steering Committee (PSC), and the IVA.

- **Updating of the M&E plan**

The Monitoring and Evaluation plan is a critical tool that guides how the project implementation to be monitored and evaluated and assigns roles and responsibilities in data collection and reporting on project implementation. The updating of the M&E plan will involve reviewing the previous M&E plan and revising it to ensure alignment to the objectives of the ZEEP AF. The process will encompass consultations and validation by key stakeholders.

- **End line Evaluation**

The purpose of conducting an end-line evaluation is to measure the impact of the project on the target beneficiaries. It also assesses the effectiveness and efficiency of project implementation and provides lessons that can be replicated as well as those that should be avoided in the subsequent intervention implementation. The end-line evaluation will be undertaken two years after the expiry of the project and will cover all the targeted districts.

- **Quarterly review meetings**

The purpose of the quarterly review meetings will be to update the status of project implementation. The meetings will be coordinated by PIU and will involve staff from the districts, provinces and HQ.

- **Monitoring Field Visits**

The purpose of the field visits will be to check and verify status of project implementation. This will be integrated during component 2 field visits and will be conducted quarterly.

2. Results Framework

Project Monitoring and Evaluation (M&E) will follow the Results Framework outlined for the project. This framework identifies the indicators to be tracked, along with their baseline and target values, the regularity of monitoring, the data sources, and the methods for data collection. The details of the Result Framework and monitoring procedures are provided in Table 11 below. The ZEEP results framework consists of Project development indicators (outcome indicators) and intermediate indicators (output indicators). The table below shows the results framework describing each indicator, data sources and responsibility for data collection.

Table 21 M&E Results Framework

Indicator Name	Definition/Description	Disaggregation	Baseline	End target	Frequency	Data source	Methodology for Data Collection	Responsibility for Data Collection
Outcome Indicators								
Number of students directly benefiting from ZEEP interventions aimed at enhancing learning	This measures the number of students directly benefiting from ZEEP educational interventions (Cumulative)	Male/Female	753,408 302,832 (Female)	1,755,200 789,849 (Female)	Annually	Progress Report	Questionnaire R	PIU
Percentage of teachers with increased competences in subject and pedagogical content knowledge in mathematics, science and language arts as prescribed in curriculum	Measures the percentage of teachers who meet subject content knowledge and pedagogical skills and competences requirements for Mathematics, Science, and Language Arts teaching in Grades 5 and 9 in targeted schools.	Mathematics Science Language arts	Mathematics -61% Language arts – Secondary science – 10%	Mathematics -71% Language arts – 5% Secondary science – 20%	Annually	Lesson observation form and assessment reports	Lesson observation and field assessments	PIU/TESS

Indicator Name	Definition/Description	Disaggregation	Baseline	End target	Frequency	Data source	Methodology for Data Collection	Responsibility for Data Collection
Percentage of targeted primary and secondary schools with 3:1 (or better) student textbook ratio in language arts, mathematics and science	Measures the percentage of project target schools with 3:1 pupil – textbook ratio.	Primary and Secondary	5 to 1	85% of target schools with 3:1 student textbook ratio	Annually	Annual school census	Review of MoE monitoring reports and School census	PEO; CDC and Planning and Information Directorate
Number of students enrolled in Grades 8–12 in the newly constructed and expanded secondary schools with additional classrooms and facilities	Measures the number of students enrolled in Grades 8–12 in the newly constructed and expanded secondary schools with additional classrooms and facilities.(Cumulative)	Male/Female	14,760 6642 (Female)	43,840 21,920 (Female)	Annually	School Hub	Compilation and consolidation of enrolment rates as contained in the school registers received from the Provincial Education Offices	DPI , Provincial Education Office and District Education Board
Number of the newly constructed dormitories	This tracks the number of girls using the newly constructed under the project.		10	35	Annually	MoE monitoring reports	Review of MoE monitoring reports and field visits	MoE

Indicator Name	Definition/Description	Disaggregation	Baseline	End target	Frequency	Data source	Methodology for Data Collection	Responsibility for Data Collection
Output Indicators								
Number of classroom libraries established.	This indicator measures the number of classroom libraries established in the target schools		0	65% of target schools	Annually	Project progress Report	Review of reports	PIU
Number of classroom libraries using supplemental reading packages	This indicator measures the number of classroom libraries using supplemental reading packages.		0	65% of target schools	Annually	Project Progress Report	Review of reports	PIU
Number of schools with textbook management system in place	This indicator measures the number of schools with textbook management system in place		0	2,700	Annually	Project Progress Reports	Review of activity/monitoring reports	PIU
Number of Teachers Recruited and placed in the ZEEP newly constructed schools	This tracks the number of teachers recruited in the ZEEP targeted schools	Male: Female:	760	21,240	Annually	HRA recruitment report	Staff headcount	PIU/HRA

Indicator Name	Definition/Description	Disaggregation	Baseline	End target	Frequency	Data source	Methodology for Data Collection	Responsibility for Data Collection
E-EMIS operationalised	This measures the existence of the operational E-EMIS		0	1	Annually	EMIS	EMIS	ICT/DPI
The Teaching Council of Zambia teacher database integrated with EMIS	The indicator tracks the enhancement of the EMIS, enabling it to pull teacher information from the TCZ data base		0	1	Annually	EMIS	EMIS	ICT/DPI/TCZ
Number of Districts using the EMIS	The indicator tracks the number of Districts using the E-EMIS for data collection, analysis and dissemination		0	70	Annually	EMIS usage report	Generation of system usage reports on the EMIS	PIU
of Teacher Profession Development Index- developed	The indicator measures the development of the TPDI based teacher recruitment system		0	1	Annually	Project Annual Progress Report	Verification of index development from HRA directorate	PIU/HRA
Number of Districts implementing the Teacher Profession Development Index-	The indicator measures The number of Districts implementing the TPDI based teacher recruitment system.		0	70	Annually	MoE ministerial annual reports	Submission of implementation reports from the districts	PIU/HRA

Indicator Name	Definition/Description	Disaggregation	Baseline	End target	Frequency	Data source	Methodology for Data Collection	Responsibility for Data Collection
Number of TPDI-based teacher training packages developed.	The indicator measures the number of trainings packages and material in mathematics, science and language arts developed based on the TPDI.		0		Annually	MoE ministerial annual reports	Review of activity reports	PIU/HRA
Number of girls dormitories constructed	This tracks the number of girls dormitories constructed.		10	35	Annually	Project Annual progress report	Review of monitoring reports and field visits	PIU
Number of classrooms constructed - in selected expansion schools	This measures the number of classrooms constructed and are ready for use in the expanded schools.			600	Annually	Project Annual progress report	Review of reports and Monitoring and field visits	PIU
Costed nation-wide School infrastructure development plan developed	This tracks the development of a costed nation-wide school Infrastructure development plan.		0	1	Annually	Project Annual progress report	Costed national wide infrastructure development plan	PIU

Indicator Name	Definition/Description	Disaggregation	Baseline	End target	Frequency	Data source	Methodology for Data Collection	Responsibility for Data Collection
Percentage of newly constructed secondary schools in targeted districts provided with functional female toilets and water facilities	This measures the percentage of newly constructed secondary schools in targeted districts provided with functional female toilets and water facilities that are aligned to national standards out of all the newly constructed secondary schools under the project		100%	100%	Annually	Project annual report	Review of monitoring reports and field survey	PIU
Percentage of Provincial Education Officer and District Education Board Secretaries oriented on the use of GIS school mapping	This measures the percentage of Provincial Education Officer and District Education Board Secretaries that have been oriented on how to use the GIS school mapping.		0	100%	Annually	Ministerial Annual Report	Review of MoE monitoring and training reports and EMIS	PIU
Number of capacity building activities conducted for MoE staff, PEOs and DEBS	This measures the number, of capacity building activities or trainings that are conducted for MoE staff at (HQ) PEOs and DEBS in planning, project		0		Annually	Ministerial Annual report	Review of MoE monitoring/training reports	PIU

Indicator Name	Definition/Description	Disaggregation	Baseline	End target	Frequency	Data source	Methodology for Data Collection	Responsibility for Data Collection
	monitoring and evaluation, fiduciary, environmental, and social safeguards.							
Number of Policy analysis/ evaluations conducted	This Measures the number of Education Policy analysis/evaluation the policy conducted				Annually	MoE monitoring/activity reports	Review of MoE monitoring/activity reports	MoE
Percentage of Grievances received through GRM addressed within the stipulated response time	This measures the percentage of grievances addressed within the t stipulated response time out of all the grievances received through the GRM		-	60%	Annually	GRM record management system	Review of the record management system	MoE
Number of target schools that display funds received and spent on school notice board	This measures the number of schools that display on their school notice board the funds received from the project and how it has been spent. n		-	120	Annually	Project annual report reports	Review of monitoring report and field visits	PIU

Indicator Name	Definition/Description	Disaggregation	Baseline	End target	Frequency	Data source	Methodology for Data Collection	Responsibility for Data Collection
Percentage of guidance and counselling teachers/school gender focal persons in project target schools trained on SRGBV and Safe Schools Program	This measures the percentage of guidance and counselling teachers or school gender focal point persons that are trained in SRGBV and safe schools programmes.		0	85%	Annually	Project annual progress report	Review of MoE monitoring/activity reports	PIU
Percentage of MoE staff/PEOs and DEBS trained on Safe School Program and SRGBV	This measures the percentage of staff at MoE(HQ) PEOs, DEBSs on safe school programs.		0	100%	Annually	MoE monitoring/training reports	Review of MoE monitoring/training reports	MoE
Percentage of schools developing and implementing the safe school program in targeted districts	This measures the percentage of schools that develop and implement the safe school program in the targeted districts		0	25%	Annually	Project annual progress report	Review of monitoring reports	PIU

Indicator Name	Definition/Description	Disaggregation	Baseline	End target	Frequency	Data source	Methodology for Data Collection	Responsibility for Data Collection
Number of School Management Committee and Parent Teacher Association meetings held to discuss progress of ZEEP implementation	The measures the number of School Management Committee and Parent Teacher Association meetings that are held at ZEEP targeted schools , at which matters related to project implementation at the respective schools are discussed, including SRGBV.		382	2,700	Annually	Project annual report report	Review of PTA meeting minutes	PIU

COMMUNICATION

The objective of this subcomponent is to enhance project communication, to ensure effective and timely communication, and consultations across different sectors involved in diverse aspects of children welfare, healthy growth, and development. This component will support the Ministry of Education to enhance its internal and external communication in the implementation of the ZEEP project.

Objective

The objective of the communication component is to enhance project visibility, accountability and transparency to ensure community and public understanding and support.

Component beneficiaries

The beneficiaries under this component are learners, teachers and communities in the intervention districts in all the ten (10) provinces of the country. In the implementation of this component, the Communications Specialist will develop the project communications strategy, preferably, using models and theories anchored on community communication and involvement, and social change and development prominent among them; the social and behaviour change communication (SBCC) theory, the Social ecological model (SEM) and the community engagement model in view of the community mode of construction anchored on participatory approaches and community engagement, involvement, support and participation.

Target audiences

The component objective more specifically, targets the all provinces where the Government is implementing activities under the following components, teacher capacity improvement and development, equitable access to safe secondary schools, and construction of schools. However, due to the magnitude of the project, the target audiences for the project cut across to a more detailed complexion of targets illustrated below as internal and external audiences. Some of the internal audience include the project staff for ZEEP AF, ZEEL, and ZEPCU staff, MoE directorates and ZEPIU staff, TESS, DoDe, the education management system, that is, HQ, province, districts, school, parent teacher committees (PTCs) and community focal point persons, DPs like the World Bank and others. The external target audience are those outside the organisation and could be as well regarded secondary audiences.

Target audiences and information needs

In implementing his component, the communication plan of the project seek (see table below) to identify these audiences, and their message emphasis, the actual messages and channels which the project will use to ensure a two-way effective communication.

Table 22 Target audience and information needs

Audience	Message emphasis	Actual Messages	Channels
ZEEP AF ZEPCU MoEdu, Education Management chain WB Legislature TESS DODE PEOs and PESOs DEBS and DESOS Guidance and Counselling Teacher PICs Teachers unions organisations, Civil Society Organisation, Politicians Media, General Public	<ul style="list-style-type: none"> • Vision and Overall Objectives of the Communication Strategy • Effective Internal Communication for effective External Communication • Communicating the achievements and success stories of ZEEP AF • Communication of policy shifts, adjustments, restructuring of project, changes in budgets • Project progress reports • Project successes and challenges • Legal framework, enactment and repeals of laws, gaps in the law • Objectives and goals of the project • Why equitable access and quality education • The connection between human capital development and social and economic development and growth • Fiduciary duties of agents in the project vision and mission at various levels • Community mode of construction and role of the communities • The primary beneficiary of the whole project • The need for safe school environment for learners • Unions roles in the implementation of the ZEEP AF project • Role of CSOs in policy and law reforms advocacy and resources mobilisation • Need for political will • Role of media as an absolute partner in communication with external target audiences • The public understanding and support for the project 	<ul style="list-style-type: none"> • To improving the quality of teaching and learning in all subjects • To increasing equitable access and quality education for all learners • Improving the quality of teaching and learning • Improving timely and sufficient availability of all requisite learning materials (text books) • Enhancing education management system • Enhancing planning, management, (M&E) and communication • Building and enhancing synergies for support for the project PDO • Massaging media relations for all time correct coverage and support in crisis 	<ul style="list-style-type: none"> • Meetings • Memos • Project dissemination events • Television • Radio • Community media • Newspaper • Website • Facebook • Twitter (X) • You Tube • LinkedIn • Mass emails • Mass SMSs • WhatsApp • Telegramme, • Newsmakers spaces (fora) • Media briefings • National events and Government communication platforms • Mass media

Audience	Message emphasis	Actual Messages	Channels
Judiciary/Court	<ul style="list-style-type: none"> • Key undersrtng of how GBV, SH, SEA, affect the learner perofmance in schools. • The role of the judiciary in curb the vice in order to create safe school environemnet for learners’s success 	<ul style="list-style-type: none"> • Effective administration of justice • Deterrent decisions eliminative of barriers to education 	<ul style="list-style-type: none"> • Meetings • Workshops • Branded and Promotional Materials • Events • Mass Media
Environmental actors	<ul style="list-style-type: none"> • Understanding ESMPs 	<ul style="list-style-type: none"> • Need to observe ESMP guidelines during and post construction 	<ul style="list-style-type: none"> • Meetings • Training Workshops • Project paraphernalia • Dissemination events • Mass Media

Communication Administration

The project communications component is managed by a Communications Specialist who reports to the Coordinator for the Zambia Education Programme Coordination Unit (ZEPCU). The Communications specialists relates with the Ministry Communications Specialist and Public Relations, the Directorate of Open and Distance Education (DoDE), the Ministry of Information and Media, other Government and quasi-Government Communications and public relations departments, institutions and projects, and other agencies including the World Bank in the of the communication activities. The main functions of the Communications Specialist are:

- i) To drive and manage the project communications strategy of the project and its development;
- ii) Creating communication platforms of the project
- iii) Ensuring correct project image through correct news and information, branding for value
- iv) Ensuring that the media reports disseminates accurate and correct information about the project
- v) Providing regular updates on projects activities, progress and developments using available media channels;
- vi) Devising community and engagement strategies to ensure understanding, involvement and support for the project.

Roles and responsibilities of the different institutions

Table 23 Roles and responsibilities - Communications

Institutions	Roles and Responsibility
Ministry of Education	Implementing Agent on behalf of the government of the republic of Zambia Policy formulation Project implementation Policy implementation and enforcement
ZEPCU	Coordination Unit Coordination of project activities
ZEEP AF	Implementation of activities Ensure activities are implemented according to timelines
WB	Loan Manager Checks and ensures compliance to fiduciary duties by implementing agents
Legislature	Law reforms Project accountability and transparency Review and enactment of laws to suit the policy environment Enforces fiduciary duties
Education Management chain	Education managers Responsible for enforcing and monitoring implementation of government policies on education
TESS	Education standards

Institutions	Roles and Responsibility
	Responsible for implementation of guidelines on education standards
DODE	Public Service broadcaster for tele-education services Responsible of broadcast education services
PEOs and PESOs	Managers of education and standards at provincial level Management of education and standards
DEBS and DESOs	Managers of education and standards at district level Management of education and standards
Guidance and Counselling Teacher	Counselling services to learners, teaching workforce Psychosocial and emotional needs support for learners with complaints
Teachers unions organizations,	Welfare of teachers Bargaining and negotiations for welfare of teachers so that they are motivated to provide the best education to learners
Civil Society Organization,	Policy advocates Advocate for repeal of bad policies, and formulation where there are policy gaps. They provide research services in the education sector
Politicians	Political will Political support for the project PDO
Media,	Media Campaign Information, communication and education
General Public	Project accountability and transparency Holds project and Government accountable
Judiciary/Court	Enforcement of law by punishing offenders involved in vices such as GBV, SEA, SH Help in creation and maintenance of safe schools environment.
Environmental Actors	Promote environmentally safe and friendly acts Advocates for better environment

Activities

In order to achieve the project communication objective of ensuring its visibility, accountability and transparency, a number of communication activities be undertaken using appropriate mass media platforms:

Broadcast media

Large-scale community and public stakeholder sensitisation will be conducted through the mainstream media, community broadcasting, print media, online media and face-to-face communication channels. Community broadcasting will play a pivotal role through use of community based radio stations to inform, communicate and educate the target audiences on the project activities and progress.

The media products will include interviews for news reports, news and current affairs documentaries, electronic field production (EFP) and electronic newsgathering (ENG), and interactive live discussion genres, and documentaries.

In order to enhance the project corporate image and visibility, corporate documentaries will be produced from time to time in line with the project milestones, or, as the situation may demand, and, on the need for the project to assert its relevance in the education sector. At least one corporate documentary will be produced annually. To achieve this activity, the ZEPCU Communication Specialist will advise the best timing and method of producing the documentary.

Print media

The print media continues to play an important role in communication as newspapers and magazines provide a relatively quick reference point for content and facts on an issue. Since newspapers are tangible, they can easily be stored in more ready to use format than broadcast media products that require some form of technology. The mainstream public and private print media houses will continue to be a reliable channel of communication for the project.

Online media platforms

The expansion and construction of telecommunication towers in rural areas has also seen an attendant increase in the number of people who own mobile phones. This has further enabled some of them to have access to social media platforms from their rural localities. These platforms will also be used not only to reach the targeted rural communities but also the public and international stakeholders on project developments.

Website development

To ensure full utilization of the online platform, a dynamic website with preferred social media platforms such as Facebook, X (Twitter), You Tube, and LinkedIn will be developed. A stand-alone website will be used for regular updates using multimediality strategy (that is, interconnectivity of a range of functions using text, images, graphics, and animations) during the implementation of project activities for more visibility and impact. Further, it will help the brand proposition and positioning of the ZEEP AF project. The content and updates on project website will be the responsibility of the ZEPCU Communications Specialist, or any Specialist such as IT. Technical matters of the website will be managed by the IT Project Specialist, and those from the Ministry of Education depending on the necessitating circumstances.

Community drama and theatre

The communication objectives will also take into account and use any other means of communication prevalent in that community such as community theatre and other means of communication accepted within the social organisation networks, which members prefer and use in their human interaction.

Village, Community and town hall meetings

A stakeholder engagement plan (SEP) will be an anchor strategy for the face-to-face communication for community and public stakeholders. The Grievance Redress Mechanism (GRM) will be used as feedback tool for receiving complaints on; GBV, labour, social, and environmental issues, during, and post construction under the project interventions.

The GRM framework, and the manual, will be developed to guide channelling of grievances from people and communities affected by activities of the project. The project will also procure and distribute GRM boxes, which will be used as repository points for feedback in the project's effective two-way communication with its target audiences.

Media Survey and Programmes

In order to ensure the right media is used to reach the right audiences with the right messages, at the right time, and for purposes of enhancing communication between communities and the project, a media survey will be conducted to ascertain the existence of that media, its nature of programming, its signal strength and reach, audiences choice and why, and language used in broadcasting the news, current affairs and other genres.

The findings of the media survey will provide the basis for communication diagnosis, media planning and media buying, and, for designing an integrated media campaign strategy. The community media broadcasting houses (radio stations) identified will be the main media vehicles for programming for targeted communities and districts in ZEEP AF intervention districts. The Mainstream media will be used to reach upstream and heterogeneous audiences, while the online media platforms will largely target citizens and stakeholders across social and demographic stratifications.

The print media will be used to reach literate audiences mostly confined to their reach in order to cater for the entire print audiences.

The ZEPCU Communications Specialist, Component 3 Coordinator, and the M & E Specialist will work together to develop an online data collection instrument for conducting a media survey.

Orientation of Journalists

Journalist and the media will continue to play an important role in the life of the project through reportage and dissemination of news and current affairs genres to the public. Correct, accurate and honest information to the public is therefore important. To help facilitate, and key to achieving this strategy, ZEEP AF will conduct orientation workshops for journalist practising in intervention districts of the project. The orientation workshops will be conducted in a year to ensure continuous update of information to the media so that they can correctly inform the communities and the public on the project development.

Project Unsolicited and Solicited Media Interviews

The ZEPCU Project Coordinator shall be the spokesperson for the ZEPCU Project at all material times possible to avoid confusion. However, it is anticipated that the media hype around the project and the demand for media interviews for news and live discussion shows will exponentially increase beyond the capacity of one person. Further, the roll out and implementation of the ZEEP AF Communication Strategy will result in more activities and demand for more and constant media interviews, talk show discussions, breakfast shows and project responses to journalist on short notice.

It is therefore anticipated that competing needs of media different programming and deadlines with various and different news angles due the various project activities will, outgrow the capacity of a single project staff. To address this challenge, all project staff will in consultation with the guidance of the Communications Specialist, be cleared by the project coordinator to give media interviews or feature on discussion shows.

Project Branding

In order to build and enhance the image of the project, the Communications office of the project will facilitate the branding of the project. Branding will include; designing project logo, choice of font type face, size, choice of colour scheme, corporate emails for project staff, pylons, pull ups or pop ups, telescope tear drops, posters, brochures, calendars, and, the development of the project website and its social media platforms.

Branding will be done as and when necessary and shall not be limited to project branding itself, but also branding for national events like trade fairs, shows, expos, labour day, team building, education events and shows, and as shall be necessary.

In order to further build and maintain the project brand in the public domain, ZEEP AF will participate in critical national exhibitions.

Activities under the subcomponent will be implemented by the ZEPCU. The MoE will be responsible for the overall implementation and M&E of the project through the Directorate of Planning and Information. The following activities will be implemented under this component.

Communication Tools and equipment

The project will procure communication equipment such ENG Cameras, still digital cameras, mobile phones for webcasting for purposes of enhancing the project capacity to produce, share, and air its own content on appropriate media.

Main activities to be implemented to achieve results

- a) Development of Communication Strategy
- b) Creation of communication platforms
- c) Production of documentaries and news documentaries
- d) Media interviews and panel discussions
- e) News and current affairs reportage and programming
- f) Corporate and news documentaries production
- g) Orientation of Journalists on the ZEEP AF project

- h) Launch of ZEPCU
- i) Participation and exhibit at the national exhibitions such as the Zambia International Trade Fair (ZITF) in Ndola on the Copperbelt, and at the Zambia Agriculture and Commercial Show in Lusaka.
- j) Monthly team meetings of ZEPCU and ZEEP AF weekly Monday meetings.
- k) In-house seminars and brown bag sessions.

ENVIRONMENTAL AND SOCIAL SAFEGUARDS

Objective of Environmental and Social Safeguards

The objective of environmental and social safeguards is to ensure that project activities are carried out in line with national environmental legislation and the World Bank’s environmental and social safeguards policies; this involves the identification, evaluation, and mitigation of environmental and social (E&S) impacts associated with project activities on human health and the environment.

The E&S safeguards ensure that environmental and social management is integrated into the development and operation of investments to be financed under the ZEEP-AF to ensure effective mitigation of potentially adverse impacts while enhancing accruing benefits.

Potential Environmental and social Risks and Impacts

Environmental and social risks and impacts are the potential negative impacts of events or activities on the natural environment and the communities. Therefore, Environmental and social assessment is crucial in reducing negative impacts. Under AF2, it is predicted that there will be an increased scope of civil work. The proposed project activities are expected to have moderate environmental and social risks/impacts, which can be readily mitigated through an environmental and social assessment process which includes site screening and preparation of ESMPs. All site-specific details and approaches will be informed through a demand driven and consultative approach.

The increased volume of work undertaken by community members will pose potential risks to the environment, community and occupational health and safety. Environmental risks associated with the project activities include; air pollution, water pollution, solid and hazardous waste generation, noise, and vibration. Nonetheless, environmental impacts arising from the construction activities in the beneficiary schools are expected to be typically construction-related and hence moderate in terms of impact significance, magnitude and scope (localized), and reversibility.

Social risks and impacts associated with the project include conflicts in land acquisition, health and safety concerns for workers and nearby communities such as exposure of the community to elevated dust and noise levels, reduced safety and security risks for community and staff/learners, worker’s injuries, labour influx and spread of HIV & AIDS risks, Gender Based Violence (GBV), Sexual Harassment and Exploitation. E&S risks and impacts can lead to delays, cost overruns, and reputational damage.

A summary of E&S risks and impacts are presented in Table 24.

Table 24: Environmental and Social Impacts

Project Phase	Environmental / Social Impact
Construction	Site Related Oil Spills
	Soil Related Impacts
	Impact on Water Resources

Project Phase	Environmental / Social Impact
	Socio-Economic Impacts
	Air Quality
	Noise Pollution
	Impact on flora and fauna
	Public Health and Safety
	HIV & AIDS Impacts
	Child Labour and Protection
	Land Acquisition
	Gender Equity, Sexual Harassment
Operation	Odour (ablution block)
	Air Emission
	Water pollution (ablution block)
	Exposure to pathogens (ablution block)
	Disease Spread (ablution block)
	Occupational and Community Safety Risks (procurement of chemical reagents for science laboratories)
	Electronic Waste (electronic equipment)
	Gender Equity, Sexual Harassment/ Sexual Exploitation and Abuse (all girls boarding school)

Project Categorization

The project is categorized as Environmental **Category B** and triggers the safeguards policy on Environmental Assessment OP/BP 4.01 by Component 2. This component involves the construction of additional classrooms and support facilities at already existing schools across Zambia. The support facilities will include the provision of sanitation facilities such as toilets and the sinking of boreholes to provide potable water to pupils and staff. From the 120 selected beneficiary schools, 25 of them will host weekly boarding facilities (dormitories) for boys and girls. Exact locations of schools to benefit from the project have been established through the MoE, with the guidance of the World Bank. An ESMF has been developed and disclosed, that provides a detailed step-by-step process for identification for screening of critical environmental and social risks on the project. The instrument further provides mitigation and monitoring plans, including institutional arrangements for safeguards implementation and capacity building. A generic Environment and Social Management Plan (ESMP) has also been developed to guide the Ministry and community workers in the monitoring and implementing mitigation measures. The ESMF was disclosed by MoE on June 6, 2017, subsequently revised in January 2023 on account of the project restructuring. The ESMP for the construction of schools for the phase 1 sites was disclosed on the

17th of January 2024 and the ESMP for the construction of Schools for the Phase 2 sites was disclosed on the 10th of June 2024.

Environmental Assessment Process

- Identify potential environmental and social risks and impacts;
- Develop mechanisms to comply with the Relevant Zambian Legal Framework and World Bank environmental and social safeguard policies
- Describe the procedures to mitigate Environmental and Social Impacts
- Describe the institutional and implementation arrangements, monitoring mechanisms, and Capacity-Building needs for effective implementation of the environmental and social management and monitoring tools.

Environmental and Social Safeguards Approach

(a.) Implementation and Monitoring – E&S Implementation

Implementation and monitoring arrangements for the environmental and social standards will involve the national, provincial, district, school, and community levels. All these levels will have roles and responsibilities to ensure that project activities are conducted in an environmentally and socially acceptable manner with no harm to the people and the environment.

The implementing Agency, The Zambia Education Project Coordinating Unit (ZEPCU), represented by the Environmental and Social/Gender Safeguards Specialists will ensure effective execution throughout the project cycle. ZEPCU together with the MoE will comprise a Project implementation team. The MoE staff in the infrastructure section under the Directorate of Planning and Information will consist of Architects, Engineers, and Quantity Surveyors. This team will be led by an Architect and will be responsible for the oversight of the component implementation at the national level. At the provincial level and district level, the sub-projects will be coordinated by the Senior Planner and the District Planner will remain to be E and S focal point persons at Provincial and District levels respectively. Their duties will include community mobilization and training of community members and school staff. The District Planner shall undergo training in ESMP implementation, which will consist of familiarization with the Bank's ESS and similar codes of practice in Zambia to execute the roles effectively. A summary of the coordination of responsibilities during the project implementation is shown below.

Roles and Responsibilities of the different institutions during implementation

Table 25 Roles and responsibilities - ESS

S/N	Institutions	Roles and Responsibilities
1	ZEMA	ZEMA is the institution mandated to decide whether a full-scale ESIA is necessary for proposed investments or otherwise. To make this

S/N	Institutions	Roles and Responsibilities
		determination, ZEMA has a screening and approval process. The Bank also requires that sub-project investments are screened to determine whether a full-scale ESIA, a stand-alone ESMP, or no further environmental studies are needed for investments. Where ZEMA ascertains that an environmental project brief has disclosed adequate mitigation for identified impacts, the project is approved with an issuance of a Decision Letter. Where ZEMA determines that no further environmental studies are needed for investments, a No Objection Letter is issued with conditions.
2	ZEPCU	ZEPCU will also monitor construction works and the implementation of ESMP. ZEPCU will work with the Third-Party Verifier during the verification process to make sure that E&S risk mitigation measures are implemented. The World Bank will also monitor the implementation of the ZEEP project during its regular supervision missions.
3	National Level	The implementation team will comprise the MoE staff in the infrastructure section under the Directorate of Planning and Information. It will consist of Architects, Engineers, and Quantity Surveyors. This team will be led by an Architect and will be responsible for the oversight of the component implementation at the national level. It will work with the procurement unit in the Ministry to procure all services, furniture, and equipment that shall be procured centrally.
4	Provincial and District level	At the provincial level, all construction under this project will be coordinated by a team of staff (Senior Planner, Resident Engineer, and Senior Buildings Officer), all under the MoE. The Senior planner will be the focal point for Environmental and Social monitoring at the Provincial level. At the district level, all of the construction under this project will be coordinated by the DEBS, which shall include the District Planner under the MoE and other officers who may be appointed by the DEBS

S/N	Institutions	Roles and Responsibilities
		<p>to facilitate community mobilization and training. If the local system is already decentralized, the Resident Engineer and the Senior Planners at the provincial level will coordinate and supervise construction activities at the school/local community level. The monitoring will include regular site visits by the District Planner and monthly written reports from the field that will be submitted to ZEPCU through the Senior Planner. Monitoring will also be carried out by the Technical Supervisors on site using the monitoring checklist derived from the environmental management and monitoring tools of the ESMP reports.</p>
5	School/Local Community Level	<p>At this level, a Project Implementation Committee (PIC) will be elected by members of the community where a selected expansion school resides to coordinate project implementation activities. The PIC will report to the PTA, the DEBS, or the PEOs. It will form subcommittees, such as the procurement subcommittee responsible for procurement of materials, the stores subcommittee responsible for storing and issuing material and tools, and the finance committee responsible for ensuring that construction is properly funded and that all payments are made on time. The PIC will ensure that construction works with the E&S risk mitigation measures as specified in ESMP and contract documents, as well as national and local legislation.</p> <p>Work with the technical supervisor and take all necessary measures to protect the health and safety of workers and community members, and avoid, minimize, or mitigate any environmental harm resulting from project activities. Technical supervisors should train PIC on ES risks and measures covered in this ESMP.</p>

The Environmental and Social Safeguards Activities

Environmental Activities

- Conducting environmental assessments to predict environmental impacts before starting a project.
- Identifying significant environmental issues and proposing mitigation measures.
- Developing and implementing ESMPs to manage identified environmental impacts.
- Including plans for waste management, erosion control, and pollution prevention.
- Choosing project sites with minimal environmental sensitivity.
- Designing site layouts to avoid or minimize ecological disruption.
- Implementing measures to preserve natural habitats and mitigate harm fauna and flora
- Developing waste management plans to handle and dispose of construction waste properly.
- Developing and implementing emergency response plans for environmental incidents.
- Keeping detailed records and reporting to regulatory bodies and stakeholders.
- Engaging with local communities, relevant authorities, and other stakeholders.
- Providing training to project staff on environmental management
- Building capacity for effective environmental management within the project team.

Social Activities

- Conduct thorough assessments to identify potential social impacts of a project.
- Engage with local communities to understand their concerns and expectations.
- Organize consultations with affected communities and stakeholders.
- Establish grievance redress mechanisms to address concerns and complaints.
- Identify and protect cultural heritage sites and practices.
- Engage with indigenous and local communities to preserve cultural traditions.
- Assess and mitigate health risks associated with projects.
- Implement safety measures and emergency response plans.
- Ensure gender-sensitive approaches in project planning and implementation.
- Promote women's participation and address gender-specific impacts.

Environmental and Social Legal Framework

Government of Zambia Environmental and Social Legal Framework

Table 26 shows an overview of the relevant Zambia legislation and their interpretation during the ZEEP AF Project.

Table 26: Relevant Zambian Legislation and Interpretation

LEGISLATION	INTERPRETATION OF LEGISLATION	RELEVANCE OF LEGISLATION AND COMPLIANCE APPROACH ON THE PROJECT
National Construction Council (NCC) Act No. 10 of 2020	This legislation provides for the establishment of the council for construction to guide and regulate construction qualifications and standards.	Relevance: It will regulate the qualifications and competence of the key staff (Engineers, Architects, Builders, Building Officers, Technical Supervisors) working on the project. This legislation will ensure that buildings are constructed in accordance with a national building and fire code by ensuring two means of access for each building, i.e., a front and back door, no asbestos material to be used in construction, creation of fire assembly points in Schools
Engineering Institution of Zambia (EIZ) Codes of Practice	This legislation provides for the establishment of the EIZ to geoengineering works in the construction industry and regulate engineering qualification and standards.	Relevance: It will regulate the qualification, standards and competence of the key staff working on the project.
The Standards Act No. 4 of 2017	Act to continue the existence of the Zambia Bureau of Standards and re-define its powers and functions; provide for standardization and quality assurance of products and services through the setting of national standards and provision of conformity assessment services for products and services.	Relevance: It regulates the standards and quality assurance of products and services.
Forestry Act No. 4 of 2015	Forest Act No. 4 of 2015 applies to the extent of Part I section 3: The ownership of all trees standing on, and all forest produce derived from, customary areas, National Forests, Local Forests, State Land, botanical reserves, and open areas is vested in the President, on behalf of the Republic, until lawfully transferred or assigned under this Act or any other written law	Relevance: The project is unlikely to involve activities that will involve loss of vegetation. The construction of additional classroom blocks at already existing secondary schools will have a small footprint and the loss of vegetation will be minimal. In an event that the site is situated on virgin land, clearing of vegetation will be limited to the construction footprint.

LEGISLATION	INTERPRETATION OF LEGISLATION	RELEVANCE OF LEGISLATION AND COMPLIANCE APPROACH ON THE PROJECT
Extended Producer Responsibility (EPR) SI No. 65 of 2018	This act extends the responsibility of the producer of a product or class of products to the post-consumer stage of the product or class of products. The EPR Regulations also regulate non-returnable glass and plastic bottles, cartons, beverage cans, waste oils, pesticides, or chemical containers, used tyres, electrical and electronic equipment and their resultant waste. The Regulations require a person or persons whose activities generate waste with potential to pollute the environment to employ measures essential to minimize waste through treatment, reclamation, re-use, recovery, or recycling.	Relevance: The Act extends responsibility of the polluter pays principle.
The Environmental Management (Licensing) Regulations, SI No. 112 of 2013	To provide legislation on emitting or discharging a pollutant or contaminant into the environment one shall apply to the Agency for an emission license	Relevance: The technical supervisor shall endeavour to <ul style="list-style-type: none"> i. Take reasonable steps to contain the discharge of emissions from the site to prevent, mitigate or remedy their adverse effects on human and fauna health, animal or plant life and the environment. ii. Part III, Section 11 of the regulations states that a person shall not conduct open air burning of waste from industrial, commercial operations or domestic or community activities except with the written consent of the Agency.
The Employment Code Act No 3 of 2019	To provide legislation relating to the employment of persons; to make provision for the engagement of persons on contracts of service and to make provision for the protection of wages of employees.	Relevance: This contract will result in the creation of jobs through, for example, site clearing and construction phases of the project. The Act safeguards the rights of all the workers engaged on the project to ensure that they work in a humane environment.

LEGISLATION	INTERPRETATION OF LEGISLATION	RELEVANCE OF LEGISLATION AND COMPLIANCE APPROACH ON THE PROJECT
Environmental Impact Assessment Regulations, SI No. 28 of 1997	A developer shall not implement a project for which a project brief or an environmental impact statement is required under these regulations unless the project brief or an environmental impact assessment has been concluded in accordance with these Regulations and the Council has issued a decision letter.	Relevance: The various activities to be undertaken on the project are likely to trigger environmental and social impacts and this will require that site-specific environmental instruments be prepared to eliminate or minimize possible risks. At national level, in Zambia the Environmental Impact Assessment (EIA) regulation of 1997 gives guidance, schedules and categorises the various project types and the relevant EIA studies to be undertaken. It further gives provision on post EIA approval management of projects and guidelines for developing Environmental Social Management Plans (ESMPs).
Environmental Management Act, No. 12 of 2011 as read together with the Environmental Management (Amendment Act) No.8 of 2023.	The Act provides for the integrated environmental management, protection and conservation of natural resources, and sustainability; prevention and control of pollution and environmental degradation; public participation in environmental decision-making and access to environmental information.	Relevance: The Act provides for overall guidance on environmental management and assessments. It further provides for an integrated environmental protection and conservation of biodiversity through sustainable management and use of natural resources.
Occupational Health and Safety Act No. 36 of 2010	Provides for the protection of persons, other than persons at work, against risks to health or safety arising from, or in connection with the activities of persons at work. Part IV, Section 16 (1 and 2) has provided for duties of the employee, and they generally are: providing a safe working environment; making sure that the employees are healthy and fit to work in the provided work environment; provide protective clothing or equipment; making sure there are health, safety, emergency and first aid measures; providing information on safety and health and compliance with	Relevance: - The Act provides for the safety and welfare of workers to be recruited by the contractors and contractors' daily operations. The Act provides for the establishment of safety committees and protection of workers from any potential risks by the provision of personal protective clothing (PPE).

LEGISLATION	INTERPRETATION OF LEGISLATION	RELEVANCE OF LEGISLATION AND COMPLIANCE APPROACH ON THE PROJECT
	the standards; conduct suitable and sufficient assessment of risks; eliminate hazards or reduce risks, provide plant and safe system of work, provide information, instruction and training measures.	
Mental Health Act No. 6 of 2019	The Act provides for the promotion and protection of the rights of persons based on mental wellbeing.	Relevance: Mental health affects everyone in diverse ways and in any environment including workplaces.
Water Resources Management Act, No. 21 of 2011 read together with Statutory Instrument No 18 of 2018 (ground water and borehole regulations)	An Act to establish the Water Resources Management Authority and define its functions and powers; provide for the management, development, conservation, protection and preservation of the water resource and its ecosystems. provide for the equitable, reasonable, and sustainable utilisation of the water resource; ensure the right to draw or take water for domestic and non-commercial purposes, and that the poor and vulnerable members of the society have an adequate and sustainable source of water free from any charges; create an enabling environment for adaptation to climate change;	Relevance: Activities may result in water contamination through accidental discharge of effluents into surface or ground water bodies.
Roads Traffic Act, No. 8 of 2022	An Act to establish the Road Transport and Safety Agency and to define its functions; to provide for a system of road safety and traffic management; to provide for the licensing of drivers and motor vehicles; to provide for the registration of motor vehicles and trailers; to provide for compulsory third-party insurance of motor vehicles; to provide for the licensing and control of public service vehicles; to provide for the promotion of road safety.	Relevance: All project related vehicles must be fit for purpose, passed the necessary vehicle inspections, registered, possess test certificates and all drivers possess valid driving licenses for the vehicle driven or operated, that the driver is competent, the driver is physically fit to drive and within all legal parameters such as age etc.

LEGISLATION	INTERPRETATION OF LEGISLATION	RELEVANCE OF LEGISLATION AND COMPLIANCE APPROACH ON THE PROJECT
Urban and Regional Planning Act, No.3 of 2015	The Act provides for the development, planning and administration principles, standards and requirements for urban and regional planning processes and systems; provide for a framework for administering and managing urban and regional planning for the Republic; provide for a planning framework, guidelines, systems and processes for urban and regional planning for the Republic; establish a democratic, accountable, transparent, participatory and inclusive process for urban and regional planning that allows for involvement of communities, private sector, interest groups and other stakeholders in the planning process.	Relevance: The Act is relevant to this project because all project activities such as construction are to follow approved building codes and will require permission from the planning authority. The project will ensure that all relevant permissions are obtained before construction commences.
Public Health Act Cap. 295 of the laws of Zambia and National Public Health Institute Act No. 19 of 2020	This law together with this Act provides for various lines for the prevention and suppression of diseases and the general regulation of all matters connected with public health in Zambia. Amongst other things, the Act prohibits anyone from causing a nuisance.	Relevance: The Act is relevant to this project because project activities could result in an outbreak of diseases at sites.
Anti-Gender-Based Violence Act of 2010.	An Act to provide for the protection of victims of Gender-Based Violence; constitute the Anti-Gender-Based Violence Committee; establish the Anti-Gender-Based Violence Fund; and provide for matters connected with, or incidental to, the foregoing. The act was also established to assist with shelters to support victims and or survivors of Gender-Based Violence, provide emergency monetary relief and address harmful traditional practices.	Relevance- The ZEEP will enhance access to secondary school education to vulnerable grouping such as women giving them more opportunities to access tertiary education and improve their earning power and economic independence. This will give the marginalized grouping a voice against Gender Based Violence (GBV). ZEEP will also put in place mitigation measures for GBV and will work with the GBV focal point person at the Ministry of Education.

World Bank Environmental and Social Safeguards

Environmental Assessment OP/BP 4.01 has been triggered by Component 2 activities. This component involves the construction of additional classrooms and support facilities at already existing schools across Zambia. The support facilities will include the provision of sanitation facilities such as toilets and the sinking of boreholes to provide potable water to pupils and staff. From the 120 selected beneficiary schools, 25 of them will host weekly boarding facilities (dormitories) for boys and girls. Because the exact locations of schools to benefit from the project have not yet been established, the MoE, with the guidance of the World Bank, has developed and disclosed an ESMF that provides a detailed step-by-step process for identification for screening of critical environmental and social risks on the project. The instrument further provides mitigation and monitoring plans, including institutional arrangements for safeguards implementation and capacity building

Because the project will not involve activities or subprojects that require an Environmental and Social Impact Assessment (ESIA), the ESMP will provide the best practices for waste management and any other safeguards concerns that will be identified during project implementation. Sub-projects posing substantial E&S risks and impacts will be considered ineligible to be processed under the project.

World Bank Environmental Health and Safety Guidelines

The World Bank Group Environment, Health and Safety (EHS) guidelines are technical reference documents with general and industry-specific examples of Good International Industry Practice (GIIP). They define acceptable pollution prevention and abatement measures and emission levels in World Bank-financed projects.

The EHS Guidelines contain the performance levels and measures that are generally considered to be achievable in new facilities by existing technology at reasonable costs. Application of the EHS Guidelines to existing facilities may involve the establishment of site-specific targets, with an appropriate timetable for achieving them. The application of the Guidelines to existing facilities may involve the establishment of site-specific targets with an appropriate timetable for achieving them. The environmental assessment process may recommend alternative (higher or lower) levels or measures, which, if acceptable to the World Bank, become project- or site-specific requirements.

If less stringent levels or measures than those provided in the EHS Guidelines are appropriate, given specific project circumstances, a full and detailed justification for any proposed alternatives is needed as part of the site-specific environmental assessment. This justification should demonstrate that the choice for any alternate performance levels is protective of human health and the environment. When host country regulations differ from the levels and measures presented in the EHS Guidelines, projects are expected to achieve whichever is more stringent.

The Project will apply the General Guidelines, including (i) Environmental, (ii) Occupational Health and Safety, (iii) Community Health and Safety and (iv) Construction and Decommissioning.

1. Environmental

- 1.1 Air Emissions and Ambient Air Quality
- 1.2 Energy Conservation
- 1.3 Wastewater and Ambient Water Quality
- 1.4 Water Conservation
- 1.5 Hazardous Materials Management
- 1.6 Waste Management
- 1.7 Noise
- 1.8 Contaminated Land

2. Occupational Health and Safety

- 2.1 General Facility Design and Operation
- 2.2 Communication and Training
- 2.3 Physical Hazards
- 2.4 Chemical Hazards
- 2.5 Biological Hazards
- 2.6 Radiological Hazards
- 2.7 Personal Protective Equipment (PPE)
- 2.8 Special Hazard Environments
- 2.9 Monitoring

3. Community Health and Safety

- 3.1 Water Quality and Availability
- 3.2 Structural Safety of Project Infrastructure
- 3.3 Life and Fire Safety (L&FS)
- 3.4 Traffic Safety
- 3.5 Transport of Hazardous Materials
- 3.6 Disease Prevention
- 3.7 Emergency Preparedness and Response

4. Construction and Decommissioning

- 4.1 Environment
- 4.2 Occupational Health and Safety
- 4.3 Community Health and Safety

Environmental and Social Management Tools

i. The Environmental and Social Management Framework (ESMF)

The MoE under the guidance of Environmental and Social Safeguards specialists will prepare an Environmental and Social Management Framework (ESMF) that will guide the project implementers on environmental and social safeguards issues that could be triggered by the project.

Activities under Component 2 “Increasing equitable to secondary education” have been identified as the most likely activities to trigger environmental and social safeguard issues. The safeguards issues might be triggered at any stage of project implementation, therefore under ZEEP monitoring of compliance to environmental and social safeguards will be undertaken during the duration of the project. The Environmental and Social Safeguard Specialists at the PIU will ensure that environmental and social safeguards are adhered to during ZEEP implementation.

ii. Screening Forms

Under Component 2 of the ZEEP, the environmental and social screening form will be used during the screening for all sub-projects using the Environmental and Social Screening Form (see Annex 17, p.249). The Environmental and Social Screening forms will be used by the District Planners at District level to review the potential environmental and social safeguard impacts of sub projects and determine whether the subprojects will trigger relevant safeguard policies of the World Bank. The screening form as part of the ESS tools will help screen, classify, and evaluate the project activities during project preparation. The screening tool will also be used to identify and assess all impacts and to propose mitigation measures that will avoid, minimise, reduce, or mitigate the potential adverse impacts, that will arise during project activity.

iii. Chance Find Procedures

ZEEP will use chance finding procedure if something unexpected is discovered by accident or in a way that wasn’t planned or anticipated. For cultural heritage historical and archeological sites, ZEEP will use procedures like stopping the construction in an area; delineating the discovered site and securing it to prevent damage or loss of removable objects.

iv. Environmental and Social Management Plan (ESMP)

The ESMP is a required assessment tool that will guide the environmental and social implementation of the ZEEP project, providing procedures for environmental and social management. The ESMP will ensure that the ZEEP Project meets all the project requirements of the World Bank, which examines the environmental and social risks and impacts in which the projects are being implemented. This ESMP will contain all the relevant international, regional, local laws and policy documents that will be used in the ZEEP project implementation.

v. Land Acquisition

The ZEEP project intends to utilize land that is already owned by the educational institutions for constructing the new facilities; no new land acquisition outside of what is owned by the schools is envisaged. If the schools require additional land, social safeguards staff will ensure that the local chiefs and the community have been engaged to provide extra land for the construction of classrooms through voluntary land donation. However, any exceptional situations should be referred to the Bank at the appropriate level for a final determination, including any additional measures or instruments that may be needed at the site-specific level in the future. Therefore, the ZEPUCU should keep all relevant documentation on VLD. The proposed school sites will be screened to ensure they are free from any encumbrances. If sites are not free from encumbrances, appropriate land acquisition processes

will need to be adhered to. This risk is however, rated low as sub-project activities will be implemented in existing school premises and sites outside the school premises will be jointly identified with communities to ensure the proposed sites are free from encumbrances.

vi. GBV/SEA/SH

To mitigate against Gender-Based Violence and/or Sexual Exploitation, Abuse and Harassment (GBV/SEA-SH), which may be expected to rise due to labour influx, the project prepared a GBV/SEA-SH Action Plan (as part of the ESMP) has been prepared. The Action plan integrates. (i) the code of conduct and GBV/SEA-SH prevention provisions in all contractual and contracting documents (ii) ensure all staff are trained on GBV/SEA/SH risks and sign the code of conduct before commencing any project activities.

vii. The Electronic Waste Management

Electronic waste (E-waste) is a term used to cover items of all types of Electrical and Electronic Equipment (EEE) and its parts that have been discarded, irreparable or at the end of life. Although e-waste is a general term, it is considered to cover laptops, desktops, tablets, TVs, mobile phones, and household appliances that will be discarded throughout the project life cycle. E-waste contains materials that, if mishandled, can be hazardous to human health and the environment, but, most importantly, also materials that are valuable and scarce.

An E-waste Management Plan will be prepared at the initial stage of the project and will focus on the disposal of electronic waste throughout the project cycle. This E-waste management plan will have to be implemented throughout the project’s lifecycle to protect the environment, safeguard the health of the local communities, and comply with The World Bank Environment, Safety and Health Guidelines (ESHG) and Good International Industry Practice (GIIP).

Safeguards Approach

Table 27: Technical Specifications Guidelines and Approvals

S/N	MINISTRY / STATUTORY BODY	RESPONSIBILITY
1	Ministry of Education	Approval of all civil designs
2	Zambia Environmental Management Agency	Clearance for Construction
3	Ministry of Mines and Mineral Development	Permit to extract gravel
4	Water Resources Management Authority	Permit to drill boreholes
5	Determination of appropriate environmental assessment level	ZEPCU if thresholds are known. ZEMA if thresholds are not known

S/N	MINISTRY / STATUTORY BODY	RESPONSIBILITY
6	Selection of Consultant	Contracting Authority/ Procurement Office
7	Preparation of Terms of Reference	ZEPCU
8	Realization of the EIA	ZEPCU
9	Review and Approval	ZEMA/ ZEPCU
10	Evaluation and monitoring	ZEMA/ ZEPCU

National Environmental Permits and Approvals

The following environmental permits and approvals will be required before subproject implementation and during implementation:

- a) Permit to drill boreholes
- b) Permit to extract gravel
- c) Clearance to construct the Day and Boarding Secondary schools from ZEMA

Table 28: National Environmental Permits and Approvals

ACTIVITY	PREPARATORY REQUIREMENT	APPROXIMATE DURATION
Access to land for construction	Offer from PEOs/ DEBs, Head Teacher, Community Headman, Chiefs Representative, Local Councils, Individual donation	4 weeks
Permit to drill borehole	Approval from WARMA	14 days
Approval of drawings	Submission of drawings to the Planning Authority	6 weeks
Water testing	Ascertain water quality	2 weeks
Submission and clearance of EPB and ESMP	Preparation of EPBs and ESMP for new sites	6 weeks
Permit to commence construction	Approval from ZEMA	8 Weeks
Permit to extract Gravel	A permit from the Ministry of Mines and Mineral Development (To Feed into the Raw Materials Resource Abstraction Guidance Document	4 Weeks

Environmental and Social Screening

Sub-project activities will be screened as part of E&S risk management. Two types of E&S screening will be conducted namely (i) Initial Environmental and Social and (ii) physical site screening:

(a) Initial Environmental and Social Screening

The initial Environmental and social screening will be a desk appraisal exercise. The PIU will lay out guidelines that will have to be followed during the identification of sites. The guidelines will then be shared with the provincial offices. The provincial and district offices will identify sites and share information on sites with the PIU. The sites selected will be populated into the selection and sites will be shortlisted from there.

(b) Physical site screening

The sites selected through the desk appraisal will have to be validated through the physical inspection which is environmental and social screening. Under Component 2 of the ZEEP, environmental and social screening will be done for all sub-projects using the Environment and Social Screening Form (see Annex 17, p.249). The ZEPCU and ZEPIU will undertake the site screening exercise and leave a copy of the screening form with PEO/DEBS which will further need to be submitted to World Bank for clearance. The proposed sites will be selected and validated by ZEPUI, MOE HQ, PEO, and DEBS Officers. The PEO and DEBS through the Senior Planner and District Planners will undertake the preliminary screening together with the local administration and submit the screening forms to the ZEPCU specialists - Environmental and Social Specialists. The screening is done to give assurance to the PIU and other stakeholders that the project does not have major environmental and social risks. If it is discovered that the project has major environmental and or social risks, the Specialists in consultation with the Zambia Environmental Management Agency (ZEMA) and the World Bank will stipulate what further actions will need to be taken to minimize the possible impact if the risk became a reality.

Environmental and Social Assessment Procedures

Identification of the environmental and social risk of the project is done by the Environmental and Social specialists to;

- Ascertain regulatory requirements that cover the ZEEP project and possible breaches
- Formulate the Environmental Commitment Plan for the Project
- Draft the Environmental and Social Framework
- Conduct site-specific screening
- Formulate the generic Environmental and Social Management Plan
- Monitor and conduct visits of sites to ensure compliance

Table 29 Project Cycle and E&S Management Procedures

Project Stage	E&S Stage	E&S Management Procedures	Responsible Persons
Assessment and Analysis: Sub-project identification	Screening	TORs for sub-projects Screening will be done to identify the environmental and social risks of the project	PIU MoE
Pre - Construction	Screening Preparation of designs for construction Land Acquisition	Physical site screening Generic ESMP Approvals Specific site screening	PIU MoE
Construction	Environmental and Social Monitoring Plan	Environmental and Social Monitoring Plan Monitoring checklist	PIU MoE
Operation and maintenance	Monitoring and visits of sites to ensure compliance	Monitoring checklist	PIU MoE

Sub-project Assessment and Analysis E&S Screening

All the sub-projects under ZEEP AF will be assessed for impacts on the environment and surrounding communities based on the screening forms and the Environmental Project review, a Zambian legal requirement will be prepared in addition to the bank's mandated ESMPs.

When the sub-project details such as scope and location are established, screening of investments will be carried out at the stage of identification and selection of sub-projects. The screening will identify whether the sub-project has the potential to cause significant adverse impacts on the environment and society, and thus ensure that the environmentally sound design of the sub-projects occurs right at the project design phase.

The screening shall take into account the potential impact of the sub-projects on performance of environmental and social management regarding but not restricted to the following aspects: emission, wastewater discharge, waste management and disposal, occupational health and safety, periodical environmental quality monitoring, land acquisition, compensation, physical relocation, livelihood restoration and vulnerability of the people in accordance with the national requirements.

The first step will be for community groups or their joint committee or task force to screen each proposed construction to identify potential environmental and social impacts. The ESMF will guide the community groups on the screening process, with the assistance from ZEPCU. Screening

by community groups will commence right at the project inception phase as soon as the specific sub project details are known including nature and scope, proposed location and area among other parameters.

The ZEEP AF already has a screening and review form that it uses to ensure that adequate safeguards are incorporated in all the projects targeted for funding. The screening form requires that all concept proposals for potential funding indicate the location, the scope, size, and extent among others, which make it possible to conduct screening.

At the district level, the District Planning Officer will carry out screening in collaboration with the community group or its joint committee or task force using the checklist provided in the screening form (Annex 17, p.249). The screening checklist will then be submitted to the E&S Safeguard Specialist at ZEPCU. Based on the submitted screening checklist, the ZEEP-AF E&S safeguard specialist will then determine whether:

- Full environmental and social assessment is required;
- A stand-alone environmental and social management plan (ESMP) is what is required; or
- No further environmental assessment is required.

If the sub-projects only bring about positive impacts and/or cause minimal or no adverse impact, it is appraised as environmentally eligible and beyond screening; no environmental assessment action is needed. In the event that the screening shows that there are minimal or no impacts (as determined using the checklist), the District Planning Officer must consult with the ZEEP-AF Environmental and Social Safeguard specialist for confirmation. When there may be doubt concerning sub-project risks and impacts, the District Planning Officer will consult with the project E&S Specialist for guidance. Under the ZEEP, presently, when projects are screened and determined as likely to lead to adverse environmental and social impacts, an ESMP is prepared by ZEMA by registered Environmental and Social Impact assessment consultants (social and environment).

Procurement of electronic equipment does not require screening, but ZEPCU procurement officers and other project implementers at appropriate levels will be engaged to ensure that all electronic devices are procured from retailers and sources that are credible, all devices will have a clear date of manufacture, warranty and the item is of a high quality to avoid high turnover of EEE which would result in increased waste generation. All items should be purchased with protective covers and insurance where applicable. If possible, retailers or sources of electronic items should be engaged where a repair, renewal, recycling or take-back scheme option is offered. If the retailer of source does not offer some or all of these options, then the project is to locate legally licensed facilities that repair or recycle electronic items. If such options do not exist, then disposal should follow the Environmental Management (Licensing) Regulations (SI. No 112 of 2013) as detailed in the preceding paragraphs.

Environmental & Social Project Formulation and Planning – E & S Planning

This plan will guide the Project Implementation Unit (PIU) in particular and the Ministry of Education in determining the appropriate level of environmental and social management required for the project. It also outlines necessary environmental and social mitigation measures for the project and its proposed components during the development and operational phases of the ZEEP project. This Environmental and Social Management Plan (ESMP) will contain:

- a. Guiding policies that will reduce potential environmental and social risks, impacts of the ZEEP Project and propose mitigation measures;
- b. Procedures for the environmental and social screening, review, approval, and implementation of activities;
- c. Specific appropriate roles and responsibilities that outline the necessary reporting procedures for managing and monitoring environmental and social issues related to the ZEEP activities;
- d. Mechanisms for public consultation and disclosure of project documents as well as redress of possible grievances; and
- e. Establish the budget requirements for implementation of the ESMP.

The PIC through the sub-project Technical Supervisor will ensure that the plan is followed so that the negative environmental and social impacts are minimized. During their sub-project monitoring and supervision missions the Resident Engineer and/ or Senior Planner from the PEO and or the buildings officer or District Planners from DEBS will ensure that the ESMP is correctly followed and submit the monitoring reports to the ZEPIU Specialists. During their sub-project monitoring and supervision missions the Senior Planner from the PEO and or the District Planner, Buildings officer from DEBS will ensure that the ESMP is correctly followed and submit the reports to the PIU.

Review and Evaluation E&S Completion

The overall M&E framework for the project consists of the following components:

- Progress monitoring-monthly and quarterly;
- Impact evaluation of the project; and
- Thematic studies as needed.

The overall framework is described in the table below:

Table 30 Monitoring Indicators

Monitoring Indicators

Monitoring level	Monitoring Issue	Verifiable Indicators	Responsibility
ESMF LEVEL	Adequate dissemination of ESMF and stakeholder capacity building and Training Programs	Record of meetings and workshops	MoE, Local Authorities, Provincial and District Education office.
PROJECT INVESTMENT LEVEL	Prepare and roll out generic Environmental Social Management Plan (ESMP) to beneficiary schools	Drafting and roll out of generic ESMP by the MoE	ZEPCU, School administration and members of the community
	Environmental Clearance	Documentation to prove evidence of clearance from ZEMA and other relevant authorities. This will mainly be applicable to facilities such as ablution blocks and incinerators.	
	Monitoring Evaluation &	ESMPs	
		Brief progress report prior to construction and upon completion of construction activities	

The ESMPs will identify the following:

- Monitoring indicators to be measured for evaluating the performance of each mitigation measure;
- Monitoring mechanisms and methodologies;
- Monitoring frequency;
- Monitoring locations;
- Monitoring budget.

The specific indicators for each sub-project will be developed depending on the design of the sub-project. It is important to measure the overall success of sub-project in terms of the planned mitigation measures and determining whether the desired environmental and social performance is being achieved.

1.1 Environmental and Social Safeguards Monitoring Responsibility

ZEPCU will have the overall responsibility for coordinating and monitoring implementation of the ESMF. In addition, this will include conducting sensitization programmes to inform stakeholders about the framework and how it is to be implemented in the context of stakeholder participation.

1.1.1 National Level

The monitoring team will comprise the MoE staff in the Infrastructure section under the Directorate of Planning and Information. It will consist of architects, engineers and quantity surveyors. This team will be led by an architect and will be responsible for the oversight of the component implementation at national level. It will work with the procurement unit in the Ministry to procure all services, furniture and equipment that shall be procured centrally.

1.1.2 Provincial and District Level

At provincial level the monitoring of sub-projects will be coordinated by a team of two staff comprising the Resident Engineer and Senior Buildings Officer both under the MoE. The team leader will be the Resident Engineer. At district level the sub-projects will be coordinated by the DEBS office which shall include the Assistant District Buildings Officer under MoE and other officers as may be determined by the DEBS to facilitate community mobilization and training. In the event of complete decentralization, the link will be from the Resident Engineer at provincial level to the school/local community.

GRIEVANCE REDRESS MECHANISM

This section describes the grievance redress procedures and mechanism for receiving and facilitating the resolution of concerns and complaints of stakeholders and affected communities that may arise from the implementation of ZEEP interventions. The Zambia Education Enhancement Project ZEEP-AF will use the already developed GRM established under the project. The GRM is designed to allow project beneficiaries to seek and receive grievances on complaints arising due to project implementation. The GRM will provide avenues for people to seek information, ask questions on the ZEEP project, and give avenues for lodging concerns, complaints, and mechanisms of resolving disputes arising from project activities. The GRM will ensure that appropriate and mutually acceptable redress actions are identified and implemented to the satisfaction of complainants.

The purpose of GRM will be to offer an opportunity for the people to seek and receive grievances and strengthen the project's team to identify, track, resolve and refer eligible grievances thereby enhancing the project's efficiency and development results and outcomes. Thus, the GRM provides guidelines and modalities for managing and addressing grievances that may emerge from the implementation process. It will also provide modalities for raising awareness, visibility, and understanding on ZEEP and providing feedback on its implementation.

Objective

The overall objective of ZEEP GRM is to improve ZEEP operational efficiency by identifying and addressing project-related problems before they become more serious and/or widespread, thereby preserving the project funds and the reputation of the World Bank and Ministry of Education

The specific objectives of ZEEP GRM are:

- a) Establishing and equipping Structures with GRM information
- b) Develop and publicize GRM operational guidelines and tools
- c) Capacity building of GRM structure
- d) Manage all categories of grievances at the appropriate project operational level
- e) Stimulating external demand for GRM use.
- f) Influencing institutionalization of good practices within the Ministry structures.
- g) Monitoring and evaluating grievance redress processes
- h) Establish a referral pathway system in all ZEEP-supported Districts
- i) Establishing of referral pathways where they do not exist and mapping the schools to existing referral systems where available.

GRM Administration

The GRM shall be managed directly by ZEPCU through a Social Safeguard Specialist in collaboration with the Directorate of Planning and Information (DPI), which is the lead component Directorate, Teacher Education Specialized Services (TESS) as supporting department. ZEPCU and DPI will ensure implementation of the activities.

Roles and responsibilities of the different institutions

The Ministry of Education will be the implementing agency with the full responsibility for all aspects of the Project implementation with support from other stakeholders. The table below comprises roles and responsibilities of different stakeholders.

Table 31 Roles and responsibilities - GRM

Institutions	Roles and Responsibilities
ZEPCU	<ul style="list-style-type: none"> • Develop detailed plans for the implementation of GRM including timelines, resource allocation and task assignments. • Tracking the progress against the plan, identifying any deviations, and implementing corrective actions to stay on track. • Ensuring that the deliverables meet the required standards and specifications. • Identifying potential risks specific to the implementation of GRM, assessing the impact, and developing mitigation strategies. • Keeping detailed records of the progress, issues, and changes related to the implementation and providing regular reports to the project managers and stakeholders. • Facilitate for a holistic and integrated approach in implementing social safeguards activities including the establishment of a comprehensive GRM system to receive and address grievances related to the project. • To effectively participate in the setting up of GRM committees nationwide and coordinate the system of collecting and addressing grievances at the community and district levels by coordinating with concerned parties. • Facilitate and conduct GRM training for all PIU, MoE, and other relevant departments and project workers
Planning and Information	<ul style="list-style-type: none"> • Work closely with the Principal Planner- Policy and Research in the directorate of planning and information on the formulation of policies like the Grievance Redress Mechanism Manual (GRM), Labor Management Policy and other related documents that would require their input.
World Bank	<ul style="list-style-type: none"> • Loan Manager • Checks and ensures compliance with social safeguard standards
TESS	<ul style="list-style-type: none"> • Responsible for the optimum emotional and psychological well-being of learners in all schools in Zambia • Responsible for the implementation of guidelines on education standards

Institutions	Roles and Responsibilities
PEO's office	<ul style="list-style-type: none"> • The role and responsibility of the Provincial Educational Office (PEO) is to oversee and supervise the implantation of the GRM committees at the provincial, district, and community levels and this is supervised by the Senior Educational Officer-Guidance and Counselling who will work closely with the District guidance/counseling officer. • It is the responsibility of the PEO to monitor grievances submitted by stakeholders or referred to them from the District. • It is the responsibility of the PEO to support the District GRM committee when discharging GRM activities.
DEBS's office	<ul style="list-style-type: none"> • The role at the (DEBS) office will be overseen by the District-Guidance/Counselling officer who works closely with School guidance & counseling teachers in implementing the GRM pertaining to grievances submitted or referred to from the schools or local community level. • In addition, the District G/C will support the School/community GRM committees in conducting training, monitor the grievances reported at the community level, and provide channels for reporting GBV grievances.
School	<ul style="list-style-type: none"> • The Guidance and Counselling Teachers and the community GRM focal person's role will be to record, monitor grievances received, and refer, where required, grievances to the National GRM Committee.

Types of Complaints

This GRM will be made accessible to parties who have grievances arising from activities related to the project, which may occur during the construction and operation phases. The assumptions of the grievances will be in the range of environmental, occupational health and safety, community health and safety, misappropriation of project funds, unequal or limited labour opportunities, GBV//SEA//SH, labour issues and any issues that may arise due to work, remuneration and any issues that might emerge because of interactions between the labour workforce and host communities. This process will also handle resettlement-related grievances, such as restricted access to required resources, change/loss in livelihood, level of consultation, and non-fulfilment amongst others. All complaints must be submitted using the GRM complaints form (Annex 18, page 254) and deposited into the designated GRM box. Table 32 below describes the type of complaints expected on the project and responsible person/institution for resolving the issues.

Table 32 Types of GRM complaints

S/N	Type of Complaint	Responsible for resolving complaint
1	Limited labor opportunities	PIC
2	Community health and safety	PIC/District
3.	Misappropriation of funds (corruption)	District/ Province/ National
4	GBV/SEA/SH	NGRMC
5	Occupational Health and safety	PIC/ District
6	Labor issues	PIC/District/Province
7	Displacement due to the expansion of school infrastructure	Provincial/national
8	Potential land disputes,	District and province
9	Environmental complaints	District/Province
10	Limited school places for pupils	Provincial level
11	Inadequate or inappropriate teaching and learning materials	School level
12	Teacher absenteeism,	School level
13	Staff promotions, placement and management	District and Province

Additionally, ZEEP has a rating for potential grievances that may emerge and the grievance rating may be weighed on the basis of the project affected person (PAP) or institution affected (beneficiary, government, or World Bank) and the nature of effect (degree of intensity and geographic spread). For example, an effect could be rated on the basis of acuteness depending on whether it causes fatality (death) or casualty (injuries); rights violated (consider the constitutional bill of rights and fundamental freedoms), and administrative concerns (abuse of office, negligence of duty) among others. ZEEP will continuously identify and rate all the potential risk-based grievances throughout the project cycle.

Grievance Redress Mechanism Channels

ZEEP GRM Boxes and Registers.

The ZEEP project will use the Grievance Box and registers as the channel to collect grievances. These boxes and registers will be placed in all construction sites and nearby schools to allow project workers and community members to freely lodge their grievances. The guidance and counselling Teachers and Community GRM focal point person will be responsible for opening the GRM box, collecting complaint forms, entering them into the GRM register, sorting out, resolving, and referring complaints in coordination with relevant agencies, and delivering responses.

Focal Point Persons

A dedicated, passionate, and competent person will be appointed or nominated by the community to be the community GRM focal point person. He/she will be receiving complaints expressed verbally or by mail from community members and will be coordinating with the school guidance and counselling teacher at the local school. ZEEP will ensure that sound selection practices for focal point persons and committees, continuous training, and systematic reviews and feedback to the GRM are observed and respected. The two persons will govern and manage grievances that members of the community and /or project workers will express. Focal point persons on GBV/SEA/SH ideally should be female, if there are no suitable females in the school or communities, then a professional female in the field of health or social work should be identified within the project area. If there is none in this category, then respected female capable members of the community must be co-opted in the Community GRM committee and they shall act as Guidance and Counselling focal point person.

Grievance Redress Mechanism Procedure

The Project will set up a grievance redress mechanism (GRM) on both traditional conflict-resolution flows as well as administrative and Project-based steps to ensure project workers, community members and pupils, have an opportunity and means to raise their concerns regarding project-related activities. ZEEP GRM will place much attention on the confidentiality and protection of a survivor in the process of case management. Central to ZEEP GRM is survival centrism. Below is the system of how the grievances will be handled and managed.

Receiving and sorting out

The community GRM focal point person together with the school guidance and counselling teacher who are complaints handling officers at the local school will be in charge of opening the GRM box and sorting out complaints in the GRM box and the ones received verbally or through mail and text messaging. Grievances will be classified based on the type and nature of complaints received.

Screening/ Recording of complaints

The Complaints Handling Officers will go through the complaints forms for purposes of screening and recording of complaints according to the type and nature of complaints received within 24 hours.

Verification of Complaint/ Investigation/ Redress

Once all the complaints are screened, sorted out and recorded the complaints handling officers will determine which complaints will be resolved by the local GRM committee and which ones will be referred to either district or provincial GRM committees. The Community GRM focal person and school guidance and counselling will be responsible for scrutinizing the cases and ensuring that all cases related to the GBV/SEA/ SH are immediately referred to specialized service providers and communicated to the National GRM committee while copying to the district and the provincial GRM focal point persons.

Maintaining Feedback

The acknowledgment of the receipt of complaints will be done within a day. The complaints handling officers will be responsible for sending feedback through convenient means of communication such as written letters or verbal communication to the complainants. The grievance that require to be investigated, response will be communicated to the complainant within 7 days

Arbitration

If there is dissatisfaction from affected groups that cannot be resolved within the project's proposed grievance resolution process, the committee will refer the dispute or difference to arbitration within 30 days to be conducted under the Arbitration Act No. 19 of 2000 and by arbitration procedures published by the Chartered Institute of Arbitrators Zambia Branch.

Courts of Law

It should be noted that arbitration only works where the parties to a dispute agree to resolve a difference. Where there is no consent, then a court of jurisdiction will be used to resolve a dispute. The process will take six weeks.

Dissemination of Complaint Result to the Complainant

The Complaints Handling Officers will facilitate dissemination of the resolutions to the complainant through appropriate means. The committee will ensure that the relevant details of grievances, with outcomes, are made available to the affected parties including an explanation of the approach and methodology used to resolve the grievance.

Grievance Close-out

Once the complaint has been resolved and the complainant is satisfied with the resolution, the committee through the Complaints Handling Officers will ensure that the grievance is closed out in both the Register/Logbook and the grievance redress forms within 5 days.

Table 33 GRM closeout time frame

PROCESS	TIME FRAME
Receive and sorting out of grievance	Within 24 Hours
Screening and recording of grievances received	Within 24 Hours
Maintain feedback	Within a Day to a week
Dissemination of information to the complainant.	Within 3 Days.
Close grievance	Within 5 Days
Initiate grievance review process if no agreement is reached at the first instance	Within 2 Weeks
Implement, review recommend and close grievance	Within 2 Weeks
Grievance taken to court by complainant	This Will Depend On The Type Of Grievance.

ANNEXES

Annex 1: List of ZEEP Schools

S/N	Province	District	Name of School	Project Financing
1	Central	Chibombo	Ipongo	Parent ZEEP
2	Central	Chisamba	Chowa Mpanga	Parent ZEEP
3	Central	Chitambo	Lusenga	Parent ZEEP
4	Central	Kabwe	Kang'Omba	Parent ZEEP
5	Central	Kapiri	Likumbi	Parent ZEEP
6	Central	Kapri	Meembe	Parent ZEEP
7	Central	Luano	Twikatane	Parent ZEEP
8	Central	Mkushi	Milombwe	Parent ZEEP
9	Central	Mumbwa	Muchabi	Parent ZEEP
10	Central	Ngabwe	Mukubwe	Parent ZEEP
11	Central	Serenje	Kamena	Parent ZEEP
12	Central	Shibuyunji	Shibuyunji	Parent ZEEP
13	Central	Chitambo	Chipeso Day Secondary	ZEEP-AF
14	Central	Chitambo	Chipundu Day Secondary School	ZEEP-AF
15	Central	Luano	Kaundula Day Secondary School	ZEEP-AF
16	Central	Mumbwa	Keezwa Day Secondary School	ZEEP-AF
17	Central	Mumbwa	Mikondo Boarding Secondary	ZEEP-AF
18	Central	Mkushi	Nyenje Day Secondary	ZEEP-AF
19	Central	Mumbwa	Shikatundwe Day Secondary	ZEEP-AF
20	Central	Ngabwe	Lwamala Day Secondary	ZEEP-AF
21	Copperbelt	Chililabombwe	Chimfunshi Day	ZEEP-AF
22	Copperbelt	Chililabombwe	Kamenza East Day	ZEEP-AF
23	Copperbelt	Chingola	Chingola South Day	ZEEP-AF
24	Copperbelt	Kalulushi	Buyantashi Day	ZEEP-AF
25	Copperbelt	Kitwe	Kafue Park Day	ZEEP-AF
26	Copperbelt	Kitwe	Kitwe West Day	ZEEP-AF

S/N	Province	District	Name of School	Project Financing
27	Copperbelt	Luanshya	Kamuchanga Day	ZEEP-AF
28	Copperbelt	Lufwanyama	Chilumba Boarding	ZEEP-AF
29	Copperbelt	Lufwanyama	Sibuchinga Day	ZEEP-AF
30	Copperbelt	Masaiti	Kalulu Day	ZEEP-AF
31	Copperbelt	Mufulira	Mukuba Day	ZEEP-AF
32	Copperbelt	Mpongwe	Machiya Boarding	ZEEP-AF
33	Copperbelt	Mpongwe	Kalweo Day	ZEEP-AF
34	Copperbelt	Ndola	Mapalo Day	ZEEP-AF
35	Copperbelt	Ndola	Minsundu Day	ZEEP-AF
36	Eastern	Chipata	Chiri Day Secondary	ZEEP-AF
37	Eastern	Lumezi	Chitala Day Secondary	ZEEP-AF
38	Eastern	Chipata	Kalunga Boarding Secondary	ZEEP-AF
39	Eastern	Lundazi	Nyangwe Boarding	ZEEP-AF
40	Eastern	Kasanengwa	Samuel Day Secondary	ZEEP-AF
41	Eastern	Lusangazi	Sandwe Day Secondary	ZEEP-AF
42	Eastern	Katete	Undi Borading Secondary	ZEEP-AF
43	Eastern	Chasefu	Kamuzoole Day Secondary	ZEEP-AF
44	Eastern	Chadiza	Chanida Day Secondary School	Parent ZEEP
45	Eastern	Chadiza	Kalemba Day Secondary School	Parent ZEEP
46	Eastern	Chasefu	Lupamazi	Parent ZEEP
47	Eastern	Chipangali	Chipangali Day Secondary School	Parent ZEEP
48	Eastern	Chipata	Makungwa Day Secondary Schoolday Secondary School	Parent ZEEP
49	Eastern	Katete	Kafunkha Day Secondary School	Parent ZEEP
50	Eastern	Lumezi	Chanyalubwe Day Secondary School	Parent ZEEP
51	Eastern	Mambwe	Chipako Day Secondary School	Parent ZEEP
52	Eastern	Mambwe	Kasamanda Day Secondary School	Parent ZEEP
53	Eastern	Nyimba	Chinambi Day Secondary School	Parent ZEEP

S/N	Province	District	Name of School	Project Financing
54	Eastern	Petauke	Ng'Ombe Nimatole Day Secondary School	Parent ZEEP
55	Eastern	Sinda	Kapungwe Day Secondary School	Parent ZEEP
56	Eastern	Sinda	Mng'Omba Day Secondary School	Parent ZEEP
57	Eastern	Vubwi	Matemba Day Secondary School	Parent ZEEP
58	Luapula	Chienge	Chienge Day Secondary	ZEEP-AF
59	Luapula	Kawambwa	Chimpili Day Secondary	ZEEP-AF
60	Luapula	Mansa	Fibale Day Secondary	ZEEP-AF
61	Luapula	Samfya	Kasanka Day Secondary	ZEEP-AF
62	Luapula	Mansa	Mano Day Secondary	ZEEP-AF
63	Luapula	Milenge	Mumbotuta Day Secondary	ZEEP-AF
64	Luapula	Chipili	Musalamango Boarding Secondary	ZEEP-AF
65	Luapula	Chifunabuli	Mwansakombwe Day Secondary	ZEEP-AF
66	Luapula	Chembe	Chipete Day Secondary	Parent ZEEP
67	Luapula	Chienge	Katele Day Secondary	Parent ZEEP
68	Luapula	Chifunabuli	Mundubi Day Secondary	Parent ZEEP
69	Luapula	Chipili	Luminu Day Secondary	Parent ZEEP
70	Luapula	Kawambwa	Muyembe Day Secondary	Parent ZEEP
71	Luapula	Lunga	Mweshi Day Secondary	Parent ZEEP
72	Luapula	Mansa	James Day Secondary	Parent ZEEP
73	Luapula	Milenge	Kabange Day Secondary	Parent ZEEP
74	Luapula	Mwansabobwe	Kabalenge Day Secondary	Parent ZEEP
75	Luapula	Mwense	Chibondo Day Secondary	Parent ZEEP
76	Luapula	Mwense	Loto Day Secondary	Parent ZEEP
77	Luapula	Nchelenge	Lupili Day Secondary	Parent ZEEP
78	Luapula	Samfya	Katanshya Day Secondary	Parent ZEEP
79	Lusaka	Chilanga	Kalundu Day	ZEEP-AF
80	Lusaka	Chongwe	Kwamwena Day Secondary	ZEEP-AF
81	Lusaka	Rufunsa	Munyeta Day Secondary	ZEEP-AF

S/N	Province	District	Name of School	Project Financing
82	Lusaka	Kafue	Soloboni Day Secondary	ZEEP-AF
83	Lusaka	Luangwa	Zalapango Mburuma Day	ZEEP-AF
84	Lusaka	Lusaka	Muchinga Day	ZEEP-AF
85	Lusaka	Chilanga	St. Michael	Parent ZEEP
86	Lusaka	Chongwe	Palabana	Parent ZEEP
87	Lusaka	Kafue	Chifwema	Parent ZEEP
88	Lusaka	Luangwa	Kakaro Primary	Parent ZEEP
89	Lusaka	Lusaka	Foxdale	Parent ZEEP
90	Lusaka	Lusaka	Mandevu	Parent ZEEP
91	Lusaka	Lusaka	State Lodge B	Parent ZEEP
92	Lusaka	Rufunsa	Lukwipa	Parent ZEEP
93	Muchinga	Shiwangandu	Kapisha Day	ZEEP-AF
94	Muchinga	Kanchibiya	Katumba	ZEEP-AF
95	Muchinga	Chinsali	Lubu Day	ZEEP-AF
96	Muchinga	Lavushimanda	Mwelushi	ZEEP-AF
97	Muchinga	Mafinga	Mwenewisi	ZEEP-AF
98	Muchinga	Mafinga	Sanga	ZEEP-AF
99	Muchinga	Isoka	Lualizi Day Secondary	ZEEP-AF
100	Muchinga	Nakonde	Yatula Day Secondary	ZEEP-AF
101	Muchinga	Chama	Kalovya	Parent ZEEP
102	Muchinga	Chinsali	Musanya	Parent ZEEP
103	Muchinga	Isoka	Nzoche	Parent ZEEP
104	Muchinga	Kanchibiya	Chalabesa	Parent ZEEP
105	Muchinga	Kanchibiya	Mikuba	Parent ZEEP
106	Muchinga	Lavushimanda	Lukulu	Parent ZEEP
107	Muchinga	Lavushimanda	Salamo	Parent ZEEP
108	Muchinga	Mafinga	Kaseya	Parent ZEEP
109	Muchinga	Mafinga	Samu	Parent ZEEP

S/N	Province	District	Name of School	Project Financing
110	Muchinga	Mpika	Changalilo	Parent ZEEP
111	Muchinga	Nakonde	Ntolondo	Parent ZEEP
112	Muchinga	Shiwang'Andu	Kalonga	Parent ZEEP
113	Muchinga	Shiwang'Andu	Lwanya	Parent ZEEP
114	Northern	Chilubi	Santa Maria Day Secondary	Parent ZEEP
115	Northern	Kaputa	Kapepula Day Secondary	Parent ZEEP
116	Northern	Luwingu	Kaseya Day Secondary	Parent ZEEP
117	Northern	Mporokoso	Katutwa Day Secondary	Parent ZEEP
118	Northern	Mpulungu	Kopeka Day Secondary	Parent ZEEP
119	Northern	Mungwi	Mumba Day Secondary	Parent ZEEP
120	Northern	Nsama	Kakoma Day Secondary	Parent ZEEP
121	Northern	Senga	Tanzuka Day Secondary	Parent ZEEP
130	Northern	Mbala	Fwambo Day	ZEEP-AF
122	Northern	Mporokoso	Chalabesa Day Secondary	ZEEP-AF
123	Northern	Mpulungu	Chitimbwa Day Secondary	ZEEP-AF
124	Northern	Lipososhi	Chungu Day Secondary	ZEEP-AF
125	Northern	Kaputa	Kafuma Day Secondary	ZEEP-AF
126	Northern	Kasama	Nkolemwanakulya Day Secondary	ZEEP-AF
127	Northern	Lunte	Vincent Bulaya Day Secondary	ZEEP-AF
128	Northern	Luwingu	Misambula Day Secondary	ZEEP-AF
129	Northern	Senga Hill	Nsokolo Day Secondary	ZEEP-AF
131	North-western	Chavuma	Kambuya Day	ZEEP-AF
132	North-western	Chavuma	Kakhoma Day	ZEEP-AF
133	North-western	Kabompo	Chikonkwelo Day	ZEEP-AF
134	North-western	Kabompo	Kamisombo Day	ZEEP-AF
135	North-western	Kabompo	Kabulamema Boarding	ZEEP-AF
136	North-western	Kasempa	Mukunashi Day	ZEEP-AF
137	North-western	Kasempa	Muyombe Day	ZEEP-AF

S/N	Province	District	Name of School	Project Financing
138	North-western	Manyinga	Chipanda Day	ZEEP-AF
139	North-western	Manyinga	Mawande Day	ZEEP-AF
140	North-western	Mufumbwe	Miluji Day	ZEEP-AF
141	North-western	Mufumbwe	Shukwe West Day	ZEEP-AF
142	North-western	Zambezi	Nyakulenga Day	ZEEP-AF
143	North-western	Zambezi	Muyembe Day	ZEEP-AF
144	North-western	Ikelenge	Mwinilamba Day	ZEEP-AF
145	North-western	Ikelenge	Mukangala Day	ZEEP-AF
146	North-western	Ikelenge	Saluzhing'a Boarding	ZEEP-AF
147	North-western	Ikelenge	Lwakela Boarding	ZEEP-AF
148	North-western	Kalumbila	Chitungu Day	ZEEP-AF
149	North-western	Mushindamo	Kilumba Day	ZEEP-AF
150	North-western	Mushindamo	Mujimanzovu Day	ZEEP-AF
151	North-western	Mwinilunga	Kakoma Day	ZEEP-AF
152	North-western	Mwinilunga	Chisengisengi Day	ZEEP-AF
153	North-western	Solwezi	Kyapatala Day	ZEEP-AF
154	North-western	Solwezi	Humphrey Mulemba Day	ZEEP-AF
155	Southern	Chikankata	Buchebuche Day	ZEEP-AF
156	Southern	Chirundu	Syakalyabanyama Boarding	ZEEP-AF
157	Southern	Chirundu	Chikanzaya Boarding	ZEEP-AF
158	Southern	Chirundu	Katwezele Day	ZEEP-AF
159	Southern	Namwala	Shimayobwa Day	ZEEP-AF
160	Southern	Monze	Bweengwa Boarding	ZEEP-AF
161	Southern	Pemba	Hakainde Hichilema (Nkandela) Boarding	ZEEP-AF
162	Southern	Gweembe	Chimanda Day	ZEEP-AF
163	Southern	Sinazongwe	Siameja Day	ZEEP-AF
164	Southern	Zimba	Mapatizya Day	ZEEP-AF
165	Southern	Livingstone	Light of Hope Day	ZEEP-AF

S/N	Province	District	Name of School	Project Financing
166	Southern	Kazungula	Kawewa Day	ZEEP-AF
167	Southern	Chikankata	Chikani	Parent ZEEP
168	Southern	Chirundu	Sikoongo	Parent ZEEP
169	Southern	Choma	Simaubi	Parent ZEEP
170	Southern	Gwembe	Luumbo	Parent ZEEP
171	Southern	Itezhi Tezhi	Nasenga	Parent ZEEP
172	Southern	Kalomo	Bbilili	Parent ZEEP
173	Southern	Kazungula	Kasensa	Parent ZEEP
174	Southern	Mazabuka	Munjile	Parent ZEEP
175	Southern	Monze	Hamapande	Parent ZEEP
176	Southern	Namwala	Itapa	Parent ZEEP
177	Southern	Pemba	Makomba	Parent ZEEP
178	Southern	Siavonga	Sianyolo	Parent ZEEP
179	Southern	Sinazongwe	Nang'Ombe	Parent ZEEP
180	Southern	Zimba	Mankubu	Parent ZEEP
181	Western	Kalabo	Sishekano Boarding	ZEEP-AF
182	Western	Kalabo	Nguma Day	ZEEP-AF
183	Western	Mongu	Lwatile Day	ZEEP-AF
184	Western	Mongu	Lukalanya Day	ZEEP-AF
185	Western	Kaoma	Lunyati Day	ZEEP-AF
186	Western	Kaoma	Winda Day	ZEEP-AF
187	Western	Sikongo	Sikushi Day	ZEEP-AF
188	Western	Lukulu	Dongwe Day	ZEEP-AF
189	Western	Mitete	Lutembwe Day	ZEEP-AF
190	Western	Limulunga	Ushaa Day	ZEEP-AF
191	Western	Nkeyema	Kanchale Day	ZEEP-AF
192	Western	Nkeyema	Kahare Day	ZEEP-AF
193	Western	Luampa	Nyambi Day	ZEEP-AF

S/N	Province	District	Name of School	Project Financing
194	Western	Luampa	Lui Day	ZEEP-AF
195	Western	Mulobezi	Kamanga Day	ZEEP-AF
196	Western	Mwandi	Magimwi Day	ZEEP-AF
197	Western	Sioma	Sinjembela Day	ZEEP-AF
198	Western	Sesheke	Imusho Boarding	ZEEP-AF
199	Western	Senanga	Mata Boarding	ZEEP-AF
200	Western	Nalolo	Likuma Day	ZEEP-AF
201	Western	Shangombo	Shangombo GRZ Day	ZEEP-AF
202	Western	Shangombo	Kaungamashi Boarding	ZEEP-AF

Annex 2: Teacher Monitoring Form



REPUBLIC OF ZAMBIA

MINISTRY OF EDUCATION

Directorate of Standards and Curriculum

Department of Standards and Evaluation

TEACHER MONITORING REPORT

Part A: General Information.

Teachers' information

Name of Teacher: Sex: TS No:

Date of birth: Date of retirement:

Marital Status.....

Qualifications (i) Academic.....

(ii) Professional

Institution(s) where trained: Year:

..... Year:

..... Year:

..... Year:

(iii) Any In-service Training

Date of first Appointment: Confirmed/Not Confirmed.....

School: District:

Date teacher reported to present school:

Current Appointment (Acting/Substantive)

Additional responsibilities.....

Number of CPD attended in a year:

Date last monitored: Date of monitoring:

Monitoring objective(s)

.....
.....

Pupils Information

Enrolment: Boys: Girls: Total:

Number Present: Boys: Girls: Total:

Observation(s)

.....
.....

No. of Pupils with SEN:

Type of need	Boys	Girls	Total
Gifted			
Visually Impaired			
Hearing Impaired			
Intellectually Impaired			
Physically Impaired			
Health Problems			
Other			

Comments:

.....
.....
.....

Part B: Lesson Particulars

Class taught: Subject: Pupil/Book Ratio:

Teacher/Pupil ratio.....

Topic:

Lesson objective(s)

.....
.....

Part C: Organization, Structure and Lesson Presentation

Key: U: Unsatisfactory S: Satisfactory G: Good VG: Very good O: Outstanding

Personal and Professional presentation

Appearance	U	S	G	VG	O
------------	---	---	---	----	---

.....

Punctuality	U	S	G	VG	O
-------------	---	---	---	----	---

.....

Teacher preparation for the lesson	U	S	G	VG	O
------------------------------------	---	---	---	----	---

.....

Introduction	U	S	G	VG	O
--------------	---	---	---	----	---

Lesson Development (Method/Technique used)

Whole class activities	U	S	G	VG	O
------------------------	---	---	---	----	---

.....

Group/Pair activities	U	S	G	VG	O
-----------------------	---	---	---	----	---

.....

Individual activities	U	S	G	VG	O
-----------------------	---	---	---	----	---

Other (Specify)	U	S	G	VG	O
-----------------	---	---	---	----	---

.....

Voice Projections/Sign language/gestures (total communication)	U	S	G	VG	O
--	---	---	---	----	---

.....

Level and relevance of teaching materials	U	S	G	VG	O
---	---	---	---	----	---

.....

Conclusion	U	S	G	VG	O
------------	---	---	---	----	---

.....

Time Management	U	S	G	VG	O
-----------------	---	---	---	----	---

.....

Evidence of Home work	U	S	G	VG	O
-----------------------	---	---	---	----	---

.....

Knowledge of subject matter

Accuracy	U	S	G	VG	O
----------	---	---	---	----	---

.....

Level and relevance	U	S	G	VG	O
---------------------	---	---	---	----	---

.....

Logical presentation	U	S	G	VG	O
----------------------	---	---	---	----	---

.....

Pupil Participation

Pupils written work	U	S	G	VG	O
---------------------	---	---	---	----	---

.....

Pupil-teacher relationship	U	S	G	VG	O
----------------------------	---	---	---	----	---

.....

Pupil to pupil relationship	U	S	G	VG	O
-----------------------------	---	---	---	----	---

.....

Pupil display of interest	U	S	G	VG	O
---------------------------	---	---	---	----	---

.....

Attention to Individuals

Ability to cope with individual pupils work	U	S	G	VG	O
---	---	---	---	----	---

.....

Evidence of remedial teaching	U	S	G	VG	O
-------------------------------	---	---	---	----	---

.....

Allows time for individual attention	U	S	G	VG	O
--------------------------------------	---	---	---	----	---

.....

Awareness of CSEN	U	S	G	VG	O
-------------------	---	---	---	----	---

.....

Knowledge of handling CSEN	U	S	G	VG	O
----------------------------	---	---	---	----	---

.....

Teaching/Learning Resources

Availability of teaching/learning resources, SEN materials inclusive	U	S	G	VG	O
--	---	---	---	----	---

.....

Nature of resources	U	S	G	VG	O
---------------------	---	---	---	----	---

.....

Improvisation	U	S	G	VG	O
---------------	---	---	---	----	---

.....

Applicability/Appropriateness	U	S	G	VG	O
-------------------------------	---	---	---	----	---

.....

Management of teaching and learning materials	U	S	G	VG	O
---	---	---	---	----	---

.....

Class Library	U	S	G	VG	O
---------------	---	---	---	----	---

.....

Class Management

Class Control	U	S	G	VG	O
---------------	---	---	---	----	---

.....

Classroom Cleanliness	U	S	G	VG	O
-----------------------	---	---	---	----	---

.....

Desk/Sitting arrangement	U	S	G	VG	O
--------------------------	---	---	---	----	---

.....

Talking	U	S	G	VG	O
---------	---	---	---	----	---

.....

Teacher working Documents

Syllabus	U	S	G	VG	O
----------	---	---	---	----	---

.....

Schemes and records of work/Individual Education plan	U	S	G	VG	O
---	---	---	---	----	---

.....

Lesson Plan	U	S	G	VG	O
-------------	---	---	---	----	---

.....

Time Table	U	S	G	VG	O
------------	---	---	---	----	---

.....

Pupil Assessment record	U	S	G	VG	O
-------------------------	---	---	---	----	---

.....

Class register	U	S	G	VG	O
----------------	---	---	---	----	---

.....

Class stock book	U	S	G	VG	O
------------------	---	---	---	----	---

.....

Part D: Observations

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Conclusion:.....

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.....
.....
.....
.....

Recommendations

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.....
.....
.....

NAME OF STANDARDS OFFICER	SIGNATURE	DATE
.....
NAME OF HEAD TEACHER	SIGNATURE	DATE
.....
NAME OF TEACHER	SIGNATURE	DATE
.....

Original copy to: The teacher
Copies to: MoE – HQ (Samples only and Action Sheets)
 PEO
 DEBS
 SCHOOL

Annex 3: Lesson Observation Form



Republic of Zambia

Ministry of Education

Format 02A

Date: ____ / ____ / ____

LESSON OBSERVATION FORMS
(or Lesson Assessment Format [for monitoring use])

Lesson Information:

District: _____ School: _____

Subject: _____ Grade: _____

Topic: _____

Teacher (Demonstrator): _____ (TS No.: _____)

1. Outcomes & Its Attainment

Please check one of three categories (No: Unclear: Yes) on the following items

#	Item	No	undecided	Yes
1	Are the lesson outcomes clearly stated in the lesson plan?			
2	Are the stated outcomes attainable by the pupils in a lesson?			
3	Are the stated outcomes measurable?			
4	Were the lesson topics told to the students during the lesson?			
5	In a lesson, did the students find core contents or concept by themselves?			
6	Was there time for evaluating or confirming what the students had learned?			
7	Do you think that most of the students attained lesson objectives?			

2. Lesson Progression

Please check one of three categories (No: Unclear: Yes) on the following items.

#	Item	No	undecided	Yes
1	Did the introductory part of the lesson motivate students well?			
2	Did the teacher ask the students to consider/predict before having activity or finding the answer?			
3	There was a presentation by pupils in a lesson.			
4	There was a discussion among pupils to find answers or better solutions to the given tasks.			
5	The teacher intended to confirm subject concept or values in the process of teaching.			
6	The pupils were able to conclude what they had learned in a lesson.			

3. Teaching Materials

Please check one of three categories (No: Unclear: Yes) on the following items.

#	Item	No	undecided	Yes
1	Did the teacher use any kind of teaching materials apart from blackboard and chalk?			
2	Teaching materials were prepared properly before the lesson.			
3	The teacher used improvised or locally available teaching materials in a lesson.			
4	The pupils were able to use or understand the prepared teaching materials.			
5	Teaching materials used in a lesson enhanced pupils' understandings.			

4. Questioning

The teacher's questions in a lesson categorized by Bloom's Taxonomy (Cognitive Process Dimension) of Educational Objectives

	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	Others	Total
Number of Teacher's Questions								
Percentage								100 %

5. Task allocation in the Lesson Plan

	Number of Tasks	Percentage
Teacher centered tasks on a lesson plan		
Learner centered tasks on a lesson plan		
Other descriptions (None of Above)		
Total		100 %

6. Other Factors

#	Item	No	undecided	Yes
1	The teacher managed time well during lesson implementation.			
2	The teacher prepared for the lesson well.			
3	The teacher managed the blackboard well.			
4	The teacher gave enough attention to safety of learning environment.			
5	The teacher guided pupils on taking notes or records well.			
6	The teacher's attitude to the pupils was fine.			

7. Comments (if any): _____

Name of the Teacher: _____ TS No: _____

Signature _____

Observed by:

Name: _____ Title: _____

Signature: _____ Date: _____

Annex 4: Textbook Request Form

Ministry of General Education

The Curriculum Development Centre



Republic of Zambia



Text-Book Request Form

PART A: GENERAL INFORMATION OF THE SCHOOL

School: _____
 Head teacher/Deputy Head Teacher's Name _____
 Total enrolment _____ Boys _____ Girls _____
 District: _____ Province: _____

PART B: EXISTING BOOKS

1. Junior Secondary School (Grade 8-9)

1.1 Grade 8

Subject	Title	Publisher	No. Of Copies		Pupil Ratio /Book
			PB	TG	
Mathematics					
Integrated Science					
Agricultural science					

Any other not captured above.

1.2 Grade 9

SUBJECT	TITLE	PUBLISHER	No. Of Copies		PUPIL /BOOK RATIO
			PB	TG	
Mathematics					
Integrated Science					
Agricultural science					

Any other not captured above.

2. Senior Secondary School (Grade 10-12)

2.1 Grade 10

SUBJECT	TITLE	PUBLISHER	No. OF COPIES		PUPIL / BOOK RATIO
			PB	TG	
Mathematics					
Additional Math					
Biology					
Chemistry					
Physics					
Agricultural Science					
Science					

Any other not captured above.

2.2 Grade 11

SUBJECT	TITLE	PUBLISHER	No. OF COPIES		PUPIL / BOOK RATIO
			PB	TG	
Mathematics					
Additional Math					
Biology					
Chemistry					
Physics					
Agriculture Science					
Science					

Any other not captured above.

2.3 Grade 12

SUBJECT	TITLE	PUBLISHER	No. OF COPIES		PUPIL / BOOK RATIO
			PB	TG	
Mathematics					
Additional Math					
Biology					
Chemistry					
Physics					
Agriculture Science					
Science					

Any other not captured above.

PART C: REQUESTED BOOKS

1. JUNIOR SECONDARY SCHOOL (GRADE 8-9)

1.1 Grade 8

Subject	Title	Publisher	No. Of Copies	
			PB	TG
Mathematics				
Integrated Science				
Agricultural science				

(NOTE: SCHOOLS ADVISED TO CHOOSE ONLY ONE TITLE PER SUBJECT)

1.2 Grade 9

Subject	Title	Publisher	No. Of Copies	
			PB	TG
Mathematics				
Integrated Science				
Agricultural science				

(NOTE: SCHOOLS ADVISED TO CHOOSE ONLY ONE TITLE PER SUBJECT)

2. SENIOR SECONDARY SCHOOL (GRADE 10-12)

2.1 Grade 10

SUBJECT	TITLE	PUBLISHER	No. OF COPIES	
			PB	TG
Mathematics				
Additional Math				
Biology				
Chemistry				
Physics				
Agricultural Science				
Science				

(NOTE: SCHOOLS ADVISED TO CHOOSE ONLY ONE TITLE PER SUBJECT)

2.2 Grade 11

SUBJECT	TITLE	PUBLISHER	No. OF COPIES	
			PB	TG
Mathematics				
Additional Math				
Biology				
Chemistry				
Physics				
Agricultural Science				

Science				
---------	--	--	--	--

(NOTE: SCHOOLS ADVISED TO CHOOSE ONLY ONE TITLE PER SUBJECT)

2.3 Grade 12

SUBJECT	TITLE	PUBLISHER	No. OF COPIES	
			PB	TG
Mathematics				
Additional Math				
Biology				
Chemistry				
Physics				
Agricultural Science				
Science				

(NOTE: SCHOOLS ADVISED TO CHOOSE ONLY ONE TITLE PER SUBJECT)

Selected by

Approved by

Chairperson
School Book selection Committee

School Manager/ Head teacher



**REPUBLIC OF ZAMBIA
MINISTRY OF EDUCATION**

**GUIDELINES FOR USE OF ZAMBIA EDUCATION
ENHANCEMENT PROJECT (ZEEP) AND ZAMBIA
ENHANCING EARLY LEARNING (ZEEL) PROJECT MOTOR
VEHICLES AND CYCLES**

Prepared By:

Zambia Education Programme Coordination Unit
Ministry of Education
Lusaka, Zambia

August, 2024

INTRODUCTION

The following instructions shall apply to the utilization of vehicles and motor cycles acquired for use in connection with the implementation of the project – Zambia Education Enhancement Project (ZEEP). Exception to these instructions, if deemed necessary on account of local circumstances, may be granted as specifically agreed upon with the World Bank and the Ministry under which the project is being implemented. The Permanent Secretary shall ensure that the instructions have been brought to the attention of all relevant staff in the Ministry and Project connected with the project implementation and allowed to use project vehicles.

Project vehicles are provided by the organization for purposes connected with the work of the project. If in exceptional circumstances it is necessary for a project vehicle to be used for any of the other purposes the Provincial Education officer should approve such after obtaining authority from the Permanent Secretary.

Project vehicles are provided by the Ministry for purposes connected with the work of ZEEP and ZEEL.

The Guidelines

The following are the guidelines in the usage of the project vehicles and motor cycles at District, Provincial and National levels:

1. The Provincial Education Officer shall oversee the use of the motor vehicle as the vehicle shall be under their care. However, the project vehicle is not assigned for use by the PEO but rather, he/she will oversee the proper use of it by the resident engineer and senior buildings officer for project monitoring and supervision activities.
2. Under no circumstances should a project vehicle or motor cycle be used as though it were a personal property for any officer and the use of vehicles or motor cycles on local days of rest or public holidays should be avoided as far as possible unless with authority from the Provincial Education Officer.

3. Project vehicles are only to be used for purposes necessary for the implementation of the project, i.e., official use during work hours only.
4. In the provinces and districts, the ZEEP vehicles will be used by the Resident Engineers and their technical teams to monitor and supervise ZEEP and ZEEL project activities while the motor cycles will be used by Assistant Buildings Officers for the same purpose. The vehicles which were procured under the Parent ZEEP and assigned to districts, shall continue to be used for monitoring and supervision of ZEEP and ZEEL activities;
5. In the provinces and districts, Project vehicles should be driven only by authorized drivers and officers who are in possession of a valid official driving license, have competency from Controller of Government Transport and have shown that they are capable of handling the vehicle. To this effect, responsible officers (PEO/DEBS) should ensure that each project vehicle and motor cycle is assigned to one driver or person in case of a motor cycle for accountability purposes;
6. At the province, the Provincial Education officer shall issue the instructions for the use of the project vehicle for official use. S/He shall exceptionally grant permission to use a vehicle for private driving (private use permit) or for official travel (official travel permit). Both permits shall be issued in writing. In urgent matters and emergencies, the permit may be granted post facto. The private use permit is issued to a designated driver separately for each journey, specifying the permitted route and time. The official travel permit may be issued to a designated person for a fixed period. The Authority to issue such a permit shall be obtained from the Permanent Secretary at the Ministry of Education Headquarters.

7. For accountability purposes at the national level, some Project vehicles will be managed by the Projects while others shall be managed by collaborating agencies (Ministry directorates and units). The vehicles assigned to the collaborating agencies shall not be treated as pool vehicles but reserved exclusively for ZEEP and ZEEL activities. However, they can only be used for other directorate/unit duties with authority from the responsible officers (Directors).
8. At the Project level, the vehicles will be assigned to the different offices and departments as follows:
 - a) Project Coordinator
 - b) Deputy Project Coordinator
 - c) ZEPCU Specialists
 - d) Access component
 - e) Administration (Accounts, Procurement and Administration)
 - f) Component Coordinators
9. At the national level, Project vehicles should be driven only by authorized drivers and officers who are in possession of valid official driving licenses, have competency from Controller of Government Transport and have shown that they are capable of handling the vehicle. To this effect, responsible officers (Project Coordinator/Directors) should ensure that project vehicles are assigned to one driver or officer for accountability purposes;
10. At all the levels, a vehicle/motor cycle log book shall be kept on the use of each project vehicle or cycle. The log book shall be in the vehicle or in a safe place in the motor cycle at all times. It shall contain the registration and identification data of the vehicle and the place where the vehicle is permanently placed or parked. The utilization of the vehicle shall be indicated as follows: route or area, purpose of journey, type of journey (daily

work, travel connected with the project, etc.), the distance driven (according to mileage indicator), and the signature of the driver;

11. Private use permits shall be granted only exceptionally and on condition that official use will not be interrupted or inconvenienced;
12. Project vehicles and motor cycles shall be parked by 18:00 hours and not to be used before 05.00 hours the following morning unless with authority from the Provincial Education officer or where officers are required to work beyond the prescribed time;
13. Project vehicles and motor cycles shall be serviced immediately they reach recommended mileage provided funds are available. In an event where funds for servicing are not available, then the vehicle or motor cycle should be parked;
14. Provincial Education Officers in the provinces and authorized personnel in the Project and Ministry must ensure any damage to the vehicle or motor cycle is immediately reported to the Permanent Secretary and necessary measures taken in line with the Controller of Government Transport procedures and guidelines;
15. The Provincial Education office in provinces and the District Education Board secretary's office in the district shall be responsible servicing of the motor vehicles and cycles and will be required to submit to the Permanent Secretary the service reports from the Service providers e.g., Toyota Zambia whenever a vehicle has been serviced. However, ZEEP and ZEEL will be responsible for the insurance of the motor vehicles and cycles.

16. In order to enhance adherence to the above regulations, the Project will be conducting impromptu checks on the fitness, usage and general maintenance of the vehicles and motor cycles;

17. ZEP/ZEEL reserves the right to request for a vehicle or motor cycle from any ZEEP/ZEEL implementing agency (district, province, directorate or unit) for project activities in another place.

Peter K. Kasaji
Deputy Project Coordinator
MINISTRY OF EDUCATION

Noriana Muneku (Ms.)
Permanent Secretary (A)
MINISTRY

Annex 6: Summary of the PPSD results

1. The PPSD describes the borrower's procurement capacity needs and other actions proposed to address the implementation needs of ZEEP based on an in-depth assessment, taking into account the specific technical advice and implementation support that may be needed by the MoE from the World Bank in implementing the project. The main findings and recommendations of the PPSD assessment for ZEEP are as follows:

- (a) **Strengthening textbook procurement.** The World Bank, along with the MoE, reviewed the current textbook procurement system and identified possible modalities and areas for improvement to strengthen the procurement of textbooks to increase VfM.
- (b) **Improving access through school infrastructure.** As part of project preparation, the World Bank and the MoE reviewed the criteria used by the MoE to identify locations for new school constructions. The review resulted in the amendment of the criteria which will be applied in selecting schools to be upgraded under ZEEP. Accordingly, the design for the school infrastructure package was reviewed and revised to increase VfM and maximize the number of schools that would be covered under the program.
- (c) **Consideration for the possible engagement of civil servants and individual consultants as part of the project implementation team.** In the interest of building capacity for project implementation, the Government may hire, as needed, individual consultants based on procedures as provided for in the World Bank's Regulations for Investment Project Financing (IPF) for borrowers. The Government may also identify members of staff from within the civil service who are deemed necessary for project implementation as part of the PIU. They will be hired using the government procedures and the level of their payment will be set by the Government and be cleared by the World Bank.
- (d) **Training the MoE staff in the use and application of the NPF.** Given that the last project financed by the World Bank in the MoE's predecessor closed over 10 years ago, the World Bank noted the need to conduct training early in the project life for selected staff of the MoE who will be responsible for supporting project implementation. This will enable them to carry out the project from a procurement perspective, using the NPF as applicable. As with many projects in Zambia, the World Bank noted the need for the MoE to carry out due diligence of the bidders who would be recommended for contract award to determine if they are

sufficiently qualified and able to execute the contract. This may include independent verification of the bidders' qualification, experience, and financial capability information, going beyond information provided by the bidders in their bid proposals. For the MoE to apply the World Bank Group sanctions framework (that is, allowing the World Bank to accept sanctions that may be carried out by the borrower), the MoE will need to develop and/or share with the World Bank, to its satisfaction, the arrangements and evidence that "relevant judicial or administrative proceeding will have afforded to a firm or the individual" each time sanctions are implemented. This is in line with provisions of the World Bank's NPF, Section III Governance - paragraph 3.3 (f).

- (e) **Use of the RBF with PBCs under Components 1 and 4.** Disbursements will be made based on achieving the agreed PBCs, which will be verified by IVAs. It would be preferable that an IVA is identified and selected before the project effectiveness so that a contract could be signed with the IVA right after the effectiveness.
- (f) The disbursed funds would then be used by the MoE for other activities related to the project objectives. The utilization of these funds will follow the borrower's own administrative and procurement policies or guidelines, as provided by the PPA No.12 of 2008 and its Regulations of 2011. Activities under Component 3, which are not DLI-bound but procurable and will be procured after the first 18 months of implementation¹, will require the MoE to prepare a procurement plan which needs to be reviewed and approved by the World Bank before its implementation.
- (g) **Procurement risk assessment and management for ZEEP.** Based on the application of the World Bank's online P-RAMS, the procurement risk for ZEEP is rated Moderate, largely due to the recognition that the MoE has developed capacity over many years to carry out projects using its own funds. Implementation of the risk mitigations actions would, over time, reduce the overall procurement risk rating to Low.
- (h) **Procurement Post Reviews (PPRs) and Independent Post Reviews (IPRs) by the World Bank under Component 3.** Based on the assessed agency implementation risk for procurement, which is Moderate, the World Bank will carry out PPRs or IPRs for contracts under Component 3 based on the approved procurement plan; a sample of 10 percent will be

¹ The MoE has developed a procurement plan for the first 18 months of implementation which is acceptable to the World Bank.

used. Based on continuing assessment of risk and the success of risk mitigation measures implemented, the sample size will be reduced as risk mitigation measures are successfully implemented.² Any changes in the review will be communicated to the MoE, the MoF, and the Ministry of National Development Planning (MoNDP) as outcomes of the PPR/IPR exercise. As needed, such changes will also result in the World Bank revising the procurement methods and prior review thresholds, as shown in Table 3.4.

- (i) Procurement methods will take into account the available choices following the PPSD.

Table 1. Threshold for Procurement Approaches and Methods (US\$, thousands, as of June 2016,)

Country	Region	Works			Goods, IT, and Non-Consulting Services			Short List of National Consultants	
		Open International ≥	Open National <	Request for Quotation ≤	Open International ≥	Open National <	Request for Quotation ≤	Consulting Services <	Engineering and Construction Supervision ≤
Zambia	AFR	10,000	10,000	200	2,000	2,000	100	200	300

Source: World Bank **Guidance** Thresholds for Procurement Approaches and Methods by Country (Section III B).

Procurement methods will be guided by the threshold values obtained by the respective purchases as per the guidelines of the World Bank **Guidance** Thresholds Approaches and Methods by Country (Section III B) of 2016.

² High risk represents a sample PPR/IPR size of 20 percent, Substantial risk represents 15 percent, Moderate risk represents 10 percent, and Low risk 5 percent.

Annex 7: Goods & Services Payment Voucher

GOODS & SERVICES PAYMENT VOUCHER

**ZAMBIA EDUCATION ENHANCEMENT PROJECT (ZEEP)
GOODS & SERVICES PAYMENT VOUCHER**

BUILDING NAME:	Achieved Progress	
-----------------------------	--------------------------	--

Approvals

S/N	APPROVING OFFICE	Approving Officer	Comments (if any)	Approved/ Not approved	Signature	Date
1	T.S on behalf of the PIC					
2	MoE (BO or R E)					

PAYMENTS FOR WORK DONE

S/N	Goods /Services paid for	Amount paid	Payment Received by:	NRC	Designation	Signature	Date

PROJECT IMPLEMENTATION COMMITTEE APPROVAL

S/N	Authorized by	Name	Designation	Signature	Date
1	Paid by				

Annex 8: Quotation Request Form

Quotation Request Form

ZAMBIA EDUCATION ENHANCEMENT PROJECT (ZEEP)

Quotation Request Form

Date:.....
 Project/School Name:.....
 District:..... Province

To: *(insert trader/supplier's name)*

RE: REQUEST FOR QUOTATIONS:

The Government of the Republic of Zambia is buildingSchool with support from the World Bank using a Community Driven Development (CDD) Approach. The Procurement subcommittee of the Project Implementation Committee is requesting for quotations for materials listed below from at least three suppliers/traders. The quotations will be evaluated to determine the trader/supplier who will give the best offer for the materials.

You have been identified as one of the traders/supplier and are hereby requested to submit the quotation in the format and form below:

S/N	Description	Unit	Qty	Unit Price	Amount	Item availability

Discounts or other offers (such as free transportation offered by trader/supplier:)

Payment Terms :.....

Prepared by:

Received by the following three members of the Procurement Subcommittee:

1st

2nd

3rd

Annex 9: Price Comparative Form

PRICE COMPARATIVE FORM

ZAMBIA EDUCATION ENHANCEMENT PROJECT (ZEEP)

Price Comparative Form

Project/School Name:.....

District:..... Province

Material Description	Supplier	Quote No	Unit Price	Total Qty	Adopted Supplier	Justification	Total Price

At least three (3) Officer to undertake the price comparison and sign below:

	Officer 1	Officer 2	Officer 3
Name			
Signature			
Designation			
Date			

APPROVAL BY MOE PROCUREMENT OFFICER OR OTHER AUTHORISED OFFICER

Procurement approved /not approved

Comment :

.....

Checked by: Signature :

Designation:

Annex 10: Stores - Goods Received Sheet/Book

STORES - GOODS RECEIVED SHEET/BOOK

**ZAMBIA EDUCATION ENHANCEMENT PROJECT (ZEEP)
STORES - GOODS RECIEVED SHEET/BOOK**

Project/School Name:.....

District:..... Province:

Date	Receipt / Delivery Note No.	Material	Supplier	Unit of measure	Total Qty Delivered	No rejected	No Accepted	Signature Deliverer	Signature (Stores person/ Receiver

Annex 11: Stores Ledger (Records Sheets)

STORES LEDGER (RECORDS SHEETS)

ZAMBIA EDUCATION ENHANCEMENT PROJECT (ZEEP)

STORES LEDGER (RECORDS SHEET) (One page per Material/tool)

Project/School Name:.....

District:..... Province:

Material:..... Unit:

Date	No received (A)	Issuance records			Return records			Balance (D) (D= A- B+C)	Checked (Store person's signature)
		No. Issued out (B)	To whom	Signature	No. Returned (C)	By whom	Signature		

Annex 12: Stores - Goods/Material/Tools Requisition Form

STORES - GOODS/MATERIAL/TOOLS REQUISITION FORM

ZAMBIA EDUCATION ENHANCEMENT PROJECT (ZEEP)

STORES - GOODS/MATERIAL/TOOLS REQUISITION FORM

Project/School Name:.....

District:..... **Province:** **Date:**

Name of Building block:.....

The Store persons:

Please release the following goods/materials/tools for use at the above-mentioned building

<i>Material</i>	<i>Unit</i>	<i>Qty requested</i>	<i>By whom</i>	<i>Purpose</i>	<i>Signature (Requesting builder)</i>

Request verified and approved /not approved

T.S's Name & Signature:

Annex 13: Technical Supervisor Contract Agreement

TECHNICAL SUPERVISOR CONTRACT AGREEMENT

THIS AGREEMENT is made on the day of ,
Twenty Twenty-Four at Secondary School.

BETWEEN

The **Secondary School Construction Project Implementation Committee (PIC)**, under the **Ministry of Education** of the Government of the Republic of Zambia having its principal place of business at

..... [**insert address of the school**] (hereinafter called “the Employer”), **AND**

Mr./Mrs..... (insert name of TS) of

..... (insert artisan’s address) NRC No.

WHEREAS the Employer is undertaking the role ofin the construction of

.....
.....

AND WHEREAS the technical supervisor has offered and assured the employer of his/her capability to provide services, and the Employer has accepted the.....offer

The Employer hereby agrees to pay the
For..... construction activities of buildings at the proposed secondary

school site from inception to handover including the remedying of the defects (if any) at a Contract Price of
Zambian Kwachain a manner prescribed herein.

The..... hereby agrees to execute his/her work in the construction ofbuildings as per construction schedule at the proposed
secondary

school site from inception on (date)2024, to handover on20....

IN CONSIDERATION of promises and other good and valuable consideration, the parties agree to the following:

1. Definitions

1.1 In these Terms and Conditions [, except to the extent expressly provided otherwise]:

"**Charges**" means:

- (a) [the amounts specified in Section 7 of the Statement of Work and elsewhere in these Terms and Conditions];
- (b) [such other amounts as may be agreed in writing by the parties from time to time]; and
- (c) [amounts calculated by multiplying [the standard time-based charging rates of the Consultant (as notified by the Consultant to the Client before the date of the Contract)] by the time spent by the personnel of the Consultant performing [the Services] (rounded [down by the Consultant to the nearest quarter hour])];

[additional list items]

"**Employer**" means the Ministry of Education or any part of the Government of the Republic of Zambia identified as such in Section 1 of the Statement of Work;

"**Employer's Materials**" means [all works and materials supplied by or on behalf of the Employer to the Consultant for incorporation into the Deliverables or for some other use in connection with the Services];

"**Artisan**" means *[[individual name] of [address]] OR [[company name], a company incorporated in [Zambia] (registration number [registration number]) having its registered office at [address]] OR [[partnership name], a partnership established under the laws of [Zambia] having its principal place of business at [address]]*;

"**Contract**" means a particular contract made under these Terms and Conditions between the Artisan and the Employer;

"**Deliverables**" means [those *[deliverables]* specified in Section 4 of the Statement of Work that the Consultant has agreed to deliver to the Client under these Terms and Conditions] OR *[[define deliverables]]*, and such other deliverables as the parties may agree in writing from time to time];

"**Effective Date**" means [the date of execution of a Statement of Work incorporating these Terms and Conditions];

"**Minimum Term**" means, in respect of the Contract, [the period [of 12 months beginning on the Effective Date]] OR [the period specified in Section 2 of the Statement of Work];

"**Services**" means the artisan services specified in Section 3 of the Statement of Work;

"**Statement of Work**" means a written statement of work agreed by or on behalf of each of the parties;

"**Term**" means [the term of the Contract, commencing in accordance with Clause 3.1 and ending in accordance with Clause 3.2];

"Terms and Conditions" means all the documentation containing the provisions of the Contract, namely the main body of these Terms and Conditions and the Statement of Work, including any amendments to that documentation from time to time; and

"Third Party Materials" means the works and/or materials comprised in the Deliverables (excluding the Employer Materials), the Intellectual Property Rights in which are owned by a third party[, and which are specified in Section 4 of the Statement of Work or which the parties agree in writing shall be incorporated into the Deliverables].

2. Term

2.1 The Contract shall come into force upon the Effective Date.

2.2 The Contract shall continue in force [indefinitely] OR [until:

(a) all the Services have been completed;

(b) all the Deliverables have been delivered; and

(c) all the Charges have been paid in cleared funds,

upon which it will terminate automatically], subject to termination in accordance with Clause 9.

2.3 Unless the parties expressly agree otherwise in writing, each Statement of Work shall create a distinct contract under these Terms and Conditions.

3. Services

3.1 The Technical Supervisor shall provide the Services to the Employer in accordance with these Terms and Conditions.

3.2 The Technical Supervisor shall provide the Services [with reasonable skill and care] OR [in accordance with the standards of skill and care reasonably expected from a leading service provider in the Technical Supervisors industry] OR [*specify standard(s)*].

4. Deliverables

4.1 The Technical Supervisor shall deliver the Deliverables to the Employer.

4.2 The Employer must promptly, following receipt of a written request from the Technical Supervisor to do so, provide written feedback to the Technical Supervisor concerning the Technical Supervisor's proposals, plans, designs and/or preparatory materials relating to the Deliverables and made available to the Employer with that written request.

4.3 The Technical Supervisor shall [ensure] OR [use its best endeavors to ensure] OR [use reasonable endeavors to ensure] that the Deliverables are delivered to the Artisan in accordance with the timetable set out in Section 5 of the Statement of Work [or agreed by the parties in writing].

4.4 The Technical Supervisor warrants to the Employer that:

- (a) The Deliverables will conform to the requirements of Section 4 of the Statement of Work as at the date of delivery of the Deliverables.
- (b) The Deliverables will be free from [material defects; and
- (c) The Deliverables OR the Deliverables when used by the Employer in accordance with these Terms and Conditions] will not infringe the Intellectual Property Rights or other legal rights of any person, and will not breach the provisions of any law, statute or regulation, in any jurisdiction and under any applicable law.

5. Charges

5.1 The Client shall pay the Charges to the Technical Supervisor in accordance with these Terms and Conditions.

5.2 All amounts stated in or in relation to these Terms and Conditions are, unless the context requires otherwise, stated [inclusive of any applicable value added taxes] OR [exclusive of any applicable value added taxes, which will be added to those amounts and payable by the Client to the Technical Supervisor].

5.3 The individual Technical Supervisor charges for each building shall be paid at a rate of.....of the labor amount of each structure as follows:

..... (insert the amount as% of the labour amount sent for the structure)

..... (insert the amount as% of the labour amount sent for the structure) (insert the amount as% of the labor amount sent for the structure)

..... (insert the amount as% of the labour amount sent for the structure)

..... (insert the amount as% of the labour amount sent for the structure)

66. Payments

6.1 Payment will be made for each building upon construction works for a particular building reaching a milestone or stage as specified in Schedule 1 (Milestone or stage payment for artisan) and certified by the Employer’s representative (District Building Officer, Senior Building officer or Provincial Resident engineer).

6.2 The Employer will remit payments through bank transfer

6.3 This contract does not cover social security payments or remittances to NAPSA and Worker’s Compensation Fund Control Board.

7. Warranties

7.1 The Technical Supervisor Artisan warrants to the Employer that:

(a) the Technical Supervisor has the legal right and authority to enter into the Contract and to perform its obligations under these Terms and Conditions;

- (b) the Technical Supervisor will comply with all applicable legal and regulatory requirements applying to the exercise of the Artisan's rights and the fulfilment of the Artisan's obligations under these Terms and Conditions; and
- (c) the Technical Supervisor has or has access to all necessary know-how, expertise and experience to perform its obligations under these Terms and Conditions.

[additional list items]

- 7.2 The Employer warrants to the Technical Supervisor that it has the legal right and authority to enter into the Contract and to perform its obligations under these Terms and Conditions.
- 7.3 All of the parties' warranties and representations in respect of the subject matter of the Contract are expressly set out in these Terms and Conditions and the applicable Statement of Work. Subject to Clause 6.1, no other warranties or representations will be implied into the Contract and no other warranties or representations relating to the subject matter of the Contract will be implied into any other contract.

8. Limitations and exclusions of liability

8.1 Nothing in these Terms and Conditions will:

- (a) limit or exclude any liability for fraud or fraudulent misrepresentation;
- (b) limit any liabilities in any way that is not permitted under applicable law; or
- (c) exclude any liabilities that may not be excluded under applicable law.

8.2 The limitations and exclusions of liability set out in this Clause 8 and elsewhere in these Terms and Conditions:

- (a) are subject to Clause 8.1; and
- (b) govern all liabilities arising under these Terms and Conditions or relating to the subject matter of these Terms and Conditions, including liabilities arising in contract, in tort (including negligence) and for breach of statutory duty, except to the extent expressly provided otherwise in these Terms and Conditions.

8.3 [Neither party shall be liable to the other party] OR [The Technical Supervisor shall not be liable to the Client] OR [The Client shall not be liable to the Technical Supervisor] in respect of any loss of business, contracts or opportunities.

8.4 [Neither party shall be liable to the other party] OR [The Technical Supervisor shall not be liable to the Client] OR [The Client shall not be liable to the Technical Supervisor] in respect of any special, indirect or consequential loss or damage.

9. Termination

9.1 The Technical Supervisor may terminate the Contract by giving to the Employer [not less than 30 days'] written notice of termination, expiring at the end of any [calendar month]] OR [after the end of the Minimum Term]. The Client may terminate the Contract by giving to the Technical Supervisor [not less than 30 days'] written notice of termination, expiring [at the end of any [calendar month] OR after the end of the Minimum Term.

OR

9.1 Either party may terminate the Contract by giving to the other party [not less than 30 days'] written notice of termination, expiring [at the end of any [calendar month] OR [after the end of the Minimum Term.

9.2 Either party may terminate the Contract immediately by giving written notice of termination to the other party if:

- (a) the other party commits any breach OR material breach of the Contract, and the breach is not remediable;
- (b) [the other party commits a breach OR material breach of the Contract, and the breach is remediable but the other party fails to remedy the breach within the period of [30 days] following the giving of a written notice to the other party requiring the breach to be remedied; or
- (c) the other party persistently breaches the Contract irrespective of whether such breaches collectively constitute a material breach.

9.3 Subject to applicable law, either party may terminate the Contract immediately by giving written notice of termination if the artisan:

- a) dies;
- b) as a result of illness or incapacity, that other party becomes incapable of managing his or her own affairs; or

9.4 The Artisan may terminate the Contract immediately by giving written notice to the Employer if:

- (a) any amount due to be paid by the Employer to the Technical Supervisor under the Contract is unpaid by the due date and remains unpaid upon the date that that written notice of termination is given; and
- (b) the Technical Supervisor has given to the Employer at least [30 days'] written notice, following the failure to pay, of its intention to terminate the Contract in accordance with this Clause 9.4.

10. Effects of termination

10.1 Upon the termination of the Contract, all of the provisions of these Terms and Conditions shall cease to have effect, save that the following provisions of these Terms and Conditions shall survive and continue to have effect (in accordance with their express terms or otherwise indefinitely): [Clauses 1, 6.2, 6.4, 8, 10, 11.2 and 13].

10.2 Except to the extent expressly provided otherwise in these Terms and Conditions, the termination of the Contract shall not affect the accrued rights of either party.

11. Status of Technical Supervisor

11.1 The Artisan is not an employee of the Employer, but an independent contractor.

11.2 The termination of the Contract will not constitute unfair dismissal; nor will the Artisan be entitled to any compensation payments, redundancy payments or similar payments upon the termination of the Contract.

12. Subcontracting

12.1 The Technical Supervisor must not subcontract any of its obligations under the Contract without the prior written consent of the employer [, providing that the Employer must not unreasonably withhold or delay the giving of such consent].

OR

12.1 Subject to any express restrictions elsewhere in these Terms and Conditions, the Technical Supervisor may subcontract any of its obligations under the Contract[, providing that the Artisan must give to the Employer, promptly following the appointment of a subcontractor, a written notice specifying the subcontracted obligations and identifying the subcontractor in question].

12.2 The Technical Supervisor shall remain responsible to the Employer for the performance of any subcontracted obligations.

13. Defect Liability

13.1 Defect liability period is 6 months effective from certification date

13.2 If there will be any defect to any of the structures within the defect liability period in accordance with 13.1, the Technical Supervisor shall be held liable.

13.3 The employer shall withhold 10% the three milestones payments in 6.1 above for repairing of any defects after the completion of the overall milestone.

13.4 If there will be no any defects on the structures, the employer shall surrender the 10% above at 13.3 to the Technical Supervisor

14 General

- 14.1 No breach of any provision of the Contract shall be waived except with the express written consent of the party not in breach.
- 14.2 If any provision of the Contract is determined by any court or other competent authority to be unlawful and/or unenforceable, the other provisions of the Contract will continue in effect. If any unlawful and/or unenforceable provision would be lawful or enforceable if part of it were deleted, that part will be deemed to be deleted, and the rest of the provision will continue in effect (unless that would contradict the clear intention of the parties, in which case the entirety of the relevant provision will be deemed to be deleted).
- 14.3 The Contract may not be varied except by a written document signed by or on behalf of each of the parties.
- 14.4 Neither party may without the prior written consent of the other party assign, transfer, charge, license or otherwise deal in or dispose of any contractual rights or obligations under these Terms and Conditions.
- 14.5 The Contract is made for the benefit of the parties, and is not intended to benefit any third party or be enforceable by any third party. The rights of the parties to terminate, rescind, or agree any amendment, waiver, variation or settlement under or relating to the Contract are not subject to the consent of any third party.
- 14.6 Subject to Clause 10.1, these Terms and Conditions shall constitute the entire agreement between the parties in relation to the subject matter of these Terms and Conditions, and shall supersede all previous agreements, arrangements and understandings between the parties in respect of that subject matter.
- 14.7 The Contract shall be governed by and construed in accordance with Zambian Laws.
- 14.8 Any dispute resulting from this contract shall be settled by Mediation and if mediation fails, the courts of Zambia shall have exclusive jurisdiction to adjudicate on such disputes.
15. **ENTIRE AGREEMENT.** This Agreement, along with any attachments or addendums, represents the entire agreement between the parties. Therefore, this Agreement supersedes any prior agreements, promises, conditions, or understandings between the Employer and Employee

ANNEXTURES

TABLE 1: MILESTONE/STAGE PAYMENTS FOR ARTISAN

S/N	Stage	Description of Work	1x2 CR B	1x3 Scie nce Lab	Girls Ablutio n	Stor eroo m	External and water reticulati on	Septic tanks & SA

1	Slab Level	Excavation, foundation concrete casting, building substructure including fixing of Conforce 257. Concrete of 1:3:6 - footing & 1:2:4 - Slab.	20					
2	Ring Beam Level	Superstructure block work & concrete ring beam and lintels (including steel fixing)	15					
3	Wall plate Level	Superstructure block work on top of the ring beam	10					
4	Roofing Beam filling	Roofing including Lip channel fixing, beam filling & fixing of roofing cladding.	20					
5	Metals Works	Fixing door frames, window frames, burglar proofing and grill gates.	10					
6	Plastering, Flooring, sills and drainage.	Plastering externally and internally, flooring, casting sills and drainages.	10					
7	Plumbing works	Water and sewer reticulation including septic tank construction						
7	Doors, locks & shelves.	Fitting of door leaves, locks and making and fixing of shelving.	5					
8	Painting & glazing	Preparing surfaces for painting, painting all standard coats both externally and internally all surfaces. Fix Glass panes and paint window frames.	10					
TOTAL AMOUNT %age								

Note: Electrical works will be done by the solar supply firm hence not included.

STATEMENT OF WORK

1. Employer’s details

The Employer is *[[individual name]* of *[address]* having its office at *[address]*

2. Minimum Term

[Specify Minimum Term]

3. Specification of Services

[Specify Services]

4. Specification of Deliverables

[Specify Deliverables]

5. Timetable

[Insert timetable]

6. Employer’s Materials

[Specify Client Materials]

8. Contractual notices

[Employers contractual notices address details]

[Artisan contractual notices address details]

By signing below the parties have indicated their acceptance of this contract and Statement of Work together with the terms and conditions attached to this Statement of Work [, providing that if there are no terms and conditions attached to this Statement of Work, the parties agree that this Statement of Work shall be governed by [the terms and conditions most recently agreed by the parties in writing].

Signed by:

For and on behalf of the Employer

Signature:

Designation.....

..... In the presence of:
presence of:

.....

Signed by:

the Technical Supervisor

.....

.....
In the

.....

Witness (Name, Signature, Address, Date)

Witness (Name, Signature, Address, Date)

Annex 14: Agreement for Provision of Skilled Labour for ZEEP Site

AGREEMENT FOR PROVISION OF SKILLED LABOUR FOR ZEEP SITE

THIS AGREEMENT is made on the day of

,
Twenty Twenty-Four at.....Secondary School.

BETWEEN

The **Secondary School Construction Project Implementation Committee (PIC)**, under the **Ministry of Education** of the Government of the Republic of Zambia having its principal place of business at [**insert address of the school**] (hereinafter called “the Employer”), **AND**

Mr./Mrs...... (insert name of artisan) of

..... (insert artisan’s address) NRC No.

WHEREAS the Employer is undertaking the role ofin the construction of

AND WHEREAS the artisan has offered and assured the employer of his/her capability to provide services, and the Employer has accepted the.....offer

The Employer hereby agrees to pay the
For..... construction activities of buildings at the proposed

.....seconda
ry
school site from inception to handover including the remedying of the defects (if any) at a Contract Price of Zambian Kwachain a manner prescribed herein.

The..... hereby agrees to execute his/her work in the construction ofbuildings as per construction schedule at the proposed

.....seconda
ry
school site from inception on (date)2024, to handover on20.....

IN CONSIDERATION of promises and other good and valuable consideration, the parties agree to the following:

1. Definitions

1.1 In these Terms and Conditions [, except to the extent expressly provided otherwise]:

"**Charges**" means:

- (a) [the amounts specified in Section 7 of the Statement of Work and elsewhere in these Terms and Conditions];
- (b) [such other amounts as may be agreed in writing by the parties from time to time]; and
- (c) [amounts calculated by multiplying [the standard time-based charging rates of the Artisan (as notified by the Artisan to the Client before the date of the Contract)] by the time spent by the personnel of the Consultant performing [the Services] (rounded [down by the Consultant to the nearest quarter hour])];

[additional list items]

"**Employer**" means the Ministry of Education or any part of the Government of the Republic of Zambia identified as such in Section 1 of the Statement of Work;

"**Employer's Materials**" means [all works and materials supplied by or on behalf of the Employer to the Consultant for incorporation into the Deliverables or for some other use in connection with the Services];

"**Artisan**" means *[[individual name] of [address]]* OR *[[company name], a company incorporated in [Zambia] (registration number [registration number]) having its registered office at [address]]* OR *[[partnership name], a partnership established under the laws of [Zambia] having its principal place of business at [address]]*;

"**Contract**" means a particular contract made under these Terms and Conditions between the Artisan and the Employer;

"**Deliverables**" means [those *[deliverables]* specified in Section 4 of the Statement of Work that the Consultant has agreed to deliver to the Client under these Terms and Conditions] OR *[[define deliverables]]*, and such other deliverables as the parties may agree in writing from time to time];

"**Effective Date**" means [the date of execution of a Statement of Work incorporating these Terms and Conditions];

"**Minimum Term**" means, in respect of the Contract, [the period [of 12 months beginning on the Effective Date]] OR [the period specified in Section 2 of the Statement of Work];

"**Services**" means the artisan services specified in Section 3 of the Statement of Work;

"**Statement of Work**" means a written statement of work agreed by or on behalf of each of the parties;

"**Term**" means [the term of the Contract, commencing in accordance with Clause 3.1 and ending in accordance with Clause 3.2];

"**Terms and Conditions**" means all the documentation containing the provisions of the Contract, namely the main body of these Terms and Conditions and the Statement of Work, including any amendments to that documentation from time to time; and

"**Third Party Materials**" means the works and/or materials comprised in the Deliverables (excluding the Employer Materials), the Intellectual Property Rights in which are owned by a third party[, and which are specified in Section 4 of the Statement of Work or which the parties agree in writing shall be incorporated into the Deliverables].

2. Term

2.1 The Contract shall come into force upon the Effective Date.

2.2 The Contract shall continue in force [indefinitely] OR [until:

(a) all the Services have been completed;

(b) all the Deliverables have been delivered; and

(c) all the Charges have been paid in cleared funds,

upon which it will terminate automatically], subject to termination in accordance with Clause 9.

2.3 Unless the parties expressly agree otherwise in writing, each Statement of Work shall create a distinct contract under these Terms and Conditions.

3. Services

3.1 The Artisan shall provide the Services to the Employer in accordance with these Terms and Conditions.

3.2 The Artisan shall provide the Services [with reasonable skill and care] OR [in accordance with the standards of skill and care reasonably expected from a leading service provider in the Artisan's industry] OR [*specify standard(s)*].

4. Deliverables

4.1 The Artisan shall deliver the Deliverables to the Employer.

- 4.2 The Employer must promptly, following receipt of a written request from the Artisan to do so, provide written feedback to the Artisan concerning the Artisan's proposals, plans, designs and/or preparatory materials relating to the Deliverables and made available to the Employer with that written request.
- 4.3 The Artisan shall [ensure] OR [use its best endeavors to ensure] OR [use reasonable endeavors to ensure] that the Deliverables are delivered to the Artisan in accordance with the timetable set out in Section 5 of the Statement of Work [or agreed by the parties in writing].
- 4.4 The Artisan warrants to the Employer that:
- (a) the Deliverables will conform with the requirements of Section 4 of the Statement of Work [as at the date of delivery of the Deliverables;
 - (b) the Deliverables will be free from [material defects; and
 - (c) the Deliverables] OR [the Deliverables when used by the Employer in accordance with these Terms and Conditions] will not infringe the Intellectual Property Rights [or other legal rights] of any person [, and will not breach [the provisions of any law, statute or regulation],] in [any jurisdiction and under any applicable law.

5. Charges

5.1 The Client shall pay the Charges to the Artisan in accordance with these Terms and Conditions.

5.2 All amounts stated in or in relation to these Terms and Conditions are, unless the context requires otherwise, stated [inclusive of any applicable value added taxes] OR [exclusive of any applicable value added taxes, which will be added to those amounts and payable by the Client to the Artisan].

5.3 The individual Artisan shall be paid for works up to wall plate level in three (3) instalments as

follows:

1.Upon completion of excavation and reinforced concrete footing works.

(Insert **40%** of the labor amount payable to individual worker up to wall plate level).

2. Upon completion of foundation blockwork, backfilling

and slab works. (Insert **30%** of the labor amount payable to individual worker up to wall plate level).

3. Upon completion of superstructure works up to wall plate

level. (Insert **30%** of the labor amount payable to individual worker up to wall plate level).

Notwithstanding the above provisions, labor charges may also be paid in one instalment at the end of

the first milestone (construction up to wall plate level) if the employer finds it more convenient to do

so.)

6. Payments

- 6.1 Payment will be made for each building upon construction works for a particular building reaching a milestone or stage as specified in Schedule 1 (Milestone or stage payment for artisan) and certified by the Employer's representative (District Building Officer, Senior Building officer or Provincial Resident engineer).
- 6.2 The Employer will remit payments through bank transfer
- 6.3 This contract does not cover social security payments or remittances to NAPSA and Worker's Compensation Fund Control Board.

7. Warranties

- 7.1 The Artisan warrants to the Employer that:
 - (a) the Artisan has the legal right and authority to enter into the Contract and to perform its obligations under these Terms and Conditions;
 - (b) the Artisan will comply with all applicable legal and regulatory requirements applying to the exercise of the Artisan's rights and the fulfilment of the Artisan's obligations under these Terms and Conditions; and
 - (c) the Artisan has or has access to all necessary know-how, expertise and experience to perform its obligations under these Terms and Conditions.

[additional list items]

- 7.2 The Employer warrants to the Artisan that it has the legal right and authority to enter into the Contract and to perform its obligations under these Terms and Conditions.
- 7.3 All of the parties' warranties and representations in respect of the subject matter of the Contract are expressly set out in these Terms and Conditions and the applicable Statement of Work. Subject to Clause 6.1, no other warranties or representations will be implied into the Contract and no other warranties or representations relating to the subject matter of the Contract will be implied into any other contract.

8. Limitations and exclusions of liability

- 8.1 Nothing in these Terms and Conditions will:
 - (a) limit or exclude any liability for fraud or fraudulent misrepresentation;
 - (b) limit any liabilities in any way that is not permitted under applicable law; or

- (c) exclude any liabilities that may not be excluded under applicable law.
- 8.2 The limitations and exclusions of liability set out in this Clause 8 and elsewhere in these Terms and Conditions:
- (a) are subject to Clause 8.1; and
 - (b) govern all liabilities arising under these Terms and Conditions or relating to the subject matter of these Terms and Conditions, including liabilities arising in contract, in tort (including negligence) and for breach of statutory duty, except to the extent expressly provided otherwise in these Terms and Conditions.
- 8.3 [Neither party shall be liable to the other party] OR [The Artisan shall not be liable to the Client] OR [The Client shall not be liable to the Artisan] in respect of any loss of business, contracts or opportunities.
- 8.4 [Neither party shall be liable to the other party] OR [The Artisan shall not be liable to the Client] OR [The Client shall not be liable to the Artisan] in respect of any special, indirect or consequential loss or damage.

9. Termination

- 9.1 The Artisan may terminate the Contract by giving to the Employer [not less than 30 days'] written notice of termination, expiring at the end of any [calendar month]] OR [after the end of the Minimum Term]. The Client may terminate the Contract by giving to the Artisan [not less than 30 days'] written notice of termination, expiring [at the end of any [calendar month]] OR after the end of the Minimum Term.

OR

- 9.1 Either party may terminate the Contract by giving to the other party [not less than 30 days'] written notice of termination, expiring [at the end of any [calendar month]] OR [after the end of the Minimum Term].
- 9.2 Either party may terminate the Contract immediately by giving written notice of termination to the other party if:
- (a) the other party commits any breach OR material breach of the Contract, and the breach is not remediable;
 - (b) [the other party commits a breach OR material breach of the Contract, and the breach is remediable but the other party fails to remedy the breach within the period of [30 days] following the giving of a written notice to the other party requiring the breach to be remedied; or

- (c) the other party persistently breaches the Contract irrespective of whether such breaches collectively constitute a material breach.

9.3 Subject to applicable law, either party may terminate the Contract immediately by giving written notice of termination if the artisan:

- c) dies;
- d) as a result of illness or incapacity, that other party becomes incapable of managing his or her own affairs; or

9.4 The Artisan may terminate the Contract immediately by giving written notice to the Employer if:

- (a) any amount due to be paid by the Employer to the Artisan under the Contract is unpaid by the due date and remains unpaid upon the date that that written notice of termination is given; and
- (b) the Artisan has given to the Employer at least [30 days'] written notice, following the failure to pay, of its intention to terminate the Contract in accordance with this Clause 9.4.

10. Effects of termination

10.1 Upon the termination of the Contract, all of the provisions of these Terms and Conditions shall cease to have effect, save that the following provisions of these Terms and Conditions shall survive and continue to have effect (in accordance with their express terms or otherwise indefinitely): [Clauses 1, 6.2, 6.4, 8, 10, 11.2 and 13].

10.2 Except to the extent expressly provided otherwise in these Terms and Conditions, the termination of the Contract shall not affect the accrued rights of either party.

11. Status of Artisan

11.1 The Artisan is not an employee of the Employer, but an independent contractor. As such, and in line with Clause 6.3 above, the Artisan is responsible for his/her social security contributions to NAPSA.

11.2 The termination of the Contract will not constitute unfair dismissal; nor will the Artisan be entitled to any compensation payments, redundancy payments or similar payments upon the termination of the Contract.

12. Subcontracting

12.1 The Artisan must not subcontract any of its obligations under the Contract without the prior written consent of the employer [, providing that the Employer must not unreasonably withhold or delay the giving of such consent].

OR

12.1 Subject to any express restrictions elsewhere in these Terms and Conditions, the Artisan may subcontract any of its obligations under the Contract[, providing that the Artisan must give to the Employer, promptly following the appointment of a subcontractor, a written notice specifying the subcontracted obligations and identifying the subcontractor in question].

12.2 The Artisan shall remain responsible to the Employer for the performance of any subcontracted obligations.

13 General

13.1 No breach of any provision of the Contract shall be waived except with the express written consent of the party not in breach.

13.2 If any provision of the Contract is determined by any court or other competent authority to be unlawful and/or unenforceable, the other provisions of the Contract will continue in effect. If any unlawful and/or unenforceable provision would be lawful or enforceable if part of it were deleted, that part will be deemed to be deleted, and the rest of the provision will continue in effect (unless that would contradict the clear intention of the parties, in which case the entirety of the relevant provision will be deemed to be deleted).

13.3 The Contract may not be varied except by a written document signed by or on behalf of each of the parties.

13.4 Neither party may without the prior written consent of the other party assign, transfer, charge, license or otherwise deal in or dispose of any contractual rights or obligations under these Terms and Conditions.

13.5 The Contract is made for the benefit of the parties, and is not intended to benefit any third party or be enforceable by any third party. The rights of the parties to terminate, rescind, or agree any amendment, waiver, variation or settlement under or relating to the Contract are not subject to the consent of any third party.

13.6 Subject to Clause 10.1, these Terms and Conditions shall constitute the entire agreement between the parties in relation to the subject matter of these Terms and Conditions, and shall supersede all previous agreements, arrangements and understandings between the parties in respect of that subject matter.

13.7 The Contract shall be governed by and construed in accordance with Zambian Laws.

13.8 Any dispute resulting from this contract shall be settled by Mediation and if mediation fails, the courts of Zambia shall have exclusive jurisdiction to adjudicate on such disputes.

14. **ENTIRE AGREEMENT.** This Agreement, along with any attachments or addendums, represents the entire agreement between the parties. Therefore, this Agreement supersedes any prior agreements, promises, conditions, or understandings between the Employer and Employee

ANNEXTURES

TABLE 1: MILESTONE/STAGE PAYMENTS FOR ARTISAN

S/N	Stage	Description of Work	1x2 CR B	1x3 Scie nce Lab	Girls Ablutio n	Stor eroo m	External and water reticulati on	Septic tanks & SA
1	Slab Level	Excavation, foundation concrete casting, building substructure including fixing of Conforce 257. Concrete of 1:3:6 - footing & 1:2:4 - Slab.	20					
2	Ring Beam Level	Superstructure block work & concrete ring beam and lintels (including steel fixing)	15					
3	Wall plate Level	Superstructure block work on top of the ring beam	10					
4	Roofing Beam filling	Roofing including Lip channel fixing, beam filling & fixing of roofing cladding.	20					

5	Metal Works	Fixing door frames, window frames, burglar proofing and grill gates.	10					
6	Plastering, Flooring, sills and drainage.	Plastering externally and internally, flooring, casting sills and drainages.	10					
7	Plumbing works	Water and sewer reticulation including septic tank construction						
7	Doors, locks & shelves.	Fitting of door leaves, locks and making and fixing of shelving.	5					
8	Painting & glazing	Preparing surfaces for painting, painting all standard coats both externally and internally all surfaces. Fix Glass panes and paint window frames.	10					
TOTAL AMOUNT %age								

Note: Electrical works will be done by the solar supply firm hence not included.

STATEMENT OF WORK

1. Employer’s details

The Employer is *[[individual name]* of *[address]* having its office at *[address]*

2. Minimum Term

[Specify Minimum Term]

3. Specification of Services

[Specify Services]

4. Specification of Deliverables

[Specify Deliverables]

5. Timetable

[Insert timetable]

6. Employer’s Materials

[Specify Client Materials]

8. Contractual notices

[Employers contractual notices address details]

[Artisan contractual notices address details]

By signing below the parties have indicated their acceptance of this contract and Statement of Work together with the terms and conditions attached to this Statement of Work [, providing that if there are no terms and conditions attached to this Statement of Work, the parties agree that this Statement of Work shall be governed by [the terms and conditions most recently agreed by the parties in writing].

Signed by:
For and on behalf of the Employer

Signed by:
The Artisan

Signature:
.....

Designation:.....
.....

..... In the presence of:
presence of: In the

.....

.....

.....

Witness (*Name, Signature, Address, Date*) **Witness (*Name, Signature, Address, Date*)**

Annex 15: Stage completion certificate

REPUBLIC OF ZAMBIA
DISTRICT EDUCATION BOARD
ZAMBIA EDUCATION ENHANCEMENT PROJECT (ZEEP)
STAGE COMPLETION CERTIFICATE
Certificate no.....

Date issued:

.....

This is to certify that

..... has
completed.....
.....stage(s) at

.....
school/site. The payment for the above stage(s)

K..... (in
words).....
..... as contained in the technical supervisor's payment schedule here attached.

Stamp

.....

ASSISTANT BUILDINGS OFFICER
(DISTRICT)

Annex 16: Checklist for inspections of construction works

CHECKLIST FOR INSPECTIONS OF CONSTRUCTION WORKS

ZAMBIA EDUCATION ENHANCEMENT PROJECT (ZEEP)

CHECKLIST FOR INSPECTIONS OF CONSTRUCTION WORKS (Quality Control)

Date	Description	Name of Officer	Signature	Comments
	PREPARATORY WORKS			
	Storage room for cement, timber etc. Should be satisfactory.			
	90 degree angles at the corners/diagonals are to be checked (Building squareness).			
	Setting out dimensions in relation to existing structures			
	Gauge boxes for measuring cement and aggregates			
	EXCAVATION WORK			
	Depth Foundation excavation to be according to the drawing			
	Foundation bases leveling			
	Foundation bases firmness and stability			
	Foundation concrete gauging (Steel pegs fixed before pouring concrete)			
	Excavated surface treatment against ants - Ant repellent " Deldrin" or ant termite treatment			
	FOUNDATION WORK			
	Blinding for reinforced foundations (50 mm binding concrete)			
	Reinforcement of foundation beams are as specified			
	Foundation concrete work supervised at all times and mix design has been checked (concrete 1: 3:6)			
	Foundation block work has been filled with concrete			
	Brick force wire has been laid at every third course			
	Painting of external sides of the outside walls of the substructure			
	Compaction of the backfill has been compacted in layers maximum 150 mm and well watered in layers			
	Anti-termite treatment of the compacted hardcore surface.			

	Dump proof membrane (Polythene sheet) placement (to be laid after anti-termite treatment)			
	Conforce wire mesh (257 for classrooms/86 for houses) checked Minimum lap of 300mm			
	Steel pegs showing level of concrete are fixed and level checked before pouring concrete			
	Pouring concrete slab; supervision provided at all times and mix design checked (concrete 1: 2 : 4)			
	The concrete slab has been cured properly (watered for 7 days)			
	FRAME WORKS			
	Damp Proof Course (DPC) laid with proper overlap			
	Metal anti-guard fixed before the first layer of bricks and the overlap is done without gaps in the corners			
	The first course of blocks has been filled with concrete			
	Brick force has been laid at every third course (6" for block walls or 8" for brick walls)			
	Lintels at all door openings/reinforcement has been checked and found as specified			
	Lintels at all door openings/formwork has been checked			
	Lintels at all door openings/depth and support both sides are 200 mm minimum			
	Ring beam around external walls/reinforcement has been checked and found as specified			
	Ring beam around external walls/formwork has been checked			
	Ring beam concrete work supervised all times and concrete has been vibrated and compacted well			

	Concrete air vents 150 x 150 installed as specified			
	Air vents have been covered and protected before starting external plastering work			
	External plastering work supervised and done properly (Thickness minimum 19 mm)			
	STEEL WORKS			
	All door frames have been fixed plump			
	All window frames have been fixed plump			
	All frames have been fixed with hook pylons			
	All burglar bars for windows have been installed properly and are as specified			
	Grill gates are properly fixed and are as specified			
	ROOF			
	Spider trusses have been painted with metal primer			
	Timber joints on lower main tie beams are near the wall			
	all purlins, rafters, trusses incl. spider trusses, are carefully tied by wire below 3 courses of blocks			
	Spider trusses have been secured in concrete pads and tying wire			
	Roof sheeting has been laid properly, slopes checked and found correct			
	Roof nails, galvanized washers and felt washers checked			
	Before ridge capping the ridge gap between sheets has been checked (maximum 100mm)			
	Ridge capping has been pressed in the corrugations, fitted tight and fixed properly			
	INTERNAL AND EXTERNAL FINISHING WORKS			
	Branding timber for ceiling is 50 x 50 soft wood			

Air vents covered and protected before starting internal plastering			
Internal plastering work supervised and done properly (plaster thickness minimum 19 mm)			
All doors hanged with 32 or 38 mm wood screws, screws are tight and fixed straight (not twisted)			
All doors are as specified in door schedule and are good quality			
Shelving has been done as per drawing or as specified			
All mortice locks have been installed, checked and are specified type			
All window fixtures have been installed and checked			
Air vents covered and protected inside and outside before starting painting work			
Screeds for levelling plaster have been fixed on the entire wall surface before plastering			
Plastering was confirmed to be completely dry before starting painting			
Undercoat painting has been well done, completed and covers the surface uniformly			
All PVA painting has been done and 2 coats completed. Paint covers the surface uniformly			
All gloss painting has been and 2 coats completed. Paint covers the surface uniformly			
Chalk board paint has been done and completed			
Varnish for doors has been done and completed			
Metal primer painting has been completed on all metal surfaces			
All window glasses installed, glasses are unbroken and cleaned, all glass panes are 4 mm thick			

Window putty of all windows has been checked and good quality putty has been used all over			
All windows, doors and locks have been inspected and are found functional			
Floor screed is 40 mm thick, done on clean surface and cured 7 days by flooding room			
All door grill gate stoppers have been fitted.			
All pelmet curtain rails have been fitted			
All wall and picture rails have been fitted			
All pin boards have been fitted			
Vent pipes for toilets and brackets and covers installed and completed			
Balloon grating for vent pipes have been installed			
ELECTRO-MECHANICAL WORKS			
All chiselling for conduits and O-I boxes done to right depth/ horizontal /plumb			
All switches and distribution boards installed			
All conduits and conduit accessories fixed and completed			
All G I boxes well embedded in concrete and completed			
All wiring for sockets, switches and lighting points done and completed			
All switches, distribution boards, sockets, lamp holders and fluorescent fittings fixed and completed			
Earth rod and earth inspection rod laid and completed			

Date	Description	Name of Officer	Signature	Comments
	Bonding strip connected on all metallic pipes and completed			
	MCBS fitted and connected			
	Insulation resistance checked for wiring cables and found OK			
	Supply from grid connected			
	The earth resistance checked and found OK			
	The Voltage levels checked and found OK			
	All solar panels installed as specified			
	Invertor, batteries, regulator and battery charger installed as specified			
	The solar system connected, tested and found OK			
	EXTERNAL WORKS			
	Concrete apron 50 mm thick done			
	Concrete apron 500 mm wide done			
	Ramp done with comfortable slope			
	Dish drains have adequate slope to drain water away			

Annex 17: Environmental and social screening form

ENVIRONMENTAL AND SOCIAL SCREENING FORM

ZEEP AF:

Project Name:			
Project Type:			
Location:		Coordinates:	
Estimated Cost:		Community Ward Name:	
Date:	Screened By:	Name:	Position:

Sub Project Type (Tick all if and Where Applicable)

- Construction of 1 x 3 classroom block
- Construction of 1 x 2 classroom block
- Construction of 1 x 2 classroom block (one room used as design technology and the other for home economics)
- Construction of 1 x 3 laboratory block
- Construction of 1 x 2 library/computer room
- Construction of 1 x school hall
- Construction of boys and girls dormitory block
- Construction of Administration block
- Rehabilitation of unsafe structures
- Provision of school furniture and mobile lab equipment
- Construction of 2 ablution blocks for boys and girls, respectively
- Construction of water supply system
- Construction of sewage disposal system (water and sanitation facilities)
- Construction of Incinerator
- Construction of staff houses
- Provision of electricity supply (solar or grid)
- Dormitory

Please give more details:

No.	Questions considered	Yes / No/	Comment	Mitigation Measures
1.0 Will the subproject:				
1.1	Require land for its development, and therefore displace individuals, families or businesses from land that is currently occupied, or restrict people's access to crops, pasture, fisheries, forests or cultural			

	resources, whether on a permanent or temporary basis?			
1.2	Require large volumes of construction materials (e.g., gravel, stone, water, timber, firewood)?			
1.3	Use water during or after construction, which will reduce the local availability of groundwater and surface water?			
1.4	Affect the quantity or quality of surface waters (e.g., rivers, streams, wetlands), or groundwater (e.g., wells, reservoirs)?			
1.5	Be located within or nearby environmentally sensitive areas (e.g., intact natural forests, mangroves, wetlands) or threatened species?			
1.6	Lead to soil degradation, soil erosion in the area?			
1.7	Create waste that could adversely affect local soils, vegetation, rivers and streams or groundwater.			
1.8	Create pools of water that provide breeding grounds for disease vectors (for example malaria or bilharzia)?			
1.9	Involve significant excavations, demolition, and movement of earth, flooding, or other environmental changes?			
2.0	Adversely affect natural habitats nearby, including forests, rivers or wetlands?			
2.1	Will there be any risk of accidents during construction or operation of the Project which could affect human health or the environment?			
2.2	Will the Project release pollutants or any hazardous, toxic or noxious substances to air?			
2.3	Result in human health or safety risks during construction or later?			
2.4	Involve inward migration of people from outside the area for employment or other purposes?			
2.5	Will the Project produce solid wastes during construction or operation or decommissioning?			
2.6	Result in conflict or disputes among communities?			
2.7	Be located in or near an area where there is an important historical, archaeological or cultural heritage site?			

2.8	Result in a significant change/loss in livelihood of individuals?			
2.9	Adversely affect the livelihoods and /or the rights of women?			

Format 2.0: SCREENING CHECKLIST REVIEW FORM (Prepared by Environment and Social Specialists from ZEEP)

	Yes	No
Based on the location and the type of investment, please explain whether the Proponent's responses are satisfactory.		
Their description of the compliance of the investment with relevant planning documents.		
If 'No', please explain: [type here]		
Their responses to the questions on environmental and social impacts.		
Their proposed mitigation measures.		
If 'No', please explain: [type here]		
Their proposed measures to ensure sustainability.		
If 'No', please explain: [type here]		

REVIEWER'S CONCLUSION

Which course of action do you recommend?

- FULL ESIA** **EPB/ESMP**;
 There are no environmental or social risks.

[Type here] Indicate an appropriate instrument checked (e.g., if is an ESMP required to be prepared, indicate that here.

- Preparation of a project Report, based on field appraisal by ZEMA Inspector, is required to investigate further, specifically to investigate: Not required.

Review form completed by:

Date reviewed:

Name:

Position / Community:

Signature:

Name:

Position:

Signature:

Completion of this screening form will facilitate the identification of potential environmental and social impacts, determination of their significance, assignment of the appropriate environmental category,

proposal of appropriate environmental mitigation measures, or recommend the execution of an Environmental and Social Impact Assessment (ESIA), if necessary.

Google Image/Picture of the proposed site:



Republic of Zambia
MINISTRY OF EDUCATION

ZAMBIA EDUCATION ENHANCEMENT PROJECT
P158770

GRIEVANCE REDRESS MECHANISM
OPERATION MANUAL

June 2024

ACRONYMS AND ABBREVIATIONS

ACC	Anti-Corruption Commission
BAZ	Bankers Association of Zambia
CDC	Curriculum Development Centre
CBV	Community Based Volunteer
DEBS	District Education Board Secretary
DGCC	District Guidance and Counselling Coordinator
DoG	Division of Gender
ECZ	Examinations Council of Zambia
FIC	Financial Intelligence Centre
GBV	Gender Based Violence
GRM	Grievance Redress Mechanism
ICT	Information and Communication Technologies
KGS	Keeping Girls in School
MoE	Ministry of Education
MTN	Mobile Telecommunication Network Company Limited
NAPSA	National Pension Scheme Authority
NGRMC	National Grievance Redress Management Committee
NGO	Non-Governmental Organization
PTA	Parents and Teachers Association
PEO	Provincial Education Officer
SEO-(G/C)	Senior Education Officer-Guidance and Counselling
SEA	Sexual Exploitation and Abuse
SGBV	Sexual Gender Based Violence
SRGBV	School Related Gender Based Violence
TCZ	Teaching Council of Zambia
TESS	Teacher Education Specialized Services
ZEEP	Zambia Education Enhancement Project

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1.0 INTRODUCTION

Over the past decade, the quality of education has remained consistently low in the country as reported by the National Learning Assessment and the Public Expenditure Tracking Survey reports of 2014 and 2016 respectively. The Zambia Education Enhancement Project (ZEEP) is supported by a World Bank Credit of US\$60 Million to improve the quality of teaching and learning in mathematics and science in targeted primary and secondary schools and to increase equitable access to secondary education. It's worthy to note that the credit has since been increased to US\$233 Million and project time extended to 31st December 2025. To address this challenge, the Government of the Republic of Zambia, with support from the World Bank has embarked on the project titled Zambia Education Enhancement Project (ZEEP), to improve the quality of education, over a period of seven years. The project is coordinated and implemented by the Ministry of Education (MoE).

In complying with Bank requirements, the ZEEP Grievance Redress Mechanism (GRM) has been designed to provide project beneficiaries with an opportunity to seek and receive grievance redress on complaints arising due to project implementation. Furthermore, the ZEEP GRM aims to strengthen the project's team ability to identify, track, resolve and refer eligible grievances for the following ZEEP components: Component 2: Increasing Equitable Access to Secondary Education. Comp. 3.2 Strengthening Institutional Capacity, 4.1 Enhancing Institutional Capacity for Implementation of Safe School Programme.

The ZEEP GRM has also been designed to provide platform for reporting incidences on Gender Based Violence (GBV) and Sexual Exploitation and Abuse (SEA), and any other related abuses in schools. Through effective implementation of the GRM, relevant project proponents and school authorities will be able to identify aspects for immediate redress and affected persons will also be provided with mechanism for reporting abuses and also seeking redresses. This manual presents: an overview of ZEEP GRM, the design, management procedure and GRM monitoring and evaluation.

2.0 OVERVIEW

The GRM manual for the ZEEP is aimed to assist in addressing potential or actual grievances related to ZEEP activities. This manual is intended to be used by ZEEP Grievance Redress Focal Persons and other actors that will be involved in resolving project related complaints. It provides

a step-by-step process for management of complaints, from uptake to response, including standard procedure for responding to different categories of complaints.

The manual will be implemented at National, Provincial, District, School and Community level to ensure effective operationalization of the GRM. Key actors in the application of this manual will include: ZEPUCU through the Social safeguard specialist and other staff at MoE, Senior Education Officers- Guidance and counselling, (SEO-G/C) District Guidance and Counselling Coordinator (DGCC) and School Guidance and Counselling Teachers and Community GRM focal point person that will be involved in the resolution of grievances related to the ZEEP Project.

2.1 Purpose of GRM

The purpose of GRM is to offer project stakeholders an opportunity to seek and receive grievances and strengthen project's team to identify, track, resolve and refer eligible grievances thereby enhancing project's efficiency and development results and outcomes. Thus, the ZEEP GRM manual provide guidance, guidelines and modalities for managing and addressing grievances that may emerge from ZEEP implementation processes. The GRM framework provides modalities for raising awareness, visibility, and understanding on ZEEP and providing feedback on its implementation.

The overall objective of GRM manual is to improve operational efficiency by identifying and addressing project-related problems before they become more serious and/or widespread, thereby preserving the project funds and the reputation of World Bank and Zambia Government.

The specific objectives of ZEEP GRM are:

- j) Establishing and equipping GRM Structures
- k) Develop and publicize GRM operational guidelines and tools
- l) Capacity building of GRM structure
- m) Manage all categories of grievances at appropriate project operational level
- n) Stimulating external demand for GRM
- o) Influencing institutionalization of good practices within the ministry structures
- p) Monitoring and evaluating grievance redress processes
- q) Establish a referral pathway system in all ZEEP supported districts

Establishment of referral pathways where they do not exist and mapping the schools to existing referral systems where available.

2.2 Principles of a GRM

A GRM can be an effective tool for early identification, assessment, and resolution of complaints on projects. Understanding when and how a GRM may improve project outcomes can help both project teams and beneficiaries improve results³. Furthermore, a GRM is an accessible and inclusive system, process, or procedure that receives and acts upon complaints and suggestions for improvement in a timely manner and facilitates resolution of concerns and grievances arising in connection with a project. An effective grievance mechanism provides project-affected parties with redress and helps address issues at an early stage.⁴ It is a unified framework of risk management that puts GBV/SEA/SH risks at the apex, thus there will be distinct focus in the project to anticipate and avoid GBV/SEA/SH as well as to minimize its occurrence in project beneficiary schools. This GRM will guide implementation and evaluation of measures throughout project cycle to mitigate impacts as well as ensure that referral and support systems are survivor centric.

The GRM is governed by the following principles: fairness, legitimacy, objectivity, accessibility, efficiency, proportionality, predictability, transparency and participatory. These principles will guide the ZEEP GRM and will form the basis for monitoring and evaluating the functionality of the ZEEP GRM. The table below presents principles that will guide ZEEP GRM, including acceptable approaches for addressing GBV/SEA related complaints. The framework will religiously follow the principles of survivor centricity, confidentiality and safety.

Table 34 Principals of GRM

Principles	Details
Fairness.	ZEEP will (a) treat grievances with confidentially, (b) assess grievances impartially, and (c) handle grievances transparently.
Objectiveness and independence.	ZEEP GRM will: (a) operate independently of all interested parties to ensure fair, objective and impartial treatment of all cases (b) ensure GRM officials at all levels have adequate means and powers to investigate grievances (e.g., interview witnesses, access records)

³ The World Bank’s Approach to Grievance Redress in Projects

⁴ World Bank 2018c: 12.

Simplicity and accessibility.	<p>Sufficiency of assistance in terms of language, mobile network, literacy, awareness, cost, or fear of reprisal. ZEEP GRM will provide simple and easy to understand procedures for filing grievances by aggrieved parties</p> <p>ZEEP will provide a range of contact options for submitted grievances to include:</p> <ul style="list-style-type: none"> (a) Telephone number for FFPs (b) E-mail address, and (c) Postal address. <p>ZEEP will ensure GRM is accessible in the following manner:</p> <ul style="list-style-type: none"> (a) remote project areas, (b) language easy to be understood by stakeholder with low level of education (b) no cost will be charged
Responsiveness and efficiency.	<p>The GRM will:</p> <ul style="list-style-type: none"> (a) be responsive to the needs of all complainants, (b) train staff to take effective action upon, and (c) respond quickly to grievances and suggestions.
Speed and proportionality.	ZEEP will ensure all grievances, simple or complex, are addressed and resolved in a quick, decisive, and constructive manner.
Participatory and social inclusion.	<p>Provide access to information, engage in meaningful and active participation in final decision. ZEEP will:</p> <ul style="list-style-type: none"> (a) encourage all stakeholders to submit grievances and comments to the uptake location and using provided uptake channels (b) ensure poor people, marginalized groups, and special needs access GRM services
Survivor centric	<p>Ensuring that the system that are being established are survivor centric with clear focus on protecting the interests and needs of the survivors at resent and in future. These would include material and physical, psychosocial and emotional needs and interventions to mitigate against buriers to cognitive and scholastic attainment that usually accompany children in distress. ZEEP undertake to ensure that every survivor in a ZEEP schools received the requisite support depending on the gravity of the case. The school Guidance and Counselling services have been built around this.</p>
Confidentiality	This is closely related to the above.
Safety	The interventions in all ZEEP schools across the broad portfolio undertakes the safety of the learners on their way to school, at schools and in the places where they living during the school week.

2.3 Types of Complaints

This GRM will be made accessible to parties who have grievances arising from activities related to the project which may occur during the construction and operation phases. These grievances could be in the range of environmental, occupational health and safety, community health and safety, misappropriation of project funds, unequal or limited labor opportunities, GBV//SEA//SH, labour issues and any issues that may arise due to work, remuneration and any issues that might

emerge because of interactions between the labour workforce and host communities. Resettlement-related grievances, such as restricted access to required resources, change/loss in livelihood, level of consultation, non-fulfilment amongst others, will also be handled by this process. Grievances will be handled through negotiation aimed at achieving consensus.

Table 35 Type of Complaint

S/N	Type of Complaint	Responsible for resolving complaint
1	limited labor opportunities	PIC
2	Community health and safety	PIC/District
3.	Misappropriation of funds (corruption)	District/ Province/ National
4	GBV/SEA/SH	NGRMC
5	Occupational Health and safety	PIC/ District
6	Labor issues	PIC/District/Province
7	displacement due to the expansion of school infrastructure	Provincial/National
8	potential land disputes,	District and Province
9	Environmental complaints	District/Province
10	limited school places for pupils	Provincial Level
11	inadequate or inappropriate teaching and learning materials	School Level
12	teacher absenteeism,	School Level
13	Staff promotions, placement and management	District and Province

Additionally, ZEEP has a rating for potential grievances that may emerge and the grievance rating may be weighed on the basis of the project affected person (PAP) or institution affected (beneficiary, government, or World Bank) and the nature of effect (degree of intensity and geographic spread). For example, an effect could be rated on the basis of acuteness depending on whether it causes fatality (death) or casualty (injuries); rights violated (consider the constitutional bill of rights and fundamental freedoms), and administrative concerns (abuse of office, negligence of duty) among others. ZEEP will continuously identify and rate all the potential risk-based grievances throughout project cycle.

Table 36 Category of grievance, rating and effects

Category of grievances, Rating 1-5	Effect	Effects
Beneficiaries	MoE	World Bank

Basic information	2-3	Lead to discrimination	Reputation	Reputation
Public administrative justice	3-4	Poor standard of services, discrimination, marginalization	Reputation, effectiveness	
Violation of human rights and fundamental freedoms	4-5	Fatality, causality, discrimination, marginalization	Bad governance, violation of human rights and freedoms, reputation	Violation WB policies, supporting violation of human rights, Reputation,
Displacement due to construction of infrastructure	4-5	Fatality, causality, discrimination, marginalization	Bad governance, violation of human rights and freedoms, reputation	Violation WB policies, supporting violation of human rights, Reputation
Misappropriation of funds (Corruption)	4-5	Poor services, Discrimination, marginalization	Credibility issues, wastage of tax-payers' monies, economic burden, reputation	Funds ineffectiveness, supporting bad governance, Reputation,
Labor relations	3-4	Fatality, causality, unfairness, human rights	Bad governance, reputation	Violation WB policies, supporting violation of human rights, Reputation,
Environmental compliance violations	3-4	Fatality, causality, human rights, Discrimination, marginalization	Bad governance, contravening international C&I, reputation	Violation WB policies, contravening international C&I, Reputation,
Occupational safety and health/Community health and safety	4-5	Fatality, causality, human rights,	Bad governance, violation of human rights and freedoms, contravening international C&I, reputation	Violation WB policies, supporting violation of human rights, Reputation,
Civil wrongs and criminal offences	4-5	Fatality, causality, human rights,	Bad governance, violation of human rights and freedoms, contravening international C&I, reputation	Violation WB policies, supporting violation of human rights, Reputation,
SEA/SRGBV and other related vices	5-6	Sexual exploitation, defilement, rape, indecent assault, leads to emotional distress and may cause irreparable	When this occurs in Ban supported schools,	Violation of the WB policies and codes of conduct as well as

		<p>damage to the affected individuals and this affects their emotional and cognitive development thereby limiting the full potential in human development in addition to subjecting the victims of such vices to extreme risk health conditions some of which are irreversible and usually result in huge national costs in health management</p>	<p>reputational risk for the cooperate image is high</p>	<p>not being consistent with global policies on good practices.</p>
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2.4 GRM Procedures

The Project will set up a grievance redress mechanism (GRM) building on both traditional conflict-resolution flows and administrative and Project-based steps to ensure community members, pupils or any stakeholders have an opportunity and means to raise their concerns or provide suggestions regarding project-related activities. From the community to the PSC level, there will be focal point persons to receive, record and address grievances, queries and suggestions.

During the participatory assessment and validation processes for ZEEP pre-construction activity preparations, sensitization sessions on GRM will be explained to all community members to make them aware and encourage them to use the mechanism for transparency and better project implementation. To better inform community members, the project will prepare materials (e.g., posters, leaflets) in a widely spoken local language and display them in publicly accessed areas⁵ as part of the communication activities. Mechanisms will be put in place to ensure that grievances are recorded and considered fairly and appropriately as indicated. Below is the procedure of the GRM management.

Receiving and sorting out

The community GRM focal point person together with the school guidance and counselling teacher who are complaints handling officers at the local school will be in charge of opening the GRM box and sorting out complaints from the GRM box and the ones received verbally or through mail

and text messaging. This process will be conducted within 24 hours. Grievances will be classified based on the type and nature of complaints received.

Screening/ Recording of complaints (within 24 hours)

The Complaints Handling Officers will go through the complaints forms for purposes of screening and recording of complaints according to the type and nature of complaints received.

Verification of Complaint/ Investigation/ Redress

Once all the complaints are screened, sorted out and recorded the complaints handling officers will determine which complaints will be resolved by the local GRM committee and which ones will be referred to either district or provincial GRM committees. The community Grievance Redress Mechanism will closely work with the Project Implementation Committee (PIC) in redressing complaints raised by or against project workers. The community GRM focal person and school guidance and counseling will be responsible for scrutinizing and investigating the cases and ensuring that all cases related to GBV/SEA/SH are immediately referred to specialized service providers and communicated to the National GRM committee while copying to the district and the provincial GRM focal point persons.

Maintaining Feedback

The acknowledgment of the receipt of complaints will be done within a day. The complaints handling officers will be responsible for sending feedback through convenient means of communication such as written letters or verbal communication to the complainants. The grievance that require to be investigated, response will be communicated to the complainant within 7 days

Arbitration

If there is dissatisfaction from affected groups or individuals that cannot be resolved within the project's proposed grievance resolution process, the committee shall refer the dispute to arbitration within 30 days to be conducted under the Arbitration Act No. 19 of 2000 and in accordance with arbitration procedures published by the Chartered Institute of Arbitrators Zambia Branch. The arbitration shall be chaired by one arbitrator who shall be appointed by written agreement of both groups. Where the groups fail to agree on an arbitrator, each group shall in writing appoint one arbitrator, and the third arbitrator who shall be the chairman of the arbitration tribunal shall be appointed by written agreement of both groups, and in default of agreement, by the President of the Chartered Institute of Arbitrators Zambia Branch and the following shall prevail;

- i. The decision of the arbitration panel shall be final and binding on the groups.
- ii. The seat of arbitration shall be Lusaka, Zambia.

- iii. Nothing shall prevent or delay a party from making claims or seeking injunctive or interlocutory relief in any court of competent jurisdiction in Zambia.

a) Courts of Law

It should be noted that arbitration only works where the parties to a dispute agree to resolve a difference. Where there is no consent, then a court of jurisdiction will be used to resolve a dispute. The process will take six weeks.

b) Dissemination of Complaint Result to the Complainant

The Complaints Handling Officers will facilitate dissemination of the resolutions to the complainant through appropriate means. The committee will ensure that the relevant details of grievances, with outcomes, are made available to the affected parties including an explanation of the approach and methodology used to resolve the grievance.

c) Grievance Close-out

Once the complaint has been resolved and the complainant is satisfied with the resolution, the committee through the Complaints Handling Officers will ensure that the grievance is closed out in both the Register/Logbook and the grievance redress forms within 5 days.

2.4.1 Gender Based Violence-Sexual Exploitation Abuse

The grievance mechanism shall also receive, register, and address concerns and grievances related GBV/SEA/SH from school and community members in a safe and confidential manner, and shall include the referral of survivors to GBV/SEA/SH service providers. These complaints may entail:

- a) **Sexual Harassment**, this entails sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature with individuals associated with a World Bank project.
- b) **Sexual Exploitation**, any actual or attempted abuse of position of vulnerability, differential power or trust, for sexual purposes, including, but not limited to, profiting monetarily, socially or politically from the sexual exploitation of another.
- c) **Sexual Abuse**, the actual or threatened physical intrusion of a sexual nature, whether by force or under unequal or coercive conditions.
- d) Any form of **sexual activity** with individuals under the age of 18, except in case of pre-existing marriage

When handling the GBV/SEA/SH cases, the project will also take the following principles into account

Table 4: Principals on GBV/SEA/SH cases

A survivor-centered approach	Which entails respect for the rights and wishes of the survivor applying a human rights-based approach. The survivor-centered approach includes safety, confidentiality, choices, needs, and well-being remain central. This also include processes that protect the rights of the alleged perpetrator, including confidentiality.
Respect	Survivors need to be treated respectfully when they are present. There concerns must always be heard and valued.
Safety	The survivor’s physical and psychological safety as well as that of their family always remains a priority. Survivors must be kept safe from harm, provide alternative shelter if their security is threatened.

3.0 GRIEVANCE REDRESS MECHANISM CHANNELS

The Project Implementation Unit (PIU) through the Social Safeguard Specialist at ZEPCU will be responsible for coordinating, monitoring, and reporting the implementation of all GRM activities in ZEEP school. This will be carried out in collaboration with the Department of Teacher Education and Specialized Services (TESS) at National Headquarters, Senior Education Officers-Guidance and Counselling (SEO-G&C) at Provincial Level, District Guidance and Counselling Coordinators (DGCC), school guidance and counseling teachers and community GRM focal point persons. With regards to the GRM, the Social Safeguards will ensure that GRM committees are established at community, district, provincial and national levels. Below are the points of uptake of the GRM that has been adopted.

ZEEP GRM Boxes and Registers.

The ZEEP project will use the Grievance Box and registers as the channel to collect grievances. These boxes and registers will be placed in all construction sites and nearby schools to allow project workers and community members to freely lodge their grievances. The guidance and counseling Teachers and Community GRM focal point person will be responsible for opening the GRM box, collecting complaint forms, entering them into the GRM register, sorting out and resolving and referring complaints in coordination with relevant agencies, and delivering responses.

3.2 Focal Point Persons

A dedicated, passionate, and competent person will be appointed or nominated by the community to be the community GRM focal point person. He/she will be receiving complaints expressed verbally or by mail from community members and will be coordinating with the school guidance and counselling teacher at the local school. ZEEP will ensure that sound selection practices for focal point persons and committees, continuous training, and systematic reviews and feedback to the GRM are observed and respected. The two persons will govern and manage grievances which members of the community and /or project workers will express. Focal point persons on GBV/SEA/SH ideally should be female, if there are no suitable females in the school or communities, then a professional female in the field of health or social work should be identified within the project area. If there is none in this category, then respected female capable members of the community must be coopted in the Community GRM committee and they shall act as Guidance and Counselling focal point person.

Table 5 Categories of GRM Users and Resources

CATEGORIES OF GRM USERS	SPECIFIC ACTORS
ZEEP Implementing Partners	ZEPCU-Social Safeguard Specialist, TESS
ZEEP Consultant (firms/Individual)	Respective Government Agencies, ZPPA
Non-State Actors	CSO's, Human Rights Commission
Local Government	Provincial Offices, Security Wings, Senior Education Officer-Guidance and Counselling (SEO-G/C)
District Authorities	District Guidance and counseling Coordinators, (DGCC) District Commissioners, District Security wings, Chiefs, Headmen
Primary Schools	Guidance and Counselling Teachers, Head Teachers, Head boys and girls, pupils, Teachers, Supportive Staff, Parents, Headmen and Religious Leaders
Secondary Schools	Guidance and Counselling Teachers, Head Teachers, Head boys and girls, pupils, Teachers, Supportive Staff, Parents, Headmen and Religious Leaders
Special Needs Schools	School management, Supportive Staff, Pupils, Parents
Vulnerable Groups & individuals	Ministry of Community, Division of Gender, MOE Human Rights Commission, NGOs Guidance and Counselling Teachers, Students Council, PTA, DEBS, PEO, TSC

Table 37 Suggested Timeframes for Grievance Redress Mechanism

PROCESS	TIME FRAME
Receive and sorting out of grievance	within 24 hours
Screening and recording of grievances received	within 24 hours
Maintain feedback and investigations	within a Day to a week (07 days)
Dissemination of information to the complainant.	within 3 days.
Close grievance	Within 5 Days
Initiate grievance review process if no agreement is reached at the first instance	within 2 weeks
Implement, review recommend and close grievance	within 2 weeks
Grievance taken to court by complainant	This will depend on the type of grievance.

4.0 GRIEVANCE REDRESS COMMITTEE COMPOSITION

ZEEP will integrate the GRM into all the components, sub-components and activities. The framework will shape the operational modalities and practices of relevant ZEEP implementing institutions. The GRM will be properly staffed and resourced across the multiple levels of implementation: National, Provincial, District, Schools and Community levels. ZEEP PIU will integrate GRM functions into the job-descriptions or performance contract of the key human resources involved in the project. ZEEP GRM will be governed through five (5) “GRM Committees” based at the national level with members from implementing and beneficiary institutions, target provinces, target district level, target school levels and Village Communities.

The National Multi-Agency GRM Committee

The committee will consist of ZEPUCU and ZEEP officers and project institutional beneficiaries including: TESS, CDC, TSC, ECZ, and potential Statutory grievance referral institutions including: Division of Gender, ZEMA, Zambia Police and Human Rights Commission. The National GRM Committee will serve as an advisory, supervisory and portfolio support organ on all GRM matters including GRM standard operational procedures; guidance of referral cases and referral institutions, human resources for managing the GRM; financing the GRM implementation; appointment of independent investigators; participating in the appointment of arbitrators on grievances that require arbitration; reporting on grievance progress, trends and patterns and redress outcomes to the public and World Bank, and referral of grievances to the World Bank. It is worth to note that one of the functions of the National Multi-Agency GRM Committee will be to develop

a robust framework and related manual on the management and handling of Sexual Exploitation and Abuse (SEA) cases through a multispectral and interagency committee at national level.

Membership

1. Director HRA – Chairperson
2. Chief Planning Officer
3. Officer in HRA responsible for Coordinating issues of Integrity
4. Officer from Schools Health and Nutrition Directorate/Unit
5. ZEPCU-Social Safe Guard Specialist
6. KGS GRM Designate Officers
7. Communications Specialist in ZEPCU
8. Public Relations Officer for MoE
9. Representative from the Ministry Gender
10. Representative form the Ministry of Home Affairs – Police Service Headquarters (CSD)
11. Representative from Directorate of Standard and Curriculum
12. Representative from Directorate of ECE
13. Representative from Directorate of Accounts
14. Representative form the Directorate of Internal Audit
15. Representative from the PSU
16. Representative from Directorate of DODE
17. Two representatives from the World Bank
18. Other special assignments related to the portfolio as may be assigned by MoE management.

Secretariat

1. Social Safeguard Specialist ZEPCU,
2. GRM designate officers from DPI
3. GRM designate officers from KGS
4. Nominated officer from HRA

Frequency of Meetings: At least once a month but other meetings shall be called upon as need may arise.

The Provincial Multi-Agency GRM Committee

This committee will consist of PEOs, SEO-G/C, Provincial Law Enforcement Agencies line ministries and NGOs. The committee role will be to oversee the implementation of the ZEEP GRM pertaining to grievances submitted by stakeholders or referred to from the District. In addition, the committee will support the District ZEEP GRM focal point person in discharging GRM activities. Further, the committee will supervise and support the District Committee.

4.3 The District Multi-Agency GRM Committee

This committee will consist of: District Education Board Secretaries (DEBS), District Guidance and Counselling Coordinators (DGCC) District Commissioners, District security wings, NGOs FBO, CBO at district level, Women. The DGCC will be the ZEEP GRM focal person at the District level. The role of the “District Multi-Agency GRM Committee” will be to oversee the implementation of the ZEEP GRM pertaining to grievances submitted by stakeholders or referred to from the schools or local community level. In addition, the committee will support the School ZEEP GRM committee and Village Communities’ GRM committee.

4.4 The School-based GRM Committee

This committee will consist of the Head Teachers or their Deputies, Senior Teachers, Guidance and Counselling teachers, PTA, and Gender Champions. The committee’s role will be to address complaints raised against members of staff and refer, where required, such grievances to the District Multi-Agency GRM Committee or Ministry of Home Affairs.

4.5 The Village Community GRM Committee

This committee will consist of 5 representatives of relevant Village setup customary institutions, including Headman or Religious Leader, Women, two (2) Youths -male and female, and Persons with Disability and where they do not exist, democratically elected representatives of the same composition. The role of the committee is to address ZEEP related grievances that directly affect the Village Communities. ZEEP to leverage on GEWEL structures for the community based GRM Uptake points in order to maximize resource utilization and avoid duplication.

On the whole, ZEEP will redress grievances through five focal points spread across the project operational levels: National, Provincial, District, School, and Village communities. The role of these focal points will correspond to the six (5) steps of the GRM value chain. At the national level, GRM focal point will be the Social Safe Guard Specialist at ZEPCU. At the Provincial the GRM

focal point person will be the Senior Education Officer-Guidance and Counselling (SEO-G/C), District level it will be the District Guidance and Counselling Coordinator (DGCC). At the school level the guidance and counselling teacher will be the GRM focal points person. At the community level, the shall be a Community focal point person who shall be appointed. Specific to GBV/SEA/SH, the social safe guard specialist will be a national focal point person who will receive all the serious cases directly as much as possible referred directly from the school, province or district. The Uptake of the GBV/SEA/SH cases should not have more than two steps before reaching the national coordinator with overall focus of prompt referral to specialized service providers of related cases

Noting the numerous direct GRM users and the substantial financial allocation and human resources to manage the GRM value chain, ZEEP will establish multiple levels of GRM governance and management. Training of the users will be cascaded downward from the National level up to the school level. The levels will allow the downward and upward scaling of GRM related roles and resources. ZEEP will establish reasonable grievance uptake locations while not compromising user’s accessibility of the GRM to avoid duplications of roles across the levels.

Figure 6 Grievance Mechanism uptake channel

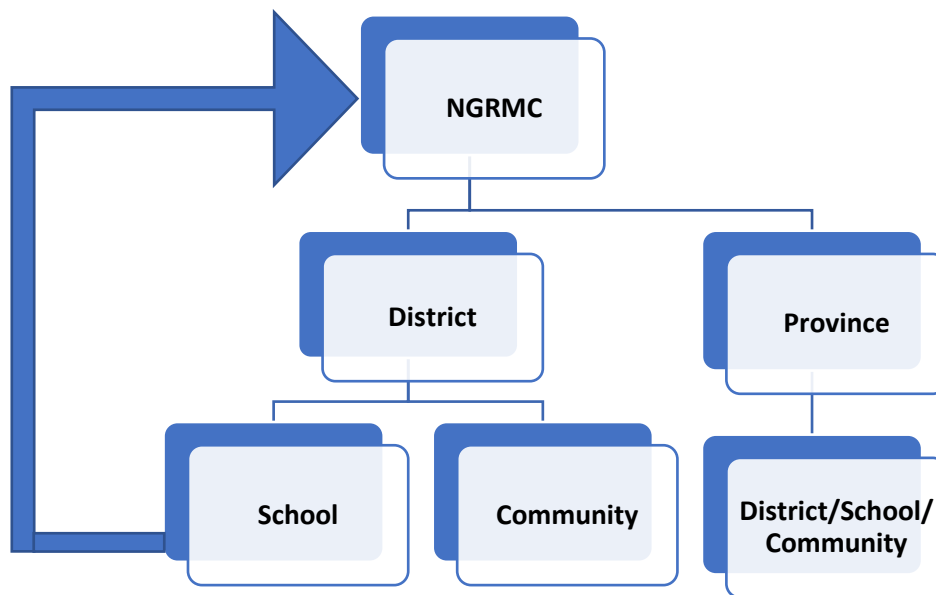


Table 38 GRM level and focal points

S/N	Level	FOCAL POINT
1	National	Social safe guard specialist
2	Province	Senior Education Officer – Guidance and Counselling
3	District	District Guidance and Counselling Coordinator
4	School	School Guidance and Counselling Teacher
5	Community	Designate trusted member of the Community

Table 39 Complaint Levels and Response Process

Level	Description	Type of Request	Authority for Redress	Authority for Appeal
Level 1	Potential sexual harassment	Complaint	PIC/National	Courts of Law
	Misappropriation of project funds	Complaint	District/Province	National
	Inadequate or inappropriate teaching and learning materials	Complaint	District	PEO
	Displacement due to expansion of school infrastructure.	Complaint	PEO	National
Level 2	Limited labour opportunities through the PIC	Complaint	PIC	District
	Occupational health and safety, Community Health and Safety	Complaint	PIC	District
	Potential land disputes,	Complaint	District	Province/National
	Environmental issues	Complaint	District	Province/National
	Limited school places for pupils	Complaint	District	Province
Level 3	Teacher absenteeism,	Complaint	District	Province
	Inadequate or inappropriate teaching and learning materials	Complaint	District GRM	Province

5.0 MONITORING, EVALUATION AND REPORTING

All grievances and complaints including suggestions/comments on the GRM will be categorised and recorded at each level of the structure and consolidated periodically in a project grievance database. The PIU will have a full set of the database. The database will be an effective management tool to monitor progress and detect potential obstacles in the project implementation. It will provide insights from grievance-related data on the effectiveness of GRM structures, early detection and identification of problems and project activities that generate the issues; improving internal project management processes, enhancing project delivery and performance, and reducing incidences of grievance recurrent in the future. This will include monitoring (a) develop indicators for monitoring the 5 steps of GRM value chain, (b) track grievances and assess the extent to which progress is being made to resolve them, (c) conduct a stakeholder satisfaction survey with the GRM and (d) provide a report on grievance redress actions pertaining to the 5 steps of GRM value chain including: average time to resolve grievances, percentage of complainants satisfied with action taken, number of grievances resolved at first point of contact, and refer. The necessity for confidentiality will be maintained even as monitoring takes place.

The ZEEP GRM will be part of the project reporting on a monthly basis or as may be deemed necessary depending on prevailing circumstances. Monitoring and evaluation criteria will include the following:

- Number and description of the grievances registered over a specified time frame
- Percentage of complaints resolved, and percentage that resorted to legal route
- Time taken to resolve the complaints against the GRM time stipulations
- Number of complainants by gender
- Percentage resolutions,
- Number of Referrals
- Ongoing efforts at resolutions
- Status of implementation of ongoing resolutions.

Bi-annually, the GRM will be available to the World Bank and the public, a report describing the work of the GRM, listing the number and nature of the grievances received and processed in the previous six months. The level of detail provided with regards to any individual grievance will depend on the sensitivity of the issues and stakeholder concerns about confidentiality, while

providing appropriate transparency about the activities of the GRM. The report will also highlight key trends in emerging conflicts, grievances and dispute resolution.

Appendix 1: ZEEP COMPLAINTS FORM

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

Component

Details of Complainant

1. Today's date: Day _____ Month _____ Year _____
2. Province: _____.
3. District: _____
4. School _____
5. Gender of person complaining (M/F): _____
6. 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: _____

Receipt _____ **Complaint Number** _____

Additional instruction will be given on how to handle the completed form.