COMBINED PROJECT INFORMATION DOCUMENTS / INTEGRATED SAFEGUARDS DATA SHEET (PID/ISDS)

Appraisal Stage

Report No.: PIDISDSA21374

Date Prepared/Updated: 06-Jun-2017

I. BASIC INFORMATION

A. Basic Project Data

Country:	Zambia	**Project ID:**	P158570
		Parent Project ID (if any):	
Project Name:	Zambia Education Enhancement Project (P158570)		
Region:	AFRICA		
Estimated Appraisal Date:	07-Jun-2017	**Estimated Board Date:**	03-Aug-2017
Practice Area (Lead):	Education	**Financing Instrument:**	Investment Project Financing
Borrower(s)	Ministry of National Development Planning		
Implementing Agency	Ministry of Higher Education		

Financing (in USD Million)

Financing Source	Amount
BORROWER/RECIPIENT	0.00
International Development Association (IDA)	60.00
Financing Gap	0.00
Total Project Cost	60.00

Environmental Category:	B-Partial Assessment
Appraisal Review Decision (from Decision Note):	The review did authorize the team to appraise and negotiate
Other Decision:	
Is this a Repeater project?	No

B. Introduction and Context

Country Context

1. Zambia is a large landlocked country of 752,600 km located in southern Sub-Saharan Africa, of which 56 percent is arable. As a lower-middle-income country, Zambia has a relatively stable macroeconomic environment largely because of improved macroeconomic policies since the mid-

1990s. Increased copper prices in the 2000s produced average annual growth rates in gross domestic product (GDP) of about 7.6 percent between 2004 and 2014. In 2014, GDP was estimated at US$27.07 billion, equating to a per capita income of around US$1,721. The country has an open economy, sharing borders with eight countries that serve as an expanded market for its traded goods and as routes for international and regional trade. It is a democracy that is considered one of the most politically stable countries in Africa. The majority (58 percent) of the population of 15.5 million lives in predominantly rural areas, although the pace of urbanization has been increasing. With an estimated annual population growth rate of 2.8 percent, the total population is expected to double by 2041. At the time of the last population census, the age of 46.4 percent of the population was below 15 years, numbers that challenge the education system and ultimately the absorptive capacities of the Zambian labor market.

2. Despite its stable economic environment and recent growth, its dependence on natural resources (particularly copper) challenged the economy as copper prices began falling in 2011 and exports declined. The slowdown in growth has reflected the tough external conditions, including low global demand for commodities, lower copper prices, and tight global financial conditions. Domestic challenges included frequent electricity outages that intensified in mid-2015 and a tight monetary policy that increased the cost of borrowing and constrained credit growth . In addition, in 2016, high government consumption, driven by spending on subsidies and the general elections, has crowded out both private consumption and public investments.

3. In recent years, the Zambian economy has shifted away from agriculture. Services and the non-mining industry were the key drivers of growth of non-mining GDP, with an average annual growth of 6.3 percent between 2004 and 2015. Meanwhile, the agriculture sector has grown slower than other sectors, and its share of GDP declined from 26 percent in 1996 to 8 percent in 2015. Still, about half of Zambians work in agriculture and about 80 percent of the poor in the country are farmers. Given that this sector contributes less than 10 percent to GDP, low productivity in agriculture is driving the country's high poverty levels. Between 2005 and 2008, the annualized average growth in value added per employee in agriculture in Zambia was a negative 5.2 percent. Only after 2008 did the average labor productivity in agriculture grow, partly because labor shifted out of agriculture into services and industry. Poor farmers' low levels of education and skills are considered a main contributor to the low productivity of the agricultural sector. As of 2014, the rate of people working in agriculture, who have no education, was at least twice as high as those employed in any other sector and was often three to five times higher.

4. The economic growth described earlier has not translated into commensurate improvements in living standards, as indicated by a Gini coefficient of 0.56 in 2015. The benefits of economic growth, to date, have accrued mainly to the population in urban areas. Indeed, the levels of poverty and inequality increased in Zambia during the period of growth, especially in rural areas (figure 1). The poverty rate in Zambia is 54.4 percent, which is high relative to other Sub-Saharan Africa countries. While a recent survey found that urban areas in the country have experienced a slight decline in poverty, in rural areas the rate of poverty has increased from 73.6 percent in 2010 to 76.7 percent in 2015, with the rates of extreme poverty increasing from 54.2 percent to 60.8 percent during the same period. While the rural population accounts for 58 percent of the country's total population, it accounts for 82 percent of the poor (6.9 million of 8.4 million) and 87 percent of the extremely poor (5.5 million of 6.3 million). In addition, there are important regional disparities in poverty (figure 2).

Figure 1. Rapid but Unequal Growth Showing Rising Poverty Headcount Ratio, 1993–2010

Source: World Bank Zambia Jobs Diagnostic, 2016.

Figure 2. Incidence of Poverty in Zambia by Province, 2010–2015

Source: Calculations based on the Living Conditions Monitoring Survey (LCMS) 2010 and 2015.

5. To promote inclusive growth, Zambia needs to provide equal human capital opportunities for the poor. In the United Nations Development Program 2015 Human Development Index, Zambia ranked 139 out of 188 countries. Zambians face unequal opportunities in education and health indicators, as well as unequal access to services. The majority of the working-age population (between the ages of 15 and 65) has a low education level, with 46 percent having attained some secondary education without completion and only 4 percent having completed secondary or tertiary education. Women's educational attainment is lower than that of men. A large portion (92 percent) of the population that is not pursuing additional education is active in the labor market. However, although real GDP grew annually on average by 7.5 percent between 2004 and 2014, the International Labor Organization estimates that employment grew only 3.1 percent annually. Lack of opportunities for quality education, especially among women and those living in rural areas, constitutes a substantial obstacle to increasing productivity and diversifying the economy toward sectors that generate more jobs than the extractive sector.

6. The Government of the Republic of Zambia (GRZ) is launching its new Seventh National Development Plan (SNDP, 2017–2021) to move Zambia toward its goal of becoming an upper-middle income country . The SNDP is still embargoed but the Government has indicated that the SNDP identifies four strategic objectives: diversifying and making economic growth inclusive; enforcing socially and environmentally sustainable development principles; improving competitiveness and innovation; and strengthening governance mechanisms and institutional capacities for sustained development. To progress toward its strategic goals, the SNDP identifies four specific objectives: diversify and make economic growth inclusive; enhance human development; reduce poverty, inequality and vulnerability; and create an enabling business environment for entrepreneurship and private sector development to boost sustainable economic growth and job creation. The SNDP sees higher levels of and substantially better quality education for larger shares of the population as instrumental to achieving both its strategic and specific objectives.

Sectoral and Institutional Context

8. The GRZ has shown its strong commitment to education, as indicated by national education budgets for 2014 and 2015 that were expected to exceed 5 percent of GDP and 20 percent of total government expenditures. As a result, the education network has expanded, and enrollment has increased at all levels of education in Zambia for more than a decade. In the post-Millennium Development Goals era, public education financing is gradually shifting toward post-primary education to accommodate the growing demand for secondary education and higher education. A recent structural reform converts basic education (grades 1–9) to primary education (grades 1–7) and high school education (grades 10–12) to secondary education (grades 8–12). The sector has also decentralized primary education to local authorities, started to implement a new competency-based curriculum, and emphasize mathematics and science teaching and learning to support the country's economic diversification increasing productivity goals.

9. Despite relatively high levels of investment, the education sector has a mixed record in terms of its access and learning achievement objectives and the efficiency and equity with which these goals are pursued. The country has achieved strong enrollment rates at the primary level (grades 1–7). By 2015, the completion rate for primary education had reached a notable 86 percent. Nonetheless, about 15 percent of those of primary school age (7–13 years) are out of school, and almost a quarter of children from the lowest income families are out of school. There was a spike in repetition rates in grades 7 and 9, the grades before transitioning to the next level of education. However, the average annual repetition rate across the primary and secondary grades is less than 6 percent and does not vary by gender. Dropout rates are very low—less than 2 percent across the primary and secondary grades. However, especially in rural areas, girls drop out at higher rates than boys, starting in grade 7, mostly due to pregnancy and early marriage.

10. Student learning achievements are low, stagnant, and of major concern to the Government. Despite

relatively high levels of investment in the sector, the National Assessment Program (NAP) reports consistently low and flat student test scores in English and mathematics for grade 5 students for the past 15 years (figure 3).

Figure 3. Trends of Pass Rate in Grade 5 Learning Performance in English and Mathematics

Source: 1999–2014 National Learning Assessments (NLAs).

11. In 2014, students in grades 5 and 9 evidenced low performance in all subjects, regardless of student or school characteristics (table 1). Students' weak performances in mathematics and science threaten the achievement of the Government's Vision 2030. This strategy envisions Zambia becoming a prosperous middle-income nation by 2030, requiring that school leavers have the knowledge and skills to drive the technological development essential for economic growth.

Table 1. Learning Outcomes by Grade, Subject, Gender, School Location, and Family Income Tercile (2014)

Grade by Subject	All Students	& by Gender		Urban/Rural		Province		Family SES by Income Tercile		
	All	Male	Female	Urban	Rural	Best	Worst	Poor	Middle	Rich
Grade 5										
Math	35	36	35	39	34	38	32	34	36	42
English	32	32	32	37	29	37	27	30	31	42
Life Skills	35	34	35	42	31	NA				
						NA	32	35	48	
Zambian Language	35	36	35	36	35		36	36	38	
Grade 9										
Math	29	31	27	30	28	NA				
						NA				
						NA	27	28	33	
English	36	36	36	40	32		31	35	45	
Science	36	37	35	37	35		35	35	41	

Source: 2014 NLA and 2016 Public Expenditure Tracking Survey (PETS)/Quantitative Service Delivery Survey (QSDS).

Note: NA = not available

12. Results from the 2007 Southern and Eastern Africa Consortium for Monitoring Educational Quality (SACMEQ) for grade 6 students are also consistent with those from Zambia's NLA. Zambia performed at the bottom among the 15 participating African countries on mathematics (see figure 4).

Figure 4. SACMEQ 2007 Mathematics Competency Levels

Source: SACMEQ 2007.

Key Challenges

13. A 2016 World Bank public expenditure review (PER) of the education sector identified two factors that help account for the consistently low learning outcomes—lack of textbooks and lack of feedback loops between students' learning performances and those sector inputs directly related to students' learning achievements, such as teachers' professional development programs. The PER found that transitions to lower and upper secondary education were artificially constrained by a serious lack of secondary school seats.

14. Textbooks are not available to most students. A new competency-based curriculum was developed to accommodate the country's needs for cognitive and non-cognitive skills development of the youth. However, the long-standing shortage of textbooks—particularly for mathematics and science in rural schools at the secondary education level (see figure 5)—is a major obstacle to implementing the new curriculum and improving student learning. 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. Textbook shortages in primary education have been partly addressed by development partner (DP)-supported aid programs, but no DP-supported programs provide textbooks at the secondary level in Zambia. Sources of the textbook problem include insufficient budget and an inefficient textbook management system (procurement and delivery) that result in seriously delayed or no delivery of textbooks. A number of syllabi developed under the new curriculum do not have a corresponding textbook or any learning material for their implementation.

Figure 5. Pupil/textbook Ratio (per 5 students) by Subject and Urban/rural Location

Source: PETS/QSDS 2014.

Note: This graph shows the average number of textbooks that five students share.

15. Zambia is not using its solid student and teacher assessment data to diagnose and remedy flaws in systems that directly affect student learning. For example, the majority of Zambia's teachers, for grades 5 and 9, have at least a certificate or diploma qualification for teaching (usually awarded at the completion of a two-year or four-year program at a College of Education [CoE], respectively). However, a smaller percentage demonstrates a good grasp of the curriculum and pedagogy. Teachers are regularly tested, answering the same examination questions given to their students. On these tests, they show high scores: grade 5 teachers score over 90 percent for mathematics, English, and life skills and grade 9 teachers score approximately 70 percent across all subjects. Their qualifications and performance on these exams (particularly in the case of grade 5 teachers) have not translated into improved learning outcomes among students for several reasons. One is the teachers' poor pedagogic skills as revealed by classroom observations. The second is the lack of feedback loops to integrate analyses of difficulties that students encounter in learning as evidenced by the NLA and classroom-based tests into school inputs such as teacher training programs.

16. Access to secondary education in Zambia is limited and reflects a supply constraint (figure 6). The capacity of current secondary schools in the country can accommodate only about 30 percent of the grades 1–5 population. The number of schools offering lower secondary education drops to 3,764 from 7,691 primary schools. The number of schools offering grades 10–12 drops to 512. However, because many primary schools have been accommodating students in the lower secondary grades by adopting double-shift arrangements, schools often have no dedicated physical space for grades 8 and 9. With the ongoing reform of decentralizing primary education to local authorities, the current arrangement of primary schools accommodating grades 8 and 9 will be discontinued eventually.

Figure 6. Relationship Between Number of Schools and Net Enrollment Rate

Source: World Bank and staff analytics using LCMS 201O and Ministry of Education Statistics Bulletin 2013.

Note: NER = Net Enrollment Rate.

17. Transition rates between grades 7 and 8 (62 percent from primary to lower secondary education) and between grades 9 and 10 (43 percent from lower secondary to upper secondary education) reflect this supply constraint. These rates differ significantly across provinces from 32 percent to 78 percent for lower secondary and from 29 percent to 58 percent for upper secondary. In 2010, only about half of the cohort had completed lower secondary education (grades 8–9) and a quarter of the cohort had completed upper secondary education (grades 10–12). This bottleneck for accessing secondary education is managed informally by using cutoff scores in examinations to cap the number of students who can proceed from grades 7 to 8 and from grades 9 to 10, depending on the available seats in schools offering secondary education. This has kept secondary school enrollment stagnant for the past five years while, both the enrollment and completion rates of primary education have been increasing.

18. Although there is a national shortage of secondary seats, the shortage is more pronounced in rural and poorer areas than in urban and less poor ones. Such a shortage of spaces deprives thousands of youth of a secondary education that can affect their lifetime employment prospects and incomes. The

pressure of having sufficient schools and classrooms for secondary education is growing in the country.

19. The Government has tried to address the above challenges with its limited resources and capacity. For example, the Government has tried to address the space shortage for secondary education with two initiatives launched in 2014 (one aiming to build 118 new secondary schools and the other aiming to add more classrooms to 220 existing schools to offer secondary education). Due to resource constraints, some planned school construction has not been completed. The Government has also tried to deliver more textbooks to schools by providing financial incentives to the local district education offices, but the results are limited. For teacher quality improvement, the Government is fully aware of shortcomings of their teachers' content knowledge and pedagogical skills. It has been trying to address them through the School Program of In-Service for the Term (SPRINT) framework and the teacher performance evaluation enhancement but has faced challenges of funding and capacity.

20. To address these challenges, the Government has requested technical and financial support from the World Bank for the design and implementation of a general education quality improvement program in the context of its draft SNDP. Building on the SNDP's vision and strategic directions, the Government plans to develop a sector-wide, medium-term program to transform Zambia's general education system, with this project contributing a multi-pronged attack on learning outcomes and expanded access to secondary education for rural students.

C. Proposed Development Objective(s)

Development Objective(s)

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

Key Results

There are two PDO-level indicators:

a. Percentage increase of teachers who meet the prescribed curriculum competencies and pedagogical skills requirement in mathematics and science in targeted primary and secondary schools; and

b. Number of students enrolled in Grades 8-12 in the expanded secondary schools with additional classrooms and facilities.

D. Project Description

The proposed Zambia Education Enhancement Project (ZEEP) will support the Government efforts to improve the quality of education, particularly in relation to student learning outcomes, and will address the three major challenges identified in the PER. Specifically, it aims to improve teacher quality through increased content knowledge and improved teaching competencies and skills; increase the availability of textbooks; expand access to secondary education, and build the education system's capacities. ZEEP therefore has three components to cluster its proposed activities: Component 1 – improving the quality of teaching and learning; Component 2 – increasing equitable access to secondary education; and Component 3 – enhancing M&E capacity and project coordination. Table 2 below summarizes the targeting for components 1 and 2. The term "pilot schools" is defined as 200 primary schools and 182 secondary schools (100 secondary schools plus the 82 secondary schools selected for expansion). Component 3 targets departments at the central level of the MoGE. Where training is needed to improve the functioning of central systems, it targets provincial and district education offices as well.

The Government's education reform program is yet to be finalized in line with the SNDP. To ensure a focus on results, the proposed Project will use a result-based financing (RBF) modality to support the implementation of key reforms and interventions and disburse based upon progress as measured by six Disbursement Linked Indicators (DLIs) which will be verified by an independent third party. The World Bank will disburse against eligible expenditure programs (EEPs) which include teacher salaries and recurrent costs under Component 1 and 2.

Component Name:
Component 1: Improving the Quality of Teaching and Learning (IDA, US$24.0 million)
Comments (optional)
The objective of this Component is to improve the quality of teaching and learning by creating feedback loops between assessments of student and teacher performances and the teacher training system and by increasing the availability of textbooks in math and science subjects at the primary and secondary levels. This Component has the following two sub-components.

Sub-component 1.1: Strengthening the Teacher Training System (IDA, US$9.0 million). This subcomponent will strengthen the existing teacher training system by establishing feedback loops for guiding continuous improvements and upgrading of teacher training to ensure that teachers have the necessary content knowledge and pedagogical competencies and skills in teaching math and science.

Component Name:
Component 2: Increasing Equitable Access to Secondary Education (IDA, US$27.0 million)
Comments (optional)
This component will support the Government's effort to increase access to secondary education in underserved communities by adding new classrooms to a number of existing 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 addition functional and meet the Government's standards. Under the Project, about 82 schools will be expanded with the minimum package under the project, resulting in at least 22,960 new secondary school seats.

Component Name:
Component 3: Enhancing Monitoring and Evaluation (M&E) Capacity and Project Coordination (IDA, US$9.0 million)
Comments (optional)
This component supports MoGE and its participating institutions to develop those capacities crucial to the implementation of this project (e.g., strategic planning, M&E, fiduciary, safeguards, communication) and to administer and coordinate the project implementation. The MoGE has a designated department in charge of planning and monitoring of education development and progress. To strengthen its strategic planning and M&E capability, technical assistance will be provided to support to: (a) strengthen data management and analysis for policy/decision-making; and (b) complete school mapping for better resource planning and performance monitoring.

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

The Zambia Education Enhancement Project is envisaged to be implemented across the country. Locations will be determined during implementation based on the agreed selection criteria and ESMF defined screening. In terms of physical characteristics, the topography of Zambia has three main features consisting of mountains, a plateau and lowlands with most areas lying on a flat plateau. Vegetation cover in most parts of Zambia is mainly savannah woodlands in the high rainfall regions and tropical grasslands in the low rainfall regions. Vegetation cover in most areas is the predominately savanna woodlands type in high rainfall regions and tropical grassland in low rainfall regions.. The

proposed addition/expansion of classrooms to increase enrollment for higher secondary The construction of additional classrooms and support facilities in selected beneficiary schools across Zambia is likely to result in dust emissions and generation of waste during the construction phase. The additional facilities are expected to be built within the existing beneficiary of schools, within existing school perimeters, where land is already allocated to the school and there is no encroachment. For this reason, a separate Resettlement Policy Framework is not required. However, an Environmental & Social Management Framework (ESMF) was prepared in line with the World Bank policy on environmental assessment OP4.01, and includes specific site screening procedures that documents development agreements with stakeholders and communities in order to comply with World Bank Operational Policies. The ESMF site screening will be used to access the environmental and social risks associated with the project and further eliminate any construction activities that would necessitate displacement of squatters, encroachers or require land acquisition.

F. Environmental and Social Safeguards Specialists

Majbritt Fiil-Flynn(GSU07)

Mwansa Lukwesa(GEN01)

II. IMPLEMENTATION

The implementation arrangements will rely on the existing institutional set-up, but will be further strengthened by establishing several coordination committees and the new Project Implementation Unit (PIU). The MoGE will be the implementing agency with full responsibility for all aspects of the project implementation. A Project Implementation Steering Committee (PISC) will be established and meet twice a year to provide oversight and guidance and to facilitate inter-departmental coordination on implementation activities. The Committee will be chaired by the Permanent Secretary for Education (PS). The members of the PISC will be: a) decision-making representatives from involved provincial and district education offices; b) relevant departments/units inside the MoGE, including the Director for Planning and Information, the Director for Teacher Education and Specialized Services, and the Director for Standards and Curriculum (S&C); c) the Ministry of Finance, the Ministry of National Development Planning, and the Ministry of Housing and Infrastructure Development; and d) the chief coordinators responsible for each component and the Project Coordinator. The MoGE will establish a Project Implementation Unit (PIU) with full-time staff to manage day-to-day project implementation.

Each component or subcomponent will have a lead department/unit within MoGE that is accountable for its successful implementation. For improving teacher quality (Subcomponent 1.1), the Directorate of Teacher Education and Specialized Services (TESS) will coordinate the execution of piloting the new approach for improving teachers' math and science competencies and skills. The Directorate will use specific taskforces (e.g., for training materials development, monitoring and evaluation, etc.) to implement the component, each taskforce being managed by a Directorate staff member who is appointed by the PS. Each taskforce will have clearly-defined terms of reference for the scope and responsibilities in relation to the new teacher training system pilot. The members of each taskforce will represent the institutions that must jointly implement the pilot, e.g., the Teaching Council of Zambia (TCZ) and TESS will form the teacher education coordination taskforce; MoGE's Curriculum Development Center (CDC), the Examination Council of Zambia (ECZ), the National Science Center (NSC), University of Zambia (UNZA) and TESS will form the training material development taskforce; the Colleges

of Education (CoEs), CDC, UNZA, TCZ ECZ and TESS will form the M&E taskforce, etc.

Subcomponent 1.2 (improving textbook availability) will be implemented by the Procurement and Supply Unit (PSU) with support from the S&C within the MoGE. The PSU will use the improved textbook management system to centrally procure secondary education textbooks. The delivery of the procured textbooks to secondary schools will be managed by PSU through Provincial Education and District Education Board Secretaries (DEBS) offices. The tracking of the delivery will be conducted by CDC.

The new classroom construction (Component 2) will use a community-based approach. The Zambia Education Project Implementation Unit (ZEPIU) at MoGE will manage this component. ZEPIU will oversee the technical quality control of Provincial Education Offices in construction and the coordination of DEBS for community mobilization and training. Each school selected for expansion will work with its community and form a joint committee to manage day-to-day construction details, such as material procurement, finance, maintenance and preparation and implementation of environmental and social management plan (ESMP). An independent verification agency hired by MoGE will verify the existence and implementation of ESMP as part of the results verification for disbursing the funds against constructed classrooms.

The Directorate of Planning and Information of the MoGE will be responsible for the implementation of all capacity-building activities and overall project coordination and administration (Component 3).

III. SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	Yes	The safeguards policy on Environmental Assessment has been triggered as Component 2 of the project will involve the construction of additional classrooms, teachers housing and support facilities in selected schools across Zambia. The support facilities will include the provision of sanitation facilities such as toilets and sinking of boreholes in order to provide potable water and sanitation to pupils and staff, especially girls. Since the beneficiary schools and the exact locations have not been established yet, the Ministry of General Education (MoGE) with the guidance of the World Bank has developed an ESMF to access the potential environmental and social risks of the project. The ESMF was submitted to the World Bank for clearance and has been disclosed at the national level and in Infoshop. Furthermore, a generic ESMP has been developed as a chapter in the ESMF to guide the Ministry and contractors in monitoring and implementing mitigation measures. Since

		the project will not involve activities or sub-projects that require an ESIA, the ESMP will provide the best practices for waste management and any other safeguards concerns that will be identified during project implementation.
Natural Habitats OP/BP 4.04	No	The Bank policy on natural habitats is not triggered as the construction of addition classrooms in already existing schools will have a small footprint within an already existing school promises. The likelihood of enroaching on ecologically sensitive areas is highly unlikely.
Forests OP/BP 4.36	No	The policy on Forests is not triggered considering the construction of additional classrooms and support facilities will be undertaken within existing school premises and is not expected to affect forest and forest health and forest-dependent communities.
Pest Management OP 4.09	No	The policy on Pest Management is not triggered, as the project will not involve the use or support activities that require the use of pesticides.
Physical Cultural Resources OP/BP 4.11	No	The project activities will not be carried out in historically sensitive areas or areas with Physical Cultural Resources. The ESMF has included Chance Finds Procedures for PCR that may be uncovered during construction.
Indigenous Peoples OP/BP 4.10	No	The policy is not triggered as the geographical areas in consideration are not likely to have indigenous people as defined by the Bank policy.
Involuntary Resettlement OP/BP 4.12	No	The project will have no adverse social impacts due to land acquisition or economic/productive displacement, as all construction activities will take place within existing educational perimeters. The land, on which construction will take place, is already allocated for education purposes with no claims on them. The ESMF site screening will be used to eliminate any construction activities that would necessitate displacement of squatters, encroachers or require land acquisition.
Safety of Dams OP/BP 4.37	No	The policy is not triggered, as it will not involve the construction or maintenance of dams as defined by the Bank policy.

Projects on International Waterways OP/BP 7.50	No	The policy is not triggered, as it will not involve financing activities or subprojects lying within riparian areas of international waterways
Projects in Disputed Areas OP/BP 7.60	No	The policy is not triggered, as it will not finance any activities in disputed areas or territories.

IV. Key Safeguard Policy Issues and Their Management

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:
During the implementation of the project and associated sub-projects, preparation, construction and operational activities could have environmental and social impacts from generation of general and construction waste, surface and ground water contamination, elevated dust and incinerator emission levels, increased safety and security risks for community and staff/learners, etc. However, construction of classrooms and associated facilities under the project will be done within existing school premises for which lands have already been allocated for the purposes, and no proposed activities funded under the project that can be classified as large scale, high significant and irreversible ones.
2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:
The environmental and social risks associated with the construction of additional classrooms in beneficiary schools are of low significance and will be restricted to the school premises. However, the long term impacts in the community will result in high literacy rates and more career options for learners and this will indirectly impact on the quality of life as learners once established will be able to provide a better livelihood for their families.
3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.
In order to minimize adverse environmental and social impacts, site selection for all construction activities in beneficiary schools will be restricted to the gazetted school boundaries. This will eliminate issues related to resettlements and conflicts with local communities and further eliminate or minimize environmental impacts associated with project activities.
4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.
The implementing agency is the Ministry of General Education, which has not implemented any World Bank financed projects in over a decade. The proposed project implementation unit has no existing staff or department with experience in implementing World Bank Safeguard Policies. However, the Ministry Planning Units have siting, consultation and construction procedures that align with World Bank requirements. Given the large potential number of construction sites, additional staff would be needed, either hired directly through the project or in the Planning Unit. Each component will have a lead department/unit within MoGE to be accountable for the successful implementation of the component. Additionally, it is

anticipated that the school Parent Teachers Association (PTA's) with the support of the community will play an active role in monitoring construction activities. An ESMF was prepared, consulted and disclosed prior to appraisal, which includes an ESMP template to manage generic construction impacts related to the construction of new classrooms and associated facilities. A third party Independent Verification Agency will check for compliance on ESMP by the communities and contractors before disbursing funds against the agreed results.
5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.
During project preparation, several site visits were conducted as part of the design process of the project to the interventions areas in beneficiary areas as well as in the surrounding districts. Additionally, several stakeholder workshops took place during the project preparation process. Consultation involved site visits, meetings with Ministry of General Education, school heads and their staff, learners and communities.

B. Disclosure Requirements

Environmental Assessment/Audit/Management Plan/Other	
Date of receipt by the Bank	07-Apr-2017
Date of submission to InfoShop	06-Jun-2017
For category A projects, date of distributing the Executive Summary of the EA to the Executive Directors	
"In country" Disclosure	
Zambia	06-Jun-2017
*Comments:*ESMF has been published on the website of the Ministry of General Education: http://www.moe.gov.zm/index.php/component/content/article/60-moenews/191-environmental-and-social-management-framework	
If the project triggers the Pest Management and/or Physical Cultural Resources policies, the respective issues are to be addressed and disclosed as part of the Environmental Assessment/Audit/or EMP.	
If in-country disclosure of any of the above documents is not expected, please explain why::	

C. Compliance Monitoring Indicators at the Corporate Level

OP/BP/GP 4.01 - Environment Assessment						
Does the project require a stand-alone EA (including EMP) report?	Yes	[X]	No	[]	NA	[]
If yes, then did the Regional Environment Unit or Practice Manager (PM) review and approve the EA report?	Yes	[X]	No	[]	NA	[]
Are the cost and the accountabilities for the EMP incorporated in the credit/loan?	Yes	[X]	No	[]	NA	[]

The World Bank Policy on Disclosure of Information						
Have relevant safeguard policies documents been sent to the World Bank's Infoshop?	Yes	[X]	No	[]	NA	[]
Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?	Yes	[X]	No	[]	NA	[]
All Safeguard Policies						
Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?	Yes	[X]	No	[]	NA	[]
Have costs related to safeguard policy measures been included in the project cost?	Yes	[X]	No	[]	NA	[]
Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?	Yes	[X]	No	[]	NA	[]
Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?	Yes	[X]	No	[]	NA	[]

V. Contact point

World Bank

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