



Project Information Document/ Identification/Concept Stage (PID)

Concept Stage | Date Prepared/Updated: 08-Apr-2021 | Report No: PIDC213012



BASIC INFORMATION

A. Basic Project Data

Project ID	Parent Project ID (if any)	Environmental and Social Risk Classification	Project Name
P173472		Moderate	Voice and Accountability: Community Empowerment for Improved Local Service Delivery in Zambia
Region	Country	Date PID Prepared	Estimated Date of Approval
AFRICA EAST	Zambia	08-Apr-2021	
Financing Instrument	Borrower(s)	Implementing Agency	
Investment Project Financing	Civil Society for Poverty Reduction (CSPR)	Civil Society for Poverty Reduction (CSPR)	

PROJECT FINANCING DATA (US\$, Millions)

SUMMARY

Total Project Cost	2.75
Total Financing	2.75
Financing Gap	0.00

DETAILS

Non-World Bank Group Financing

Trust Funds	2.75
Japan Social Development Fund	2.75

B. Introduction and Context

Country Context

Zambia's level of poverty and inequality remain high, especially in rural areas. In 2015, poverty level was 76.7 percent, which increased from 73.6 percent in 2010. With the total population was estimated at 16.6 million in 2016, three-quarters of Zambia's poor live in rural areas, accounting for 58 percent of the population, and representing 82 percent of the poor. Zambia is facing a population growth at a rate of 2.8



percent per year and the population is expected to rapidly increase. Rapid population growth will have significant pressure to the delivery of public services, especially to the poor communities in rural areas.

Zambia ranks 131st out of 157 countries on the Human Capital Index (HCI). Zambia's HCI score of 0.4 is lower than those of its comparator countries. This HCI score indicates that a Zambian child born in 2018 will only be 40 percent as productive as she could have been compared to the case where she had received a complete education and been in full health. By age 18, children in Zambia can expect to complete an average of 9.2 years of education but acquire only 5.2 years of learning. Low human capital has significant adverse impact on Zambia's growth potential and global competitiveness. While Zambia has achieved close to universal access to primary education with more than 85 percent completion rate, secondary school coverage has fallen since 2010 and gross enrollment ratio for secondary education is 68 percent among boys and just 62 percent among girls.

The Government priorities for the education sector are articulated in its 7th National Development Plan (7NDP) and the Vision 2030. The Government's overarching goals for the education sector are to enhance the quality of teaching and learning by building a competent and motivated teaching workforce, by ensuring availability of teaching and learning materials, and by expanding access to secondary school through creating more secondary classroom space. The 7NDP (2017–2021) highlights the issue of secondary school dropout among girls and the need to ensure equitable and inclusive access to quality education under the Human Development Pillar. The Education and Skills Sector Plan (ESSP, 2017-2021) articulates the strategy and a plan to address the issue of unequal girls' participation in education. With the challenges faced by Zambia in developing its human capital, enhancing the accountability of service delivery in the education sector assumes critical importance.

The National Decentralization Policy of 2009 (as revised in 2013) and Local Government Act 2019, and Education Act 2012 emphasize the importance of community participation in the development process. The policy outlines specific measures to be undertaken in the reform process to ensure the enhancement of citizen participation in national development. One such measure is the establishment of Ward Development Committees (WDCs) as a platform for citizen participation in the development process at ward level. The Ministry of Local Government (MoLG) in close coordination with the Decentralization Secretariat is currently revising the guidelines for establishment, management and operations of WDCs. In education sector, the Parent-Teacher Associations (PTAs) is recognized under the Education Act and associated education guidelines.

Even though the government is undertaking decentralization reform, the responsibilities for education service delivery has not yet devolved to local governments. While services such as feeder roads, maintenance of markets, and waste management are 'fully devolved' to local governments (Town Councils at district level), education service is still delivered through 'deconcentrated' provincial and district offices of the Ministry of General Education (MoGE). The Constitution, Local Government Act, and various decentralization strategies envisage a transfer of existing 'deconcentrated' service delivery responsibilities including education services to local governments in the near future. Before such a full devolution occurs, there will be a need to set a foundation for social accountability – for citizens and communities to monitor,



analyze and communicate with relevant local authorities — and create a feedback loop that can hold local authorities and relevant stakeholders accountable.

Education services at community level are delivered in coordination with various institutional actors. The MoGE formulates education policies, sets education standards and regulations and supervises education service delivery including school management and curriculum development. The MoGE coordinates with Ministry of Finance (MoF), Teaching Service Commission and District Education Boards Secretaries (DEBS) for recruitment of teachers at district level. The MoGE also centrally procures textbooks and delivers them to Provincial Education Offices (PEOs) and DEBS, which are responsible for delivering textbooks to students. School construction and renovation are managed by MoGE in coordination with PEOs, Ministry of Works and Supply, and Zambia Public Procurement Authority. Primary and secondary school management committees, school inspectors, teachers' unions, PTAs and WDCs are also involved in education service delivery.

Sectoral and Institutional Context

Zambia's education sector currently faces serious issues in delivering services to communities in terms of equitable access, quality and efficiency. While the 7NDP (2017-2021) and annual budgets demonstrate the government's desire to address education, actual spending on education has consistently fallen short of allocations. The situation has been exacerbated in the 2020 national budget where debt service and salary costs have put pressure on revenues. Declining education spending has affected the quality of services delivered to communities. Education outcomes in Zambia are negatively affected by a stagnating net enrollment ratio at the primary level, continuously low student learning levels particularly for girls, low transition rates from primary to secondary and low secondary completion rates. These negative outcomes are also influenced by uneven distribution and shortage of skilled teachers, widespread textbook shortage, shortage of the number of schools, as well as the absence of effective accountability mechanism that communities can monitor services and communicate their demands for improved education services.

The proposed project activities are closely linked with the Zambia Education Enhancement Project (ZEEP). Without adequate budget allocation to education sector, major improvements on the quality of primary and secondary education service delivery are difficult to attain. In this context, the World Bank has been providing support to the Government of Zambia through the Zambia Education Enhancement Project (ZEEP) with the financing of \$60 million and a recently approved additional financing of \$120 million in the areas of improving quality of teaching, increasing textbook availability and enhancing access to schools by construction of schools and school facilities. While the ZEEP will provide support to improving education policy and strengthening processes by the MoGE, PEOs, DEBS and other government stakeholders in the delivery of education services, and ultimately influence education outcomes, activities under the proposed project will provide a direct support to vulnerable citizens and communities and empower them to engage and participate in a dialogue with relevant government stakeholders.

Community engagement in education service delivery is significantly limited. In the education sector, institutional structures and processes for social accountability at primary, secondary school management are



neither fully established nor functional. In principle, PTAs and WDCs are supposed to channel community priorities in service delivery to school management and local authorities such as the DEBS. However, in many districts, PTAs and WDCs are not fully established, or where groups exist, community members are not actively using the mechanism to express their priorities. There is a lack of clarity in community groups' mandate, citizens, especially those in poor and rural communities have limited knowledge of how education services are delivered. There are also limited public hearings or other consultation mechanisms for citizens and communities to engage with school management and local authorities and demand for improved services. Consequently, citizens and communities are not able to share their priorities with school management or local authorities. There are also gaps in the accountability and responsiveness of central and local authorities in responding to citizen and community demands.

While some social accountability efforts have been made, their scale has been extremely limited. Zambia is still new to social accountability. Unlike in Ghana or Uganda, the Government of Zambia has not streamlined a social accountability framework in the decentralization strategies or national/sector policies and guidelines. Instead, some non-state actors have been implementing citizen engagement initiatives through community sensitization, mobilization and training and notice board initiatives. These initiatives succeeded in stimulating community participation and holding local authorities accountable in some parts of Zambia, particularly in the provision of public goods and services. However, these are micro-level initiatives and are limited to only a few districts, accounting for approximately less than 5 percent of the total geographic area. As a result, efforts have not sufficiently addressed demand-side barriers collectively. Furthermore, these micro-level initiatives have not translated into effective policy influence at the central and local governmental levels regarding the need for social accountability and citizen participation. Therefore, further efforts are needed to expand social accountability where citizens can monitor and participate in the service delivery process. The proposed project will pilot social accountability activities in education service delivery in 9 districts to set a ground for scale up and widening its effort to other public services.

Rural communities in Zambia receive limited public services, including education services. Where public services are available, including education services, the quality of the service is often not up to standard, and in many instances, communities are not able to influence improvements to the level and quality of services. Rural communities have limited understanding and information about the responsibilities of local authorities, school management and other stakeholders. Civil Society Organizations (CSOs) provide anecdotal evidence that many of the citizens in rural areas are not empowered, and rather, they are often passive, usually acting as mere recipients of public services. They also lack confidence in demanding better service delivery from local authorities or other service providers. The project aims to enhance the voice of rural communities and build their capacities to hold local authorities and other stakeholders accountable for the services they deliver.

The project will empower citizens to increase their voice and create a channel to communicate with local authorities on basic service delivery during and after the COVID-19 crisis. The project supports the functioning of social accountability processes in education services on a pilot basis. Community groups are the forefront for school children and communities in learning and responding to COVID-19. Primary and secondary school services are likely to come under strain and various protective guidelines will be applied



both at school and community level. The COVID-19 pandemic increases the importance of this project, which will create a feedback loop for citizens to engage with the local authorities in the availability of services and monitoring services and response to COVID-19 at school and community level. The Civil Society for Poverty Reduction (CSPR), a leader of a network of CSOs in Zambia, will be responsible for implementing the project activities that will empower citizens and communities' capacity to engage with local authorities in the delivery of local services through the use of various social accountability tools.

The proposed project will be complementary to other development partners' support. In addition to the Bank-financed ZEEP, the Government of Japan, through Japan International Cooperation Agency (JICA), provides technical assistance on teacher training and teachers' performance at schools. The German Corporation for International Cooperation (GIZ) provides support to fiscal decentralization and local administration in Zambia as well as civil societies in participating in the formulation, implementation and monitoring of governance reform processes. The United States Agency for International Development (USAID) provides technical assistance to MoGE to improve quality of primary literacy, including strengthening the capacity of teachers and school administrators to better deliver education services and providing improved teaching and learning materials. Zambia National Education Coalition (ZANEC), a coalition of CSO platform (where CSPR is a key member), promotes quality education for every Zambian citizens and coordinates activities among CSOs. Similarly, the Zambia Open Community Schools (ZOCS) supports empowerment of communities in providing basic education services. The proposed project will be implemented in close coordination with the ZEEP and will be complimentary to other development partners support, particularly in the areas of social accountability and citizen engagement in education sector.

Relationship to CPF

Improving service delivery at the local level is a priority of the recently approved Zambia Country Partnership Framework (CPF, for fiscal years 2019-2023). The CPF's objectives include 'improve[ing] access to secondary education, health services, nutrition and social protection, with attention to girls and women in selected rural areas' (Objective 2.1 under Focus Area II relating to Public Services and Social Protection for Job Participation). Accordingly, the CPF makes a commitment that the World Bank Group (WBG) will continue to support the strengthening of governance, accountability, and service delivery at the local level. The CPF states that strengthening local-level planning through robust citizen engagement and improving transparency and oversight of resource allocation and public spending at the local level will strengthen downward accountability. As such, it will help to enhance the social contract between citizens and the state. The Systematic Country Diagnostics (SCD) revealed large disparities in education quality and binding constraints on access to secondary education. The proposed project is complementary to the ZEEP, which is designed to directly address the challenges around education quality, equity, and access identified in the SCD and targeted by the CPF.

C. Project Development Objective(s)



Proposed Development Objective(s)

To strengthen community awareness and participation with school management and local authorities for accountable primary and secondary education services in the nine selected districts in Zambia.

This will be achieved by (i) building community awareness and capacity to apply social accountability tools in education service delivery and (ii) increasing community participation in a dialogue with school management and local authorities for demanding improved education service delivery in 9 districts (Kaoma, Kalabo, Nalolo, Sesheke and Senanga in Western Province and Katete, Sinda, Vubwi and Mambwe in Eastern Province) targeting approximately 86,000 citizens.

Key Results

Results will be measured in terms of (i) strengthened awareness and capacity of community members in the delivery of education services, (ii) improved community monitoring of education service delivery and (iii) increased participation of community members in consultation with school management and local authorities.

PDO Indicators

1. Percentage of trained community members reporting enhanced knowledge on education service delivery
2. Percentage of poor and vulnerable citizens in the targeted areas reporting their voice in education service delivery
3. Percentage of education issues identified by communities addressed by the school management and local authorities

Intermediate Indicators

1. Number of community members trained on social accountability in the education service delivery (of which female)
2. Number of active community groups that have clear mandates, are attended by key community members and hold meetings on regular basis
3. Number of community members participating in meetings with school management and local authorities
4. Number of consultation meetings held between communities, school management and local authorities
5. Number of peer-to-peer community learning events held.

D. Preliminary Description

Activities/Components

The project has three components to enable achievement of project development objectives. Component 1 focuses on building awareness and capacity of communities regarding the delivery of education services,



Component 2 will empower communities to engage and participate in the delivery of education services, and Component 3 supports project management and administration, monitoring and evaluation (M&E) and knowledge dissemination.

Component 1. Increasing Community Awareness of the Delivery of Education Services (US\$ 0.94 million)

The citizens and communities in the targeted district have limited understanding about the responsibilities of local authorities (including PEOs, DEBS, Town Councils and any other relevant local offices), school management and other stakeholders (including PTAs and WDCs) in delivering education services. They are also not aware of their basic entitlements as a citizen to hold public offices accountable and demand improved education services. This has made it difficult for them to have own 'voice' and come up with community priorities.

The objective of this component is to increase communities' awareness of the education services provided through primary and secondary schools and improve their capacity to engage with school management and local authorities in the targeted districts. The component will provide support in developing training materials and social accountability tools, formation of community groups, capacity development for community representatives and wider community members, and building awareness for local authorities and school management. The activities will also strengthen community awareness for appropriate COVID-19 response measures that the local authorities have put in place related to the education services and community gatherings. The trainings will be provided following safety protocol to protect communities, project staff and other stakeholders. The CSPR will collaborate with local CSOs, community leaders, PTAs, WDCs, primary and secondary school management, district education offices and other relevant service providers and community groups in each targeted district. The Partnership for Transparency Fund (PTF), an international partner to the CSPR, will provide technical support in the development of training materials and expertise in the areas of education and social accountability.

Subcomponent 1.1. Development of Training Materials and Social Accountability Tools. This subcomponent will provide support to activities in enhancing the understanding of community engagement and developing social accountability training materials and tools.

- a. *Stakeholder and political economy analysis.* First, stakeholder and political economy analysis will be undertaken to identify the level of citizen engagement and social accountability in each community. The analysis will include (i) map out stakeholders including primary and secondary school management, local authorities, education service providers and community groups; (ii) measure the availability and quality of education services delivered to the communities; (iii) assess the level of communities' awareness and involvement in the delivery of education services; (iv) identify community interests; and (v) analyze existing gaps in education service delivery and community participation. Through the analysis, it will map out local community structures such as WDCs and PTAs as well as different community stakeholders including village heads, women's groups, traditional leaders and local businesses and identify their interests, their level of awareness in understanding and the degree of participation in demanding for improved education services.



- b. *Development of training materials.* Based on the analysis, training manuals and social accountability tools for community leaders and community members will be developed. These materials include school monitoring guidelines, PTA manuals, public expenditure tracking template, community scorecard, and any other relevant tools. In addition, the activity will develop (i) a digital platform where information sent from community phones, text messaging and mobile applications can be collected, monitored and analyzed; and (ii) a digital geo-mapping platform (e.g. Google map, open street map) to map existing community services and for citizens' to monitor and analyze such services. These materials and tools will be tailored to respective communities based on the communities' interest and existing gaps in education service delivery.

Subcomponent 1.2. Capacity Development for Community Members. This subcomponent will provide support to activities in formulating community groups such as PTAs and WDCs, providing training to community group representatives and wider community members.

- a. *Formation of community groups:* While PTAs and WDCs exist in many of the communities in the targeted districts, some communities do not have active or functioning PTAs or WDCs. The activity will empower those inactive community groups and provide trainings. This will involve identifying community leaders for the group, setting up membership, clarifying the group mandates and list of activities and holding regular meetings. The process will engage community members, ensuring that the groups will have representation of youth, women, and persons with disabilities.
- b. *Capacity development for community representatives:* Training will be provided to representatives (inclusive of youth, women, and persons with disabilities) at each community group to deepen the understanding of (i) entitlements as citizens and responsibility in demanding accountability in the provision of education services; (ii) various stakeholders' responsibilities in providing education services, (iii) education service delivery including planning process, school budgets and school management process, (iv) the use of social accountability tools in monitoring services; and (v) COVID-19 response measures in education services and community gatherings. The understanding of the responsibility and accountability process of different stakeholders in education services (e.g. district education offices, primary and secondary school management, PTAs and WDCs) will help communities understand how local education services are planned, budgeted, financed, and how services are delivered, which will impact the availability and quality of services. Communities will also be trained how to use social accountability tools and how to monitor local education services through using community scorecards, development planning and budget tracking, social audits including the use of mobile phones, apps and other digital technologies.
- c. *Capacity development for wider community members:* This activity will strengthen awareness of wider community members, especially for those who do not belong to community groups, regarding education service delivery and their entitlements as citizens in demanding their priorities. These issues will be communicated through community radio programs, community theater and musical performances, and other channels. The capacity development outreach will encourage participatory discussions with community members on issues around service delivery efforts and increase



communities' sense of duty and confidence in demanding transparency and accountability in education service delivery.

Subcomponent 1.3. Awareness Building for School Management and Local Authorities. This subcomponent will support training activities for school management and local authorities to build their awareness and capacity for being accountable for education service delivery and encourage them to create a space for community engagement and participation. In districts where public consultations or grievance-redress mechanisms exist, the training will be built on strengthening the existing citizen engagement mechanisms. In addition, interface meetings with communities will be organized to initiate a conversation around education service delivery with local communities.

Key results of Component 1 will include increased awareness and capacities of community members in understanding the responsibilities of various stakeholders in providing public services, basic education planning, budgeting processes and service delivery in their districts; and increased community member skills to engage with school management and local authorities for improved education service delivery.

Component 2. Enhancing Community Engagement and Participation in the Delivery of Education Services (US\$ 1.4 million) Rural communities in the targeted districts have not monitored public service delivery nor raised community priorities related to service delivery with local authorities or school management. A lack of consultation has resulted in distrust and miscommunication with the local authorities or school management. Since the feedback loop on service delivery does not exist, communities have not been able to hold local authorities or school management accountable for the education service delivery.

The objective of this component is to empower communities to monitor education service delivery and engage and participate in having a dialogue with school management and local authorities for improved service delivery and create a feedback loop. Further, this component will pilot innovative social accountability practices in the targeted communities and community-to-community knowledge exchange for empowerment. Activities will include monitoring appropriate COVID-19 response measures that the local authorities have put in place related to education services and community gatherings and engaging with local authorities around response measures. The CSPR will manage implementation of activities, collaborating with local CSOs, community leaders, PTAs, WDCs, primary and secondary school management, district education offices and other education service providers and community groups. The PTF will provide expertise in the areas of education and social accountability.

Sub-component 2.1. Strengthening Communities Capacities to Monitor Local Education Services. This sub-component will strengthen communities' capacity to monitor local education services including, but not limited to, implementation of Safe School Plans, school construction and renovation, school budgets and resource use, textbook delivery and teachers and pupils' absenteeism. These services are provided by MoGE, Provincial and District Education Offices, which are supported by the ZEEP project. Specific education services to be monitored will be decided by communities based on community needs and priorities. Communities will identify issues, discuss among community members, and share their views with primary



and secondary school management, relevant local authorities and inspectorates for their review, tracking and resolution.

- a. *Safe School Plans*. The Safe School Plans will be developed by primary and secondary schools under ZEEP support in consultation with communities. Once developed, communities will be trained to monitor the implementation of Safe School Plans.
- b. *School construction and renovation*. Communities will monitor new school construction and renovation, classroom expansion, school related facilities such as dormitories, teacher residences and water and sanitation equipment in their districts, including environmental sustainability aspects. For effective monitoring, it will develop a database and conduct periodic review of school construction and renovation. This includes assessing builders' adherence to their legal responsibilities, quality and timelines, and social and environmental impact. It will also establish a reporting system for communities to detect and report on-the-ground issues.
- c. *School budgets and resource use*. Based on the training provided, communities will monitor budget and spending for local primary and secondary schools on a regular basis. The activity will collect, monitor and analyze budget data on wage, operational and development expenses and discuss issues among the communities - particularly in relation to student enrollment, staffing numbers and the quality of services.
- d. *Textbook delivery*. Communities will be notified on upcoming textbook deliveries and will count and inspect the quality of textbooks to ensure that the right quantity and quality of textbooks were delivered on time. Communities will record notable issues and communicate them to school management and local authorities. Communities will identify issues and discuss them with local authorities and other education service providers and compare with the information produced by the digital tracking of textbook delivery management system funded through the ZEEP.
- e. *Teachers and pupils' absenteeism*. Communities will monitor student absenteeism using a mobile application to report teacher and student attendance rates. On a regular basis, communities will monitor situations when teachers are frequently absent and reach out to parents whose children are not attending school. At the end of each period, a report will be shared with the PTAs, school committees, local authorities and other relevant education service providers to inform student and teacher attendance rate.

Sub-component 2.2. Effective Community Engagement with School Management and Local Authorities.

This sub-component will empower communities to effectively engage with school management and local authorities in communicating their issues, priorities and their views towards district-level education plans, school budget, and findings from monitoring education services. It is expected that the dialogue will create a safe space for communities, school management and local authorities to discuss and explore ways to improve availability and quality of education service delivery at each locality including COVID-19 response measures. Building on to the existing citizen engagement mechanism (e.g. public hearing). It will organize participatory forums for communities to have consultations with primary and secondary school management, local authorities, PTAs, WDCs and other stakeholders and discuss on-the-ground issues and local priorities in education service delivery.



Sub-Component 2.3. Exchanges in Community Knowledge and Experience in Social Accountability. This sub-component will empower communities to review their own experience and share experience with other communities. It will also empower CSOs specialized in education for facilitating similar social accountability activities outside of pilot districts.

- a. *Community reporting and awards.* The activity will support communities in organizing community events within respective districts to review implemented activities, share experiences, discuss changes made in education services and remaining gaps. It will recognize and award individuals and communities that have made outstanding achievements in influencing the level and quality of education services.
- b. *Peer-to-Peer learning on social accountability.* Activities will cover peer-to-peer knowledge exchange among community groups that have different awareness levels and capacities in monitoring education services and engage with local authorities and other education service providers. The activity will facilitate transferring experience from high-capacity communities that have monitored education services through social accountability tools and influenced school management and local authorities, to those communities that have weak capacities and have limited impact. It will also identify, and scale-up innovative or successful practices generated at the local level.
- c. *Capacity building of local CSOs.* The activity will strengthen the capacity of local CSOs that specialize in education services at national, regional and district levels in issues around social accountability, and ways to coordinate with communities and facilitate the engagement with local authorities and policy makers.

Key results of Component 2 will include increased engagement and participation of citizens in monitoring local education service delivery, effective engagement of community priorities with school management and local authorities. Interface channels and feedback loops between community groups, primary, secondary school management and local authorities will serve to create a local level ecosystem for increased accountability of public service delivery that could be expanded to other services beyond education services and influence provincial and national government policies.

Component 3. Project Management and Administration, M&E and Knowledge Dissemination (US\$ 0.42 million). The objective of this component is to support the implementing agency's capacity to manage and carry out day-to-day project activities, monitor implementation of activities and results, coordinate with relevant stakeholders, and disseminate project-level knowledge to the Public. It will also institute a project-level grievance redress and complaints handling mechanism. The CSPR will set up a Project Management Unit (PMU) within the organization to manage these tasks. Activities will include day-to-day project management, implementation of activities, M&E, fiduciary management and environmental and social safeguards, and ways to communicate with relevant stakeholders and public outreach. To respond to COVID-19 during implementation, a Risk Management Handbook will be developed and a Personal Protective Equipment (PPE) protocol will be put in place along with the appropriate safety training to protect the project staff, volunteers, community members from the virus and other communicable diseases.



- a. *Project management and administration.* Day-to-day project management and administration includes (i) ensuring annual and quarterly activity planning, budgeting, implementation, procurement, financial management and environmental and social safeguards, and (ii) engaging and coordinating with communities, primary and secondary school management, local authorities, local CSOs and other relevant stakeholders. This will include building the capacity of the CSPR for project management, conducting annual audits and a final project evaluation after completion. In addition, it will establish project-level grievance redress and complaints handling mechanism and address issues received. The CSPR's core staff will consist of 1 Project Coordinator, 2 provincial coordinators, 1 finance manager, 1 procurement officer, 1 M&E officer, 1 social and environmental officer, 2 project assistants to provincial coordinators, 1 administration officer and 1 driver.
- b. *M&E.* As a first step, a baseline survey will be undertaken to verify the baseline figures for the results framework. The PMU will collect on-the-ground data, analyzing and reporting the progress in the achievement of results against targets on a regular basis, and annual project review and mid-term evaluation will be conducted. The existing CSPR's M&E capacity including data collection and reporting, needs to be further strengthened. The PTF will provide technical support to the CSPR in setting up institutional system to monitor and evaluate results framework and project activity implementation and train PMU staff.
- c. *Learning and knowledge dissemination.* The project will develop materials to share results and lessons learned and publish M&E reports that address Zambia's experience in implementing social accountability activities in the education sector. Based on the M&E results, the PMU will organize annual project review, mid-term evaluation and project completion review meetings to reflect the experience on implementation of social accountability activities and facilitate the exchange of views among community groups, local CSOs, local authorities, education service providers and donors on their experiences in social accountability. These meetings will also discuss ways to mainstream and stimulate wider citizen awareness and engagement beyond education services. In addition, the project will disseminate results through a website and social media by uploading videos and photos of community engagement. The PTF will provide technical support to the communication of the project results.

Key results of Component 3 will include increased capacity of the implementing agencies, effective implementation of project activities, regular monitoring, dissemination of project social accountability activities nationally and internationally.

Environmental and Social Standards Relevance

E. Relevant Standards

ESS Standards		Relevance
ESS 1	Assessment and Management of Environmental and Social Risks and Impacts	Relevant



ESS 10	Stakeholder Engagement and Information Disclosure	Relevant
ESS 2	Labor and Working Conditions	Relevant
ESS 3	Resource Efficiency and Pollution Prevention and Management	Relevant
ESS 4	Community Health and Safety	Relevant
ESS 5	Land Acquisition, Restrictions on Land Use and Involuntary Resettlement	Not Currently Relevant
ESS 6	Biodiversity Conservation and Sustainable Management of Living Natural Resources	Not Currently Relevant
ESS 7	Indigenous Peoples/Sub-Saharan African Historically Underserved Traditional Local Communities	Not Currently Relevant
ESS 8	Cultural Heritage	Not Currently Relevant
ESS 9	Financial Intermediaries	Not Currently Relevant

Legal Operational Policies

Safeguard Policies	Triggered	Explanation (Optional)
Projects on International Waterways OP 7.50	No	
Projects in Disputed Areas OP 7.60	No	

Summary of Screening of Environmental and Social Risks and Impacts

The environmental risk rating is Moderate. Environmental impacts are associated with the future generation of electronic waste from used or damaged Information Technology, electronic handheld devices and from the use of PPE. Covid-19 related PPE waste will be generated from stakeholder consultations and engagements and during monitoring visits to project sites. There is real potential to include aspects of environmental sustainability into capacity development for communities. Capacities include the development of individual capacities to assess and analyse environmental issues, choose sound management options and formulate policies and plans and technical capacities through the management of pollution prevention programs and the protection and sustainable management of natural resources. The relevant ESSs include ESS 1 and the risks from the disposal of electronic equipment and the use of PPE during the Covid -19 pandemic and ESS 3 because of the potential environmental effects from unregulated e-waste and PPE disposal. However, there is a positive edge to ESS 3 by enhancing resource efficiency through the incorporation of environmental sustainability into capacity development for communities. There is a requirement for the ESCP, appointment of E&S focal points, capacity building and training within the borrower's organisation and the set up of robust monitoring and reporting channels. The main social risks associated with the project include social exclusion and implementation of the project during and potentially after the Covid-19 pandemic. The project activities constitute a low social risk, as they focus on building the capacity of communities in social accountability in education service delivery, and empowering communities to engage and participate in a dialogue with school management and local authorities for demanding



improved education service delivery. The project will bring positive impacts to the communities through the improved capacity of communities in social accountability in education service delivery.

CONTACT POINT

World Bank

Contact :	Miki Matsuura	Title :	Public Sector Specialist
Telephone No :	5220+31725 /	Email :	
Contact :	Rama Krishnan Venkateswaran	Title :	Lead Financial Management Spec
Telephone No :	5338+3244 /	Email :	

Borrower/Client/Recipient

Borrower :	Civil Society for Poverty Reduction (CSPR)		
Contact :	Christabel Ngoma	Title :	Project Coordinator
Telephone No :	260971815349	Email :	ngomachristabel@gmail.com

Implementing Agencies

Implementing Agency :	Civil Society for Poverty Reduction (CSPR)		
Contact :	Christabel Ngoma	Title :	Project Coordinator
Telephone No :	260971815349	Email :	ngomachristabel@gmail.com

FOR MORE INFORMATION CONTACT

The World Bank
1818 H Street, NW
Washington, D.C. 20433
Telephone: (202) 473-1000
Web: <http://www.worldbank.org/projects>