# VOICE & ACCOUNTABILITY:
# COMMUNITY EMPOWERMENT FOR IMPROVED LOCAL SERVICE DELIVERY PROJECT

## SEMI-ANNUAL PROGRESS REPORT

***1st JULY 2024 to 30th DECEMBER 2024***

**REPORT PRODUCED BY:**

**THE PROJECT MANAGEMENT UNIT (PMU), CSPR NATIONAL SECRETARIAT**

**KABULONGA, LUSAKA, ZAMBIA**

## Project Data

**Project name:** Voice and Accountability: Community Empowerment for Improved Local Service Delivery. (TF 0B6347-ZM. WB#P173472)

**Donor:** Japanese Social Development Fund (JSDF)

**Administrator:** The World Bank

**Grant Agreement signed:** September 21, 2021

**Effectiveness date:** December 2021

**Project Closing date:** June 30, 2025

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

**Project Description:** *Component 1*: Increasing Community Awareness of the Delivery of Education Services; *Component 2*: Enhancing Community Engagement and Participation in the Delivery of Education Services**;** *Component 3*: Project Management and Administration, Monitoring and Evaluation (M&E), and Knowledge Dissemination.

**Implementing Agency**: Civil Society for Poverty Reduction (CSPR)

**Guiding Documents:**

- Voice and Accountability Project Document
- Environmental and Social Commitment Plan
- Stakeholder Engagement Plan
- Environmental and Social Engagement Plan
- Project Implementation Manual approved: November 30, 2021
- Partnership Agreement between Civil Society for Poverty Reduction (CSPR) and Partnership for Transparency Fund (PTF): December 2, 2021
- MOU (Memorandum of Understanding) between CSPR and the Ministry of Education signed on August 11, 2022

Table of Contents


1. Introduction 4
2. Key highlights: progress, issues and challenges 4
3. Key challenges in the education sector identified during the period review 9
4. Lessons Learned during the period under review 9
5. Status of conditions and legal covenants 10
6. Status of implementation of activities 11
7. Issues and challenges 28
8. Achievement of results 28
9. Project implementation lessons learned 29
10. Achievement of PDO: Issues and challenges 30
11. Project management 33

a) Status of project advisory committee 33
b) Implemented Project Activities 34
c) Financial Management 34
d) Procurement 34
e) Environmental and Social Safeguards 34
f) E-Waste Management 34
g) Project Management Unit 34
h) Communication and Dissemination 35
i) Fraud and corruption 36

12. Lessons Learned 36
13. Plans for the Next Six Months 36
14. Appendix A: Results Framework 38
15. Appendix B: Procurement Plan Updated Until December 31, 2024 53

## 1. Introduction

Civil Society for Poverty Reduction (CSPR) is a Zambian civil society network that has been building the voice of the poor in the fight against poverty. CSPR was established in 2000, primarily to ensure that civil society effectively and meaningfully participates in the design, formulation, and implementation of the National Development Plans; and to monitor the NDPs (National Development Plans) to ensure government provides a means by which Zambia can effectively strategize on reducing the escalating levels of poverty. Currently CSPR is the leading CSO (Civil Society Organization) working with the Ministry of Finance and National Planning to coordinate and collaborate civil society's participation in the formulation of the National Development Plans, as such, ensuring wider participation from all stakeholders.

Civil Society for Poverty Reduction (CSPR) with technical support from the Partnership for Transparency (PTF) is implementing the Voice and Accountability: Community Empowerment for Improved Local Service Delivery in Zambia is a four-year (2021 to 2025) project financed by the Japanese Social Development Fund (JSDF) and administered by the World Bank. The project seeks to strengthen community awareness and participation with school management and local authorities for accountable primary and secondary education services.

This semi-annual progress report provides the status of implementation on the Voice and Accountability project covering the period from 1st July 2024 to 30th December 2024. During the reviewed timeframe, the project management unit focused on several key activities prioritized according to the sub-components outlined in the workplan, including:

- Enhancing the capacity of community members
- Empowering community members to oversee educational services
- Fostering engagement between the community, school management, and local authorities
- Conducting a World Bank project supervision mission visit and reviewing of the semi-annual report.
- Finalizing procurement actions, such as the installation of grievance boxes in all project schools.

The Voice and Accountability project continues to make strides in promoting civic engagement and community-led social accountability in the education sector. The PMU is dedicated to ongoing progress and positioned to adjust strategies as needed to successfully meet the project's objectives.

## 2. Key highlights: progress, issues and challenges

Key highlights of the project activities during this period are:

### a) Facilitated community and district dialogue meetings

CSPR, working with its network members from 26th August to 2nd September 2024 facilitated community dialogue meetings at each of the 45 target schools (following the administration of the scorecard) to share the findings from the community perspective and to create a platform for discussion at the district level meeting with education officials.

As a result of this activity, the community agreed on the main issues contributing to poor service delivery within the schools in their communities. Problems noted included: long distance to the

schools, limited teachers housing, dilapidated school infrastructure, poor sanitation, high pupil-teacher ratio, and few desks for learners.

Additionally, a half day district dialogue meeting was held concurrently with the community dialogue through which stakeholders such as school management, District Education Board Secretaries, District Commissioners, Representatives from the local authorities, Ward Development Committees and traditional leaders attended. The district dialogue provided a platform through which the findings of the service delivery monitoring report were shared with recommendations that the government at community and district level may consider improving education service delivery.

A total of 361 (240M: 121F) community representatives from all nine provinces participated in this activity.

**b) Community Dialogue and Interface Meetings**

CSPR conducted Interface meetings from 26th August to 20th September 2024 in nine districts in both Western and Eastern provinces namely Sinda, Katete, Vubwi, Mambwe, Nalolo, Sesheke, Kalabo, Kaoma, and Senanga respectively aimed to address these issues with 361 participants disaggregated as (240M:121F). Civic leaders explained the delays in school constructions which were due to the termination of substandard contractors and delays in project fund release.

The meeting focused on the findings from the June 2024 community and school level scorecards. Challenges identified during the dialogue meeting included, inadequate primary and secondary schools, long distance to schools, understaffing, insufficient school grants, poor sanitation, delays in constructions fund release, and lack of health facilities. High teacher absenteeism and insufficient qualified staff were also noted.

DEBS promised to improve school security and easier access to social cash transfer for teachers so that they do not miss work. Lastly, community members were encouraged to apply for CDF projects before October 30, 2024. Community members have been empowered to voice their concerns regarding education service delivery, and thus, fostering a greater sense of ownership. The activity enhanced collaborations between community members and civic leaders, strengthening relationships and trust.

**c) Held district and Provincial engagement trainings**

The Civil Society for Poverty Reduction (CSPR) with support from network members in Eastern and Western Provinces conducted district and provincial level training from December 1 to December 18, 2024, on human rights awareness and engagement in education service delivery across nine districts: Sinda, Vibwi, Katete, Mambwe, Nalolo, Sesheke, Kaoma, Senanga, and Kalabo.

The activity built the capacity of district stakeholders and community representatives to actively share potential feedback on project sustainability and emerging issues in the education sector.

The training sessions were organized at district levels and involved well-structured topics such as: Access to information, Human rights entitlements, Government obligations in education service delivery, and social accountability tools with 167 participants (F:48), in both western and

eastern province including community leaders, school administrators, and local authority officials showing inclusivity.

### d) Community and school level scorecard administration

CSPR, working with its network members, facilitated community scorecard meetings at each school to assess the quality of education service delivery. Community scorecards activity sought to assess the effectiveness of education service delivery in 45 project schools in both Western and Eastern provinces.

This scorecard activity took place from 14th June to 2nd July 2024 and engaged community members in rating education service delivery performance indicators at school level which include the utilization of school budgets and grants, implementation of safe school plans, textbook delivery, construction and renovation efforts, and Pupil and teacher absenteeism. A total of 5,100 community members comprising (1,250M:1,750F) from both Western province and (1,200M:900F) Eastern province project schools participated in the administration of the scorecards.

Two community scorecards were administered during this activity: one with community members using focus group discussions (disaggregated by gender and age) to rate the quality of education provision within schools in their communities; and second, a scorecard was administered to each school headteacher to rate the quality of education provision in their community. The implementation of the community scorecards offered a platform for community members to rate the current education service delivery in their communities and recommended necessary interventions to enhance education outcomes.

### e) Facilitated follow up scorecards and mentorship sessions

CSPR from 1st to 20th December 2024, facilitated follow-up scorecards and mentorship activities in all 45 schools aimed at continuous enhancement of community participation and continuous engagement in quality education service delivery monitoring. The follow-up scorecards assessed changes in the quality of education provision following the interface meeting between the communities and education sector stakeholders.

The administration of follow-up scorecards created a platform for reflections for both the community and the school management on the positive changes happening within their schools while also noting areas for improvement. The scorecards focused on the development of community action plans that facilitate higher participation and as such, contribute to transparent running of school affairs.

A total of 2649 (1278F:1371M) community members successfully participated in this activity from all nine project districts.

### f) Project advisory committee meeting

The Project Advisory Committee (PAC) meeting for the Voice and Accountability Project was held on August 14, 2024, at Grand Palace Hotel, Lusaka, with key participation from government officials, civil society organizations representatives and CSPR staff who were eighteen (8F:10M).

The meeting aimed to provide feedback on the project's progress, financial status, and future, achieving its objectives of enhancing understanding and stakeholder confidence.

The PAC was engaged to seek expert advice on improving the feedback mechanisms between local authorities and communities, addressing gaps in communication and responsiveness. This followed the presentation which highlighted critical project timelines, milestones, and challenges faced. The Ministry of Education participated actively, acknowledging communication issues and committing to improving their line feedback mechanisms. Other challenges discussed included high employee turnover at CSPR which impacted project implementation, slow fund burn-rates, and a need for better communication to partner the form the PAC and other relevant parties. Stakeholders provided several recommendations, such as emphasizing success stories in presentations, recruiting a procurement officer, and developing a sustainability plan for the project.

Despite delays at the start of the meeting due to late arrivals, the event fostered valuable engagement, with follow-up activities planned, including interface meetings at the national level and impact surveys to assess project progress. Overall, the PAC meeting was deemed successful in steering the Voice and Accountability Project toward its goals, with actionable feedback from stakeholders to guide project's future endeavours.

**g) Provision of on-going support, mentorship and quality assurance for community representatives.**

CSPR provided a one-day technical mentorship training for 180 (72F:102M) social accountability group members on how to effectively use KOBO data collecting tool and also make reference to the Web based dashboard on education issues follow ups in all nine (9) districts the project is being implemented, and as well installed SA tools on their phones such as community score cards and service delivery monitoring tool.

**h) Environmental social safeguards**

CSPR mainstreamed Environmental Social Safeguards (ESS) in all the V&A project implementation activities. During the reporting period, CSPR ensured that public health safety measures were put in place during community meetings. Waste generated during meetings was collected and properly disposed of to protect the school environment from litter. CSPR also ensured that all vehicles used by the project, including hired vehicles, were road worthy. Road safety orientation was conducted with CSPR, and car hire drivers who were part of the field visits. The project did not record any road traffic accidents. The vehicles that were used were equipped with first aid box kits and the kits were replenished with requisite emergency supplies.

**i) Annual planning meeting**

The CSPR held the Annual Project Review workshop from 5th to 9th November 2024, conducted by the Project Management Unit (PMU) (3F:7M) whose aim was to review the Voice and Accountability project cost table and workplan as well as enhancing coordination for improved project implementation. This internal three-day workshop served as a critical project refresher platform for staff to review and realign the project's cost table and implementation plan following initial direction from the task team leader (TTL).

The key areas discussed included the project's legal covenants, financial allocations from underutilized budgets, new activity suggestions, general V&A Project budget restructuring, and effective resource management. The PMU staff enhanced their knowledge in adaptive project management, ensuring adherence to established procedures for the Voice and Accountability Project.

The workshop's outcomes included increased staff capacity and improved project management, fostering a culture of continuous improvement to support future activities. Challenges included time constraints, but effective multitasking allowed the team to achieve its goals. Key outputs following the activity included enhanced monitoring of project activity budgets, ensuring timely execution of planned dated activities and appreciation of a comprehensive communication framework between programmes and the finance department. Overall, the meeting marked a significant step towards successful project implementation and capacity building within the PMU.

### j) The World Bank and PTF Support

The World Bank support mission visit was held from 18th July 2024 to 23rd July 2024. Mission Support field monitoring was conducted in Vubwi and Sinda districts of Eastern Province.

The WB team assessed project implementation and progress. They met with key stakeholders, including government officials, teachers, and parents to understand their perceptions and experiences with the project. The mission team visited three locations: Mbande and Matemba in Vubwi district, and Kapungwe in Sinda district. The visit provided an opportunity for the World Bank to gather information on the project's implementation, identify challenges, and provide recommendations for the improvement of delivery of educational services in the target project schools.

The objectives of the mission support visit were:

- To assess the project's implementation progress, including the level of community engagement and participation in monitoring of education service delivery.
- To verify whether the project had achieved its intended outputs since the mid-term review.
- To identify potential challenges and bottlenecks hindering the project's implementation effectiveness, as well as opportunities for scaling up and sustainability. This included assessing the project's impact on education service delivery at community level.

The World Bank Mission team also provided technical assistance and guidance to CSPR PMU on how to accelerate project implementation, including: strengthening community engagement; enhancing data collection and analysis; and developing strategies for addressing project challenges. Furthermore, the mission sought to strengthen partnerships between CSPR, government agencies, and other stakeholders involved in education service delivery. This included exploring opportunities for collaboration and resource mobilization. The major challenge noted by the WB team was the need to create a national level conversation about the use of citizen engagement.

The table below shows the rating of the project after the July 2024 support mission.

| Project Aspect | Previous Rating | Current Rating |
|---|---|---|
| PDO | S | S |
| IP | S | S |
| Component 1 | MS | MS |
| Component 2 | MS | MS |
| Component 3 | S | S |
| Project Management | MS | MS |
| Procurement | MS | MS |
| Financial Management | S | S |
| Monitoring and Evaluation (M&E) | MS | MS |
| ESS | S | S |

## 3. Key challenges in the education sector identified during the period review

- Long distances to schools and inadequate school facilities (e.g., limited housing for teachers, poor sanitation) has hindered quality education service delivery in some schools. Especially in the western province.
- Teaching materials and textbook delivery have negatively impacted the classroom learning quality experiences.
- Social norms still remain persistent with regards to women participation in the project activities. CSPR continues to encourage women and youth participation especially in positions of leadership so as to help challenge the social and cultural norms prohibiting this demographic's full participation.
- Effective communication and coordination among community members, civic leaders, and education authorities remain challenging, impacting accountability and responsiveness to community needs.

## 4. Lessons Learned during the period under review

- Actively involving community members in monitoring education services fosters greater accountability and a sense of ownership among stakeholders.
- Building partnerships with local authorities and education officials allows for better communication and responsiveness to community concerns.
- Early attention to sustainability through planning and stakeholder engagement is crucial for the long-term success of initiatives beyond the project's lifecycle.

- There is a need to intentionally conduct provincial level engagements which will aim at bridging the information and solution flow gap being experienced today by community school administrations.
- Having the PAC members in the field authenticated the V&A project hands-on work and made our stakeholders appreciate what the project is achieving on the ground.

**5. Status of conditions and legal covenants**

An overview of the main legal covenants is provided in the table below:

| **Covenant reference to Grant Agreement** | **Brief description** | **Status** |
|---|---|---|
| Article 2.03 (a) and. (b) | Establish and maintain a PMU | PMU was established in October 2021, but its composition was strengthened during the period under review. The PMU is now fully staffed and has been maintained during the period under review. |
| Article 2.03 (c) | Maintain PTF as a partner during project implementation | Following the modification of the partnership Agreement to support the strengthening of the PMU through additional Specialists in M&E and Communication at CSPR Lusaka in the first quarter, 2023 as well as support towards the consultancy fees for the PEA-SA consultant, there has been no further modification to the partnership during the period under review. |
| Article 2.03 (d) | Establish a Project Advisory Committee which meets at least twice a year | The PAC was established, and after the cost tables' approval and a successful project restructuring in August 2023, CSPR convened one PAC meeting during the period under review. |
| Article 2.03 (e) | Completion of a Project Implementation Manual (PIM) | The PIM was finalized in November 2021 and approved by the World Bank in December 2021. |
| Article 2.04 | Project to be implemented in accordance with ESCP | CSPR has mainstreamed all GBV, SEA and the GRM in all the community engagements. IEC |

| | | |
|---|---|---|
| | | materials produced in November 2023, also contained messages on components of the ESCP. CSPR also continued with the orientation of all hired drivers on GBV, SEA and Road Safety. |
| Article 2.04 (e) | Establish Grievance Redress Mechanism | The GRM Flow is fully operationalized. CSPR will procure 45 suggestion boxes in the first quarter of 2025 to be distributed to all project schools that do not have. Other boxes will be distributed to DEBs offices. Grievances are received through multiple channels. These were via letters, phone calls, the Web based dashboard and through the social accountability committees. |
| Article 2.05 | Submit semi-annual reports | The progress report was submitted on the 15th August 2024; the next semi-annual report will be submitted by 15th February 2025. |
| Section 2.07 (a) and (b) of Standard Conditions | Submit quarterly Interim unaudited Financial Reports (IFRs) not later than 45 days after each quarter and submit audit report not later than 6 months after the end of calendar year | All IFRs due have been submitted on time. The next IFR is due on February 15, 2025 and will be submitted. |

## 6. Status of implementation of activities

The table below shows activities implemented from June to December 2024 against Workplan.

| Planned Activity | Status | Comments |
|---|---|---|
| COMPONENT 1: Increasing Community Awareness for the Delivery of Education Services | | |
| Subcomponent 1.1. Development of Training Materials and Social Accountability Tools | | |
| Designs and develops training guidelines, manuals and social | Partially complete/On-going | This was done with the support from PTF. The SA tools were developed; the |

| | | |
|---|---|---|
| accountability tools (1 manual and 4 tools incl training videos; SA tools including scorecards) | | videos and community manual are drafted.<br>In addition to this a community training manual will be developed to guide community members on how to conduct social accountability as a sustainability tool. |
| Maintenance of a web-based information dashboard for social accountability activities. | Completed/On-going | The website is operational. There is continuous collection of data from the community through KOBO and the dashboard is updated regularly with real time data. Grievances are also received through GRM form on the dashboard. |
| Purchase of bundles for social accountability phones (data) | On-going | CSPR has continued to support the social accountability committee members with purchases of airtime. |

| | | |
|---|---|---|
| Establish a GRM (Purchase and distribution of Suggestion Boxes; Production of IEC materials for ESS; Awareness on ESS;) | Completed | The GRM is fully functional with grievances being reported through phone calls and letters. The web-based dashboard has a section where community members submit grievances related to education service delivery in their communities. Community members are also using the dashboard to record grievances that are not education related. CSPR will procure and install 45 suggestion boxes (one at each school) in the first quarter of 2025. |
| **Subcomponent 1.2. Capacity development for community members** | | |
| **Formation of Community Groups and Capacity Development for Community Representatives** | | |
| Orientation, training and building the capacity of CSPR staff and network members by PTF staff to fulfil their responsibilities of the project | Completed | The Partnership for Transparency Fund (PTF) conducted and completed capacity-building training In Lusaka at Grand |

| | | |
|---|---|---|
| (World Bank Requirements - Safeguards, OHS, SA, M&E Refresher Workshop) | | Palace facilitated by CSPR to enhance skills in social accountability, case study documentation, and community engagement. The program involved 9 CSPR network members.<br><br>A total number of nine (9) (6M:3F), 4 from Eastern and 5 from Western provinces respectively were in attendance. |
| Development of an annual SAF work plans and budgets | Ongoing | Work plans and budgeting activities were developed in the previous reporting period. CSPR will hold community trainings in March 2025 at all 45 schools with the purpose to facilitate for the SACs to develop their Annual Plans for the year 2025. |
| Identification & establishment of community groups in the target districts | Completed | SACs have been formed in all 45 schools since the project started. In the next reporting |

| | | |
|---|---|---|
| | | period, the SACs will be further strengthened in March 2025 so that these groups may continue after the project ends. |
| Conduct trainings for community representatives, PTAs, and school committees in access to information, citizens' entitlement, responsibilities and government obligations, citizen monitoring, planning, and budgeting, service delivery. Including ESS. Link to the dashboard: https://csprvandaprojectdashboard.com/ | Completed/ On-going | CSPR held social accountability and community advocacy refresher training in all nine districts to introduce new members to human rights principles.<br>The capacity-building training will target parent-teacher committees, ward development committee members, PTCs and community members. |
| **Subcomponent 1.3. Awareness Building for School Management and Local Authorities** | | |
| Conduct trainings on "Introduction to the SAF" for Community representatives, followed by learning by doing | Completed/On-going | CSPR did not hold refresher training courses in the last six months. |
| Conduct trainings on access to information, | Continuous | CSPR did not hold refresher training courses |

| | | |
|---|---|---|
| citizens' entitlement, responsibilities and government obligations, citizen monitoring, planning, and budgeting, service delivery, grievance redress, ESS to community representatives. | | in the past six months. |
| CSPR, with support from network members, organizes awareness training to ensure local compliance with public dissemination regulations such as COVID-19 regulations and GRM. | On-going | No specific training was held primarily because the COVID 19 threat is no longer a public health priority in Zambia. No public health risk was experienced during this period. CSPR continued to monitor the Ministry of Health updates to monitor any change in public health risk levels. |
| Facilitate PTAs, WDCs and Communities to develop school development plans | Completed/ Continuous | CSRP followed-up with the implementation of the development of the work plans in all the 45 schools for PTAs, WDCs and the social |

| | | |
|---|---|---|
| | | accountability committees. |
| Community representatives host information access activity kiosks at public events | Completed/ On-going | This activity was not planned for this period. CSPR will establish information sharing kiosks during the Youth Day, *Kuomboka* and *Nchwala* ceremonies in April and March 2025. CSPR will also conduct information sharing activities for Teachers Day in August 2025 in Eastern and Western provinces, to raise awareness of the Voice and Accountability project. |
| Broadcast radio interactive programs on topical issues regarding school management in target districts | On-going | CSPR conducted monthly radio programs in Eastern and Western Provinces on current issues in the education sector. The format for each program involved participation from social accountability committee members. A total of 24 radio |

| | | |
|---|---|---|
| | | programs were completed. |
| CSPR with support of network members, conduct community hall meetings with service providers (DEBs, Council etc.), PTAs and selected community members. | Completed/ On-going | This activity was not planned for during the period under review (June to Dec 2024). This activity considers emerging issues. This activity will be conducted in the first quarter of 2025 to orient parent-teacher committee (PTC) members, ward development committee (WDC) members, and other stakeholders on the new curriculum in all 45 schools and communities in Western and Eastern provinces. |
| **Component 2: Enhancing Community Engagement and Participation in the Delivery of Education Services** | | |
| **Subcomponent 2.1. Strengthening Communities Capacities to Monitor Local Education Services** | | |
| **Monitoring the implementation of Safe School Plans** (twice a year) | | |
| Conduct workshops on citizen monitoring of implementation of safe school plans for | Completed | This activity was conducted after community advocacy and social accountability sessions with |

| | | | |
|---|---|---|---|
| community members | | | the same attendees.<br>List details: number of trainings, number of attendees, etc. |
| Facilitation of the participation and support of community officials and local-level education service providers | | Completed | This activity was conducted in December 2024 through district and provincial engagement meetings. It brought together Social Accountability Committee members, School administrations District and Provincial Education and Local government officials to facilitate peer-to-peer learning |
| Mobilization of participation and support of community members | On-going | | This activity is incorporated in all the PMU engagements in the field. The Provincial coordinators continuously support community members by building capacity to monitor education service delivery. |
| Provision of logistical for community | On-going | | The project provided support |

| | | |
|---|---|---|
| members to participate in monitoring process | | for meeting attendees. |
| **Monitoring school construction and renovation** (twice a year) | | |
| Conduct workshops on community monitoring of implementation of school construction and renovation | Completed | This activity was conducted after community advocacy and social accountability sessions with the same attendees.<br>A total number of 4,655 (2664M:1991F) community members participated from all 45 schools and communities in Western and Eastern Provinces. |
| Conducts the community scorecard meetings | Completed | The last project Community and school Scorecards dialogue, interface, and district and provincial scorecard validation meetings were held in August 2024 to evaluate education services across 45 schools in the Western and Eastern provinces. This activity engaged 5,100 |

| | | |
|---|---|---|
| | | (2,450M:2,650F) community members who received training to assess performance indicators, including the use of School Grants, grievance mechanisms, environmental safeguards, learning materials, infrastructure, human resources, and accessibility. |
| **Monitoring school budgets and resource use** (twice a year) | | |
| Conduct trainings of community members in the development and use of scorecards in monitoring of school budgets and resource use | Completed | This activity was conducted after community advocacy and social accountability sessions with the same attendees. CSPR will not conduct the activity in 2025; the concentration will be more on harvesting outcomes and impacts of the project.<br>5,100 community members comprising (1,250M:1,750F) from both |

| | | |
|---|---|---|
| | | Western and Eastern provinces. |
| Conducts the community scorecard meetings | Completed | Community and school Scorecards were completed in August 2024 and the follow-up scorecard in December 2024 in all 45 schools.<br><br>These were the last scorecard activities. Based on the Aide Memoire recommendations CSPR will focus on documenting outcomes and impacts.<br><br>5,100 community members comprising (1,250M:1,750F) from both Western province and Eastern provinces. |
| **Monitoring of Textbook Delivery (twice per year)** | | |
| Conducts training of community members in the use of scorecards in monitoring textbook delivery | Completed | This activity was conducted after community advocacy and social accountability sessions with the same attendees. This activity was done concurrently with other training |

| | | |
|---|---|---|
| | | such as construction, safe school plans.<br>5,100 community members comprising (1,250M:1,750F) from both Western Province and (1,200M:900F) Eastern Province. |
| Conduct community scorecard meetings | Completed | These were the last scorecard activities. Based on the Aide Memoire recommendations CSPR will focus on documenting outcomes and impacts. Meetings were held in all 45 schools in August.<br>5,100 community members comprising (1,250M:1,750F) from both Western Province and (1,200M:900F) Eastern Province. |
| **Teacher-Pupil absenteeism (twice per year)** | | |
| Conducts training of local communities in conducting service delivery monitoring including Teacher-Pupil absenteeism in the Education sector using scorecards in targeted sectors in each district per year | Completed | This activity was conducted after community advocacy and social accountability |

| | | | |
|---|---|---|---|
| | | | sessions with the same attendees. 5,100 community members comprising (1,250M:1,750F) from both Western Province and (1,200M:900F) Eastern Province. |
| Conducts the community scorecard meetings | Completed | | These were the last scorecard activities. Based on the Aide Memoire recommendations CSPR will focus on documenting outcomes and impacts. A total of 2,793 community members (1,420M:1,344F) participated across all districts and communities in Eastern and Western Provinces, reflecting significant engagement in monitoring and service delivery evaluation processes. |
| **Subcomponent 2.2. Effective Community Engagement with School Management and Local Authorities** | | | |
| Development and endorsement of service charters for provision of | On-going | | CSPR was informed by the MOE that CSPR cannot proceed with this activity |

| | | |
|---|---|---|
| quality services in the local authorities. | | without the approval of the MoE; and then only in an advisory and support role. CSPR will offer support to the Ministry of Education (MoE) to revise the Ministry Service Charters; however written protocol must be adhered to: the MoE must formally (in writing) request support from the World Bank for support and the WB must respond in kind. |
| Hold information sharing with PTAs, WDCs and school administrators to discuss changes in the school system and celebrate successes. | On-going | This activity was not planned for the past six months. |
| **Subcomponent 2.3. Exchanges in Community Knowledge and Experience in Social Accountability** | | |
| **Peer to peer learning on social accountability** | | |
| Facilitates community peer-to-peer learning events | Completed/ On-going | This activity was not planned for this period. CSPR will conduct provincial peer-to-peer learning in the second quarter of 2025. |
| **Networking and capacity building of education focused CSOs in Zambia.** | | |

| | | |
|---|---|---|
| CSPR with the support of network members facilitates community peer-to-peer learning on social accountability (participants) | Completed/ On-going | CSPR supported district-level peer-to-peer meetings to enhance community-led education monitoring. The 9 sessions aimed to foster collaboration among stakeholders, including community leaders, educators, and parents, to discuss challenges, share best practices, and plan effective project implementation. District education planners engaged in discussions, addressing concerns and sharing updates. The activity is done at national level.<br><br>270 F:126 M:144 participated in Eastern and Western provinces. |
| **COMPONENT 3: Project Management and Administration, Monitoring and Evaluation (M&E) and Knowledge Dissemination** | | |
| **Subcomponent 3.2: Monitoring and Evaluation** | | |
| Field monitoring visits | Continuous | No monitoring field visit was |

| | | |
|---|---|---|
| | | conducted during the period under review. |
| **Subcomponent 3.3: Learning and Knowledge Dissemination** | | |
| Semi Annual Project Review and Reflection Meetings | Completed. | 11(9M:2F) CSPR/PTF held a three-day staff review and reflection meeting to reinforce the voice and accountability strategic framework as we embarked on the new year's implementations . The team further reviewed the cost table and non-cost extension work plan and the community training manual aimed at equipping community members with a sustainable tool for use in social accountability after project closure in November 2024. |
| Production of community Project visibility materials (IEC materials & scorecards, popup banners in local language, leaflets & brochures; talking walls) for 9 districts | On-going | IEC materials were drafted but not completed during the period under review. |

## 7. Issues and challenges

The Project encountered several challenges and issues during the implementation period:

- A key issue was the high turnover of staff within the Project Management Unit (PMU). These changes in personnel disrupted the continuity of operations, resulting in delays in the implementation of planned activities. While the staff were all replaced, the onboard training and orientation for new staff required additional time and resources.. The transition of team members also led to a temporary loss of institutional knowledge, which affected the smooth progression of the project.
- Delays in the provision of data bundles to social accountability committees impacted their ability to carry out essential functions. These delays hindered their capacity for mobilization, data collection, and effective monitoring. The inability to access data bundles affected their submission of real-time data through the Kobo platform, thereby disrupting the timely exchange of critical information required for monitoring and accountability processes. CSPR resolved this problem.
- Coordination with local government was reported to be limited due to the absence of an MoU, resulting in a lack of feedback and participation in engagement meetings at District level especially in Eastern Province.
- A significant challenge was the long distances between communities especially in Western Province, which has hindered effective collaboration and participation during service delivery monitoring by Social Accountability Committee members.
- It was noted during the period under review that handovers to new staff members, particularly involving DEBs, planners, and headteachers, faced challenges, as some stakeholders expressed that they had not been adequately informed about the project
- While training sessions aimed at building the capacity of civil society organizations (CSOs) and community stakeholders were successful, there remains a challenge in ensuring that these groups can effectively engage with policymakers and advocate for educational rights and interests. This includes the need for refresher skills in public policy analysis and lobbying, which are critical to influencing education policies at various levels. CSPR has therefore proposed peer-to-peer learning and knowledge-sharing focusing on enhanced CSO advocacy and lobbying skills.
- Although the GRM was operationalized and working well, the problem has been the documentation of reported issues by the social accountability committee members. CSPR, together with network partners, will organize refresher capacity-building training in March 2025 to remedy this deficiency.

## 8. Achievement of results

### Achievement Of Results

### Results Framework and Monitoring

**Indicator 1: Percentage of trained community members reporting enhanced knowledge about their entitlements and education service delivery.**

The target for this indicator was achieved: training was conducted across all 45 project communities in the project's nine districts. The overall knowledge level for participants, which was reported at 93% in June 2024, increased to 94% as of December 2024. This increase in reported knowledge levels is attributed to refresher training on monitoring education service delivery at community level activity that was conducted in December 2024; and the sharing of social

accountability tools using Kobo ToolBox. The increased knowledge levels are indicative of the effectiveness of the training and capacity-building efforts.

**Indicator 2:** Percentage of underrepresented community members (females, disabled, youth and minorities) in the targeted areas participating and reporting their views about education service delivery.

Community dialogue, interface meetings, and scorecard meetings were conducted in all nine districts, with under-represented community members actively participating. Community meetings involved at least 81% of minority community members. During these meetings, it was observed that more females expressed their views.

**Indicator 3:** Percentage of education issues identified by communities that are addressed by school management or local authorities.

The increase in raised education issues in the project communities has been noteworthy. The eastern province had a significant percentage of identified issues that were successfully addressed at 62%, while within the western province 55% were subsequently resolved. These results reflect the fruitful collaboration of all community members, PMU and education authorities involved in the project. The total average percentage was 60% for both provinces.

**Indicator 5**: Number of active community groups that have clear mandates, are attended by key community members and hold meetings on a regular basis.

Throughout the reporting period, a total of 135 groups of social accountability committees, Ward Development Committees (WDCs), and Parents and Teachers Committees (PTCs) held regular meetings to discuss various issues related to education service delivery. All groups diligently reported their attendance through K*obo Collect*, ensuring accurate and up-to-date records. The PTCs were particularly active, holding meetings and consistently reporting their attendance. Meanwhile, the WDCs were also active in these discussions, focusing on ways to improve education service delivery in their communities. One of the key topics of these discussions was the Constituency Development Fund (CDF) and how it can be leveraged to improve education service delivery in the community. The discussions with the WDCs, as evidenced by meeting minutes, were productive and focused on finding practical solutions to the challenges faced in the education sector.

**Indicator 8**: Percentage of communities that have completed the monitoring of more than 3 education service activities.

According to the July 2024 to December 2024 project data, 100% of the communities across the project districts had completed the monitoring of more than three education service activities. This is a positive development, from the Eastern and Western Province contributing to this achievement. However, evidence also highlights the need for more training and orientation on the data collection processes especially in Western Province. It is imperative to equip educators and community members with the necessary skills and knowledge to effectively collect and analyze data so that its evidence is documented to better understand the progress and challenges in the Zambian education system.

## 9. Project implementation lessons learned

Some of the lessons learned include:

- Refresher training in data collection and the sharing of social accountability tools translated into local languages contributed to increased monitoring of education service delivery in project schools in Eastern and Western provinces.
- A significant percentage (60%) of education issues identified by communities were addressed, reflecting effective collaboration among community members, project management units, and education authorities.

- The number of community members trained in social accountability significantly exceeded the target, with a notable increase in female participation. The result highlights the effectiveness of inclusive outreach strategies and strong community interest of the project. This success also demonstrates the value of targeted engagement in empowering diverse groups and suggests a growing demand for accountability mechanisms at the community level.

- Regular meetings of community groups, such as social accountability committees and Parent-Teacher Committees (PTCs), were instrumental in discussing education service delivery and leveraging funds like the constituency development fund (CDF) for improvements.
- The 100% community participation in monitoring indicates strong community engagement, effective sensitization, and well-designed, user-friendly monitoring tools. It reflects local ownership and accountability, which are critical for sustainability. However, this success also raises questions about potential underreporting of challenges or response bias. The approach used can serve as a best practice for replication in similar contexts, with further assessment needed to ensure data accuracy and explore factors driving full participation.

Overall, these lessons demonstrate the importance of targeted training, inclusive participation strategies, and regular community engagement in achieving project goals and improving education service delivery.

**10. Achievement of PDO: Issues and challenges**

The project development objective (PDO) is to "*enhance community awareness and involvement with school management and local authorities to ensure accountable primary and secondary education services in nine selected districts of Zambia*."

The PDO accomplished through the following key outcomes: (i) enhancing community awareness and building capacity to utilize education service delivery social accountability monitoring tools in the delivery of education services; and (ii) increased community participation in a dialogue with school management and local authorities to seek improved education service delivery in nine districts.

Focus on issues and challenges, not achievements.

During the review period, the project has shown progress towards achieving its development objective. Below are the accomplishments made during this time to support the realization of these outcomes:

- A total of 45 project schools across Eastern and Western provinces are now utilizing the fully functional web-based dashboard and Monitoring and Evaluation(M&E) system. This platform enables real-time data collection and monitoring of education service delivery, ensuring improved accountability and streamlined reporting processes for all stakeholders involved in the project.
- CSPR, with support from network members, facilitated district and provincial-level engagement meetings from December 1 to December 18, 2024, in nine districts Sinda, Vibwi, Katete, Mambwe, Nalolo, Sesheke, Kaoma, Senanga, and Kalabo. These meetings focused on sustainability and exit strategies, aiming to equip stakeholders with the knowledge and tools to maintain the project's impact post-implementation. A total of 180 participants, including community leaders, school administrators, and local authority officials (167) attended these sessions.

  The engagement meetings emphasized fostering mutual understanding, identifying areas for improvement, and strategizing for sustained delivery of education services. Key topics included Access to Information, Human Rights Entitlements, Government Obligations in Education Service Delivery, and Social Accountability Tools. These sessions created a platform for diverse stakeholders such as head teachers, parent-teacher committee members, ward development committee members, and other community leaders to share their experiences, challenges, and successes in addressing education service delivery issues.

  Participants discussed challenges such as inadequate school infrastructure, limited resources, and long distances between communities that hinder effective service delivery. Additionally, they shared success stories and initiatives that have strengthened community participation and improved school management practices. The meetings facilitated strategic planning, enabling participants to propose actionable solutions such as leveraging local resources, streamlining community-led monitoring processes, and integrating project activities into existing district structures.

  By focusing on sustainability and exit strategies, the district and provincial engagements fostered collaboration, enhanced strategic planning, and built the capacity of stakeholders to address emerging challenges in the education sector. These efforts ensured that project achievements would be sustained and scaled up, contributing to improved education outcomes across all nine districts
- A total of 361 participants (240M:121F) from nine provinces attended community and district dialogue meetings held from August 26 to September 2, 2024. These meetings, organized after the administration of scorecards, shared findings from the community perspective and provided a platform for stakeholders such as DEBS, school management, and local leaders to discuss education service delivery challenges. Key issues highlighted included poor infrastructure, high pupil-teacher ratios, inadequate sanitation, and limited teacher housing. Stakeholders collaborated to propose recommendations for improving education outcomes.

- A total of 361 participants (240M:121F) from nine districts in Western and Eastern provinces attended interface meetings conducted between August 26 and September 20, 2024. These meetings focused on challenges identified through community scorecards, such as insufficient schools, delayed construction funds, and understaffing. Civic leaders clarified delays in projects, while DEBS committed to improving school security and access to social cash transfers for teachers. Community members were empowered to engage in accountability processes and apply for CDF funding, fostering ownership and trust between stakeholders.
- A total of 5,100 community members (2,450M:2,650F) participated in scorecard administration from June 14 to July 2, 2024, across 45 schools in Western and Eastern provinces. Community members assessed key indicators such as budget utilization, textbook delivery, and teacher absenteeism. Focus group discussions enabled stakeholders to provide feedback, identify gaps, and recommend interventions, enhancing transparency and accountability in education service delivery.
- A total of 2,649 participants (1,371M:1,278F) engaged in follow-up scorecard and mentorship activities held from December 1 to December 20, 2024, across 45 schools. These sessions assessed progress in education service delivery and identified areas for improvement. The development of community action plans promoted transparency and strengthened community participation in monitoring school performance.
- A total of 18 participants (8F:10M), including government officials, CSO representatives, and CSPR staff, attended the PAC meeting on August 14, 2024, in Lusaka. The meeting reviewed project progress, financial performance, and milestones while addressing challenges such as staff turnover and communication gaps. Stakeholders recommended improvements to feedback mechanisms and sustainability strategies, fostering confidence and alignment among partners.
- A total of 180 participants (72F:102M) from nine districts participated in a one-day mentorship session focused on using the KOBO data collection tool and social accountability tools. These tools, including community scorecards and service delivery monitoring platforms, were installed on participants' devices, equipping them to track education service delivery effectively.
- The free education policy presented an opportunity as well as challenge for the project. While schools have recorded an overwhelming response in the increased number of learning who have been enrolled and retained in school, the increased school enrolment and retention had posed a challenge of classroom overcrowding, increased the pupil- desk and pupil-textbook ratio, increased pupil -teacher ratio, reduced school infrastructure such and class room space and number of desks. These changes have also affected the quality of education.
- A total of three locations in Vubwi and Sinda districts were visited during the World Bank and PTF mission from July 18 to July 23, 2024. The mission assessed project implementation, identified challenges, and provided technical guidance to strengthen community engagement and data collection. Insights from the visit informed strategies for scaling up and sustaining education service delivery improvements in targeted areas.

- The increase in the CDF fund in 2025 creates an opportunity for the community to benefit from funding for major projects such as classroom and ablution block construction bursary support and construction of teachers houses. The CDF support for the purchase of school desks has provided schools with adequate numbers of desks. However, there is a need to streamline the management of CDF funding and projects to make them more efficient and effective.

## 11. Project management

### a) Status of project advisory committee

The Project Advisory Committee (PAC) was set up in March 2022; and all positions are filled. During the period under review, CSPR held a one-day PAC meeting on the 14th of August 2024. Members of the PAC included:

| Name | Organization | Position |
|---|---|---|
| 1. Pumulo Kalaluka | Ministry of Local Government and Rural Development | Provincial Local Government Officer |
| 2. Besnart Simuchembu | Ministry of Education | Planner |
| 3. Linda N. Chonya | Ministry of Finance and National Planning | Acting Assistant Director Evaluation and Monitoring |
| 4. Debora Mushilingwe | FAWEZA | Project Officer |
| 5. Griceria M. Mpondela | ZANEC (Zambia National Education Coalition) | Programmes Manager |
| 6. James Malanji | NAQEZ (National Alliance for Quality Education in Zambia) | Programmes Manager |
| 7. Lynnety Mukonde | Ministry of Local Government and Rural Development | Planner |
| 8. Tiszah Katuwa | Ministry of Finance and National Planning | Principle Planner |
| 9. Francis Zulu | World Bank – Governance | Financial Consultant |
| 10. Madube Pasi Siyauya | CSPR | Communication Specialist |
| 11. Boyd Simpungwe | CSPR | Social Accountability Expert |
| 12. Mbuyoti Mwitha | CSPR | Acting Finance Manager |
| 13. Kawana Lipalile | Ministry of Local Government and Rural Development | Principle Planner Monitoring and Evaluation |

| | | |
|---|---|---|
| 14. Brainley Malambo | Ministry of Education | Provincial Education Officer (Eastern province) |
| 15. Peggy B. Chilema | Ministry of Education | Provincial Education Officer ( Western province) |

**b) Implemented Project Activities**

7 of 8 planned activities (88%) were implemented. This is due to the onset of rain and the PMU focus on cost expenditure efficiency review. Popular awareness activity was not conducted due to the rainy season in November and December 2024.

**c) Financial Management**

Details of financial management are described in the IFR attached.

**d) Procurement**

During the reporting period, the programme procured the services of a Social Accountability expert; and created Terms of Reference (ToRs) for a consultant to support the MOE in the development of service charters. Also, the Finance Officer attended a World Bank training course on procurement processes for WB projects. See attached appendix B for procurement progress status.

**e) Environmental and Social Safeguards**

Gender Based Violence (GBV) and Sexual Exploitation Abuse (SEA)

During June 2024 Community and School level scorecard administration, CSPR held Gender Based Violence (GBV) and Sexual Exploitation and Abuse (SEA) discussions at the end of each session. The Community and School level scorecards also integrated monitoring of school guidance on how schools are implementing safe school plans (to prevent GBV and SEA). The scorecards also assess whether there are counselling and School clubs.

The GBV and SEA focal point persons under the CSPR Community Social Accountability Groups continue to sensitize participants, through discussions, during various school and community meetings. GBV and SEA issues were incorporated in the IEC produced by CSPR and emergency contacts including that of the Provincial Coordinator to which community members can report cases.

**f) E-Waste Management**

CSPR has continued to update the database of all procured electronics under the project, highlighting the location of each electronic device and the person who has it. The new electronic device holders have been oriented on E-waste management. Since the beginning of the project four mobile phones were damaged; all damaged phones have been deposited with the Provincial Coordinators awaiting to be deposited at the CSPR national office. Six mobile phones have been stolen; these have been reported to the police in Eastern and Western provinces. None of the stolen phones have been recovered yet.

**g) Project Management Unit**

The Project Management Unit (PMU) operates from the provincial to the national level, ensuring efficient coordination. This comprehensive unit oversees compliance with World Bank legal

covenants, guaranteeing adherence to established regulations and guidelines throughout all project activities.

The PMU has been further strengthened with the recruitment of a Procurement Specialist. The position of Provincial Assistant in the Western Province however remains vacant. Since November 2024, CSPR has a new Executive Director. The organization has recruited a new Finance Manager who will report in March 2025. In addition, a substantive Project coordinator is now in place and recruitment for an assistant provincial coordinator have now commenced.

The table below shows the PMU positions

| SN | POSITION | NAME OF OFFICE HOLDER |
|---|---|---|
| 1 | Project Coordinator | Madube Pasi Siyauya |
| 2 | Acting Finance and Administration Manager | Mbuyoti Mwita |
| 3 | Procurement Specialist | Mpimpa Handahu |
| 4 | M&E Specialist | Bob Mweetwa |
| 5 | Communications Specialist | Madube Pasi Siyauya |
| 6 | Social Accountability Expert | Boyd Simpungwe |
| 7 | Administrative Assistant | Lady Mercy Mushanga (Ms.) |
| 8 | Provincial Coordinator - Western Province | Muyangwa Nawa (Ms.) |
| 9 | Provincial Coordinator - Eastern Province | Kangwa Chanda |
| 10 | Provincial Assistant Coordinator - Western Province | Vacant |
| 11 | Provincial Assistant Coordinator - Eastern Province | Alice Banda (Ms.) |

### h) Communication and Dissemination

CSPR external communication remains the sole responsibility of the Executive Director who also oversees the management of the organization and the PMU. During the period under review, communication was mainly through correspondence, Project presentation, stakeholder engagements, training, regular updates on the organization social media platforms, the website and media interviews and project reports. Radio programs were aired in both Eastern and

Western provinces. CSPR documented stories-of-change; these have been uploaded to the project dashboard. CSPR communication and coordination with project beneficiaries using small messaging services (SMS), phone calls and WhatsApp in areas where cellular network is good. Community members who were trained in the use of KOBO have continued to collect and share M&E data through WhatsApp. The provincial WhatsApp groups for coordination and information sharing have remained active. Cellular network connectivity has remained a challenge in some areas of Western Province. This has resulted in delays in conveying messages to some communities.

No new IEC materials were produced during the period under review, although videos and a community training manual are being drafted.

**i) Fraud and corruption**

The annual ongoing orientation on corruption and fraud for all staff members was undertaken. A form of acknowledging, receiving, reading, and understanding and committed to abide by the policy was signed by all staff.

## 12. Lessons Learned

Some of the lessons learned include:

- Strengthening advocacy at the national level and fostering synergy among all stakeholders (government ministries, CSOs, and partners) is critical. Continuous dialogue creates shared ownership of project goals, ensures collective problem-solving, and enhances strategic decision-making.
- It was learned that communities that had developed social accountability capacities were able to apply these skills effectively across broader public services, such as health and agriculture. It was also observed that encouraging cross-sectoral engagement fostered greater sustainability and community driven improvements in service delivery.
- Feedback loops between community members and authorities allowed for swift resolution of issues and informed continuous improvements in service delivery. Emphasizing the importance of documenting grievances is also a key area for further training to enhance accountability.
- It was learnt that mainstreaming discussions on Gender-Based Violence (GBV) and Sexual Exploitation and Abuse (SEA) into all community interactions was crucial for both prevention and raising awareness. Additionally, it was emphasized that actively managing e-waste, which includes maintaining a central database of electronic devices and adhering to secure disposal protocols, highlighting the significance of environmental stewardship in project operations.
- It was learnt that in areas with limited cellular connectivity, exploring alternative communication or offline data-collection methods was essential to sustain timely monitoring and reporting. It was also observed that providing multiple channels for communities such as SMS, phone calls, WhatsApp, and in-person gatherings helped maintain continuous data flow and minimized information gaps.
- It was observed that CSPR's social accountability committees had successfully leveraged existing governance structures, such as Ward Development Committee (WDC) meetings, council sessions, and interface meetings, to address social accountability issues within their communities. This approach was considered commendable, as it contributed to ensuring the long-term sustainability of the voice and accountability project.

## 13. Plans for the Next Six Months

The annual Work Plan for the period January 2025 to June 2025 has been submitted to the World Bank for review; and is included in the Annexes.

The primary activities will include the following:

- CSPR will host the Project Advisory Committee (PAC) meeting in January 2025.
- The PMU and PTF team will meet in Lusaka to review the 2025 Annual Work Plan submitted to the World Bank, and to create a proposed workplan for a six-month extension (until December 2025).
- In the month of February 2025, CSPR will procure 45 GRM boxes, registers and posters.
- The awareness raising activities at district and school level will be conducted in March 2025, covering all project districts and communities.
- A comprehensive financial expenditure efficiency report will be shared with the World Bank Team in February 2025.
- In January and February 2025, CSPR will conduct project impact surveys on education service delivery. The results of the survey will be shared with the project's stakeholders.
- In January and February 2025, CSPR will conduct outcome harvesting workshops at district level to capture key changes at community level and attribute the results to V&A interventions.
- In February 2025, CSPR, with support from the World Bank education specialist will engage the MOE to ascertain ways in which CSPR support the process of revising the MOE service charters.
- By April 2025, CSPR working PTF will share a draft project sustainability (and exit) strategy to the World Bank.
- By February 2025, CSPR will finalize a Social Accountability manual in three languages (English, Chichewa and Silozi) using comic form to reach the greatest number of community members. The manual covers several topics, including: the use of community score cards, monitoring service delivery, creating action plans, and communicating demands to government offices. Input from the communities will be needed before finalizing the manual.
- CSPR intends to share the scorecard report findings with key stakeholders at the national level in early March 2025, utilizing the same methods implemented during the district and provincial-level scorecard validation meetings in August 2024.

## 14. Appendix A: Results Framework

ANNEX: V&A RESULTS FRAMEWORK UPDATE

The revised Results Framework, dated 19.06.2023 in consultation with the World Bank, presents new values for the Baseline indicators; clarification of definitions; and, new target values, based on experience in the field. It also includes progress made on both the PDO and Intermediate indicators.

**RESULTS FRAMEWORK AND MONITORING**

| Indicators | Baseline[1] May 2022) | | 1 (December 2021) OBJ | 2 (June 2022) | 3 (June 2023) | 4 (June 2024) | End Target (June 2025) | Comment | Frequency | Data Source/ Methodology | Description (indicator definition etc.) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| (1) Percentage of trained community members reporting enhanced knowledge about their entitlements and education service delivery. | 0 | Target | 50% | 75% (50%) | 80% (50%) | 90% (50%) | 95% (50%) | | Semi-annual | Survey conducted at every training session.<br>Monitoring reports<br>Project progress reports | The number of trained participants who respond to a set of questions on entitlements, government obligations and education service delivery at the end of each training and or awareness event,<br>- divided by the total number of people who attended each training and completed the |
| | | Actual | 0 | Total: 89%<br>(Females 40%<br>Males 49%) | Total: 92%[2]<br>(Males 52%, Females 40%) | 93% (Females 43%, 51%) | 94% ((Females 44%, 52%) as at December 2024. | Based on the pre and posttest assessment, only 94% (44% Females and 52% Males) reported | | | |

[1] The Baseline values have been updated based on the Baseline findings.

[2] knowledge levels from community members reporting enhanced knowledge about their entitlements and education service delivery at the end of each training.

| Indicators | Baseline[1] May 2022) | | 1 (December 2021) OBJ | 2 (June 2022) | 3 (June 2023) | 4 (June 2024) | End Target (June 2025) | Comment | Frequency | Data Source/ Methodology | Description (indicator definition etc.) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | enhanced knowledge about their entitlements and education services. | | Training evaluations | questionnaire.<br><br>-In case of multiple training sessions in one year, the annual value captures the average over multiple training sessions. |
| (2) Percentage of underrepresented community members (females, disabled, [3]Youth and minorities) in the targeted areas participating and reporting their views about education service delivery.[4] | 58% | Target | 10% | 20% | 65% | 75% | 85% | | Semi-annual | Project progress reports<br><br>Monitoring reports<br><br>Minutes of PTC, WDC, Interface & Dialogue meetings. | # of underrepresented community members who have participated in PTCs, WDCs, project interface and dialogue meetings, and project town hall meetings.<br><br>Divided by # of community members who have participated in PTCs, WDCs, project interface and dialogue meetings. |
| | | Actual | 0 | 58.3% | 68% | 78% | 81% as at December 2024. | Through interface meetings that were held in **August** 2024.<br><br>Interface meetings were also conducted to follow up | | | |

[3] According to World Bank and Zambia Labor Force Survey Data Youth age range in Zambia is 15-24 Years.

[4] Given that there was an overachievement on the initial targets, the revised targets will be incremental from 65% to 75% and ultimately, 85%. The increase will be because of enhanced community engagement.

| Indicators | Baseline[1] May 2022) | | 1 (December 2021) OBJ | 2 (June 2022) | 3 (June 2023) | 4 (June 2024) | End Target (June 2025) | Comment | Frequency | Data Source/ Methodology | Description (indicator definition etc.) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | on education issues and interface with the duty bearers in August 2024.<br>Scorecards were also conducted in June 2024 with follow up scorecards conducted in December 2024. | | | Underrepresented' refers to females, people with disabilities, and the youth.<br>Minorities refers to any group of people who might be discriminated based on their ethnicity or religion |
| (3) Percentage of education issues identified by communities that are | 23% | Target | 5% | 10% | 20% | 35% | 50% | | Semi-annual | Project progress reports | # of issues addressed by school management or local authorities each year |
| | | Actual | 0 | 33.7% | 36% | 61% | 62% as at | Based on the December | | | |

| Indicators | Baseline[1] May 2022) | | 1 (December 2021) OBJ | 2 (June 2022) | 3 (June 2023) | 4 (June 2024) | End Target (June 2025) | Comment | Frequency | Data Source/ Methodology | Description (indicator definition etc.) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| addressed by school management or local authorities. | | | | | | | December 2024. | 2024 update on the Project Dashboard as SACs report education issues through the attendance register tool on Kobo. The system allows to record issues that are resolved and those that are pending. | | Monitoring reports<br>Minutes of PTC[5], WDC, Interface & Dialogue meetings. | Divided by # of issues communities presented to school management or local authorities each year.<br>Communities: refers to local community members drawn from the catchment area of the 45 project schools.<br>"Addressed issues" are specific challenges and problems raised by community members in the education sector which are fully resolved by either the Ministry of Education or Local Government or relevant institutions with the mandate to address specific issues raised by the community. |
| (4) Number of community members trained in | 0 | Target | 900 (450) | 1,200 (600) | 1,300(650) | 1,500 (750) | 900(450) OBJ | | Semi- | | # of community members trained on social |

[5] In 2022, the Parents Teachers Association name has been changed to Parents Teachers Committee due to the legal requirements of an 'Association' in Zambia.

| Indicators | Baseline[1] May 2022) | | 1 (December 2021) OBJ | 2 (June 2022) | 3 (June 2023) | 4 (June 2024) | End Target (June 2025) | Comment | Frequency | Data Source/ Methodology | Description (indicator definition etc.) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| social accountability in the education service delivery (of which are female) | | Actual | 0 | 1,125 (620 males,) (505 Females) OBJ[6] | Total: 1,546[7] (Males 801,) (Females 745 | (Total: 5842, (Males 3,159) (Females 2,683) | | 4 Trainings were conducted between June 2023 to June 2024.<br>Community members trained in social accountability, Human Rights and Entitlements in the education service delivery.<br>In addition another | annual | Project progress reports<br>Monitoring reports<br>Training reports. | accountability in the education service delivery.<br>Gender disaggregated data.<br>Definition of Social Accountability Trainings:<br>This will be a package of training that includes Introduction to the SAF, access to information, citizens' entitlement, responsibilities and government obligations, citizen monitoring, planning, and budgeting, service delivery, grievance redress mechanisms. |

[6] The Data from the WDC, PTC and Dialogue meetings will be captured quarterly through minutes.

[7] Shows the total number of community members trained in social accountability in the education service delivery with addition of PTC and WDCs members that were trained.

| Indicators | Baseline[1] May 2022) | | 1 (December 2021) OBJ | 2 (June 2022) | 3 (June 2023) | 4 (June 2024) | End Target (June 2025) | Comment | Frequency | Data Source/ Methodology | Description (indicator definition etc.) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | refresher training on education service delivery monitoring was conducted in December 2024. | | | |
| (5) Number of active community groups that have clear mandates, are attended by key community members and hold meetings on a regular basis. OBJ[8] | 0 | Target | 45 | 45 | 90 | 135 | 135 | | Semi-annual | Project progress reports<br>Monitoring reports<br>Minutes of PTC[9], WDC | # of active community groups that have clear mandates, are attended by key community members, and hold meetings on a regular basis.<br>Community groups here refer to PTCs in project communities, WDCs in |
| | | Actual | 0 | 135 | 135 | 135 | *135 active groups as at December 2024.* | The 135 active community groups with clear mandates constitute 1 PTC group | | | |

[8] Data from the WDC, PTC and Dialogue meetings will be captured quarterly through minutes.

[9] In 2022, the Parents Teachers Association name has been changed to Parents Teachers Committee due to the legal requirements of an 'Association' in Zambia.

| Indicators | Baseline[1] May 2022) | | 1 (December 2021) OBJ | 2 (June 2022) | 3 (June 2023) | 4 (June 2024) | End Target (June 2025) | Comment | Frequency | Data Source/ Methodology | Description (indicator definition etc.) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | in each of the 45 communities. 1 WDC group in each of 45 communities<br>As well as 1 CSPR established Social Accountability monitoring group in each of the 45 communities. All the groups are functional as they fully participate in V&A | | Interface & Dialogue meetings. | project communities, or project's Schools Zone Committees.<br>Reference geographical area: local communities drawn from the catchment area of the 45 project schools.<br>Key community members include community members who hold leadership positions such as WDC chairs and PTC executives. |

| Indicators | Baseline[1] May 2022) | | 1 (December 2021) OBJ | 2 (June 2022) | 3 (June 2023) | 4 (June 2024) | End Target (June 2025) | Comment | Frequency | Data Source/ Methodology | Description (indicator definition etc.) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | activities such as Scorecards, Dialogue and interface meetings and monitor education service delivery in their communities. | | | |
| (6) Number of community members participating in consultative meetings with school management and local authorities[10][11] | 0[12] | Target | 675 | 1,125 (563) | 600 (300) | 600 (300) | 600 (300) OBJ | | Semi-annual | Project progress reports | # of community members participating in consultative meetings with school management and local authorities. |
| | | Actual | 0 | 348 | 1,546 (745) | 4730 (F:1984) | 1756 (F:706) as at | | | | |

[10] The targets have been revised. However, data will still be captured from interface meetings, WDC meetings, PTC meetings and Dialogue meetings. Data from PTC, WDC, Interface and Dialogue will be captured through quarterly meeting minutes.

[11] Data from the WDC, PTC and Dialogue meetings will be captured quarterly through minutes.

[12] All the 135 community groups meet the required criteria because they all have clear mandates and terms of reference which guide their operations. These committees established

| Indicators | Baseline[1] May 2022) | | 1 (December 2021) OBJ | 2 (June 2022) | 3 (June 2023) | 4 (June 2024) | End Target (June 2025) | Comment | Frequency | Data Source/ Methodology | Description (indicator definition etc.) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | December 2024. | 1756 community members participated in the Interface, and dialogue meetings, PTC, and WDC Meetings from July 2024 to December 2024. | | Monitoring reports<br>Minutes of PTC, WDC, Interface & Dialogue meetings. | Consultative meetings will include PTC, WDCs, project interface and dialogue meetings, and project town hall meetings.<br>Reference geographical area: local communities, in terms of school zone drawn from the catchment area of the 45 project schools. |

by the V&A project are called Social Accountability Monitoring Groups.

| Indicators | Baseline[1] May 2022) | | 1 (December 2021) OBJ | 2 (June 2022) | 3 (June 2023) | 4 (June 2024) | End Target (June 2025) | Comment | Frequency | Data Source/ Methodology | Description (indicator definition etc.) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| (7) Number of consultative meetings held between communities, school management and local authorities with full representation. OBJ | 0 | Target | 495 | 783 | 250 | 250 | 250 | | Semi-annual | Project progress reports<br>Monitoring reports<br>Minutes of PTC, WDC, Interface & | # of consultative meetings held between communities, school management and local authorities.<br>Consultative meetings will include PTC, WDCs, project interface and dialogue meetings.<br>Reference geographical area: local communities |

| Indicators | Baseline[1] May 2022) | | 1 (December 2021) OBJ | 2 (June 2022) | 3 (June 2023) | 4 (June 2024) | End Target (June 2025) | Comment | Frequency | Data Source/ Methodology | Description (indicator definition etc.) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Actual | 0 | 9 | 135 | 268 | 118 as of January 2025. | According to data on the dashboard. Community members met 118 times to discuss education Issues. | | Dialogue meetings. | drawn from the catchment area of the 45 project schools. |
| (8) Percentage of communities that have completed the monitoring of more than 3 education service activities[13] | 0 | Target | 10% | 20% | 100% | 100% | 100% | | Semi-annual | Project progress reports | # of communities that would have completed monitoring of more than 3 education service activities out of: |
| | | Actual | 0 | 100% | 100% | 100% | 100% as of Decemb | All the Projects schools | | | |

[13] The five main areas of community monitoring include:

- Safe School Plans
- Procurement process for school construction,

| Indicators | Baseline[1] May 2022) | | 1 (December 2021) OBJ | 2 (June 2022) | 3 (June 2023) | 4 (June 2024) | End Target (June 2025) | Comment | Frequency | Data Source/ Methodology | Description (indicator definition etc.) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | er 2024. | monitored atleast 4 project education issues in relation to construction, textbook delivery, safe school plan implementation and School budgets. | | Monitoring reports<br>Minutes of PTC, WDC, Interface & Dialogue meetings. | ● Safe School Plans<br>● Procurement process for school construction,<br>● Use of budget for primary and secondary schools<br>● Procurement process and quality of textbook delivery,<br>● Teacher-pupil absenteeism<br>Divided by total number of project schools (45).<br>A "complete monitoring process" is defined as achieving consensus on the |

· Use of budget for primary and secondary schools

· Procurement process and quality of textbook delivery,

· Teacher-pupil absenteeism

| Indicators | Baseline[1] May 2022) | | 1 (December 2021) OBJ | 2 (June 2022) | 3 (June 2023) | 4 (June 2024) | End Target (June 2025) | Comment | Frequency | Data Source/ Methodology | Description (indicator definition etc.) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | findings and solutions between rights holders and duty bearers with regard to a particular monitoring activity.<br><br>Monitoring activities include: (i) safe school plans, (ii) classroom construction; (iii) school budget performance, (iv) textbook delivery and (v) teacher-pupil absenteeism. For one reason or the other, it may not be possible to monitor all five aspects. So, if at a particular school, more than three out the five services have been monitored by the communities, that school will count) |

| Indicators | Baseline[1] May 2022) | | 1 (December 2021) OBJ | 2 (June 2022) | 3 (June 2023) | 4 (June 2024) | End Target (June 2025) | Comment | Frequency | Data Source/ Methodology | Description (indicator definition etc.) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| (9) Number of school management and local authority meeting minutes that recorded community concerns and requests. | 0 | Target | 250 | 250 | 250[14] | 333[15] | 333 | | Semi-annual | Project progress reports<br>Monitoring reports<br>Minutes of PTC, WDC, Interface & Dialogue meetings. | # of minutes of school management, local authorities and project community facilitator's groups meeting that recorded community concerns and requests. Monitors will note if minutes are present and check sections on community concerns during the field visits.<br>School management meetings and local authorities' meetings refer to PTC, WDC, and project Interface & Dialogue meetings. |
| | | Actual | 0 | 9 | 135 | 338 | 118 as of January 2025. | Through PTC, WDC and CSPR Social Accountability committee, data on the dashboard shows 118 meeting minutes submitted through Kobo. | | | |

[14] This target will be maintained for the current implementation period.

[15] The target is disaggregated as follows: the project's overall annual target is 405 copies of meeting minutes, with the actual record of 135 copies of minutes for the Parent-Teacher Committee (PTC), a target of 180 copies of minutes for the Ward Development Committee (WDC), and a target of 19 for the interface meeting/dialogue meeting.

| Indicators | Baseline[1] May 2022) | | 1 (December 2021) OBJ | 2 (June 2022) | 3 (June 2023) | 4 (June 2024) | End Target (June 2025) | Comment | Frequency | Data Source/ Methodology | Description (indicator definition etc.) |
|---|---|---|---|---|---|---|---|---|---|---|---|
| (10) Number of peer-to-peer community learning events held. OBJ | 0 | Target | 4 | 5 | 9 | 9 | 9 | | Semi-annual | Project progress reports<br>Monitoring reports<br>Activity reports | # of peer-to-peer community learning events held peer-to-peer community learning events will include exchange learning programmes between communities; information sharing events etc. |
| | | Actual | 0 | 5 | 9 | 9 | | Peer to Peer learning Workshops will be conducted in the first quarter of 2025. | | | |
| | | | | | | | | | | | |

## 15. Appendix B: Procurement Progress as of December 2024.

This procurement section is updated as of December 2024.

Procurement
Progress report CSPR