



REPUBLIC OF ZAMBIA

MINISTRY OF GENERAL EDUCATION

Education Contingency Plan for Novel Coronavirus (COVID-19)

April 2020

1. Background on Corona Virus Disease – 2019 (COVID-19)

The outbreak of coronavirus disease (COVID-19) has been declared a Public Health Emergency of International Concern (PHEIC) and the virus has now spread to many countries and territories. While a lot is still unknown about the virus that causes COVID-19, we do know that it is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Individuals can also be infected from touching surfaces contaminated with the virus and touching their face (e.g., eyes, nose, mouth). While COVID-19 continues to spread it is important that communities take action to prevent further transmission, reduce the impacts of the outbreak and support control measures.

The protection of children and educational facilities is particularly important. Precautions are necessary to prevent the potential spread of COVID-19 in school settings; however, care must also be taken to avoid stigmatizing students and staff who may have been exposed to the virus. It is important to remember that COVID-19 does not differentiate between borders, ethnicities, disability status, age or gender. Education settings should continue to be welcoming, respectful, inclusive, and supportive environments to all. Measures taken by schools can prevent the entry and spread of COVID-19 by students and staff who may have been exposed to the virus, while minimizing disruption and protecting students and staff from discrimination.

COVID-19 is a disease caused by a new strain of coronavirus. ‘CO’ stands for corona, ‘VI’ for virus, and ‘D’ for disease and 19 for 2019 (first case December 2019). Formerly, this disease was referred to as ‘2019 novel coronavirus’ or ‘2019-nCoV.’ The COVID-19 virus is a new virus linked to the same family of viruses as Severe Acute Respiratory Syndrome (SARS) and some types of common cold.

Symptoms can include fever, cough and shortness of breath. In more severe cases, infection can cause pneumonia or breathing difficulties. More rarely, the disease can be fatal. These symptoms are similar to the flu (influenza) or the common cold, which are a lot more common than COVID-19. This is why testing is required to confirm if someone has COVID-19.

The virus is transmitted through direct contact with respiratory droplets of an infected person (generated through coughing and sneezing). Individuals can also be infected by touching contaminated surfaces and touching their face (e.g., eyes, nose, mouth). The COVID-19 virus may survive on surfaces for several hours (about 10 hours), but simple disinfectants can kill it.

We are learning more about how COVID-19 affects people every day. Older people, and people with chronic medical conditions, such as diabetes and heart disease, appear to be more at risk of developing severe symptoms. As this is a new virus, we are still learning about how it affects

children. We know it is possible for people of any age to be infected with the virus, but so far there are relatively few cases of COVID-19 reported among children. This is a new virus and we need to learn more about how it affects children. The virus can be fatal in rare cases, so far mainly among older people with pre-existing medical conditions.

There is no currently available vaccine for COVID-19. However, many of the symptoms can be treated and getting early care from a healthcare provider can make the disease less dangerous. There are several clinical trials that are being conducted to evaluate potential therapeutics for COVID-19.

As with other respiratory infections like the flu or the common cold, public health measures are critical to slow the spread of illnesses. Public health measures are everyday preventive actions that include:

- Avoid body contact gestures like shaking hands
- covering mouth and nose with flexed elbow or tissue when coughing or sneezing. Dispose of used tissue immediately;
- washing hands often with soap and water; and
- cleaning frequently touched surfaces and objects.

2. Country context

Zambia is a landlocked country located in Southern Africa and covers a total surface area of 752,612 square kilometres. Administratively, Zambia is divided into 10 provinces and 116 districts. It borders eight countries namely, Democratic Republic of the Congo (DRC), Tanzania, Malawi, Mozambique, Zimbabwe, Botswana, Namibia and Angola. In 2016 life expectancy in Zambia was estimated to be 51.5 years for males and 56.1 years for females, with an overall life expectancy of 53.7 years. The country attained GDP per capita of US\$ 1,350 in 2017 with an annual growth rate of 4.1%, placing the country in the low middle-income nation bracket.

The population of Zambia is estimated at eighteen million, based on a 2012 estimate of 14.3 million and an annual growth rate of 3.3%. The country is sparsely populated with population density at just 23 people per square kilometre (44/sq mi). Zambia is one of the most urbanized countries in sub-Saharan Africa with 44% of the population in a few urban areas while rural areas. Lusaka, the capital city holds about 2.5 million residents, with the rest of the population concentrated in other towns in the mines' rich Copperbelt province and along the road and rail transport corridors.

Zambia faces both internal and external public health threats which require a strong, effective, and efficient national surveillance and response system with adequate preparedness. Zambia continues to experience frequent outbreaks of mainly communicable diseases like Cholera, typhoid fever, measles, anthrax, rabies and trypanosomiasis. The country also faces public health threats from regional and global public health events, including COVID-19, cholera, measles,

yellow fever, Zika, dengue fever, Severe Acute Respiratory Syndrome (SARS) and Avian Influenza.

Zambia has recorded its first confirmed COVID -19 cases on March 18, 2020 and the Government of the Republic of Zambia (GRZ) has started taking measures to contain the virus from spreading widely including school closures. A national address by the president of Zambia, His Excellency Mr. Edgar Chagwa Lungu on March 25, 2020, provided for several initial behavioral-change measures to keep the public safe. Prior to the President's address to the nation, on March 20, 2020 the Minister of Health ordered the closure of all schools, colleges and universities as a step to curtailing large congregation of people at one time in one place while contact tracing was conducted for the first identified patients of COVID-19. This has resulted in disruption of learning for more than 4.2 million children and adolescents. The longer children are out of school, the higher the risks that vulnerable children will not return. Being out of school puts children, especially girls, at increased risk of teenaged pregnancy, sexual abuse, child marriage and other dangers. These negative impacts will be significantly higher for children from poor households.

To mitigate the impact of this situation, the Ministry of General Education (MoGE) is seeking to work with stakeholders and partners to implement an emergency response and recovery plan to ensure students are engaged in learning in their homes. Though this state of health emergency is new to many of the actors in the sector, international expertise building on the global experience in strengthening education as a response to national and global emergencies could offer insights that support the development of this plan. The plan is twofold, to be delivered in phases. While Phase One focuses on response plan to ensuring continuous learning by students during the stay home period of the outbreak, the focus of Phase Two is recovery plan to prepare schools for re-opening post this health emergency and putting measures in place that will support a sustainably safe school environment across Zambia and ensure learning continues in the event of another emergency of this nature.

It is, therefore, a key objective of the Ministry to work with partners to bridge the gap in student learning and eventually ensure all safety measures are in place for the re-opening of all institutions, public and private, across the country. The MoGE solicits support from all partners and friendly governments to buttress the Government of Zambia's efforts. Several Cooperating Partners are willing to support the education sector emergency response to the COVID-19 outbreak in Zambia.

3.Response Plan

The Ministry of General Education and stakeholders have initiated works towards putting up measures to ensure the continuity of learning. Where schools are closed, there should be solid plans to support continuous educational activities, such as internet enabled self-learning opportunities, radio, and Television (TV). These efforts must aspire to reach all children in Zambia with an appropriate platform, with due consideration for girls, children with disabilities refugees and migrants and any other vulnerable groups.

In Zambia though the education broadcasting services of radios and TV has long standing history starting since its independence, the services have been focused as supplementary to the formal education rather than alternative means of education delivery and its geographical coverage remains in the two urbanized provinces of Lusaka and Copper belt. The e-learning opportunities are also emerging, but its implementation is at a nascent phase.

On March 18, 2020, UNICEF in consultation with relevant stakeholders conducted a rapid mapping of availability of education contents from Early Childhood Education to secondary education level and potential feasible platforms for remote/distance learning programme during this period of school closure. The findings indicate that Ministry of General Education (MoGE) under the auspices of the Directorate of Open and Distance Education (DoDE) have developed ECE contents for interactive radio programme covering three out of the seven local languages adopted as medium of instruction at ECE and early grades of primary education. Currently these contents are aired through the education broadcasting services of the ministry. On the other hand, at secondary level there are self-instruction modular contents for all subjects and open education resources for e-learning platforms fully aligned to the curriculum. The self-instruction materials are for distance education delivered by the Zambia College of Distance and Open Education (ZACODE) and e-learning platform is yet to be launched.

The use of information and communication technologies (ICT) such as radio, TV and internet as delivery platform for continuity of learning is dependent on many factors such as access to electricity, access and usage of radio, TV, computers, mobile phones, internet connectivity and digital skills. According to the 2018 national survey on access and usage of ICT by households and individuals¹, 32.9 percent of households (65.5 urban residents; 6 per cent rural residents) access electricity through a utility company. About 40 percent (46.8 percent of the households located in urban areas and 34.3 percent of households located in rural areas) reported to own a working radio. The proportion of households across the whole country with a working television set stands at 37.0 percent (63.0 percent of urban areas residents; 15.5 percent of rural residents). Computer ownership by households is very low at 8.1 percent with 14.7 percent of urban residents and merely 2.7 percent of households in rural areas. Moreover, the survey established that only 6.8 percent of individuals across the country aged 10 years and above knew how to use a computer.

More than 80 percent of the households in the country that own working radios indicated that they access community radio stations compared to the proportion of households that access public radio stations and commercial radio stations. The quality of radio reception was reported to be relatively better on commercial radio stations and community radio stations than the public radio stations.

MoGE with support from its cooperating partners is endeavoring to ensure continuity of learning for all children through suitable content development in alignment with the curriculum and use of diversified delivery platforms relevant to the needs of all children.

¹ 2018 National access and usage of information and communication technologies by households and individuals. A demand side assessment of access and usage of ICT in Zambia. Zambia Information and Communications Technology Authority (ZICTA).

The key interventions to mitigate the impact of school closure include:

- Enhance awareness among children and youth through dissemination of age appropriate messages as supplementary to regular delivery of lessons
- Implement continuity of learning through diverse platforms with particular focus on disadvantaged and marginalized children and adolescents
- Implement continuity of learning for children with special education needs through development of relevant contents, identification of appropriate platforms and provision of teaching and learning materials
- Empower teachers to provide remote learner support on structured lessons delivered through multiple platforms as well as provide guidance on self-directed learning
- Community sensitization to enhance usage of continuity of learning
- Design and implement strategies for monitoring coverage and access to continuity learning programme
- Provision of psychosocial support to teachers, learners and parents
- Support feeding programmes through alternative mechanisms focusing on learners from drought/flood affected districts
- Planning for remedial programme and accelerated learning
- Utilize some already existing interventions and good practices, facilities and human resource in ICT at the two ICT Centres of Excellence.

4. Early Recovery plan

When schools resume, there will be a critical phase in which return to normalcy will be dependent on the interventions laid down at the recovery phase.

The key interventions proposed for early recovery phase are:

- Back to school campaign and community outreach to ensure that no child is being dropped out of school due to COVID-19 emergency
- Conduct an assessment to identify learning gaps and inform remedial programming and learning opportunities so that all children catch up to grade level
- Remedial/catch up lessons for high stake examination classes and learners who lagged behind
- Utilize ICT platforms and have a depository of teaching and learning materials that learners could use at their own time
- Implementation of accelerated learning based on revised school calendar
- Provision of school grants for safe and protective learning environment
- Provision of school feeding targeting districts with the worst economic shocks
- Provision of psychosocial support to teachers and learners
- Strengthening prevention efforts and/or reducing future effect of similar or related outbreak through improved school water, sanitation and hygiene facilities and management.

5. Activity details with estimated budget

Table 1: Response Plan

Interventions	Activities	Duration	Expected Results	Estimated Cost in ZMW	Availability	GAP
Continuity of learning (content development/repackaging; delivery of lessons through radio)	Translating of ECE radio programmes in the remaining 4 local languages	2 Weeks	Availability of ECE radio lessons in local languages	1,750,000	0	1,750,000
	Content development/repackaging of 8 weeks content from I-School Tablets for radio lessons for Grade 1 - 7 i.e. 5weeks term 1 and 3 weeks term 2)	2 Weeks	8 weeks lessons in core subjects for primary education	827,010	827,010	-
	Develop radio content for 28 weeks for grades 1 - 7	1 Month	28 weeks lessons in core subjects for primary education	3,183,989	0	3,183,989
	Develop radio content for grade 8-12, 8 weeks (3weeks term 1 and 5 weeks term 2)	1 Month	8 weeks lessons in core subjects for secondary education	1,200,000	0	1,200,000
	Develop radio content for 28 weeks for grade 8 - 12	2 Months	28 weeks lessons in core subjects for secondary education	4,200,000	0	4,200,000
	Procurement of laptops, tablets, desk tops, mifis+ bundles and other accessories	2 Weeks	Availability of equipment for production of contents	756,000	228,000	528,000
	Transmission of radio programmes through community and national radios	6 Months	ECE, primary and secondary education learners accessing education through radio	12,000,000	10,000,000	2,000,000

Interventions	Activities	Duration	Expected Results	Estimated Cost in ZMW	Availability	GAP
	Procurement and distribution of solar rechargeable radios to the poorest households with school age children	1 Month	Improved access to radio among poorest households with school age children	10,000,000		10,000,000
	Monitoring of coverage and use through phone survey	6 Months	Availability of data on access and use of services	500,000	0	500,000
Continuity of learning through TV	Production of TV lessons (ECE to grade 7)	2 Months	Audio-visual lessons available for ECE and primary education	750,000	500,000	250,000
	Production of TV lessons (Grade 8 to grade 12)	1 Month	Audio-visual lessons available for secondary education	675,000	500,000	175,000
	Procurement of television equipment : acoustics, 1 Sony PXW-Z150 4K, Editing computers with Multimedia board, aircons, lighting, Monitors for Education broadcasting studios	2 Weeks	Availability of equipment for production of contents	547,000	0	547,000
	Airing of regular lessons including open education resource materials	6 Months	Delivery of lessons through TV covering ECE, primary and secondary	2,000,000	1,000,000	1,000,000
	Launch and open the national e-learning platform for grades 8 -12 for online learning (airtime and space cost)	6 Months	Online learning available for secondary education	6,500,000	0	6,500,000
	Development of interactive digital contents on literacy and numeracy for primary education	2 Months	Supplementary digital contents focusing in literacy and numeracy are available for primary education	17,950,000	0	17,950,000

Interventions	Activities	Duration	Expected Results	Estimated Cost in ZMW	Availability	GAP
Continuity of learning through distance education	Printing of self-instructional materials for grade 8-12 for the remote areas (756,600)	1 Month	Print materials/modules for distance education are available	63,000,000	47,854,800	15,145,200
	Distribution of Print - based Teaching and Learning Materials	1 Month	Secondary education learners accessing print materials to continue education through distance	659,540	382,989	276,551
	Monitoring of Programmes in all districts	6 Months	Data is made available on implementation of continuity of learning programmes	852,000	237,562	614,438
Continuity of learning for children with special education needs	Content development; identification of delivery platforms and procurement and distribution of relevant materials and equipment	3 Months	CSEN are reached with continuity of learning	8,975,000	0	8,975,000
Empowerment of teachers to provide learner support and monitor continuity of learning	Engage teachers to provide learner support through linking with radio stations, whatsapp, SMS etc.	6 Months	Teachers provide continuous learner support and monitor the continuity of learning coordinated by the zonal schools	10,000,000	0	10,000,000
Community sensitization on continuity of learning	Community sensitization on continuity of learning through radio, TV and social media	Throughout	Enhanced demand for continuity of learning	200,000	0	200,000
Psychosocial support to teachers and learners	Training of guidance and counselling teachers on psychosocial support (through online and distance)	2 Weeks	Guidance and counselling teachers equipped with knowledge and skills to provide psychosocial support	1,437,500	0	1,437,500

Interventions	Activities	Duration	Expected Results	Estimated Cost in ZMW	Availability	GAP
	Provision of psychosocial support to all teachers in need including Guidance and counselling teachers through SMS and community radios with focus on the most disadvantaged	Throughout	Psychosocial services are made available	1,000,000	0	1,000,000
Support feeding programmes through alternative mechanisms focusing on learners from drought/flood affected districts	Provision of school feeding through alternative method guided by MoH guidance on social distancing	Throughout	Vulnerable children are provided with food to continue learning through the remote learning	10,770,000	0	10,770,000
Development of strategy for remedial lessons and accelerated programme	Development/printing of catch-up lessons in all local languages	1 Month	Materials for catch-up lessons	8,077,500	0	8,077,500
	Develop plan for accelerated learning	1 Week	Accelerated learning plan developed	100,000	0	100,000
Estimated cost for emergency response for six months in ZMW				167,910,539	61,530,361.00	106,380,178
Estimated cost for emergency response for six months in USD				9,354,347.58	3,427,875.26	5,926,472.31

Table 2: Early Recovery Plan

Interventions	Activities	Duration	Expected Results	Estimated Cost in ZMW	Availability	GAP
Back to school campaign	Conduct community sensitization and outreach activities targeting those who at risk of dropping out	2 Weeks	Parents' enhanced readiness to send their children back to school	1,750,000	0	1,750,000
School Feeding programme	Provision of school feeding targeting districts with the worst economic shocks	3 Months	Improved school attendance among children from highly impacted households	89,750,000	0	89,750,000
School grants to enhance safe learning environment	Provision of school grants	6 Months	Schools are safe and protection against the pandemic measure in place	53,850,000	0	53,850,000
Conduct large scale assessment to identify learning gaps	Conduct large scale national assessment to assess progress of the continuity of learning and identify learning gaps	5 Months	Data on learning progress and learning gaps	35,900,000	0	35,900,000
Remedial/catch-up lessons	Monitoring of remedial/catch-up lessons in primary schools	Throughout	Catch-up lessons tracked and challenges identified for taking mitigation measure	1,750,000	0	1,750,000
Expand Education Broadcasting services nationwide	Expand radio, TV services and e-learning to all provinces of Zambia	6 Months	Alternative education through radio and TV made available to the public	8,616,000	0	8,616,000

Interventions	Activities	Duration	Expected Results	Estimated Cost in ZMW	Availability	GAP
Provision of Psychosocial support	Provide remote and face to face guidance and counselling services	Throughout	Vulnerable teachers and learners are supported	2,200,000	0	2,200,000
Evaluation of the COVID-19 education response	Conduct evaluation of education response to COVID-19	3 Months	Lessons learned and best practices from the emergency response captured to guide future preparedness and response plans	3,590,000	0	3,590,000
Estimated cost for emergency recovery for one year in ZMW				197,406,000.00	-	197,406,000.00
Estimated cost for emergency recovery for one year in USD				10,997,548.75	-	10,997,548.75

Table 3: Post Recovery system strengthening Plan

Interventions	Activities	Duration	Expected Results	Estimated Cost in ZMW	Availability	GAP
Sensitize the teachers and learners on the integration of ITCs in teaching and learning	Conduct TOT; facilitate for training in the Districts	1 Month	Improved digital literacy among teachers	480,000	0	480,000
Create video conference facilities at HQ, Provincial (PEO) and District (DEBS) centres	Procure video conference equipment Provincial and District centre	3 Months	Improve information sharing from top to bottom and bottom to top in good time	5,000,000	0	5,000,000

Interventions	Activities	Duration	Expected Results	Estimated Cost in ZMW	Availability	GAP
Sensitize education Administrators and teachers on the use of the alternative modes of education available	Identify Education Administrators and teachers to trained, Conduct training	1 Month	Improved awareness on alternative mode of education provision among school administrators and teachers	550,000	0	550,000
Establish 8 more multimedia centres	Identify underutilized structures; convert the structures into Alternative Modes of Education Provision (AMEP) centres	6 Months	Alternative mode of education provision expanded to 8 centers to reach more out of school children	3,600,000	0	3,600,000
Strengthen the Education Broadcasting Radio and Television	Provide capacity building to officers in TV and Radio broadcasting; revisit the structure and develop guidelines	6 Months	EBS is capacitated to broadcast radio and TV lessons	650,000	0	650,000
Procurement of ICT equipment for AMEP centres	Identify and procure ICT equipment	3 Months	AMET centers are equipped with ICT equipment	1,200,000	0	1,200,000
Connect 100 schools to the national grid especially in rural areas or solar based mini grids	Engage ZESCO on connectivity of some schools to the national grid	6 Months	Enhancing of ICT in schools and ultimately enhancing e-learning in rural areas through TV and Radio broadcasting	85,000,000	0	85,000,000
Design, develop and produce teaching and learning materials in multimedia formats	Training for development and production; Design, develop and produce materials	2 Months		525,000	0	525,000
Provision of clean water (boreholes) in 100 schools especially in rural areas	Drilling of boreholes in some selected schools	6 Months	Provision of clean water to enhance hygiene especially for girl child	65,000,000	0	65,000,000

Interventions	Activities	Duration	Expected Results	Estimated Cost in ZMW	Availability	GAP
Procure teaching and learning equipment for learners with special education needs	Identify and procure equipment	3 Months	Children with special education needs are provided with relevant teaching and learning materials	450,000	0	450,000
Procure equipment to screen and identify CSEN at the early stage	Identify and procure equipment for screening and identifying CSEN	2 Months	Early identification of CSEN for quick application of interventions	1,000,000	0	1,000,000
Capacitate 350 teachers with skills to screen and identify CSEN at early age	Train teachers in screening and identifying CSEN at early age	3 Months	Adequate teachers with skills in screening and identifying CSEN at early age	650,000	0	650,000
Conduct online CPDs for teachers/facilitators in AMEP centres	Develop CPD; Orient and conduct CPDs	1 Month	Teachers in AMEP centers are equipped with knowledge and skills to facilitate learning through AMEP	360,000	0	360,000
Capacity build teachers for all categories of learners in technology enabled learning approaches	Conduct TOT; facilitate for training in the Districts	1 Month	Teachers are capacitated in technology-based learning	650,000	0	650,000
Capacity build teachers and managers in M&E for AMEP	Develop M&E guidelines; Orient education officials and Teachers on use, monitor and evaluate performance	3 Months	Guidelines for M&E of AMEP developed	800,000	0	800,000
Train e-content developers and reviewers	Identify officers to be trained, conduct training	1 Month	Capacity of e-content developers and reviewers enhanced	450,000	0	450,000
Design, develop and produce training manuals for AMEP	Design, Develop training manuals for distance learning, open learning, radio and television broadcast	1 Month	AMEP training manuals developed	300,000	0	300,000

Interventions	Activities	Duration	Expected Results	Estimated Cost in ZMW	Availability	GAP
Continuous up-grade the multi-faceted learning Management systems	Review and upgrade; upskilling ICT officers in MoGE; Procure consultancy for capacity building	3 Months	Continuous upgrading of learning management systems	650,000	0	650,000
Estimated cost for post recovery for one year in ZMW				161,835,000	0	161,835,000
Estimated cost for post recovery for one year in USD				9,015,877	0	9,015,877

Table 4: Summary of Education Sector – Estimated Cost of Activities

Phase	Estimated Cost In ZMW	Available	GAP
Emergency Response	167,910,539	61,530,361	106,380,178
Early Recovery Stage	197,406,000	0	197,406,000
Post recovery system strengthening	161,835,000	0	161,835,000
Total	527,151,539	61,530,361	465,621,178

5.0 Targeted beneficiaries

The Intervention is expected to directly benefit about 4.5 million students across all learning institutions throughout the country. However, particular focus will be on the disadvantaged children such as girls, children with disabilities, children affected with multiple vulnerabilities etc.

6.0 Implementation arrangements

6.1 Duration

The intervention is anticipated to be implemented over one year and six months from April 2020 to September 2021.

6.2 Media messaging and behavior change communication

Relevant messages will be adopted in line with the National response strategy (led by MOH) and disseminated to all schools. The trained staff at relevant institutions will lead the social mobilization and sensitization activities at the school and community levels.

6.3 Procurement modality

In the spirit of expediency and accountability, procurement responsibilities would be shared with all entities concerned with comparative advantages in the provision of certain services and government organizations.

6.4 Psycho-social support

Utilizing the cascade approach for capacity building, central level staff will be trained for onward training of provincial-level staff (provincial education officers, district education officers etc.). The provincial -level staff will then roll out the training to schools in their respective districts at the cluster. Innovative approaches through remote reach out will also be used due to the physical distancing required to stem the spread out of the virus.

6.5 Implementing Agency

The intervention will be under the responsibility of the Ministry of General Education in close collaboration with the Ministry of Health and other line ministries. At the Ministry of General Education, the Directorates for Distance and Open Education (DODE) and Planning and Information and in collaboration with other directorates will implement the intervention and ensure the management and coordination of intervention activities.

6.6 Monitoring/Quality Assurance

During the implementation of the proposed interventions, the Standards and Curriculum Directorate will play a significant role in this regard. Monitoring tools will be developed to capture progress made in the implementation process. Considering the dynamic nature of the Coronavirus and the newness of the intervention, monitoring reports will be compiled and reviewed monthly from all 10 Provincial Education Officers. The MoGE will take all necessary measures to prevent malpractices purported to derail the project deliverables. This measure will include monitoring implementing measures to address mis application of funds-related incidents.

Meanwhile, schools that will be identified as non-compliant with the MOGE guidelines on the utilization of funds will be penalized.

6.7 Reporting

The Directorate of Finance within the Ministry of General Education will provide periodic expenditure report in the form and manner required by the parties involved. At the same time, Intervention implementation departments will provide programmatic reports on execution per component to all parties concerned but led by the Department of Planning and Information. Together, the Ministry of Education will provide quarterly financial and programmatic reports to funding Institutions, partners, and the Government of the Republic of Zambia.

- The implementing partners will report on the services delivered and coverage which will be consolidated with support from Education Working group.
- Updates on progress and developing needs will be shared with the stakeholders.
- Provincial Education Officers will monitor the service delivery at the community level and make schools accountable.