PRIVATE PUBLIC PARTNERSHIPS COST CONTRIBUTION TOWARDS LEARNER PERFORMANCE IMPROVEMENT

October 2016
Resubmission February 2017

This publication is made possible by the support of the American People through the United States Agency for International Development (USAID) and the U.S. President's Emergency Plan for AIDS Relief (PEPFAR). The contents of this publication are the sole responsibility of Chemonics International Inc. and do not necessarily reflect the views of the USAID, PEPFAR, or the United States Government.

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Contract No. AID-611-C-12-00001

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Acknowledgement

We acknowledge the Ministry of General Education (MOGE) staff at the provincial, district and school levels for their time and contribution during the interviews. We also acknowledge and appreciate the many hours spent with staff from the three higher learning institutions, University of Zambia (UNZA), Zambia Institute of Special Education (ZAMISE), and Charles Lwanga College of Education who provided their precious time to track and document their cost contribution. We would also like to acknowledge and thank the private public partners that provided the financial information.

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Abbreviations

CLCE	Charles Lwanga College of Education (Monze, Southern)
CSR	Corporate Social Responsibility
DEBS	District Education Board Secretary Office
DESO	District Education Standards Officer
HEI	Higher Education Institutions (post-secondary, colleges, universities)
MOGE	Ministry of General Education
PEO	Provincial Education Office
PMEP	Program Monitoring and Evaluation Plan
PPPS	Public Private Partnerships
RTS	Read to Succeed
STEP-Up	Strengthening Educational Performance Up- Zambia
TTL	Time to Learn
UNZA	The University of Zambia (the national university based in Lusaka)
USAID	United States Agency for International Development
ZAMISE	Zambia Institute for Special Education

Executive Summary

Over the last four years, STEP-Up Zambia, a USAID funded project has been collaborating with the Ministry of General Education (MOGE) to support education management reforms to improve learner performance through: integrated and strengthened systems for improved decision-making; promoting equity as a central theme in policy development and education management reform; institutionalization of MOGE's management of HIV/AIDS workplace programs; strengthening decentralization for improved learner performance; and engaging higher education institutions in research related to school effectiveness and learning achievement.

Between 2012 and 2013, STEP-Up trained an estimated 700 MOGE Officials at provincial and district levels in private public partnerships (PPPs) that focused on the improvement of learner performance in provinces, districts and schools. In a number of cases, the schools and district offices had a record of the companies that have contributed to their activities, without establishing the cost of the contributions. This was the main focus of the consultant: to follow up with all PPP contributions from the 10 provinces and all districts and cost them accordingly.

The consultant interacted with five provinces, namely, Lusaka, Central, Copperbelt, Northwestern and Southern province with a total number of 13 District Education Board Secretary (DEBS) offices, five schools and 17 other education stakeholders. These entities were interviewed for the purpose of establishing the number of PPPs formed and the total cost realized from these partnerships. The cost contribution was measured in Zambia Kwacha at the time service/cash was rendered and then converting the amount using historical exchange rate data to establish the equivalent in US dollars.

The table below provides a summary of the PPP cost contribution:

Category	**ZMW**	**USD**
Education Material and Equipment	5,683,553.15	953,241.72
Infrastructure rehabilitation and development	10,907,842.42	1,779,968.49
Office Space	843,971.00	158,877.54
Others (MOGE Staff time)	2,895,993.36	535,324.00
TOTALS	**20,331,359.93**	**3,427,411.75**

A. Introduction

Strengthening Educational Performance-Up (STEP-Up) Zambia project is a USAID funded project which has been assisting the Ministry of General Education[1] (MOGE) to improve oversight functions and accountability at all levels of the Ministry in order to ensure the delivery of effective educational services, particularly in reading, at the primary school level. Learner performance is the ultimate measure of success, and achieving this goal requires systemic reform with greater attention to enhancing management for results.

STEP-Up is a key project within USAID/Zambia's education portfolio, which consists of several activities with the overall goal to improve educational achievement in reading by 2017 for one million Zambian students. This goal contributes directly to "Goal One" of the USAID Global Education Strategy, which aims to improve reading skills for 100 million children in primary grades by 2015. Improving reading in Zambia will assist the MOGE to enhance education quality with a strong focus on evidence-based interventions. STEP-Up's focus on systems strengthening and management acts as an umbrella project with the MOGE, facilitating the achievement of objectives from classroom-focused interventions implemented through the Schools Promoting Learning Achievements through Water, Sanitation and Hygiene (SPLASH), Read to Succeed (RTS), and Time to Learn (TTL) projects.

STEP-Up's overall theory of change and approach is grounded in evidence from around the world from school systems that have demonstrated significant performance improvement as measured by learning outcomes. The project's activities are anchored on the premise that success in achieving sustained reading improvements is contingent on Ministry officials taking leadership in the design and implementation of education interventions. Moreover, both Ministry staff and development practitioners are compelled to ensure that successful education interventions are implemented at scale to provide equal access to high quality education in the long-term. In order to support interventions implemented to scale, it is crucial to understand the current context of Public Private Partnerships in education, and identify opportunities for the future.

B. Geographical coverage

STEP-Up works across all ten provinces in Zambia in tandem with all operational units of the MOGE educational system, including central, provincial, and district levels, to increase the MOGE's capacity to implement institutional reforms that will ultimately improve learner performance, namely reading outcomes. STEP-Up also assists the MOGE to leverage its existing resources to achieve sustainable improvements in education management, oversight, and accountability. The heart of STEP-Up's approach is to assist the MOGE, through collaborative partnerships, to undertake a structured journey to identify and apply practical interventions that drive systemic reform through a problem solving approach.

C. Public Private Partnerships

The success of any economy is dependent on skilled labor. The private sector looks to an education system to produce students that have the skills that it needs to be competitive in the

[1] Previously known as Ministry of Education, Science, Vocational Training, and Early Education (MESVTEE)

market. Studies have shown that there is a direct link between human capital and economic development. With this argument, poor performance of the students will certainly have a negative impact on commerce and industry. As much as education service delivery is a duty of the Government of the day, corporate institutions and businesses need to participate in the delivery of education services to ensure that human capital is harnessed to respond to market demands. It is worth mentioning that corporate institutions have done a lot in infrastructure development, provision of teaching and learning materials and indeed provision of scholarships to both teachers and students. While such support is appreciated, it has not significantly contributed to improving overall learner performance for the last two decades. It is time to advise corporate institutions to re-allocated support to other areas in education such as research, monitoring and supervision.

The Zambian Government Public Private Partnership Act promotes and facilitates the implementation of partnerships. The Government has also gone further to identify focal point persons in different ministries to operationalize the institutionalization of the PPP Act. STEP-Up Zambia has worked closely with the PPP Unit of the Ministry of finance and the appointed focal point at the MOGE to facilitate the institutionalization of the PPP Act. The budgets office and the public relations offices will be very critical in this process. In the last four years STEP-Up Zambia has held numerous trainings and capacity building activities to support various key stakeholders in the MOGE. They include: PPP sensitization meetings for senior management staff; the creation of nine PPP committees; district PPP meetings; development of a social enterprise model for resource centers, and start-up of a social media platform, among others.

STEP-Up engaged a specialized consultant to conduct the following activities:

1. Document best practices of provinces, districts and schools that have successfully leveraged private sector resources to support learner performance improvement,
2. Document all cost share on PPP generated through the project to date
3. Identify and document additional cost share to the implementation of STEP-Up supported activities.

STEP-Up has cost share potential in many areas, but primarily in PPP contributions to its improved learner performance interventions in provinces, districts and schools. In a number of cases the schools and district offices have a record of the companies that have contributed to their activities, without establishing the cost of the contributions. This was the main focus of this consultancy i.e. to follow up all the PPP contributions and cost them accordingly.

Thus the PPP Consultant was tasked to focus exclusively on documenting and identifying additional cost share through PPPs at provincial, district and school levels. Specifically, the Consultant was asked to provide the following deliverables:

- A PPP cost share tracker and adapt the USAID cost share forms, and what have been done to date
- Develop an overall cost share documentation plan with clear goals in consultation with STEP-Up Chief of Party
- Identify and document PPP cost share that has been generated on the project in consultation with STEP-Up technical staff

- Travel plan to provinces and some selected districts based on pre-arranged meetings with private sector partners that can confirm and inform PPP cost contribution to education delivery.
- Document all available PPP cost share by
    - Preparing forms for signature from partners
    - Gathering required USAID back up evidence such as receipts from partners
    - Preparing PPP cost contribution documentation for submission and sending it to STEP Up Chief of Party

D. Procedure/Scope of Work

The consultant's main source of information of identifying key informants of PPPs that had provided support to MOGE was through interviews held with STEP-Up technical staff, review of quarterly project reports and pervious work carried out by other people on the project. However, in order to guide the process of tracking and documenting PPPs and their cost contribution, an Implementation Plan was developed outlining the key deliverables such as production of progress reports with achievements and plans, timeline, travel plans, and anticipated risk factors during implementation.

For this SOW, the Consultant selected and visited 5 provinces out of 10. The meetings and interviews were with PEO officials, District Education Board Secretaries (DEBS), Planners, District Education Standard Officers (DESOs) and any other key staff who coordinated the STEP-Up project at MOGE. Meetings were also held with three learning institutions, namely University of Zambia (UNZA), Zambia Institute of Special Education (ZAMISE) and Charles Lwangua College of Education (CLCE) who were involved in the development of Educational Research and Policy.

From interviews with the PEOs and DEBS officials, the consultant was able to generate a list of PPPs that had made either cash or in-kind donations towards learner performance improvement in schools. While at the higher learning institutions activities and cost contribution leading to implementation of research, development and final dissemination of Education Policy Briefs were also documented.

E. Challenges/limitations

Private partners were not always willing to give financial information to an external group; therefore, cost contribution amounts were derived using, Letters of Appreciation from MOGE to PPPs, PPPs' company business newsletters and MOGE budgets used at the time of seeking assistance. Furthermore, letters requesting for support documentation from PPPs required a lot of follow up in terms of visits and phone calls.

Most provincial and district MOGE officials, along with higher learning institution staff charged with coordination of STEP-Up activities had been transferred to another position. This is common within the MOGE and HEI's, and often times during these transitions no handover documentation is provided to those stepping in. Therefore, time was lost during the course of

this assignment in tracking necessary support documentation and the full scale of PPPs is difficult to truly quantify.

A final challenge to completing this assignment was that it took place during the same period as the Zambian General Elections in August 2016. Thus, several public and private partners' offices were closed leading up to and following the elections for safety and security reasons.

Below the consultant provided data organized as follows:

Table 1 shows all PPPs that supported Education Materials and Equipment;
Table 2 shows PPPs supporting Infrastructure Rehabilitation and Development;
Table 3 shows Office Space that has been provided;
And lastly, the MOGE Staff time.

Table 1. Identified Education Materials and Equipment

No	Date	Private Partner	Cost Contribution	Amount (K)	Exchange rate	USD Amount	Notes & support documentation in place
1	2013	World Vision (Z) Ltd	45 desks for Kanzenzi, Mwanamutowa, Kanyikomboshi and Katuyola Primary School, Mwinilunga District	33,750.00	0.18672	6,301.80	quotation, rate sheet and signed cost contribution form by DEBS
2	2013	World Vision (Z) Ltd	135 desks for Mudanyaa Primary School, Mwinilunga District	101,250.00	0.15645	15,840.56	quotation, rate sheet and signed cost contribution form by DEBS
3	2013	Kansanshi Mining Ltd - Solwezi district	Textbooks to 20 schools	711,228.00	0.18188	129,358.15	Signed cost contribution form by Provincial Planner
4	2013	Chambishi Metals PLC	800 litres of diesel towards public examination management and administration	6,957.90	0.17928	1,247.41	Quotation, exchange rate and letter of Appreciation from DEBS, Chisamba
5	2013	Childfund- Luangwa	Payment of School fees for OVCs	68,535.00	0.18777	12,868.82	Copy of cheque from Childfund, acknowledgement of cheque from Mwavi Secondary School
6	2013	Childfund- Luangwa	Payment of School fees for OVCs	68,508.00	0.18777	12,863.75	Copy of cheque from Childfund, letter of appreciation from Mwavi Secondary school Luangwa, list of learners
7	2013	Charles Lwanga College of Education - Monze district	Applied Research Project in 3 topics: Monitoring, Assessment and Teaching & Learning Resources/Materials	965,433.33	0.18343	177,089.44	Reports, attendance registers, research tools Policy briefs, & Signed cost certification form
8	2013-2016	Zambia Institute of Special Education (ZAMISE)	Time ZAMISE and Interns spent on the STEP-Up Project during the period they identified research topics, developed tools, carried research and developed 4 Policy Briefs in relation to Literacy Development for Children with Reading Difficulties: home, school and district level analysis	334,384.92	0.15794	52,812.75	Agreement, schedule of activities, 4 Policy Briefs, registers, signed cost contribution form by Acting Vice Principal

No	Date	Private Partner	Cost Contribution	Amount (K)	Exchange rate	USD Amount	Notes & support documentation in place
9	2014	Copperbelt Development Foundation Limited - Lufwanyama District	Donation of 12 Mobile Science Labs	1 ,000,000.00	0.16246	162,460.00	http://www.cdfl.co.zm
10	2014	Christian Mission in Many Lands (CMML) - Solwezi district	Taken over running of Kayombo Boarding Sec. School (G.8-12)	900,000.00	0.16148	145,332.00	MOU & signed cost certification form by PEO
11	2014	Kansanshi Mining Ltd - Solwezi district	Textbooks to 20 schools	708,498.00	0.16246	115,102.59	Signed cost contribution form by Provincial Planner
12	2014-2016	UNZA	Applied Research Project	370,020.00	0.18081	66,903.32	copy of pay slip, letters of invitation, timeline, copies of policies
13	2015	Zambia Association of Commerce & Industry (ZACCI)	Publication of education information in ZACCI Quarterly Business News Magazines	76,500.00	0.15634	11,960.01	ZACCI Quarterly Business News Magazines & signed cost contribution certification form
14	2015	ORICA Mining	Library book donated to Kalulushi Mining	205,088.00	7.53499	27,217.19	Email Correspondence from Orica Mining and exchange rate
15	2015	UNICEF	Printed HIV Policy, Implementation Guidelines and Strategic Framework	50,000.00	0.08266	4,133.00	Distribution list
16	2015	Childfund- Luangwa	Payment of School fees for OVCs	43,800.00	0.17997	7,882.69	Copy of cheque deposit slip from Childfund Luangwa and acknowledgement of funds from Kaposche Basic School
17	2016	Paglory University (PVT) - Kabwe district	Sponsorship of Maths quiz and production of study materials	30,000.00	0.10043	3,012.90	Receipts and signed cost contribution certification form by PEO and exchange rate. Furthermore, Proprietor received honorary certificate from PEO due to his continued donations in the province

No	Date	Private Partner	Cost Contribution	Amount (K)	Exchang e rate	USD Amount	Notes & support documentation in place
18	2016	AMOS Youth Cenre	Payment of learners School fees for OVCs	9,600.00	0.0891	855.36	Receipts and signed cost contribution certification form by Head teacher and exchange rate
			Total	**5,683,553.15**		**953,241.72**	

Table 2. Infrastructure Rehabilitation and Development

No	Date	Private Partner	Cost Contribution	Amount (K)	Exchange rate	USD Amount	Notes & support documentation in place
1	2013	World Vision Zambia - Kapiri Mposhi	Infrastructure Improvement at DEBS office	28,310	0.12664	3,585.18	Acknowledgement letter to WV, quotation
2	2013	Copperbelt Development Foundation Limited - Chingola District	Infrastructure Development- 1x3 & 1x2 classroom block at Johnken Primary School, Nsansa and Twafweni primary school	2,288,078.68	0.18485	422,951.34	http://www.cdfl.co.zm/where-we-work.html
3	2013	Trade Kings in Kafue district	Rehabilitation of 3 classroom blocks at Kasaka Primary School	25,000.00	0.18863	4,715.75	quotation and signed cost contribution form
4	22-Nov-13	Muslim Society	Sinking of Boreholde at Kasaka Primary School	30,000.00	0.17963	5,388.90	quotation and signed cost contribution form
5	2014	Zambezi Ranch and Cropping Ltd - Chibombo district	Building material support for staff house and 1x3 classroom block to Kaputi Combines School	40,000.00	0.16246	6,498.40	Delivery note, Letter of Appreciation from Head teacher & signed certification cost contribution form
6	2014	Kansanshi Mining Litd	Infrastructure development classrooms ablution blocks & Playground	690,000	0.15702	108,343.80	Attached info Solwezi Magazine, signed cost contribution form by Senior Planner

No	Date	Private Partner	Cost Contribution	Amount (K)	Exchange rate	USD Amount	Notes & support documentation in place
7	2014	Barrick Lumwana Mines	Infrastructure Development 1x3 classroom block and teachers houses	1,156,196	0.15702	181,545.90	signed cost contribution form by DEBS
8		Childfund	Infrastructure Development - dormitory at Mwavi Sec. School	574,924.00	0.15794	90,803.50	signed cost contribution form by Project Coordinator & Contract
9	14-Nov-14	Lamasat Investment - Kafue district	Donation of 5, 000 litres water tank at Kasenje Primary School	5,039.00	0.15677	789.96	quotation and signed cost contribution form
10	22-Nov-14	Lee Yeast in Kafue district	Donation of tank stand at Kasenje Primary School.	7,000.00	0.15677	1,097.39	quotation and signed cost contribution form
11	2015	Private Schools in Chisamba district	Cash donation towards infrastructure development (DEBS extension)	6,000.00	0.12664	759.84	Appreciation letters from DEBS office
12	2015	Copperbelt Development Foundation Limited - Lufwanyama District	Infrastructure Development 2x1x4 teachers' flats, borehole, water tank & 1 ablution block at Pwele primary school	1,221,467.70	0.13583	165,911.96	http://www.cdfl.co.zm/ , breakdown of PPP engagement from DEBS, Lufwanyama
13	2015	Copperbelt Development Foundation Limited - Lufwanyama District	2 dormitories (boys & girls) at Kalumbwa Sec. School	1,088,624.09	0.13583	147,867.81	http://www.cdfl.co.zm/ , breakdown of PPP engagement from DEBS, Lufwanyama
14	2015	Copperbelt Development Foundation Limited - Lufwanyama District	one dormitory for boys at Lumanto Sec, School	660,524.58	0.13583	89,719.05	http://www.cdfl.co.zm/ , breakdown of PPP engagement from DEBS, Lufwanyama
15	2015	Copperbelt Development Foundation Limited - Ndola District	Infrastructure Development- 1x3 & 1x2 classroom block at Lubuto High School	83,080.43	0.14214	11,809.05	http://www.cdfl.co.zm/where-we-work.html

No	Date	Private Partner	Cost Contribution	Amount (K)	Exchange rate	USD Amount	Notes & support documentation in place
16	2015	Copperbelt Development Foundation Limited - Ndola District	1x4 flat, 1x3 classroom borehole & solar electrification at Chifukube Primary School	1,080,108.88	0.13583	146,711.19	http://www.cdfl.co.zm/where-we-work.html
17	2015	Copperbelt Development Foundation Limited - Ndola District	1x3 dormitory, 40 beds with lockers, phy-ed equipment, infra-red lamp, hydro collator unit, treadmill, wheelchairs, elbow crutches and underarm crutches, walking frames and glide cycle at Dagama School for the physically challenged	491,937.71	0.13583	66,819.90	http://www.cdfl.co.zm/where-we-work.html
18	2015	Copperbelt Development Foundation Limited - Luanshya district	computer lab in Mpatamato Sec. School in	30,000.00	0.13583	4,074.90	http://www.cdfl.co.zm/where-we-work.html
19	2015	Copperbelt Development Foundation Limited - Chililabombwe District	Infrastructure Development- 1x3 flats, ablution and power connected to nation grid at New Konkola Primary School and 1x3 flats with improved VIPS at Kafue River Bend School in Kitwe	1,329,651.35	0.13583	180,606.54	http://www.cdfl.co.zm/where-we-work.html
20	2015	Environment Africa Trust	School Rehabilitation in Chisamba district	70,000.00	0.13716	9,601.20	Materials bought specs, photos of before and after rehabilitation
21	25-Feb-15	Nitrogen Chemicals of Zambia	Donation of Boiler Ash at Kasenje Primary School	1,500.00	0.14214	213.21	quotation and signed cost contribution form
22	1-Mar-15	Proda Suppliers	Donation of 3 gravel at Kasenje Primary School	2,400.00	0.14405	345.72	quotation and signed cost contribution form

No	Date	Private Partner	Cost Contribution	Amount (K)	Exchange rate	USD Amount	Notes & support documentation in place
23	2-Mar-15	Lafarge	Donation of Cement to Itawa Primary Sch.	13,600.00	0.14405	1,959.08	Letter of Appreciation from Itawa Primary School
24	2016	Zambezi Ranch and Cropping Ltd - Chibombo district	Building material support for staff house and 1x3 classroom block to Kaputi Combines School	28,000.00	0.08865	2,482.20	Delivery note, Letter of Appreciation from Head teacher & signed certification cost contribution form
25	2016	Paglory University (PVT) - Kabwe district	Renovation of Guest House for Education Provincial office	70,000.00	0.0948	6,636.00	Honorary Certificate to proprietor of Paglory University (PVT) given by Kabwe PEO, cash deposit slip & signed cost contribution certification by PEO
26	27-Apr-16	First Quantium	Tree Stumping at Itawa Primary School	500.00	0.10531	52.66	Letter of Appreciation from Itawa Primary School
27	2012-2016	World Vision Lunga/Mudanyama Cluster	Infrastructure development in Mwinilunga district	2,423,146.00	0.08262	200,200.32	Signed certification from and letter of request from Mwinilungu DEBS
				13,445,088		**1,861.490.75**	

Table 3. Office Space

No	Date	Private Partners	Cost Contribution	Amount (K)	Exchange Rate	USD Amount	Support Documentation in place
1	Oct 2012-Sep 2016	Ministry of General Education	Office space accommodation for STEP UP staff at Copperbelt Provincial Education Office	83,184.00	0.18825	15,659.39	Signed certification form by PEO
2	Oct 2012-Sep 2016	Ministry of General Education	Office space accommodation for STEP Up Provincial staff in Central Provincial Education Office	83,184.00	0.18825	15,659.39	Signed certification form by PEO

No	Date	Private Partners	Cost Contribution	Amount (K)	Exchange Rate	USD Amount	Support Documentation in place
3	Oct 2012-Aug 2016	Ministry of General Education	Office space accommodation for STEP Up Provincial staff in North-western Provincial Education Office	93,582.00	0.18825	17,616.81	Signed certification form by PEO
4	Oct 2012- Mar 2016	Ministry of General Education	Office space accommodation for STEP Up Provincial staff at Southern Provincial Education Office	71,053.00	0.18825	13,375.73	Signed certification form by PEO
5	Mar 2012- Sep 2016	Ministry of General Education	Office space accommodation for STEP Up Technical Advisor staff at MOGE, HQ	83,184.00	0.18825	15,659.39	Signed certification form by PEO
6	Oct 2012- Mar 2016	Ministry of General Education	Office space accommodation for STEP Up Provincial staff Lusaka Provincial Education Office	74,519.00	0.18825	14,028.20	Signed certification form by PEO
7	Sep 2012-Jan 2016	Ministry of General Education	Office space accommodation for STEP Up Provincial staff at Muchinga Provincial Education Office	67,587.00	0.18825	12,723.25	Signed certification form by PEO
8	Oct 2012-Jan 2016	Ministry of General Education	Office space accommodation for STEP Up Provincial staff in Western Province	67,587.00	0.18825	12,723.25	Signed certification form by PEO
9	Oct 2012-Mar 2016	Ministry of General Education	Office space accommodation for STEP Up staff in Eastern Province	71,053.00	0.18825	13,375.73	Signed certification form by PEO
10	Sep 2012-Mar 2016	Ministry of General Education	Office space accommodation for STEP Up Provincial staff in Luapula Province	74,519.00	0.18825	14,028.20	Signed certification form by PEO
11	Sep 2012-Mar 2016	Ministry of General Education	Office space accommodation for STEP Up Provincial staff in Northern Province	74,519.00	0.18825	14,028.20	Signed certification form by PEO
			Total	**843,971.00**		**158,877.54**	

4. Others (MOGE Staff time)

3,048 MOGE administrators trained by the project contributed 8,853 staff time @K327.12
Amounting to K 2,895,993.36 USD 535,324.00

F. Conclusion

PPP interventions in the education sector is an important strategy to engage the private sector to participate and contribute to improved learner performance. However, there is urgent need to revisit the 1973 Zambia Education PPP ACT which currently does not allow schools that have been in place before the ACT was legislated to enter into PPPs. The benefits of engagement in PPPS will assist not only in the improvement of learner performance but can also aid the reconstruction of dilapidated infrastructure. In addition to allowing predecessor schools take part in PPPs, MOGE needs to enforce the PPP Education ACT and sensitize private sector not only to employ it as a Cooperate Social Responsibility (CSR) intervention.

Additionally, there is clear need for current senior education officials receiving support from PPPs to record actual amounts and to maintain support documentation. This will help continue to tell the story of money leveraged and give the private sector the confidence that their money will be well-accounted for.