



RESTRUCTURING PAPER  
ON A  
PROPOSED PROJECT RESTRUCTURING  
OF  
GENERAL EDUCATION MODERNIZATION PROJECT  
APPROVED ON APRIL 26, 2018  
TO  
THE DEMOCRATIC SOCIALIST REPUBLIC OF SRI LANKA

EDUCATION GLOBAL PRACTICE

SOUTH ASIA REGION

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## ABBREVIATIONS AND ACRONYMS

CERC	Contingent Emergency Response Component
DLI	Disbursement-Linked Indicator
DLR	Disbursement-Linked Result
ELLE	English Language Learning Enhancement
EPD	Education Publications Department
EPSI	Enhanced Program for School Improvement
FY	Financial Year
GEM	General Education Modernization
GoSL	Government of Sri Lanka
IDA	International Development Association
IOI	Intermediate Outcome Indicator
MLE	Mathematics Learning Enhancement
PBC	Performance-Based Condition
SBPTD	School Based Professional Teacher Development



**BASIC DATA**

**Product Information**

Project ID P163714	Financing Instrument Investment Project Financing
Original EA Category Partial Assessment (B)	Current EA Category Partial Assessment (B)
Approval Date 26-Apr-2018	Current Closing Date 30-Jun-2024

**Organizations**

Borrower The Democratic Socialist Republic of Sri Lanka	Responsible Agency
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**Project Development Objective (PDO)**

Original PDO

Enhance quality and strengthen stewardship of the general education system

**Summary Status of Financing (US\$, Millions)**

Ln/Cr/Tf	Approval	Signing	Effectiveness	Closing	Net Commitment	Disbursed	Undisbursed
IDA-62280	26-Apr-2018	25-Jul-2018	30-Aug-2018	30-Jun-2024	100.00	66.91	33.09

**Policy Waiver(s)**

Does this restructuring trigger the need for any policy waiver(s)?

No



## I. PROJECT STATUS AND RATIONALE FOR RESTRUCTURING

### Project Status

1. **The Project was approved by the Board on April 26, 2018, and became effective on August 30, 2018.** The total cost of the Project is US\$100 million IDA credit. The objectives of the Project are to enhance quality and strengthen stewardship of the general education system. The Project was restructured in July 2020 in order to activate the Contingency Emergency Response Component (CERC) due to the COVID-19 pandemic. US\$15.00 million from other components was reallocated to the CERC, and the PDO and results frameworks were updated accordingly. The Project was restructured again in December 2020 to support a CERC pool, where 4 projects with CERCs were unified to support COVID-19 pandemic emergency responses across a variety of sectors, including general education. An additional US\$5 million was allocated from projects in other sectors to the education sector in the pooled CERC. No extensions were sought at either restructuring.
2. **The Project is rated Satisfactory for progress towards achievement of development objectives.** The Project Development Objective (PDO) rating is satisfactory as the Project is on track to achieve its objectives as measured by the PDO indicators. All targets up to 2023 have been achieved. The key results are summarized below in the four PDO-PBC indicators.
  - a. English Language Learning Enhancement (ELLE) program. The ELLE program is now under implementation in 500 target schools and across all 9 provinces. The target for 2023, that English Language learning outcomes of at least 80% of students in the 500 target schools have improved, has been achieved.
  - b. Mathematics Learning Enhancement (MLE) program. The MLE program is now under implementation in 500 target schools and across all 9 provinces. The target for 2023, that mathematics learning outcomes of at least 80% of students in the 500 target schools have improved, has been achieved.
  - c. School Based Professional Teacher Development (SBPTD) program. The SBPTD program is now under implementation in 75 percent of zones. The target for 2023, that schools in at least 75 per cent of zones have achieved the SBPTD results, has been met.
  - d. The Enhanced Program for School Improvement (EPSI). The EPSI program is now under implementation in 75 percent of zones. The target for 2023, that schools in at least 75 per cent of zones have achieved the EPSI results, has been met.
3. **The Project is also rated Satisfactory for overall implementation progress.** The rating for implementation progress is assessed as satisfactory due to the strong performance in achieving the Project targets across the Performance Based Conditions (PBCs) and the Intermediate Outcome Indicators (IOIs). All the targets for the 8 Intermediate Outcome Indicators (IOIs) for 2023 have been achieved. Three of these IOIs are also PBCs.

### PBC-IOIs

- a. The provision of digitally enabled books for English language and mathematics learning. The target for 2022-23, that: (a) English language digital reading materials and/or digitally enabled books for grades 3 and 5, and mathematics digital materials and/or digitally enabled books for grades 4 and 5, have been made available to schools, has been achieved.
- b. Increase in the quantity of new professionally qualified teachers. 20,600 additional professionally qualified teachers have been hired. About 84 percent of these teachers are female. The target, that 20,000



additional professionally qualified teachers (at least 50% female) should have been hired by 2023-24, has been achieved.

- c. National system for school quality assurance established. Quality assurance (QA) reviews, covering both school-community based internal reviews and external reviews, have been completed and reported in over 3,000 schools. The 2023-24 target of completing QA reviews in 3,000 schools appears to have been achieved.

#### IOIs

- d. Large Scale Primary/Secondary Learning Assessment. Two large scale national assessments of learning outcomes, covering both primary and secondary education grades, have been completed. The Project target has been achieved.
  - e. Human resource development of education academic and administrative service staff. More than 100 master's degrees have been completed by teacher educators, curriculum developers, and education administrators (of whom more than 50% are female), exceeding the Project target.
  - f. Promoting good citizenship engagement. The good citizenship program is being implemented in 75 percent of zones, achieving the target for the Project.
  - g. Inclusive education program developed and implemented. The inclusive education program is being implemented in 75 percent of zones, achieving the target for the Project.
  - h. Expanded school health and nutrition program developed and implemented and results achieved. The expanded school health and nutrition program is being practiced to specified levels in 1,285 schools, exceeding the target for the Project.
  - i. Adequate and timely release of treasury funds requested to education sector program. More than 90% of the funds requested for the general education sector were released. The target for 2023-24 has been achieved.
4. **Disbursements have reached 66.91%.** While this lags behind initial estimates, it is due to the following reasons. First, an allocation of about US\$5 million extra was received under the pooled CERC from other projects during the COVID-19 pandemic, which was linked to Category 3 (CERC component) of the Project, in addition to US\$15 million allocated from other components under this Project). Second, it is driven by the sharp deterioration of the Sri Lankan rupee in 2021-22, which resulted in an additional US\$14 million dollars savings. This amounts to an estimated total of US\$19 million savings. These savings allowed project implementation to stay on pace despite lower disbursement in dollar terms.

#### Rationale for Restructuring

5. **The education system in Sri Lanka was seriously affected by the COVID19 pandemic in 2020-21 and the macroeconomic crisis of 2021-2022.** The COVID-19 pandemic resulted in closures of all schools, distance modalities of education employed through radio, television and online education, the school year being extended by 3-6 months, and secondary and higher secondary school examinations being postponed by 4-6 months. The education system has partially recovered from this negative impact of the COVID-19 pandemic, with all schools re-opened, and the National Assessments of Learning Outcomes (NALO) 2023 showing that learning levels in English language and mathematics have improved in comparison to the pre-COVID-19 learning levels last measured in 2017. However, these learning outcomes are below the predicted levels based on pre-pandemic data, suggesting that the pandemic lowered the trajectory of improvement. Although the schools opened, the school terms and examination systems continued to be delayed. The economic crisis in the country in 2022 saw a sharp depreciation of the exchange rate by over 100 percent compared to the time when the Project was prepared. As a result, a large saving in rupees was generated. The continuing stabilization of the economy after the crisis, with tight public expenditures, has resulted in government



resources for public investment in education being restricted. The utilization of these savings during the extended year will greatly assist the financing of the general education sector. The GPE grant multiplier grant could also be made available to Sri Lanka upon extension of the Project, further assisting the country to invest in general education.

6. **The Government has requested a restructuring of the Project to utilize of savings and to expand successful activities through its letter to the Bank dated March 19, 2024.** The Restructuring will introduce the following changes (i) extension of closing date; (ii) amendment to scale up the results framework; (iii) reallocation of PBCs; (iv) reallocation between disbursement categories; and (v) addition of a new World Bank corporate scorecard indicator. These changes will utilize the US\$19 million savings for scale up and completion of remaining activities, ensuring that the Project can fully utilize the remaining credit proceeds and successfully achieve its PDO.

## II. DESCRIPTION OF PROPOSED CHANGES

7. **Extension of the closing date:** The Project closing date will be extended from June 30, 2024, to June 30, 2025. The end targets for all indicators in the Results Framework (RF) will be revisited accordingly to account for new Project closing date and scale up by utilizing the savings (see table in Section IV below).
8. **Amendment to result framework and reallocation of funds between PBCs and disbursement categories:** The savings from the IDA funds (US\$19 million) will be used to expand select activities under Component 1. The targets for 2 PDO and 7 key intermediate outcomes indicators (IOIs) will be expanded accordingly, and the allocations for 4 PBCs increased. The four PBCs have been selected for their strategic importance. The two PDO-PBCs will enable the benefits of the Project to increase from 75 percent of schools to 85 percent of all schools in the country. The two IOI-PBCs will increase the inflow of new, well-educated young teachers with digital skills into the education system; and scale up quality assurance activities which reflect the corporate priority of active citizen feedback. Funds will be reallocated using \$5 million of savings from other PBCs under component 1 and US\$2 million of savings from Component 2. The changes are:
  - a. The coverage of two PDO-PBCs, the SBPTD and EPSI programs, will be expanded from 75 percent of zones to 85 percent of zones. Total allocation to these PBCs will be increased from US\$10 million to US\$12 million each.
  - b. The number of new professionally qualified teachers appointed, which is an IOI-PBC, will be increased from 20,000 to 27,5000. Total allocation to this PBC will be increased from US\$9 million to is US\$10.5 million.
  - c. The number of schools completing quality assurance reviews, another IOI-PBC indicator and the citizen engagement indicator, will be increased from 3,000 schools to 3,500 schools. Total allocation to this PBC will be increased from US\$6 million to US\$7.5 million.
  - d. The school health and nutrition program, a key IOI, will be increased from 1,250 schools to 1,350 schools.
  - e. The good citizenship program and the inclusive education programs, both important IOIs, will be expanded from 75 percent of zones to 85 percent of zones.
  - f. As a result of the proposed changes, the number of students that will be supported under the Project to improve learning will increase from the current target of 3.6 million students to 3.8 million students (95 percent of all primary and secondary school students).
9. **Retrofitting of new corporate scorecard indicator:** In line with the new corporate scorecard, the new corporate indicator “Students supported with better education” will be added. The indicator aligns with the design and scope of the Project.



### III. SUMMARY OF CHANGES

	Changed	Not Changed
Results Framework	✓	
PBCs	✓	
Loan Closing Date(s)	✓	
Reallocation between Disbursement Categories	✓	
Implementing Agency		✓
DDO Status		✓
Project's Development Objectives		✓
Components and Cost		✓
Cancellations Proposed		✓
Disbursements Arrangements		✓
Disbursement Estimates		✓
Overall Risk Rating		✓
Safeguard Policies Triggered		✓
EA category		✓
Legal Covenants		✓
Institutional Arrangements		✓
Financial Management		✓
Procurement		✓
Implementation Schedule		✓
Other Change(s)		✓
Economic and Financial Analysis		✓
Technical Analysis		✓
Social Analysis		✓
Environmental Analysis		✓



IV. DETAILED CHANGE(S)

LOAN CLOSING DATE(S)

Ln/Cr/Tf	Status	Original Closing	Revised Closing(s)	Proposed Closing	Proposed Deadline for Withdrawal Applications
IDA-62280	Effective	30-Jun-2024		30-Jun-2025	30-Oct-2025

REALLOCATION BETWEEN DISBURSEMENT CATEGORIES

Current Allocation	Actuals + Committed	Proposed Allocation	Financing % (Type Total)	
			Current	Proposed
IDA-62280-001   Currency: USD				
iLap Category Sequence No: 1(A)	Current Expenditure Category: EEP under Part 1- MOE			
20,000,000.00	15,450,000.00	20,500,000.00	100.00	100.00
iLap Category Sequence No: 1(B)	Current Expenditure Category: EEP under Part 1- PEA			
60,000,000.00	33,550,000.00	61,500,000.00	100.00	100.00
iLap Category Sequence No: 2	Current Expenditure Category: Gds,NCS,CS,OC,Trng,Wkshp Pt 2			
4,750,000.00	1,660,067.48	2,750,000.00	100.00	100.00
iLap Category Sequence No: 3	Current Expenditure Category: Emergency Expnd under Part 3			
15,000,000.00	15,123,995.03	15,000,000.00	27.00	27.00
iLap Category Sequence No: FEF	Current Expenditure Category: FRONT END FEE			
250,000.00	250,000.00	250,000.00		
<b>Total</b>	<b>100,000,000.00</b>	<b>66,034,062.51</b>	<b>100,000,000.00</b>	

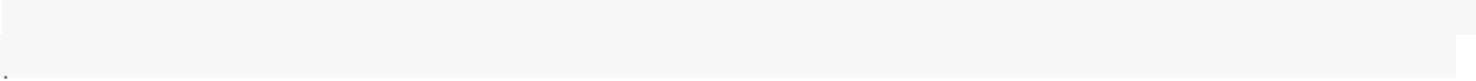




**The World Bank**

General Education Modernization Project (P163714)

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Results framework

COUNTRY: Sri Lanka

General Education Modernization Project

Project Development Objectives(s)

Enhance quality and strengthen stewardship of the general education system

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
<b>Improved English language learning outcomes</b>								
Improved English language learning outcomes (Text)	PBC 1, 1	English Language Learning Enhancement (ELLE) program designed.	Students from 500 schools in all 9 provinces have benefited from the ELLE program.	Students in at least 250 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes.	English language learning outcomes of at least 40 percent of students in the 250 target schools improved  Students in at least 500 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes	English language learning outcomes of at least 60 percent of students in the 500 target schools improved	English language learning outcomes of at least 80 percent of students in the 500 target schools improved	English language learning outcomes of at least 80 percent of students in the 500 target schools improved
<b>Improved mathematics learning outcomes</b>								



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Improved mathematics learning outcomes (Text)	PBC 2, 2	Mathematics learning enhancement (MLE) program designed	Students in at least 100 schools benefit from direct interventions under the MLE program to improve mathematics learning outcomes	Students in at least 250 schools benefit from direct interventions under the MLE program to improve mathematics learning outcomes	Mathematics language learning outcomes of at least 40 percent of students in the 250 target schools improved  Students in at least 500 schools benefit from direct interventions under the MLE program to improve mathematics language learning outcomes	Mathematics learning outcomes of at least 60 percent of students in the 500 target schools improved	Mathematics learning outcomes of at least 80 percent of students in the 500 target schools improved	Mathematics learning outcomes of at least 80 percent of students in the 500 target schools improved
<b>School-based professional teacher development (SBPTD) programs results achieved</b>								
School-based professional teacher development (SBPTD) programs results achieved (Text)	PBC 4, 4	SBTD program has been designed and implemented	Schools in at least 15 percent of zones achieve the SBPTD results	Schools in at least 30 percent of zones achieve the SBPTD results	Schools in at least 45 percent of zones achieve the SBPTD results	Schools in at least 60 percent of zones achieve the SBPTD results	Schools in at least 75 percent of zones achieve the SBPTD results	Schools in at least 85 percent of zones achieve the SBPTD results
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <i>Based on good progress made, the target will be increased from 75 percent of zones to 85 percent of zones.</i>							
<b>Enhanced Program for School Improvement (EPSI) results achieved</b>								



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Enhanced Program for School Improvement (EPSI) results achieved (Text)	PBC 7, 7	EPSI defined and policy circular completed	Schools in at least 15 percent of zones achieve the EPSI results	Schools in at least 30 percent of zones achieve the EPSI results	Schools in at least 45 percent of zones achieve the EPSI results	Schools in at least 60 percent of zones achieve the EPSI results	Schools in at least 75 percent of zones achieve the EPSI results	Schools in at least 85 percent of zones achieve the EPSI results
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> Based on good progress made, the target will be increased from 75 percent of zones to 85 percent of zones.							
Students benefiting from direct interventions to enhance learning (CRI, Number)	0.00	1,260,000.00	2,320,000.00	2,950,000.00	3,600,000.00			3,800,000.00
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> Given scale up of activities, the target number of students that will be supported to improve learning will increase from the current target of 3.6 million students to 3.8 million students.							
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)	0.00	1,326,000.00	1,505,000.00	1,836,000.00				1,925,000.00
<b>Action: This indicator has been Revised</b>								



**Intermediate Results Indicators by Components**

Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
<b>Promotion of digitally enabled books for English language and mathematics learning</b>								
Promotion of digitally enabled books for English language and mathematics learning (Text)	PBC 3	Production of digitally enabled books for English language and mathematics learning in schools commenced.	English language digital reading material and/or digitally enabled books for grade 6 and mathematics digital material and/or digitally enabled books for grades 6 and 10 made available to schools.	Production of English language digital reading material and/or digitally enabled books for grade 7 and mathematics digital material and/or digitally enabled books for grades 7 and 11 commenced.	English language digital reading material and/or digitally enabled books for grade 7 and mathematics digital material and/or digitally enabled books for grades 8 and 9 and mathematics digital material and/or digitally enabled books for grades 1, 8 and 9 commenced.	English language digital reading material and/or digitally enabled books for grades 8 and 9 and mathematics digital material and/or digitally enabled books for grades 1, 8 and 9 made available to schools. Production of English language digital reading material and/or digitally enabled books for grades 10 and 11, and mathematics digital material and/or digitally enabled books for grades 2 and 3 commenced.	English language digital reading material and/or digitally enabled books for grades 10 and 11, and mathematics digital material and/or digitally enabled books for grades 2 and 3 made available to schools. Production of English language digital reading material and/or digitally enabled books for grades 3 and 5, and mathematics digital material and/or digitally enabled books for grades 4 and 5 commenced.	Digital learning material used in schools in all 9 provinces.
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <b>The final target has been updated to include digital learning material used in schools in all 9 provinces.</b>							
<b>Increase in the quantity of new professionally qualified teachers</b>								



Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Increase in the quantity of new professionally qualified teachers (Text)	PBC 5, 5	Zero	4,000 additional professionally qualified teachers (at least 50% of those are female)	8,000 additional professionally qualified teachers (at least 50% of those are female)	12,000 additional professionally qualified teachers (at least 50% of those are female)	16,000 additional professionally qualified teachers (at least 50% of those are female)	20,000 additional professionally qualified teachers (at least 50% of those are female)	27,500 additional professionally qualified teachers (at least 50% of those are female)
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <i>The final target of new professionally qualified teachers appointed will be increased from 20,000 to 27,500.</i>							
<b>National system for school quality assurance established</b>								
National system for school quality assurance established (Text)	PBC 6, 6	Framework for a school community-based quality assurance and external review, new protocols, and guidelines developed, policy circular issued	School community-based quality assurance self-reviews and external reviews completed in at least 1,000 schools	School community-based quality assurance self-reviews and external reviews completed in at least 1,500 schools	School community-based quality assurance self-reviews and external reviews completed in at least 2,000 schools	School community-based quality assurance self-reviews and external reviews completed in at least 2,500 schools	School community-based quality assurance self-reviews and external reviews completed in at least 3,000 schools	School community-based quality assurance self-reviews and external reviews completed in at least 3,500 schools
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <i>The final target for schools completing quality assurance reviews will be increased from 3,000 schools to 3,500 schools.</i>							
Large scale primary/secondary learning assessments completed (Number)		0.00						2.00
<b>Human resource development of education academic and administrative service staff</b>								





Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
			least 15 percent of zones	least 30 percent of zones	least 45 percent of zones	least 60 percent of zones	least 75 percent of zones	least 85 percent of zones
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <i>The final target will be expanded from 75 percent of zones to 85 percent of zones.</i>							
<b>Expanded school health and nutrition program developed and implemented and results achieved</b>								
Expanded school health and nutrition program developed and implemented and results achieved (Text)	PBC 9	School health and nutrition program expanded to include psycho-social well-being of students	Expanded school health and nutrition program implemented and results achieved in at least 100 schools	Expanded school health and nutrition program including prevention of COVID-19 pandemic and promotion of hygiene practices introduced to all zones	Expanded school health and nutrition program including promotion of hygiene practices at school levels practiced to specified levels in at least 750 schools	Expanded school health and nutrition program including promotion of hygiene practices at school levels practiced to specified levels in at least 1,000 schools	Expanded school health and nutrition program including promotion of hygiene practices at school levels practiced to specified levels in at least 1,250 schools	Expanded school health and nutrition program including promotion of hygiene practices at school levels practiced to specified levels in at least 1,350 schools
<b>Action: This indicator has been Revised</b>	<b>Rationale:</b> <i>The final target will be increased from 1,250 schools to 1,350 schools.</i>							
<b>Adequate and timely release of treasury funds requested to education sector program</b>								
Adequate and timely release of treasury funds requested to education sector program (Text)		Inconsistent release of requested funds to education sector program	At least 80% of requested funds released	At least 80% of requested funds released	At least 85% of requested funds released	At least 85% of requested funds released	At least 90% of requested funds released	At least 90% of requested funds released
<b>World Bank corporate scorecard indicator (Action: This Component is New)</b>								
Students supported with better education (Number)		3,600,000.00						3,800,000.00
<b>Action: This indicator is New</b>	<b>Rationale:</b>							





Indicator Name	PBC	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
<p><i>This new IO indicator has been added as a World Bank corporate scorecard indicator. It corresponds with the current indicator "Students benefiting from direct interventions to enhance learning."</i></p>								

**Performance-Based Conditions Matrix**

PBC 1		Improved English language learning outcomes			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount	
Outcome	Yes	Text	11,000,000.00	0.00	
Period	Value	Allocated Amount (USD)		Formula	
Baseline	English Language Learning Enhancement (ELLE) program designed.				
January 1 up to December 31, 2018	Students in at least 250 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes.	2,000,000.00			
January 1 up to December 31, 2019	English language learning outcomes of at least 40 percent of students in the 250 target schools improved Students in at least 500 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes	3,000,000.00			
January 1 up to December 31, 2020	English language learning outcomes of at least 60 percent of students in the 500 target schools improved	1,000,000.00			



January 1 up to December 31, 2021	English language learning outcomes of at least 80 percent of students in the 500 target schools improved	3,000,000.00	
January 1 up to December 31, 2022		1,000,000.00	
January 1 up to December 31, 2023		1,000,000.00	
January 1 up to December 31, 2024		0.00	

**Action: This PBC has been Revised. See below.**

<b>PBC 1</b>		<i>Improved English language learning outcomes</i>		
<b>Type of PBC</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
<i>Outcome</i>	Yes	Text	8,000,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
<i>Baseline</i>	<i>English Language Learning Enhancement (ELLE) program designed.</i>			
<i>January 1 up to December 31, 2018</i>	<i>Students in at least 250 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes.</i>		2,000,000.00	
<i>January 1 up to December 31, 2019</i>	<i>English language learning outcomes of at least 40 percent of students in the 250 target schools improved Students in at least 500 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes</i>		3,000,000.00	
<i>January 1 up to December 31, 2020</i>	<i>English language learning outcomes of at least 60 percent of students in the 500 target schools improved</i>		1,000,000.00	



January 1 up to December 31, 2021	English language learning outcomes of at least 80 percent of students in the 500 target schools improved	0.00
January 1 up to December 31, 2022		1,000,000.00
January 1 up to December 31, 2023		1,000,000.00
January 1 up to December 31, 2024		0.00

**Rationale:**

*The PBC allocation was reduced from US\$11 million to US\$8 million.*

PBC 2		Improved mathematics learning outcomes		
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Outcome	Yes	Text	11,000,000.00	0.00
Period	Value	Allocated Amount (USD)	Formula	
Baseline	Mathematics learning enhancement (MLE) program designed			
January 1 up to December 31, 2018	Students in at least 250 schools benefit from direct interventions under the MLE program to improve mathematics learning outcomes	2,000,000.00		
January 1 up to December 31, 2019	Mathematics language learning outcomes of at least 40 percent of students in the 250 target schools improved Students in at least 500 schools benefit from direct interventions under the MLE program to improve mathematics language learning outcomes	3,000,000.00		



January 1 up to December 31, 2020	Mathematics learning outcomes of at least 60 percent of students in the 500 target schools improved	2,000,000.00	
January 1 up to December 31, 2021	Mathematics learning outcomes of at least 80 percent of students in the 500 target schools improved	2,000,000.00	
January 1 up to December 31, 2022		1,000,000.00	
January 1 up to December 31, 2023		1,000,000.00	
January 1 up to December 31, 2024		0.00	

**Action: This PBC has been Revised. See below.**

<b>PBC 2</b>		<i>Improved mathematics learning outcomes</i>		
<i>Type of PBC</i>	<i>Scalability</i>	<i>Unit of Measure</i>	<i>Total Allocated Amount (USD)</i>	<i>As % of Total Financing Amount</i>
<i>Outcome</i>	Yes	Text	9,000,000.00	0.00
<i>Period</i>	<i>Value</i>		<i>Allocated Amount (USD)</i>	<i>Formula</i>
<i>Baseline</i>	<i>Mathematics learning enhancement (MLE) program designed</i>			
<i>January 1 up to December 31, 2018</i>	<i>Students in at least 250 schools benefit from direct interventions under the MLE program to improve mathematics learning outcomes</i>		2,000,000.00	
<i>January 1 up to December 31, 2019</i>	<i>Mathematics language learning outcomes of at least 40 percent of students in the 250 target schools improved Students in at least 500 schools benefit from direct interventions under the MLE</i>		3,000,000.00	



	<i>program to improve mathematics language learning outcomes</i>		
<i>January 1 up to December 31, 2020</i>	<i>Mathematics learning outcomes of at least 60 percent of students in the 500 target schools improved</i>		<i>2,000,000.00</i>
<i>January 1 up to December 31, 2021</i>	<i>Mathematics learning outcomes of at least 80 percent of students in the 500 target schools improved</i>		<i>0.00</i>
<i>January 1 up to December 31, 2022</i>			<i>1,000,000.00</i>
<i>January 1 up to December 31, 2023</i>			<i>1,000,000.00</i>
<i>January 1 up to December 31, 2024</i>			<i>0.00</i>

**Rationale:**

**The PBC allocation was reduced from US\$11 million to US\$9 million.**

<b>PBC 3</b>	<b>Promotion of digitally enabled books for English language and mathematics learning</b>			
<b>Type of PBC</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Intermediate Outcome	Yes	Text	6,000,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	Production of digitally enabled books for English language and mathematics learning in schools commenced.			
January 1 up to December 31, 2018	Production of English language digital reading material and/or digitally enabled books for grade 7 and mathematics digital material and/or		0.00	



	digitally enabled books for grades 7 and 11 commenced.		
January 1 up to December 31, 2019	English language digital reading material and/or digitally enabled books for grade 7 and mathematics digitally material and/or digitally enabled books for grades 7 and 11 made available to schools.Production of English language digital reading material and/or digitally enabled books for grades 8 and 9 and mathematics digital material and/or digitally enabled books for grades 1, 8 and 9 commenced.	3,000,000.00	
January 1 up to December 31, 2020	English language digital reading material and/or digitally enabled books for grades 8 and 9 and mathematics digital material and/or digitally enabled books for grades 1, 8 and 9 made available to schools.Production of English language digital reading material and/or digitally enabled books for grades 10 and 11, and mathematics digital material and/or digitally enabled books for grades 2 and 3 commenced.	0.00	
January 1 up to December 31, 2021	English language digital reading material and/or digitally enabled books for grades 10 and 11, and mathematics digital material and/or digitally enabled books for grades 2 and 3 made available to schools.Production of English language digital reading material and/or digitally enabled books for grades 3 and 5, and mathematics digital material and/or digitally enabled books for grades 4 and 5 commenced.	0.00	
January 1 up to December 31, 2022		2,000,000.00	



January 1 up to December 31, 2023			1,000,000.00	
January 1 up to December 31, 2024			0.00	
<b>PBC 4</b>	School-based professional teacher development (SBPTD) programs results achieved			
<b>Type of PBC</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Outcome	Yes	Text	10,000,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	SBTD program has been designed and implemented			
January 1 up to December 31, 2018	Schools in at least 30 percent of zones achieve the SBPTD results		3,000,000.00	
January 1 up to December 31, 2019	Schools in at least 45 percent of zones achieve the SBPTD results		0.00	
January 1 up to December 31, 2020	Schools in at least 60 percent of zones achieve the SBPTD results		0.00	
January 1 up to December 31, 2021	Schools in at least 75 percent of zones achieve the SBPTD results		2,000,000.00	
January 1 up to December 31, 2022			3,000,000.00	
January 1 up to December 31, 2023			2,000,000.00	
January 1 up to December 31, 2024			0.00	
<b>Action: This PBC has been Revised. See below.</b>				



<b>PBC 4</b>				
<i>School-based professional teacher development (SBPTD) programs results achieved</i>				
<i>Type of PBC</i>	<i>Scalability</i>	<i>Unit of Measure</i>	<i>Total Allocated Amount (USD)</i>	<i>As % of Total Financing Amount</i>
<i>Outcome</i>	Yes	Text	12,000,000.00	0.00
<i>Period</i>	<i>Value</i>		<i>Allocated Amount (USD)</i>	<i>Formula</i>
<i>Baseline</i>	<i>SBTD program has been designed and implemented</i>			
<i>January 1 up to December 31, 2018</i>	<i>Schools in at least 30 percent of zones achieve the SBPTD results</i>		3,000,000.00	
<i>January 1 up to December 31, 2019</i>	<i>Schools in at least 45 percent of zones achieve the SBPTD results</i>		0.00	
<i>January 1 up to December 31, 2020</i>	<i>Schools in at least 60 percent of zones achieve the SBPTD results</i>		0.00	
<i>January 1 up to December 31, 2021</i>	<i>Schools in at least 75 percent of zones achieve the SBPTD results</i>		2,000,000.00	
<i>January 1 up to December 31, 2022</i>			3,000,000.00	
<i>January 1 up to December 31, 2023</i>			2,000,000.00	
<i>January 1 up to December 31, 2024</i>	<i>Schools in at least 85 percent of zones achieve the SBPTD results</i>		2,000,000.00	
<b>Rationale:</b>				
<i>The coverage of the SBPTD program will be expanded from 75 percent of zones to 85 percent of zones. The allocation will be increased from US\$10 million to US\$12 million.</i>				





PBC 5		Increase in the quantity of new professionally qualified teachers		
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	9,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	Zero			
January 1 up to December 31, 2018	8,000 additional professionally qualified teachers (at least 50% of those are female)		0.00	
January 1 up to December 31, 2019	12,000 additional professionally qualified teachers (at least 50% of those are female)		0.00	
January 1 up to December 31, 2020	16,000 additional professionally qualified teachers (at least 50% of those are female)		4,000,000.00	
January 1 up to December 31, 2021	20,000 additional professionally qualified teachers (at least 50% of those are female)		2,000,000.00	
January 1 up to December 31, 2022			2,000,000.00	
January 1 up to December 31, 2023			1,000,000.00	
January 1 up to December 31, 2024			0.00	
<b>Action: This PBC has been Revised. See below.</b>				



<i>PBC 5</i>				
<i>Increase in the quantity of new professionally qualified teachers</i>				
<i>Type of PBC</i>	<i>Scalability</i>	<i>Unit of Measure</i>	<i>Total Allocated Amount (USD)</i>	<i>As % of Total Financing Amount</i>
<i>Intermediate Outcome</i>	Yes	Text	10,500,000.00	0.00
<i>Period</i>	<i>Value</i>		<i>Allocated Amount (USD)</i>	<i>Formula</i>
<i>Baseline</i>	Zero			
<i>January 1 up to December 31, 2018</i>	<i>8,000 additional professionally qualified teachers (at least 50% of those are female)</i>		0.00	
<i>January 1 up to December 31, 2019</i>	<i>12,000 additional professionally qualified teachers (at least 50% of those are female)</i>		0.00	
<i>January 1 up to December 31, 2020</i>	<i>16,000 additional professionally qualified teachers (at least 50% of those are female)</i>		4,000,000.00	
<i>January 1 up to December 31, 2021</i>	<i>20,000 additional professionally qualified teachers (at least 50% of those are female)</i>		2,000,000.00	
<i>January 1 up to December 31, 2022</i>			2,000,000.00	
<i>January 1 up to December 31, 2023</i>			1,000,000.00	
<i>January 1 up to December 31, 2024</i>	<i>27,500 additional professionally qualified teachers (at least 50% of those are female)</i>		1,500,000.00	
<b>Rationale:</b>				
<i>The number of new professionally qualified teachers appointed will be increased from 20,000 to 27,5000. The allocation will be increased from US\$ 9 million to US\$10.5 million.</i>				



PBC 6				
National system for school quality assurance established				
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	6,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	Framework for a school community- based quality assurance and external review, new protocols, and guidelines developed, policy circular issued			
January 1 up to December 31, 2018	School community-based quality assurance self-reviews and external reviews completed in at least 1,500 schools		2,000,000.00	
January 1 up to December 31, 2019	School community-based quality assurance self-reviews and external reviews completed in at least 2,000 schools		0.00	
January 1 up to December 31, 2020	School community-based quality assurance self-reviews and external reviews completed in at least 2,500 schools		0.00	
January 1 up to December 31, 2021	School community-based quality assurance self-reviews and external reviews completed in at least 3,000 schools		0.00	
January 1 up to December 31, 2022			2,000,000.00	
January 1 up to December 31, 2023			2,000,000.00	
January 1 up to December 31, 2024			0.00	
<b>Action: This PBC has been Revised. See below.</b>				



<b>PBC 6</b>				
<i>National system for school quality assurance established</i>				
<b>Type of PBC</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
<i>Intermediate Outcome</i>	Yes	Text	7,500,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
<i>Baseline</i>	<i>Framework for a school community- based quality assurance and external review, new protocols, and guidelines developed, policy circular issued</i>			
<i>January 1 up to December 31, 2018</i>	<i>School community-based quality assurance self-reviews and external reviews completed in at least 1,500 schools</i>		2,000,000.00	
<i>January 1 up to December 31, 2019</i>	<i>School community-based quality assurance self-reviews and external reviews completed in at least 2,000 schools</i>		0.00	
<i>January 1 up to December 31, 2020</i>	<i>School community-based quality assurance self-reviews and external reviews completed in at least 2,500 schools</i>		0.00	
<i>January 1 up to December 31, 2021</i>	<i>School community-based quality assurance self-reviews and external reviews completed in at least 3,000 schools</i>		0.00	
<i>January 1 up to December 31, 2022</i>			2,000,000.00	
<i>January 1 up to December 31, 2023</i>			2,000,000.00	
<i>January 1 up to December 31, 2024</i>	<i>School community-based quality assurance self-reviews and external reviews completed in at least 3,500 schools</i>		1,500,000.00	
<b>Rationale:</b>				



*The number of schools completing quality assurance reviews will be increased from 3,000 schools to 3,500 schools. The allocation will be increased from US\$6 million to US\$7.5 million.*

<b>PBC 7</b>	Enhanced Program for School Improvement (EPSI) results achieved			
<b>Type of PBC</b>	<b>Scalability</b>	<b>Unit of Measure</b>	<b>Total Allocated Amount (USD)</b>	<b>As % of Total Financing Amount</b>
Outcome	Yes	Text	10,000,000.00	0.00
<b>Period</b>	<b>Value</b>		<b>Allocated Amount (USD)</b>	<b>Formula</b>
Baseline	EPSI defined and policy circular completed			
January 1 up to December 31, 2018	Schools in at least 30 percent of zones achieve the EPSI results		0.00	
January 1 up to December 31, 2019	Schools in at least 45 percent of zones achieve the EPSI results		3,000,000.00	
January 1 up to December 31, 2020	Schools in at least 60 percent of zones achieve the EPSI results		0.00	
January 1 up to December 31, 2021	Schools in at least 75 percent of zones achieve the EPSI results		2,000,000.00	
January 1 up to December 31, 2022			3,000,000.00	
January 1 up to December 31, 2023			2,000,000.00	
January 1 up to December 31, 2024			0.00	
<b>Action: This PBC has been Revised. See below.</b>				



<b>PBC 7</b>				
<i>Enhanced Program for School Improvement (EPSI) results achieved</i>				
<i>Type of PBC</i>	<i>Scalability</i>	<i>Unit of Measure</i>	<i>Total Allocated Amount (USD)</i>	<i>As % of Total Financing Amount</i>
<i>Outcome</i>	Yes	Text	12,000,000.00	0.00
<i>Period</i>	<i>Value</i>		<i>Allocated Amount (USD)</i>	<i>Formula</i>
<i>Baseline</i>	<i>EPSI defined and policy circular completed</i>			
<i>January 1 up to December 31, 2018</i>	<i>Schools in at least 30 percent of zones achieve the EPSI results</i>		0.00	
<i>January 1 up to December 31, 2019</i>	<i>Schools in at least 45 percent of zones achieve the EPSI results</i>		3,000,000.00	
<i>January 1 up to December 31, 2020</i>	<i>Schools in at least 60 percent of zones achieve the EPSI results</i>		0.00	
<i>January 1 up to December 31, 2021</i>	<i>Schools in at least 75 percent of zones achieve the EPSI results</i>		2,000,000.00	
<i>January 1 up to December 31, 2022</i>			3,000,000.00	
<i>January 1 up to December 31, 2023</i>			2,000,000.00	
<i>January 1 up to December 31, 2024</i>	<i>Schools in at least 85 percent of zones achieve the EPSI results</i>		2,000,000.00	
<b>Rationale:</b>				
<i>The coverage of the EPSI program will be expanded from 75 percent of zones to 85 percent of zones. The allocation will be increased from US\$10 million to US\$12 million.</i>				



PBC 8				
Human resource development of education academic and administrative service staff				
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	6,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	Zero			
January 1 up to December 31, 2018	At least 15 master’s degree enrollments awarded for teacher educators, curriculum developers and education administrators commence studies (at least 50% of those are female)		3,000,000.00	
January 1 up to December 31, 2019	At least 40 master’s degree enrollments awarded for teacher educators, curriculum developers and education administrators commence studies (at least 50% of those are female)		0.00	
January 1 up to December 31, 2020	At least 65 master’s degree enrollments awarded for teacher educators, curriculum developers and education administrators commence studies (at least 50% of those are female)		2,000,000.00	
January 1 up to December 31, 2021	At least 50 master’s degrees completed for teacher educators, curriculum developers and education administrators (at least 50% of those are female) are female)		1,000,000.00	
January 1 up to December 31, 2022			0.00	
January 1 up to December 31, 2023			0.00	
January 1 up to December 31, 2024			0.00	



PBC 9				
Expanded school health and nutrition program developed and implemented and results achieved				
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	11,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	School health and nutrition program expanded to include psycho-social well-being of students			
January 1 up to December 31, 2018	Expanded school health and nutrition program including prevention of COVID-19 pandemic and promotion of hygiene practices introduced to all zones		3,000,000.00	
January 1 up to December 31, 2019	Expanded school health and nutrition program including promotion of hygiene practices at school levels practiced to specified levels in at least 750 schools		3,000,000.00	
January 1 up to December 31, 2020	Expanded school health and nutrition program including promotion of hygiene practices at school levels practiced to specified levels in at least 1,000 schools		3,000,000.00	
January 1 up to December 31, 2021	Expanded school health and nutrition program including promotion of hygiene practices at school levels practiced to specified levels in at least 1,250 schools		2,000,000.00	
January 1 up to December 31, 2022			0.00	
January 1 up to December 31, 2023			0.00	
January 1 up to December 31, 2024			0.00	





**Verification Protocol Table: Performance-Based Conditions**

<b>PBC 1</b>	Improved English language learning outcomes
<b>Description</b>	This indicator is designed to measure progress in the design and implementation of a new and improved English language program to enhance the English language skills of students in the general education system. Initially, progress will be measured in terms the number of target school which benefit from direct interventions to improve the English language skills of their students. The improvements in English language learning will be measured through annual assessments of learning outcomes for grades 4 and 8. These assessments will be based on international modules of PISA and curriculum referenced learning outcomes. The improvement is defined as achieving the minimum learning competencies (MLCs) in the curriculum framework for children below the MLCs. Where children are above the MLCs, it will mean rising at least one level higher on the scale of learning competencies. Note: The targets are cumulative numbers and cumulative percentages.
<b>Data source/ Agency</b>	MoE, and agency responsible for the testing.
<b>Verification Entity</b>	TPVA
<b>Procedure</b>	Evidence will be through a TPVA agency responsible for assessing English language learning outcomes using a scientific sample of the schools.
<b>PBC 1</b>	Improved English language learning outcomes
<b>Description</b>	This indicator is designed to measure progress in the design and implementation of a new and improved English language program to enhance the English language skills of students in the general education system. Initially, progress will be measured in terms the number of target school which benefit from direct interventions to improve the English language skills of their students. The improvements in English language learning will be measured through annual assessments of learning outcomes for grades 4 and 8. These assessments will be based on international modules of PISA and curriculum referenced learning outcomes. The improvement is defined as achieving the minimum learning competencies (MLCs) in the curriculum framework for children below the MLCs. Where children are above the MLCs, it will mean rising at least one level higher on the scale of learning competencies. Note: The targets are cumulative numbers and cumulative percentages.
<b>Data source/ Agency</b>	MoE, and agency responsible for the testing.



<b>Verification Entity</b>	TPVA
<b>Procedure</b>	Evidence will be through a TPVA agency responsible for assessing English language learning outcomes using a scientific sample of the schools.
<b>PBC 2</b>	Improved mathematics learning outcomes
<b>Description</b>	This DLI is designed to measure the effective implementation of an upgraded mathematics learning program. Initially, this target will be met when students in the agreed-upon target number of schools benefit from direct interventions to improve their mathematics skills. The improvements mathematics learning will be measured through annual assessments of learning outcomes for grades 4 and 8. These assessments will be based on international modules of PISA and curriculum referenced learning outcomes. The improvement is defined as achieving the minimum learning competencies (MLCs) in the curriculum framework for children below the MLCs. Where children are above the MLCs, it will mean rising at least one level higher on the scale of learning competencies. Note: The targets are cumulative numbers and cumulative percentages.
<b>Data source/ Agency</b>	MoE, and agency responsible for the testing.
<b>Verification Entity</b>	TPVA
<b>Procedure</b>	Evidence will be through a TPVA agency responsible for assessing Mathematics learning outcomes using a scientific sample of the schools.
<b>PBC 2</b>	Improved mathematics learning outcomes
<b>Description</b>	This DLI is designed to measure the effective implementation of an upgraded mathematics learning program. Initially, this target will be met when students in the agreed-upon target number of schools benefit from direct interventions to improve their mathematics skills. The improvements mathematics learning will be measured through annual assessments of learning outcomes for grades 4 and 8. These assessments will be based on international modules of PISA and curriculum referenced learning outcomes. The improvement is defined as achieving the minimum learning competencies (MLCs) in the curriculum framework for children below the MLCs. Where children are above the MLCs, it will mean rising at least one level higher on the scale of learning competencies. Note: The targets are cumulative numbers and cumulative percentages.
<b>Data source/ Agency</b>	MoE, and agency responsible for the testing.



<b>Verification Entity</b>	TPVA
<b>Procedure</b>	Evidence will be through a TPVA agency responsible for assessing Mathematics learning outcomes using a scientific sample of the schools.
<b>PBC 3</b>	Promotion of digitally enabled books for English language and mathematics learning
<b>Description</b>	This indicator is designed to measure progress in the implementation of digitally enabled learning material for mathematics and English language learning. Description: This indicator will be met when the digitally enabled learning materials are made available to the target grades in all schools. This will include posting on the EPD website, and supplying a DVD/CD of the book to all children in the relevant grades each year.
<b>Data source/ Agency</b>	EPD
<b>Verification Entity</b>	TPVA
<b>Procedure</b>	Evidence will be data provided by the EPD. A TPVA will be contracted to verify the availability of DVDs/CDs in a scientific sample of schools.
<b>PBC 4</b>	School-based professional teacher development (SBPTD) programs results achieved
<b>Description</b>	This DLI is designed to measure the effective implementation of the SBPTD, which is measured against a set of agreed-upon results specified in the OM. This indicator will be met when the SBPTD program results are achieved in at least 90% of schools in the percent of zones in the agreed target. Due to SBPTD activities, there should be improvement in teacher knowledge, pedagogical skills, teacher motivation, or classroom management skills or any combination or all of the above. This will be assessed through beneficiary feedback surveys. Note: The target is a cumulative percentage.
<b>Data source/ Agency</b>	MoE and provinces
<b>Verification Entity</b>	TPVA
<b>Procedure</b>	Evidence will be data collected by the MoE and provinces. A TPVA will be contracted to confirm the accuracy of the data provided by the MoE and provinces, using beneficiary feedback surveys in a scientific sample of the schools.



<b>PBC 4</b>	School-based professional teacher development (SBPTD) programs results achieved
<b>Description</b>	This DLI is designed to measure the effective implementation of the SBPTD, which is measured against a set of agreed-upon results specified in the OM. This indicator will be met when the SBPTD program results are achieved in at least 90% of schools in the percent of zones in the agreed target. Due to SBPTD activities, there should be improvement in teacher knowledge, pedagogical skills, teacher motivation, or classroom management skills or any combination or all of the above. This will be assessed through beneficiary feedback surveys. Note: The target is a cumulative percentage.
<b>Data source/ Agency</b>	MoE and provinces
<b>Verification Entity</b>	TPVA
<b>Procedure</b>	Evidence will be data collected by the MoE and provinces. A TPVA will be contracted to confirm the accuracy of the data provided by the MoE and provinces, using beneficiary feedback surveys in a scientific sample of the schools.
<b>PBC 5</b>	Increase in the quantity of new professionally qualified teachers
<b>Description</b>	This DLI is designed to measure the increase in the number of professionally qualified teachers in the school system, who obtained professional qualification required to enter the teacher service. This indicator will be met when the target number of additional professionally qualified teachers are appointed into the school system in a given year. At least 50% of those should be female. Note: The target is a cumulative number.
<b>Data source/ Agency</b>	MoE, NCOEs, and NIE
<b>Verification Entity</b>	MoE
<b>Procedure</b>	Evidence will be the data collected by the MoE, based on its annual data collection and reporting mechanisms for teacher certification and placement in schools.



<b>PBC 5</b>	Increase in the quantity of new professionally qualified teachers
<b>Description</b>	This DLI is designed to measure the increase in the number of professionally qualified teachers in the school system, who obtained professional qualification required to enter the teacher service. This indicator will be met when the target number of additional professionally qualified teachers are appointed into the school system in a given year. At least 50% of those should be female. Note: The target is a cumulative number.
<b>Data source/ Agency</b>	MoE, NCOEs, and NIE
<b>Verification Entity</b>	MoE
<b>Procedure</b>	Evidence will be the data collected by the MoE, based on its annual data collection and reporting mechanisms for teacher certification and placement in schools.
<b>PBC 6</b>	National system for school quality assurance established
<b>Description</b>	This indicator is designed to measure progress in the establishment of a national system for school quality assurance. The indicator will be met when school community-based quality assurance self-reviews and external reviews are completed in accordance with the quality assurance protocols and guidelines in the number of schools in agreed target. Note: This target is a cumulative number. The quality assurance process is based on school self-evaluations conducted by the school stakeholders. These results of the quality assurance process feed back into the school development plan. Note: The target number is a cumulative number.
<b>Data source/ Agency</b>	MoE
<b>Verification Entity</b>	TPVA
<b>Procedure</b>	Evidence will be data collected and reported by the MoE. A TPVA will be contracted to confirm the accuracy of the data provided by the MoE, using a random sample of the schools.
<b>PBC 6</b>	National system for school quality assurance established
<b>Description</b>	This indicator is designed to measure progress in the establishment of a national system for school quality assurance. The indicator will be met when school community-based quality assurance self-reviews and external reviews are completed in accordance with the quality assurance protocols and guidelines in the number of schools in agreed target. Note: This target



	is a cumulative number. The quality assurance process is based on school self-evaluations conducted by the school stakeholders. These results of the quality assurance process feed back into the school development plan. Note: The target number is a cumulative number.
<b>Data source/ Agency</b>	MoE
<b>Verification Entity</b>	TPVA
<b>Procedure</b>	Evidence will be data collected and reported by the MoE. A TPVA will be contracted to confirm the accuracy of the data provided by the MoE, using a random sample of the schools.
<b>PBC 7</b>	Enhanced Program for School Improvement (EPSI) results achieved
<b>Description</b>	This DLI is designed to measure the effective implementation of the EPSI program, which is measured against a set of agreed-upon results, specified in the OM. This indicator will be met when the EPSI program results are achieved in at least 90% of schools in the percent of zones in the agreed target: SMCs and/or SDCs engaged in activities to improve learning outcomes and/or socio-emotional skills of students. Socio-emotional skills should be promoted by either curriculum based activities or extra- or co-curricular activities or any combination or all of the above. This will be assessed through stakeholder feedback surveys. Note: Engagement of school community in planning, decision making, and implementation of school activities is a key part of the EPSI strategy. Thus, this indicator captures and monitors citizen engagement. The target is a cumulative percentage.
<b>Data source/ Agency</b>	MoE and provinces
<b>Verification Entity</b>	TPVA
<b>Procedure</b>	Evidence will be data collected by the MoE and provinces. A TPVA will be contracted to confirm the accuracy of the data provided by the MoE and provinces, using beneficiary feedback surveys in a scientific random sample of the schools.



<b>PBC 7</b>	Enhanced Program for School Improvement (EPSI) results achieved
<b>Description</b>	This DLI is designed to measure the effective implementation of the EPSI program, which is measured against a set of agreed-upon results, specified in the OM. This indicator will be met when the EPSI program results are achieved in at least 90% of schools in the percent of zones in the agreed target: SMCs and/or SDCs engaged in activities to improve learning outcomes and/or socio-emotional skills of students. Socio-emotional skills should be promoted by either curriculum based activities or extra- or co-curricular activities or any combination or all of the above. This will be assessed through stakeholder feedback surveys. Note: Engagement of school community in planning, decision making, and implementation of school activities is a key part of the EPSI strategy. Thus, this indicator captures and monitors citizen engagement. The target is a cumulative percentage.
<b>Data source/ Agency</b>	MoE and provinces
<b>Verification Entity</b>	TPVA
<b>Procedure</b>	Evidence will be data collected by the MoE and provinces. A TPVA will be contracted to confirm the accuracy of the data provided by the MoE and provinces, using beneficiary feedback surveys in a scientific random sample of the schools.
<b>PBC 8</b>	Human resource development of education academic and administrative service staff
<b>Description</b>	This indicator measures progress in the number of master's degree enrollments are awarded and the degree studies completed by teacher educators, curriculum developers and education administrators. The targets are cumulative. At least 50% of those should be female. Note: By "awarded" we mean that the target number of candidates have been given scholarships. In Y1 progress will be measured in terms of the number of candidates awarded scholarships. From Y2 onwards, progress will be measured in terms of the number of awarded candidates who have commenced study. In Y5 (end target) progress will be measured in terms of the number of candidates who have completed their Masters degrees or above.
<b>Data source/ Agency</b>	MoE and provinces
<b>Verification Entity</b>	TPVA
<b>Procedure</b>	Evidence will be based on records provided by the MoE.



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	A TPVA will be contracted to confirm the accuracy of the data provided by the MoE, using a random sample of the beneficiaries of the masters' degree scholarship program.
<b>PBC 9</b>	Expanded school health and nutrition program developed and implemented and results achieved
<b>Description</b>	This indicator is designed to measure progress on the implementation of the expanded school health and nutrition program, which will include mental health and well-being and initiatives to prevent the spread of infectious disease, including the COVID 19 pandemic. Progress will be measured in terms of the number of schools implementing the expanded program and achieving the results specified in the OM. This indicator will be achieved when students in the target number of schools have benefitted from counseling, school health inspection services, and COVID 19 response measures. Note: The target number is cumulative.
<b>Data source/ Agency</b>	MoE, provinces
<b>Verification Entity</b>	TPVA
<b>Procedure</b>	Evidence will be based on records provided by the MoE. A TPVA will be contracted to confirm the accuracy of the data provided by the MoE, using a scientific sample of schools.

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