



EQRA (P159378)

SOUTH ASIA | Afghanistan | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2019 | Seq No: 3 | ARCHIVED on 14-May-2020 | ISR39351 |

Implementing Agencies: Islamic Republic of Afghanistan, Ministry of Education, Ministry of Rural Rehabilitation and Development

Key Dates**Key Project Dates**

Bank Approval Date: 28-Sep-2018

Effectiveness Date: 03-Jan-2019

Planned Mid Term Review Date: 31-Jan-2021

Actual Mid-Term Review Date:

Original Closing Date: 31-Dec-2023

Revised Closing Date: 31-Dec-2023

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objectives (PDO) are “to increase equitable access to primary and secondary education, particularly for girls, in selected lagging provinces, and to improve learning conditions in Afghanistan”.

Has the Project Development Objective been changed since Board Approval of the Project Objective?

No

Components Table

Name

Equitable Access to Basic Education:(Cost \$190.00 M)
Improving Learning Conditions:(Cost \$35.00 M)
Strengthening Education Sector Planning Capacity and Transparency:(Cost \$39.00 M)
Technical Assistance:(Cost \$34.00 M)**Overall Ratings**

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Implementation Progress (IP)	<input type="checkbox"/> Moderately Satisfactory	<input type="checkbox"/> Moderately Satisfactory
Overall Risk Rating	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial

Implementation Status and Key Decisions

Overall Progress: Since the last ISM (June 2019), the project has transitioned into implementation and the foundational documents for each program have been completed. Project Implementation Manuals (PIMs) for most sub-components (7 out of 8) have been finalized and cleared by the Bank. The remaining PIM, Teacher Training (Component 2.1), is lagging to date. Recruitment guidelines for hiring Technical Assistance (TAs) have been cleared. The overall TA recruitment is progressing well, but the mission raised concerns over the poor gender parity in the group of TAs recruited thus far. In terms of legal covenants, two are fully complied with, one partially complied with, and others are delayed but in progress. The Governance Risk Mitigation Measure tool was monitored by the client and Bank teams during the mission.

Component 1: Equitable Access to Basic Education:

The MRRD team, supported by the MoE and the World Bank technical teams, has advanced the school construction program. MRRD has been able to show good progress on completing technical surveys, approving proposals and disbursing the first tranche to CDCs; however, the team was not able to meet its target for 2019, which was to complete the construction of 400 new school buildings and provide missing components to 200 additional schools. As of March 2020, MRRD was able to complete 304 projects (213 new buildings and 91 missing components), 1,104 projects (936 new schools buildings and 168 missing components) were under construction. Additionally, there are 120 projects where construction has stopped for several reasons such as deteriorating security situation, social problems and the winter season

The mission agreed that MRRD would analyze the reasons for the delay in meeting its targets and come up with mitigation measures. MRRD's initial reaction was to change the implementation modality for around 300 sites with poor performance. Instead of relying on CDC, MRRD proposed to outsource these projects to construction companies through central procurement. The mission was not able to agree to this request as this was against the agreed implementation modality of the project. Even if the project tried to accommodate this new modality, a tremendous amount of efforts such as measuring the current physical progress in each of these projects, identifying the volume of works needed to complete each project and preparing the associated procurement packages, would be required to prepare these projects for bidding. The Bank team was not confident that MRRD had the required procurement capacity at all these levels. The Bank team advised MRRD to rather study and analyze the factors that have contributed to the delay. The Bank and MRRD will continue to discuss possible changes in the modality for certain projects once a detailed analysis of the problem is shared with the Bank. The mission indicated several other issues such as cost escalation from the original estimates, and technical and safeguard observations reported by the former World Bank Third Party Monitoring Agency (MSI) and the MOE, which would require management attention at both Ministries. Most of these issues remain unaddressed to date.

The MoE School Grant team (Directorate of Social Mobilization and School Shuras and Directorate of Finance of the MoE) advanced the preparation and implementation of the School Grant program since the last mission in June 2019. The team completed the recruitment process for three TAs (National, Provincial, Data Management). The newly formed team advanced the updates of PIM, preparation of Training sessions, and preparation of School Grant program implementation. A Project Implementation Manual to guide the School Grants Program implementation at central, regional and school levels has been developed. A School Grants Booklet, which provides guidance on the implementation of School Grants at the school level, has also been finalized. The team plans to conduct Training of Trainers in March 2020, and Training for School Grant Sub Committee in March to May 2020. The MoE CBE team also advanced the program preparation since the last mission. The PIM has been revised and endorsed by the Bank and reviewed by the relevant Development Partners. The team will develop a mapping tool for existing CBEs by January 2020 and conduct needs assessment for new CBEs by May 2020. The team also will develop Operational Manual for two types of CBEs (i) managed by MoE, and (ii) outsourced to NGOs to guide CBE implementation in the future under EQRA.

Component 2: Improving Learning Conditions

This component has been moving forward since the last mission. The sub-component on Teacher Training has, however, been progressing very slowly. Other activities under this component, such as the TEACH baseline survey, are in progress. As such, the time-bound DLI was successfully met before December 31, 2019. The WBG team is currently analyzing the results from the baseline data collection, which are expected to be presented to MOE in April 2020. Similarly, the MoE team made some progress in curriculum development as well as textbook distribution. The mission is pleased to learn that the final draft of the framework, after a series of discussions with stakeholders, will be finalized soon. The mission noted that 12.2 million textbooks for grades 1 to 6 financed by USAID have been printed and have reached the provincial capitals. Distribution to district centers and schools will be completed by the end of January 2020. The mission found that of the 12.2 million textbooks 2,169,513 textbooks have been distributed to schools as of March 1, 2020. The contracting process of the remaining batch of 37 million will be as soon as schools reopen after COVID.

Component 3: Strengthening Education Sector Planning Capacity and Transparency

This component, which focuses on improving EMIS data quality, improving Teacher Recruitment and Management and improving budget planning and reporting, is progressing with some delays. Although EQRA's support to EMIS is limited to providing technical assistance, a pilot phone call survey was conducted and an application to integrate CBE data into EMIS was developed (see next paragraph for more details). The Bank continues to remain engaged in the dialogue on the systematic issues that EMIS encounters such as the lengthy and vulnerable data collection processes, poor quality of data and other areas that are not directly financed by EQRA.

The phone call survey pilot has been conducted in 7 provinces (Kabul Province, Nangarhar, Kandahar, Khost, Balkh, Hirat, Kabul city) since April 2019 and a team was deployed to the field to verify the accuracy of data collected through phone calls. The MoE team will develop a report by end of December 2019 on the performance of this pilot. Additionally, an application (module) for integrating CBE data into EMIS has been developed and is under review to ensure that the module meets the requirement of the MOE and CBE implementing partners. The mission raised concerns regarding the overdue data collection for 2019 census and emphasized the need for a structural review of the data collection process and the Bank stands ready to support MOE in this endeavor.

Progress towards establishing the personnel database for MoE is on track. MoE reported that based on the current progress review of IARCS for collecting biometric data of MOE staff and teachers, MoE would be able to meet the DLI requirement for 2019 (this was achieved as of December 31, 2019). As part of this component, the mission also discussed the progress on Teachers Policy. The Bank team reviewed the draft Teachers Policy prepared by the MoE and identified the gaps that need to be addressed. MoE agreed to call for an internal meeting to address the World Bank's comments on the policy. The Teacher Policy has not been completed as of March 1, 2020.

Component 4: Technical Assistance

While the overall TA recruitment is progressing well, the mission found that identifying or encouraging female candidates remains a challenge. As of March 1, from a total of 405 TA positions proposed by the MoE, 334 have been cleared by the WB, of which (i) 148 TA positions have been hired,

(ii) 186 TA positions are under recruitment, and (iii) 71 TA positions are expected to be announced once the TORs are finalized. The Early Childhood Education (ECE) team has advanced the program preparation and has completed the draft PIM including (i) program scope and activities, (ii) specific program implementation modality (outsource administrative tasks) of the program implementation, and (iii) timeline of activities.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	<input type="checkbox"/> High	<input type="checkbox"/> High	<input type="checkbox"/> High
Macroeconomic	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Sector Strategies and Policies	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Technical Design of Project or Program	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Institutional Capacity for Implementation and Sustainability	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Fiduciary	<input type="checkbox"/> High	<input type="checkbox"/> High	<input type="checkbox"/> High
Environment and Social	<input type="checkbox"/> High	<input type="checkbox"/> High	<input type="checkbox"/> High
Stakeholders	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Other	<input type="checkbox"/> Substantial	--	--
Overall	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial

Results

PDO Indicators by Objectives / Outcomes

Increase equitable access to general education in selected lagging provinces, especially for girls				
► Students attending school regularly in selected provinces (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	4,318,473	NA	NA	5,018,429
Date	31-Dec-2016	31-Jul-2019	31-Dec-2019	31-Dec-2023
Comments:	The number of students attending school (Grades 1–12) is defined by the number who participated in the end of year exam (the requirement for which is that they attend 75% of the academic year, in selected provinces). This is calculated according to the EMIS as total of students attending subtracted from the previous year's total. Data are gathered at the end of school year. Provincial targets are specified in appendix 1.			

☐ Students attending school regularly in selected provinces, female (Text, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1,616,799	NA	NA	1,918,919
Date	31-Dec-2016	31-Jul-2019	31-Dec-2019	31-Dec-2023

Increase equitable access to general education in selected lagging provinces, especially for girls				
▶ Out of school children in selected provinces (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	2,289,880	NA	NA	1,089,880
Date	31-Dec-2016	31-Jul-2019	31-Dec-2019	31-Dec-2023
Comments:	Total number of out-of-school children including school-age children (age 7–16) not in school, permanently absent students (<3 years out-of-school), and dropouts (>3 years out-of-school), by gender; the baseline figures are from the 2016 ALCS.			
☐ out of school children in selected provinces, female (Text, Custom Breakdown)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1,387,717	NA	NA	643,029
Date	31-Dec-2016	31-Jul-2019	31-Jul-2019	31-Dec-2023

Improve learning conditions				
▶ Teachers meeting subject specific qualifications (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	52%	NA	NA	72%
Date	01-Jun-2018	31-Jul-2019	31-Dec-2019	31-Dec-2023
Comments:	Teachers teaching subjects above Grade 6 for which they meet subject-specific qualifications (%)			

Intermediate Results Indicators by Components

Equitable access to basic education				
▶ Schools constructed or expanded with classrooms, boundary walls, water points, and gender segregated latrines (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target

Value	0.00	NA	135 (79 School buildings, 56 with missing items)	2,646
Date	01-Jun-2018	31-Jul-2019	31-Dec-2019	31-Dec-2023
Comments:	This includes total schools built and expanded with completion of missing items including adding classrooms, gender-segregated latrines, water points, and boundary walls in selected provinces, as specified per contract terms			
► School Grants implemented (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	NA	0.00	2,298
Date	01-Jun-2018	31-Jul-2019	31-Dec-2019	31-Dec-2023
Comments:	Number of schools receiving and executing a grant in targeted districts in selected provinces			

Improving learning conditions				
► Students benefiting from direct interventions to enhance learning (Number, Corporate)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	6,447,000.00	6,447,000.00	6,447,000.00	7,247,000.00
Date	31-Dec-2016	31-Jul-2019	31-Dec-2019	31-Dec-2023
▢ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	2,462,000.00	2,462,000.00	2,462,000.00	2,834,000.00
► Existing textbooks distributed and teaching and learning materials for the new curriculum developed for all grades (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Old national curriculum framework in effect	NA	2,169,513 (existing textbooks were distributed to schools of the batch of 12.2 million books procured so far)	New textbooks and teacher guides developed in core subjects of mathematics, science, and language for Grades 1 through 12 and 45 million textbooks from existing curriculum are delivered to public schools, covering at least 90 percent of districts.
Date	01-Jun-2018	31-Jul-2019	31-Dec-2019	31-Dec-2022

Comments:	2019: Evidence demonstrating that 45 million textbooks from the existing curriculum for core subjects/learning areas of mathematics, science, and language were distributed to public schools covering at least 90 percent of districts. 2020: New textbooks and teacher guides developed for core subject/learning area for Grades 1, 4, 7, and 10. 2021: New textbooks and teacher guides developed for core subject/learning area for Grades 2, 5, 8, and 11. 2022: New textbooks and teacher guides developed for core subject/learning area for Grades 3, 6, 9, and 12.			
► Teaching quality rating based on classroom observations (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Baseline to be collected in 2019	NA	Baseline data collected	Teaching quality rating, based on TEACH classroom observation method, increased by 0.4 standard deviations or more among sampled teachers compared to the baseline.
Date	01-Jun-2018	31-Jul-2019	31-Dec-2019	31-Dec-2023
Comments:	2019: Evidence demonstrating that baseline data on teaching quality is collected on a target sample of teachers. This will include measuring classroom performance as the average rating in five instructional practice dimensions (time on learning, lesson facilitation, check for understanding, feedback, and critical thinking) on a scale from 1 to 5 using the TEACH classroom observation tool. It will also comprise assessments of subject knowledge of mathematics and language for Grades 3 to 6. The baseline indicator will be a composite score combining teaching quality (weighted 70%) and content knowledge (weighted 30%). 2023: Evidence demonstrating that data on the indicator is collected on the selected sample of teachers and analyzed in year 5 and the average score for the sample in year 5 is at least 0.4 standard deviations higher than the baseline in year 1 to achieve the DLR.			

Strengthening education sector planning capacity and transparency				
► Annual results based reports implemented between MOE, PEDs and DEDs (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No annual results reporting between MOE, PEDS and related DEDs	Standard templates for annual results reporting are developed	N/A	2019, 2020, and 2021 annual results-based reports completed annually by the MoE for all PEDs and related DEDs and published on MoE website by December 2022
Date	01-Jun-2018	31-Jul-2019	31-Dec-2019	31-Dec-2022
Comments:	2018: Evidence demonstrating that standard templates for annual results reporting are developed, including development and dissemination of school budgets and PED reports summarizing (a) school expenditures, (b) teacher absenteeism, (c) student enrollment and attendance, (d) textbooks required by schools, (e) textbooks delivered to schools, and (f) all actions taken in response to DED requests and school report card results. 2020: Evidence demonstrating that 2019 annual results-based reports were completed per template and submitted by the MoE for 15 PEDs, and related DEDs. 2021: Evidence demonstrating that 2020 annual results-based reports were completed annually per template and submitted by the MoE for all PEDs. 2022: Evidence demonstrating that 2021 annual results-based reports were completed annually per template and submitted by the MoE for all PEDs.			

► NESP III Operational plan on management and budgeting cycle developed and results reported (Text, Custom, DLI) (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	New O&M budget allocation formula not established	New O&M budget allocation formula established; Annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2019 completed and endorsed by DPs;	New O&M budget allocation formula for PED and DED established	Progress on results toward 2018, 2019, and 2020 annual operational plan reported by MoE per template; 2020, 2021, and 2022 annual operational plans developed based on actual on-budget allocation and projected off-budget allocations and jointly endorsed by DPs, per template by June 2021
Date	01-Jun-2018	31-Jul-2019	31-Dec-2019	30-Jun-2021
Comments:	By December 2018: Evidence demonstrating (a) new O&M budget allocation formula established for each PED, disaggregated by DED; (b) annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2019 completed and endorsed by DPs by December 2018; and (c) progress report template jointly developed with DPs by December 2018. 2019: Evidence demonstrating (a) progress on results toward 2018 annual plan reported by February 2019; and (b) annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2020 completed and endorsed by DPs as per the template by June 2019. 2020: Evidence demonstrating (a) progress on results toward 2019 annual plan reported, per template by February 2020; and (b) annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2021 completed and endorsed by DPs as per the template by June 2020. 2021: Evidence demonstrating (a) progress on results toward 2020 annual plan reported, per template by February 2021; (b) Annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2022 completed and endorsed by DPs as per the template by June 2021.			
► Integrated personnel database for education staff established (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No integrated personnel database	NA	Biometric for 90,000 employees of the MoE with biodata 84% of these employees has been entered into HRMIS	Organizational mapping of all education Tashkeel staff completed. The database contains agreed minimum information on all staff as described in the procedure manual including biometric data. Interface between personnel database and payroll completed by December 2021
Date	01-Jun-2018	31-Jul-2019	31-Dec-2019	31-Dec-2021
Comments:	2019: Evidence demonstrating completion of organizational mapping (census) of all Tashkeel staff. The mapping follows the organizational structure of the MoE down to the level of work location. It includes each Tashkeel staff and identifies them by grade, job title, work location, and a unique number and the database contains at least minimum information on each staff such as name, father name, NID code,			

<p>bank account for payroll, qualification, photograph, and biometric data and this information is entered for 100,000 staff into the database. 2020: Evidence demonstrating completion of organizational mapping of all Tashkeel staff. The mapping follows the organizational structure of the MoE down to the level of work location. It includes each Tashkeel staff and identifies them by grade, job title, work location, and a unique number and the database contains at least minimum information on each staff such as name, father name, NID code, bank account for payroll, qualification, photograph, and biometric data and this information is entered for all staff into the database. 2021: Evidence demonstrating integration of personnel database with the AFMIS payroll with any differences between them fully reconciled, and completion of any updates to existing records in the database.</p>				
<p>► Provincial workshops conducted with DEDs, school shura representatives to identify constraints to education (Text, Custom)</p>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	NA	NA	60.00
Date	01-Jun-2018	31-Jul-2019	31-Dec-2019	31-Dec-2022
Comments:	<p>The number of provinces that conduct workshops with the DEDs and school shura representatives. The goals of the workshops are to identify constraints to school enrollment, attendance, and retention and to take stock of the situation, observe any changes, and review and identify any new constraints based on current circumstances.</p>			
<p>► Improved EMIS data collection and quality assurance procedures implemented (Text, Custom, PBC)</p>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No monthly phone survey data collection procedures	Protocols for monthly telephone surveys established in consultation with local stakeholders	Pilot has already been conducted 7 provinces. And the MoE has developed a report on the performance of the pilot of phone survey.	All 2019-2022 CBE information reported to MoE and entered in EMIS, according to policy guidelines; Monthly survey data collection procedures established and functioning; EMIS data verified with monthly survey data in a random sample of 5% of schools and physically verified with +/- 3.5% margin of error
Date	01-Jun-2018	31-Jul-2019	31-Dec-2019	31-Dec-2022
Comments:	<p>By December 2018, evidence demonstrating that protocols for monthly EMIS data collection are established (telephone surveys to schools) in consultation with local stakeholders 2019: Evidence demonstrating: (a) online tool for school-level data entry into EMIS developed and functioning and training of trainers (academic supervisors, PEDs) for data collection and entry into EMIS completed among PEDs and academic supervisors in each province and (b) outreach and capacity building of principals and school shuras to prepare for monthly data collection completed in each province (that is, information on training sessions conducted including date, location, facilitators, and participants who completed training). 2020: Evidence demonstrating: (a) all 2019 and 2020 CBE information available in EMIS, according to policy guidelines including information on location, teachers, students, and whether they are on-budget or off-budget CBEs and (b) monthly data collected through phone surveys in a representative random sample of schools in target provinces. 2021: Evidence demonstrating: (a) EMIS data verified for all schools with monthly survey data within one month after annual EMIS data collection exercise is completed and (b) EMIS data physically verified for 5% of randomly selected schools in selected provinces with ±3.5% margin of error—including verifying monthly and annual data on the existence of</p>			

schools/classrooms, staff, and student statistics by July 2021. 2022: Evidence that all 2021 and 2022 CBE information is available in EMIS according to policy guidelines including information on location, teachers, students, and whether they are on-budget or off-budget CBEs.				
► Development and implementation of a teacher policy for prioritization in the hiring and allocation of teachers based on need (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No policy in place for prioritization in the hiring and allocation of teachers based on need	Teacher policy is under development.	Teacher policy is under development.	At least ninety (90) percent of newly hired permanent teachers and at least seventy five (75) percent of newly hired temporary teachers hired based on the methods and criteria identified in the teacher policy; and at least ninety (90) percent of new teacher positions filled through a transparent recruitment process using the IARCSC's hiring procedures and at least forty percent (40%) of the new hires are women.
Date	01-Jun-2018	31-Jul-2019	31-Dec-2019	31-Dec-2021
Comments:	By December 2018: Evidence demonstrating the establishment of a teacher policy comprising step-by-step procedures for prioritization, needs-based allocation, and criteria for redeployment of teachers. 2021: Evidence demonstrating that • At least 90 percent of newly hired permanent teachers and at least 75 percent of all temporary teachers were based on the methods and criteria identified in the teacher policy; • At least 90 percent of new teacher positions were filled through a transparent recruitment process using the Civil Service Commission's hiring procedures; and • At least 40 percent of new hires are women.			
► Complaints addressed through grievance redressal mechanism (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	70.00
Date	01-Jun-2018	31-Jul-2019	31-Dec-2019	31-Dec-2023
Comments:	This indicator measures the proportion of grievances addressed through the grievance redress mechanism			

Performance-Based Conditions

► PBC 1 Teaching quality rating based on classroom observations (Text, Intermediate Outcome, 15,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023

Value	Baseline to be collected in 2019	NA	The survey firm ATR collected data for the DLI, concluding on November 21, 2019. As such, the timebound DLI was successfully met before December 31, 2019. The WBG team is currently analyzing the results from the baseline data collection, which are expected to be presented to MOE in April 2020.	--
Date	--	31-Jul-2019	31-Dec-2019	--

►PBC 2 Existing textbooks distributed and teaching and learning materials for the new curriculum developed for all grades (Text, Output, 20,000,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	Old national curriculum framework in effect	NA	2,169,513 (existing textbooks were distributed to schools of the batch of 12.2 million books procured so far. , USAID's ACR (Afghan Children Read project) has developed textbooks and teacher guides only for grades 1 to 3).	--
Date	--	31-Jul-2019	31-Dec-2019	--

►PBC 3 Improved EMIS data collection and quality assurance procedures implemented (Text, Process, 14,000,000.00, 4.70%)

	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	No monthly phone survey data collection procedures	Protocols for monthly telephone surveys established in consultation with local stakeholders	Pilot has already been conducted 7 provinces. And the MoE has developed a report on the performance of the pilot of phone survey	--
Date	--	31-Jul-2019	31-Dec-2019	--

►PBC 4 Development and implementation of a teacher policy for prioritization in the hiring and allocation of teachers based on need (Text, Intermediate Outcome, 10,000,000.00, 3.36%)

	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	No policy in place for prioritization in the hiring and allocation of teachers based on need	Teacher policy is under development.	Teacher policy is under development.	--
Date	--	31-Jul-2019	31-Dec-2019	--

► PBC 5 Integrated personnel database for education staff established (Text, Output, 5,000,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	No integrated personnel database	NA	Biometric for 90,000 employees of the MoE with biodata 84% of these employees has been entered into HRMIS	--
Date	--	31-Jul-2019	31-Dec-2019	--

► PBC 6 Annual results based reports implemented between MOE, PEDs and DEDs (Text, Process, 5,000,000.00, 1.68%)

	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	No annual results reporting between MOE, PEDS and related DEDs	Standard templates for annual results reporting are developed	Standard templates for annual results reporting are developed	--
Date	--	31-Jul-2019	31-Dec-2019	--

► PBC 7 NESP III Operational plan on management and budgeting cycle developed and results reported (Text, Custom, DLI) (Text, Process, 5,000,000.00, 1.68%)

	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	New O&M budget allocation formula not established	New O&M budget allocation formula established; Annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2019 completed and endorsed by DPs;	New O&M budget allocation formula for PED and DED established; O&M formula will be implemented with 2020 budget. Data collection for the 2020 AOP started Initial (partial) AOP will be available by end of June 2020.	--
Date	--	31-Jul-2019	31-Dec-2019	--

Data on Financial Performance

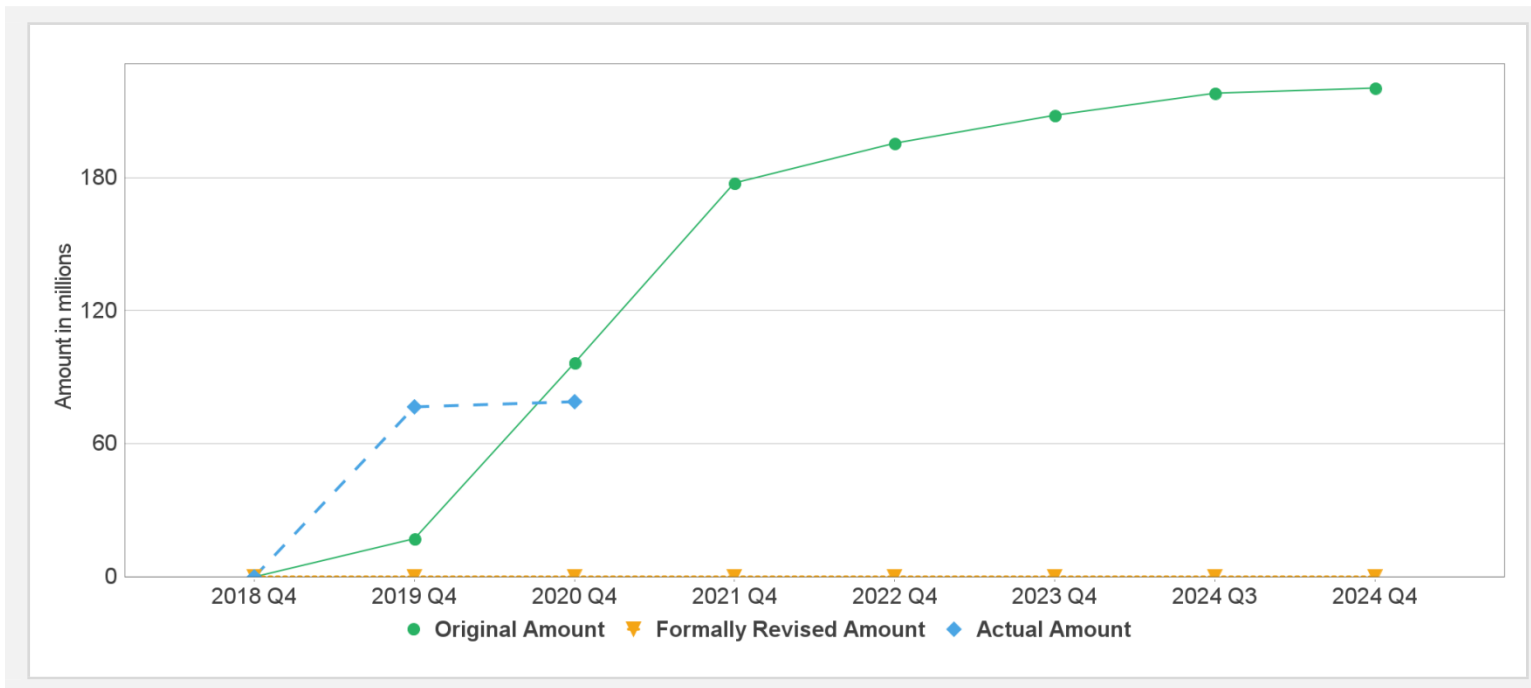
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P159378	IDA-D3810	Effective	USD	100.00	100.00	0.00	39.57	58.36	40%
P159378	TF-A8449	Effective	USD	100.00	100.00	0.00	39.31	60.69	39%
P159378	TF-A9570	Effective	USD	98.00	98.00	0.00	0.00	98.00	0%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P159378	IDA-D3810	Effective	28-Sep-2018	23-Oct-2018	03-Jan-2019	31-Dec-2023	31-Dec-2023
P159378	TF-A8449	Effective	28-Sep-2018	23-Oct-2018	03-Jan-2019	31-Dec-2023	31-Dec-2023
P159378	TF-A9570	Effective	26-Mar-2019	02-Apr-2019	10-Apr-2019	31-Dec-2023	31-Dec-2023

Cumulative Disbursements





PBC Disbursement

PBC ID	PBC Type	Description	Coc	PBC Amount	Achievement Status	Disbursed amount in Coc	Disbursement % for PBC
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Restructuring History

There has been no restructuring to date.

Related Project(s)

P173314-EQRA Additional Financing
