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INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT *AND/OR*
INTERNATIONAL DEVELOPMENT ASSOCIATION

RESTRUCTURING PAPER

ON A

PROPOSED PROGRAM RESTRUCTURING
OF
ETHIOPIA GENERAL EDUCATION QUALITY IMPROVEMENT PROGRAM FOR EQUITY
APPROVED ON DECEMBER 19, 2017

TO THE

FEDERAL DEMOCRATIC REPUBLIC OF ETHIOPIA

Education Global Practice
Africa Region

Regional Vice President: Hafez M. H. Ghanem

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The World Bank

Ethiopia General Education Quality Improvement Program for Equity (P163050)

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ABBREVIATIONS AND ACRONYMS

AF	Additional Financing	CCA	Continuous Classroom Assessment
COVID-19	Coronavirus 2019	CSO	Civil Society Organization
DLIs	Disbursement Linked Indicators	DLRs	Disbursement Linked Results
DP	Development Partners	ECE	Early Childhood Education
EdTech	Education Technology	EGRA	Early Grades Reading Assessment
EMIS	Education Management Information System	E&S	Environmental and Social
FA	Financing Agreement	FCDO	Foreign, Commonwealth and Development Office
GEQIP-E	General Education Quality Improvement Program for Equity	FY	Fiscal Year
GIR	Gross Intake Ratio	GER	Gross Enrollment Ratio
IDA	International Development Association	GPE	Global Partnership for Education
IP	Implementation Performance	IERCs	Inclusive Education Resource Centers
IRIs	Intermediate Results Indicators	IPF	Investment Program Financing
KPIs	Key Performance Indicators	MDTF	Multi-Donor Trust Fund
MELQO	Measuring Early Learning and Quality Outcomes	MTR	Mid-Term Review
MoE	Ministry of Education	MU	Moderately Unsatisfactory
MS	Moderately Satisfactory	NLA	National Learning Assessment
PAD	Program Appraisal Document	PAP	Program Action Plan
PDO	Project Development Objective	PforRs	Program-for-Results
REBs	Regional Education Bureaus	S	Satisfactory
SPBAs	School Performance Based Awards	SG	School Grant
WEOs	Woreda Education Offices		



DATA SHEET (Ethiopia General Education Quality Improvement Program for Equity - P163050)

Project ID P163050	Financing Instrument Program-for-Results Financing	IPF Component Yes
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Environmental and Social Risk Classification (ESRC) (IPF Component)
Substantial

Approval Date 19-Dec-2017	Current Closing Date 08-Apr-2025
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Organizations

Borrower Ministry of Finance	Responsible Agency
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Program Development Objective(s)

The Program Development Objective (PDO) is to improve internal efficiency, equitable access, and quality in general education (O-Class to Grade 12)

Summary Status of Financing (US\$, Millions)

Ln/Cr/TF	Approval Date	Signing Date	Effectiveness Date	Closing Date	Net Commitment	Disbursed	Undisbursed
IDA-D8080	07-May-2021	01-Jul-2021	28-Oct-2021	08-Apr-2025	55.00	0	53.49
IDA-D2620	19-Dec-2017	21-Dec-2017	21-Dec-2017	30-Jun-2024	300.00	261.11	35.05
TF-B5501	01-Jul-2021	01-Jul-2021	28-Oct-2021	31-Jul-2023	4.90	0	4.90
TF-B5504	01-Jul-2021	01-Jul-2021	28-Oct-2021	08-Apr-2025	19.60	0	19.60
TF-B5137	05-Mar-2021	05-Mar-2021	13-Apr-2021	30-Jun-2024	122.50	2.27	120.23
TF-A8352	19-Dec-2017	12-Jul-2019	12-Jul-2019	31-Jul-2023	72.62	72.62	0



Policy Waiver(s)

Does the Program require any waivers of Bank policies applicable to Program-for-Results operations?

No



I. PROGRAM STATUS AND RATIONALE FOR RESTRUCTURING

Program Status

1. **The General Education Quality Improvement Program for Equity (GEQIP-E, hereinafter the Program) was approved on December 19, 2017.** It is financed by a US\$300 million International Development Association (IDA) credit and a US\$140 million Multi-Donor Trust Fund (MDTF). The Financing Agreement (FA) between the Ministry of Finance and the World Bank was signed on December 21, 2017 and the Program became effective upon signing of the FA.
2. **The Program has been restructured four times, as follows:**
 - a. **April 2020.** The first restructuring focused on removing implementation obstacles, as part of which” (i) the disbursement linked indicators (DLIs) were adjusted (became scalable) and verification process was simplified; (ii) key performance indicators (KPI) targets were adjusted; and (iii) the level of responsibility and accountability of Regional Education Bureaus (REBs) was increased by providing financial incentives.
 - b. **June 2020.** As COVID-19 hit the country, GEQIP-E was restructured for the second time to extend selected DLI timelines to respond to delays caused by the pandemic.
 - c. **February 2021.** The Program was restructured for the third time to introduce Additional Financing (AF) through the Global Partnership for Education (GPE) grant in the amount of US\$122.5 million. The AF (referred to as AF1 henceforth) provides support for: (i) longer-term response to COVID-19; (ii) (re)integration of the most vulnerable and marginalized groups back to school (including girls, children with disabilities and children of internally displaced persons); (iii) supports education technology (EdTech) innovation pilots; (iv) scales up expansion of the quality enhancement and assurance program for early childhood education (ECE); (v) expands full-cycle primary and middle schools through school construction in disadvantaged areas; and, (vi) strengthens the GEQIP-E’s performance through capacity building activities and incentives for fiduciary and safeguards compliance. The restructuring also introduced adjustments of selected disbursement linked results (DLRs) to reflect (a) challenges caused by the recent conflict in Tigray, and (b) time-bound results not achieved due to school closure. The AF1 became effective on April 13, 2021.
 - d. **April 2021.** A fourth restructuring was concluded to introduce a second AF (referred to as AF2 henceforth) with new results and activities supporting Refugees and Host Communities. It also extended the Program’s closing date by three years, from July 7, 2022 to April 8, 2025. AF2 added US\$79.5 million to the Program from the IDA, GPE and Denmark. The AF2 became effective on October 29, 2021.
3. **Program Development Objective (PDO) and Implementation Progress (IP).** The PDO remains relevant. The Program maintained moderately satisfactory (MS) rating for IP based on the progress with Program Action Plan (PAP) implementation and activities implemented on the school level. The PDO rating is at Moderately Unsatisfactory (MU) due to the negative dynamics of some KPIs due to the COVID-19 school closures, draught, and ongoing conflict.
4. **The Program Indicators show mixed progress.** Out of the six KPIs, one (KPI 3 on Equity¹) has shown a progress by meeting the target while KPI 5 on learning outcomes² showed deterioration compared to the last update in

¹ Improvement in girls-boys’ ratio in Grade 8 in Afar, Ethiopia Somali, and Benishangul-Gumuz.

² Improvement in Grade 2 learning outcomes in Mother Tongue Reading in Phase I schools (disaggregated by gender).



March 2021. Three of the remaining KPIs (KPIs 1³ and 2⁴ on Efficiency and KPI 4 on Equity⁵) showed no changes compared to last update in December 2021 (updated figures will be provided for these KPIs after publishing of the 2021/22 school year statistics report, expected in November 2022). KPI 6 on Quality⁶ is not due yet (expected in November 2022).

- 5. **The disbursement rate as of July 1, 2022** is at 60 percent. The Table 1 below includes details of disbursement and commitment by source of funding.

Table 1. Key Project Data (with AF1 and 2)

Project Data	USD millions, %
Commitment (IDA)	355
Disbursement (IDA)	260 (73%)
Commitment (GPE AF1)	122.5
Disbursement (GPE AF1)	2.3 (1.8%)
Commitment (GPE AF2)	19.6
Disbursement (GPE AF2)	0 (0%)
Commitment (MDTF)	77.5
Disbursement (MDTF)	76 (98%)
Total Commitment	574.6
Total Disbursement	340 (59%)

Rationale for Restructuring

- 6. **The implementation of the Program activities has been affected by the COVID-19 pandemic related school closures.** The primary and secondary education schools closed in March 2020 and remained closed for the four last months of the school year, until June 2020. The first three months of the next school year (September to November 2020) were also lost as the schools were still closed. Thus, the system suffered from: (a) two shorter school years; (b) teaching in two to three shifts to comply with COVID-19 safety protocol; (c) reduction in teaching hours by 25-30% (from 25 to 18 hours a week in primary schools) due to double shifts; and (d) reduced learning content. As a result, the system faces the additional challenges of the need to catch up with learning losses due to school closures and ensuring that many students, especially girls, who did not return to school after reopening or returned late in the school are back into the classroom. The situation got even worse because of the scaled up conflicts and recent drastic draughts.
- 7. **Most of the Program activities were put on hold and delayed because of the school closure.** Especially school level activities were affected, including teacher training and support, quality enhancement measures at pre-primary level (O-class), operation of Inclusive Education Resource Centers (IERC), community engagement, efforts to support students’ retention and progression through the primary education, etc. National level activities were also postponed, for instance the national assessment and Early Grades Reading

³ Improvement in Grade 2 to Grade 1 enrolment ratio (disaggregated by gender).

⁴ Improvement in Grade 5 survival rate (disaggregated by gender).

⁵ Improvement in Gross Enrollment Ratio of Grades 1-8 in Afar, Ethiopia Somali, and Benishangul-Gumuz (disaggregated by gender).

⁶ Improvement in Grade 8 learning outcomes in English and Mathematics in Phase I schools (disaggregated by gender).



Assessment (EGRA), digital education support initiatives, pre-primary education policy development, etc. The extension will allow to deliver these activities in a full scale as it was initially planned. For instance, teacher training rounds cancelled / not delivered because of the school closure will be implemented in the next school year.

II. DESCRIPTION OF PROPOSED CHANGES

- 8. **The learning disruptions caused by the COVID-19 related school closures resulted in the need for extending the MDTF timeline for one year to allow sufficient time for the implementation of ongoing activities.** As part of this restructuring, it is proposed to change the closing date from July 31, 2022 to July 31, 2023 of the MDTF. All Development Partners (DP) have agreed with the proposed extension and have already amended relevant Administrative Agreements. The Program’s PDO, results framework and overall closing date of April 8, 2025 will remain the same.
- 9. **A comprehensive restructuring of the Program will follow the proposed MDTF closing date extension to adjust the design a coherent manner to respond to the new challenges, including COVID-19, the ongoing conflict and draught.** The following restructuring will formalize agreements reached during the Program’s mid-term review and follow up missions related to:
 - (i) impact of the conflict (reducing the scope of initially planned activities and adding new activities);
 - (ii) adjustments in the indicators (KPIs/IRIs and DLIs/DLRs);
 - (iii) changes in Donors’ co-financing; and
 - (iv) additional activities required to improve progress towards the indicators.

I. SUMMARY OF CHANGES

	Changed	Not Changed
Change in Loan Closing Date(s)	✓	
Change in Implementing Agency		✓



Change in Program's Development Objectives		✓
Change in Program Scope		✓
Change in Results Framework		✓
Change in Cancellations Proposed		✓
Reallocation between and/or Change in DLI		✓
Change in IPF Component		✓
Change in Disbursements Arrangements		✓
Change in Disbursement Estimates		✓
Change in Systematic Operations Risk-Rating Tool (SORT)		✓
Change in Legal Covenants		✓
Change in Institutional Arrangements		✓
Change in Implementation Schedule		✓
Other Change(s)		✓

II. DETAILED CHANGE(S)

LOAN CLOSING DATE(S)

Ln/Cr/TF	Status	Original Closing Date	Revised Closing(s) Date	Proposed Closing Date	Proposed Deadline for Withdrawal Applications
IDA-D2620	Effective	07-Jul-2022	30-Jun-2024		
IDA-D8080	Effective	08-Apr-2025			
TF-A8352	Effective	31-Jul-2022	31-Jul-2023, 31-Jul-2022, 31-Jul-2023	31-Jul-2023	31-Jan-2024
TF-B5137	Effective	30-Jun-2024			
TF-B5501	Effective	31-Jul-2022	31-Jul-2023	31-Jul-2023	31-Jan-2024
TF-B5504	Effective	08-Apr-2025			



ANNEX 1: RESULTS FRAMEWORK

Results framework

Program Development Objectives(s)

The Program Development Objective (PDO) is to improve internal efficiency, equitable access, and quality in general education (O-Class to Grade 12)

Program Development Objective Indicators by Objectives/ Outcomes

Indicator Name	DLI	Baseline	End Target
Improvement in Grade 2 to Grade 1 enrolment ratio (disaggregated by gender)			
G2/G1 enrolment ratio – nation-wide (Percentage)		76.00	80.00
Improvement in Grade 5 survival rate (disaggregated by gender)			
Survival rates to G5 – nation-wide (Percentage)		56.50	58.00
Improvement in girls-boys ratio in Grade 8 in Afar, Ethiopia Somali and Benishangul-Gumuz			
Improved girls-to-boys ratio in Grade 8 in Afar, Ethiopia Somali and Benishangul-Gumuz (Percentage)		63.00	71.00
Improvement in GER of G1-8 in Afar, Somali, and Benishangul-Gumuz (disaggregated by gender)			
Gross enrolment rate in Afar, Ethiopia Somali and Benishangul-Gumuz, Grades 1-8 (Percentage)		92.00	93.00
Improvement in Grade 2 learning outcomes in Mother Tongue Reading in Phase 1 schools (by gender)			



Indicator Name	DLI	Baseline	End Target
Average % of students in Grade 2 who can read at functional fluency level or above in Mother Tongue (Text)		25.00	25.00
Improvement in Grade 8 learning outcomes in English and Math in Phase 1 schools (by gender)			
Average % of students in G8 who perform @ basic proficiency level or above in English in P1 schools (Text)		ENG: 51.94% M: 55.34% F: 48.06% (NLA 2018/19)	ENG: 55% M: 58% F: 51% (NLA 2021/22)
Average % of students in G8 who perform @ basic proficiency level or above in maths in P1 schools (Text)		Math: 54.97% M= 59.17 F= 50.15 (2018/19 NLA)	Math: 58% M: 62% F: 53% (NLA 2021/22)

Intermediate Results Indicators by Result Areas

Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	2	
Improved internal efficiency					
IR Indicator 1.1: Gross intake ratio (GIR) at Grade 1 (Percentage)		175.80			110.00
Improved internal efficiency					
IR Indicator 1.2: Number of schools with quality-enhanced O-Classes (Text)		0.00			18,000.00
Improved internal efficiency					



Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	2	
IR Indicator 1.3: % of O-Classes in Phase 1 schools upgraded through the QEAP (Text)		0.00			70.00
IR Indicator 1.4: % of O-Classes in Phase 2 and Phase 3 schools with completed QEAP program (Percentage) (Text)		Not due, planned for Year 4, 5 &6 <ul style="list-style-type: none"> • QEA for Phase 2, Y4; • QE for Phase 3, Y5; and • QA for Phase 3, Y6. 			70.00
Improved internal efficiency					
IR Indicator 2.1: % of best performing schools, having largest improvement in the G2/G1 enrolment ratio and G5 survival rates, that receive performance-based awards by March 31 (Text)		0.00			90.00
Improved internal efficiency					
IR Indicator 2.2: % of schools that publicly display school report cards (Text)		0.00			75.00
Improved equitable access					
IR Indicator 3.1: GER of girls in upper primary in Afar, Ethiopia Somali and Benishangul-Gumuz (Percentage)		39.00			50.00
Improved equitable access					
IR Indicator 3.2: % of primary schools with grade 5 and higher in Afar, Somali and B Gumuz that have girls' clubs		0.00			70.00



Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	2	
operational according to improved GC guidelines, and delivering life skills training (Text)					
IR Indicator 3.3: Number of classrooms constructed under the project (Text)	0.00				500.00
Improved equitable access					
IR Indicator 4.1: % of schools that receive basic and additional school grants in emerging regions (Percentage)	0.00				70.00
Improved equitable access					
IR Indicator 4.2: Number of IERCs with community outreach activities and support of children with SN (Text)	113.00				1,400.00
Improved equitable access					
IR Indicator 4.3: Enrolment of students with special needs in cluster schools benefiting from servic (Text)	3,000.00				49,000.00
Improved equitable access					
IR Indicator 4.4: % of PCDP schools with TLM (Percentage)	0.00				95.00
Improved quality					
IR Indicator 5.1: Progress in average pre-literacy score as measured by MELQO (Text)		MELQO tool adapted to Ethiopia context and piloted			Improvement of average pre-literacy score



Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	2	
IR Indicator 6.1: Number of schools benefiting from cascade training in school-based teacher profess (Text)	n.a				18,000.00
Improved quality					
IR Indicator 6.2: % of Phase 1 schools are visited by cluster supervisors and key teachers at least (Text)	0.00				95.00
Improved quality					
IR Indicator 6.3: Average score of composite index of school inspection standards on teaching practi (Text)	54.00				70.00
Improved quality					
IR Indicator 6.4: % of actual teaching time relative to scheduled instructional time in P1 schools (Text)		Time-on-task survey to be conducted in Year 3 and 4			To be determined
Improved quality					
IR Indicator 6.5: % of students having textbooks (Text)	58.00				70.00
Improved quality					
IRI 6.6. Decrease in % of L1 school nation-wide School Inspection (Text)		Primary L1: 26.4 L2: 63.8 Secondary L1: 15.7			Primary: L1 - 15% Secondary: L1 - 8%



Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	2	
		L2: 67.3 Baseline set by re-inspection in 2016/17-2017/18			
IR Indicator 6.7: Licensing assessment covering digital skills (Text)	No				Yes
System strengthening for planning, policy formulation and reform					
IR Indicator 7.1: Use of unique school IDs by EMIS, NLA, EGRA, and Inspection (Yes/No)	No				Yes
System strengthening for planning, policy formulation and reform					
IR Indicator 7.2: Timely availability of EGRA and NLA scores (Text)	No				Yes
System strengthening for planning, policy formulation and reform					
IR Indicator 7.3: New concurrent program for Grades 5-8 piloted (Text)	No				Dropped
IR Indicator 7.4: Joint report by EMIS, GEID and NEAEA on learning gaps covering emerging regions (Text)	No				Yes
IR Indicator 7.5 EMIS digital data collection pilot and scaling-up at the national level (Text)	No				Yes
Indicator 7.6 National minimum infrastructure standards (Text)	No				Yes



Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	2	
Indicator 7.7 Back-to-school mobilization campaign (Text)		Schools are closed due to COVID-19			Periodic mobilization campaigns
Harmonization and Integration of Refugee Education					
IR Indicator 8.1: Gross enrollment rate of refugee primary education in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray (Percentage)		67.00	70.00	75.00	80.00
IR Indicator 8.2: Gross enrollment rate of refugee primary girls in Grades 5-8 in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray (Percentage)		33.20	35.00	37.50	40.00
IR Indicator 8.3a: Gross enrollment rate of refugee secondary education in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray (male) (Percentage)		17.19	19.00	21.50	23.90
IR Indicator 8.3b: Gross enrollment rate of refugee secondary education in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray (female) (Percentage)		7.23	9.23	10.73	12.23
IR Indicator 8.4: Percentage of refugee primary schools which receive Basic School Grants (Percentage)		0.00	60.00	70.00	90.00
IR Indicator 8.5: Percentage of eligible refugee incentive teachers receiving in-service skills upgrading training (Percentage)		0.00	60.00	70.00	90.00



Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	2	
IR Indicator 8.6: Percentage of suitably qualified refugee incentive teachers accredited/licensed following completion of upgrading (Percentage)		0.00			90.00
IR Indicator 8.7: Percentage of refugee schools receiving standard package of textbooks with REB/woreda procurement, distribution, and monitoring (Percentage)		0.00	60.00	70.00	90.00
IR Indicator 8.8: Number of refugee secondary schools transferred to MoE/REB administration (Number)		0.00	2.00	8.00	13.00
IR Indicator 8.9 Percentage of MoE secondary schools with large refugee populations which receive top-up School Grants (Percentage)		0.00	100.00	100.00	100.00
IR Indicator 8.10: Costed timebound plan approved by Government for transfer of remaining refugee primary and secondary schools to MoE/REB administration (Yes/No)		No			Yes
IR Indicator 8.11: Number of refugee-hosting areas in which innovation activities for girls' empowerment and learning completed (Number)		0.00	2.00	4.00	6.00
IR Indicator 8.12: Number of refugee-hosting areas in which innovation		0.00	2.00	4.00	6.00



Indicator Name	DLI	Baseline	Intermediate Targets		End Target
			1	2	
activities for self-directed learning for COVID-19 recovery completed (Number)					

Disbursement Linked Indicators Matrix

DLI 1	Quality enhancement and assurance program for O-Class			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	112,500,000.00	8.89
Period	Value		Allocated Amount (USD)	Formula
Baseline	Not available			
Before June 30, 2018	DLR 1.0		5,000,000.00	\$5 million upon achievement of target
July 2018 to July 2019	DLR1.1		10,000,000.00	\$10 million upon achievement of target
July 2019 to July 2020			0.00	
July 2020 to July 2021	DLR 1.2; DLR 1.3; DLR 1.5		54,000,000.00	\$54 million upon achievement of targets (scalable)
July 2021 to July 2022	DLR 1.4 and DLR 1.6		28,000,000.00	\$28 million upon achievement of targets (scalable)
July 2022 to July 2023	DLR 1.7		11,500,000.00	\$11.5 million upon achievement of target (scalable 10-70%)



July 2023 to July 2024	DLR 1.8 and DLR 1.9		4,000,000.00	\$4 million upon achievement of targets (scalable)
April 2024 to March 2025			0.00	
DLI 2	Performance-based awards to school on a timely basis to improve internal efficiency			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	46,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Before June 30, 2018			0.00	
July 2018 to July 2019			0.00	
July 2019 to July 2020	DLR 2.2		20,000,000.00	\$20 million upon achievement of target (scalable 61-70%)
July 2020 to July 2021	DLR 2.3		13,000,000.00	\$13 million upon achievement of target (scalable 71-80%)
July 2021 to July 2022	DLR 2.4		13,000,000.00	\$13 million upon achievement of target (scalable 81-90%)
July 2022 to July 2023			0.00	
July 2023 to July 2024			0.00	
April 2024 to March 2025			0.00	



DLI 2				
Performance-based awards to school on a timely basis to improve internal efficiency				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	49,500,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	0.00			
Before June 30, 2018			0.00	
July 2018 to July 2019			0.00	
July 2019 to July 2020	DLR 2.2		20,000,000.00	\$20 million upon achievement of target (scalable 61-70%)
July 2020 to July 2021	DLR 2.3		13,000,000.00	\$13 million upon achievement of target (scalable 71-80%)
July 2021 to July 2022	DLR 2.4		13,000,000.00	\$13 million upon achievement of target (scalable 81-90%)
July 2022 to July 2023	DLR 2.5: 90% of best- performing primary schools receive performance-based awards by March 31, 2023.		3,500,000.00	\$3.5 million upon achievement of target (scalable 81-90%)
July 2023 to July 2024			0.00	
April 2024 to March 2025			0.00	



DLI 3	Improved girls-to-boys ratio in Grade 8 in Afar, Ethiopia Somali and Benishangul-Gumuz (KPI 3)			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	Yes	Text	50,000,000.00	10.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	63%			
Before June 30, 2018			0.00	
July 2018 to July 2019	DLR 3.1		5,000,000.00	\$5 million upon achievement of target
July 2019 to July 2020	DLR 3.2		15,000,000.00	\$15 million upon achievement of target
July 2020 to July 2021	DLR 3.3		15,000,000.00	\$15 million upon achievement of target (scalable 65-68%)
July 2021 to July 2022	DLR 3.4		15,000,000.00	\$15 million upon achievement of target (scalable 69-71%)
July 2022 to July 2023			0.00	
July 2023 to July 2024			0.00	
April 2024 to March 2025			0.00	
DLI 4	Improved availability of Basic School Grants and Additional School Grants(Additional SG in emerging region			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	65,000,000.00	7.69
Period	Value		Allocated Amount (USD)	Formula



Baseline	50%			
Before June 30, 2018	DLR 4.0		5,000,000.00	\$5 million upon achievement of target
July 2018 to July 2019	DLR 4.1		15,000,000.00	\$15 million upon achievement of target
July 2019 to July 2020	DLR 4.2		15,000,000.00	\$15 million upon achievement of target (scalable 56-60%)
July 2020 to July 2021	DLR 4.3		15,000,000.00	\$15 million upon achievement of target (scalable 61-65%)
July 2021 to July 2022	DLR 4.4		15,000,000.00	\$15 million upon achievement of target (scalable 66-70%)
July 2022 to July 2023			0.00	
July 2023 to July 2024			0.00	
April 2024 to March 2025			0.00	
DLI 4	Improved availability of Basic School Grants and Additional School Grants(Additional SG in emerging region			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	68,000,000.00	7.35
Period	Value		Allocated Amount (USD)	Formula
Baseline	50%			
Before June 30, 2018	DLR 4.0		5,000,000.00	\$5 million upon achievement of target
July 2018 to July 2019	DLR 4.1		15,000,000.00	\$15 million upon achievement of target



July 2019 to July 2020	DLR 4.2	15,000,000.00	\$15 million upon achievement of target (scalable 56-60%)
July 2020 to July 2021	DLR 4.3	15,000,000.00	\$15 million upon achievement of target (scalable 61-65%)
July 2021 to July 2022	DLR 4.4	15,000,000.00	\$15 million upon achievement of target (scalable 66-70%)
July 2022 to July 2023	DLR 4.5: 80% of schools receive Basic SG and Additional SG by December 31, 2022 (scalable). Year 5.	3,000,000.00	\$3 million upon achievement of target (scalable 71-80%)
July 2023 to July 2024		0.00	
April 2024 to March 2025		0.00	

DLI 5	DLI 5. Improved teachers' instructional activities			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	123,000,000.00	20.33
Period	Value		Allocated Amount (USD)	Formula
Baseline	IR 6.2: not available IR 6.3: 54%			
Before June 30, 2018	DLR 5.0		5,000,000.00	\$5 million upon achievement of target
July 2018 to July 2019	DLR 5.1		25,000,000.00	\$25 million upon achievement of target
July 2019 to July 2020			0.00	
July 2020 to July 2021	DLR 5.2		33,000,000.00	DLR 5.2 \$33 million upon achievement of target (scalable 51-85%)



July 2021 to July 2022	DLR 5.3, DLR 5.4, DLR 5.6	35,000,000.00	DLR 5.3 \$25 million (scalable 81-90%); DLR 5.4 \$5 million (scalable 55-62%); DLR 5.6 \$5 million (scalable 63-70%)
July 2022 to July 2023	DLR 5.5	25,000,000.00	DLR 5.5 \$25 million upon achievement of target (scalable 86-95%)
July 2023 to July 2024		0.00	
April 2024 to March 2025		0.00	

DLI 5		DLI 5. Improved teachers' instructional activities		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	123,000,000.00	20.33
Period	Value	Allocated Amount (USD)	Formula	
Baseline	IR 6.2: not available IR 6.3: 54%			
Before June 30, 2018	DLR 5.0	5,000,000.00	\$5 million upon achievement of target	
July 2018 to July 2019	DLR 5.1	25,000,000.00	\$25 million upon achievement of target	
July 2019 to July 2020		0.00		
July 2020 to July 2021	DLR 5.2	33,000,000.00	DLR 5.2 \$33 million upon achievement of target (scalable 51-85%)	
July 2021 to July 2022	DLR 5.3, DLR 5.4, DLR 5.6	35,000,000.00	DLR 5.3 \$25 million (scalable 81-90%); DLR 5.4 \$5 million (scalable 55-62%); DLR 5.6 \$5 million (scalable 63-70%)	
July 2022 to July 2023	DLR 5.5	25,000,000.00	DLR 5.5 \$25 million upon achievement of target (scalable 86-95%)	



July 2023 to July 2024			0.00	
April 2024 to March 2025			0.00	
DLI 6	Timely availability of text books			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	35,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	58% (2013)			
Before June 30, 2018			0.00	
July 2018 to July 2019			0.00	
July 2019 to July 2020	DLR 6.1.		10,000,000.00	\$10 million scalable (1-70%)
July 2020 to July 2021	DLR 6.2., DLR 6.3		15,000,000.00	\$15 million scalable (1-65%)
July 2021 to July 2022	DLR 6.4, DLR 6.5		10,000,000.00	\$10 million scalable (DLR 6.4 81-100 schools)
July 2022 to July 2023			0.00	
July 2023 to July 2024			0.00	
April 2024 to March 2025			0.00	



DLI 6				
Timely availability of text books				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	Yes	Text	32,230,770.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	58% (2013)			
Before June 30, 2018			0.00	
July 2018 to July 2019			0.00	
July 2019 to July 2020	DLR 6.1.		10,000,000.00	\$10 million scalable (1-70%)
July 2020 to July 2021	DLR 6.2., DLR 6.3		12,230,770.00	\$12,230,770 scalable (1-65%)
July 2021 to July 2022	DLR 6.4, DLR 6.5		10,000,000.00	\$10 million scalable (DLR 6.4 81-100 schools)
July 2022 to July 2023			0.00	
July 2023 to July 2024			0.00	
April 2024 to March 2025			0.00	
DLI 7				
Improved availability, quality and use of data				
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Text	17,000,000.00	35.29
Period	Value		Allocated Amount (USD)	Formula



Baseline	Not available		
Before June 30, 2018	DLR 7.0, DLR 7.1		4,000,000.00 \$4 million upon achievement of targets
July 2018 to July 2019	DLR 7.2, DLR 7.3		4,000,000.00 \$4 million upon achievement of targets
July 2019 to July 2020	DLR 7.4		3,000,000.00 \$3 million upon achievement of target
July 2020 to July 2021	DLR 7.5		2,000,000.00 \$2 million upon achievement of target
July 2021 to July 2022	DLR 7.6		2,000,000.00 \$2 million upon achievement of target
July 2022 to July 2023	DLR 7.7		2,000,000.00 \$2 million upon achievement of target
July 2023 to July 2024			0.00
April 2024 to March 2025			0.00
DLI 8	Improved pre-service teacher training for English & Math		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)
Intermediate Outcome	No	Text	3,000,000.00
Period	Value	Allocated Amount (USD)	Formula
Baseline	Not available		
Before June 30, 2018	DLR 8.0		1,000,000.00 \$1 million upon achievement of target
July 2018 to July 2019	DLR 8.1		2,000,000.00 \$2 million upon achievement of target
July 2019 to July 2020			0.00



July 2020 to July 2021			0.00	
July 2021 to July 2022			0.00	
July 2022 to July 2023			0.00	
July 2023 to July 2024			0.00	
April 2024 to March 2025			0.00	
DLI 9	Strengthened linkage between funding for REBs and results achieved by each region			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Text	17,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	N/A			
Before June 30, 2018			0.00	
July 2018 to July 2019			0.00	
July 2019 to July 2020	DLR 9.0		8,000,000.00	\$8 million upon achievement of target
July 2020 to July 2021	DLR 9.1		5,000,000.00	\$5 million upon achievement of target
July 2021 to July 2022	DLR 9.2		4,000,000.00	\$4 million upon achievement of target
July 2022 to July 2023			0.00	
July 2023 to July 2024			0.00	



April 2024 to March 2025			0.00	
DLI 10	DLI 10: Improved/ functional environmental and social management (ES) system			
Type of DLI	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	partially functional			
Before June 30, 2018			0.00	
July 2018 to July 2019			0.00	
July 2019 to July 2020			0.00	
July 2020 to July 2021			1,500,000.00	\$1.5 million upon achievement of target
July 2021 to July 2022			1,500,000.00	\$1.5 million upon achievement of target
July 2022 to July 2023			1,500,000.00	\$1.5 million upon achievement of target
July 2023 to July 2024			1,500,000.00	\$1.5 million upon achievement of target
April 2024 to March 2025			0.00	



DLI 11		Harmonization of education services for refugee primary schools		
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	30.00	0.00
Period	Value	Allocated Amount (USD)		Formula
Baseline	DLR 11.1 Basic School Grants provided from MoE finance to zero refugee schools DLR 11.2: Zero employed refugee incentive teachers receive in-service upgrading training DLR 11.3: Zero refugee primary schools receive standard package of books from REB /woreda			
Before June 30, 2018		0.00		
July 2018 to July 2019		0.00		
July 2019 to July 2020		0.00		
July 2020 to July 2021		0.00		
July 2021 to July 2022	DLR 11.1: Institutional framework, and detailed and costed implementation plan, for provision of Basic School Grants to refugee schools by MoE, acceptable to the Association, adopted by MoE and endorsed by ARRA; DLR 11.2: In-service skill upgrading and accreditation program for refugee incentive teachers developed, and this program, institutional framework for the program, and detailed and costed implementation plan for the program, acceptable to the Association, adopted by MoE and endorsed by ARRA; DLR 11.3: Institutional	3.00		\$1 million on achievement of each DLR



	framework, and detailed and costed implementation plan, for provision of books to refugee schools with REB/woreda procurement, distribution and monitoring, acceptable to the Association, adopted by MoE and endorsed by ARRA		
July 2022 to July 2023	DLR 11.1: Basic School Grants provided from MoE finance to at least 60% of refugee primary schools; DLR 11.2: 60% of eligible refugee incentive teachers receive in-service skill upgrading training; DLR 11.3: 60% of refugee primary schools receive standard package of books from REB/woreda	9.00	\$3 million on achievement of each DLR
July 2023 to July 2024	DLR 11.1: Basic School Grants provided from MoE finance to 70% of refugee primary schools; DLR 11.2: 70% of eligible refugee incentive teachers receive in-service skill upgrading training; DLR 11.3: 70% of refugee primary schools receive standard package of books from REB/woreda	9.00	\$3 million on achievement of each DLR
April 2024 to March 2025	DLR 11.1: Basic School Grants provided from MoE finance to 90% of refugee primary schools; DLR 11.2: 90% of eligible refugee incentive teachers receive in-service skill upgrading training; DLR 11.3: 90% of refugee primary schools receive standard package of books from REB/woreda	9.00	\$3 million on achievement of each DLR

DLI 12	Integration of refugee secondary education			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	14.00	0.00
Period	Value		Allocated Amount (USD)	Formula



Baseline	DLR 12.1: Zero refugee secondary schools transferred to REB/woreda administration; DLR 12.2: Zero MOE secondary schools with large refugee populations receive Top-up School Grants		
Before June 30, 2018		0.00	
July 2018 to July 2019		0.00	
July 2019 to July 2020		0.00	
July 2020 to July 2021		0.00	
July 2021 to July 2022	DLR 12.1: Institutional Framework for integration of secondary refugee education, and detailed and costed implementation plan for transfer of refugee secondary schools to MoE/REB administration, acceptable to the Association, adopted by MoE and endorsed by ARRA; DLR 12.2: 100% of MoE secondary schools with large refugee populations receive training on preparation of Refugee Integration Plans; top-up School Grants included in MoE budget	2.00	\$1 million on achievement of annual target for each DLR
July 2022 to July 2023	DLR 12.1: Two refugee secondary schools transferred to MoE/REB administration (pilot); DLR 12.2: 100% of MoE secondary schools with large refugee populations receive top-up School Grants	3.00	\$2 million on achievement of DLR 12.1; \$1 million on achievement of DLR 12.2
July 2023 to July 2024	DLR 12.1: Eight refugee secondary schools transferred to MoE/REB administration (pilot); DLR 12.2: 100% of MoE secondary schools with large refugee populations receive top-up School Grants	4.00	\$3 million on achievement of DLR 12.1; \$1 million on achievement of DLR 12.2
April 2024 to March 2025	DLR 12.1: Thirteen refugee secondary schools transferred to MoE/REB administration (pilot); DLR	5.00	\$4 million on achievement of DLR 12.1; \$1 million on achievement of DLR 12.2



	12.2: 100% of MoE secondary schools with large refugee populations receive top-up School Grants			
DLI 13	Implementing innovations to address key challenges in refugee education			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	15.50	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	DLR 13.1: Innovation activities for Girls' empowerment and learning completed in zero refugee-hosting areas DLR 13.2: Innovation activities for self-directed learning for COVID-19 recovery completed in zero refugee-hosting areas			
Before June 30, 2018			0.00	
July 2018 to July 2019			0.00	
July 2019 to July 2020			0.00	
July 2020 to July 2021			0.00	
July 2021 to July 2022	DLR 13.1: Design, implementation arrangements and costed implementation plan for innovation activities for girls' empowerment and learning, acceptable to the Association, adopted by MoE and endorsed by ARRA and the REBs of the main refugee-hosting regions; DLR 13.2: Design, implementation arrangements and costed implementation plan for innovation activities for self-directed learning for COVID-19 recovery, acceptable to the Association, adopted by MoE and		2.00	\$1 million on achievement of each DLR



	endorsed by ARRA and the REBs of the main refugee-hosting regions		
July 2022 to July 2023	DLR 13.1: Innovations for girls' empowerment and learning active in two main refugee-hosting areas; DLR 13.2: Innovations for self-directed learning for COVID-19 recovery active in two main refugee-hosting areas	4.00	DLR 13.1: \$1 million for each area conducting innovation activities; DLR 13.2: \$0.5 million for each area conducting activities
July 2023 to July 2024	DLR 13.1: Innovations for girls' empowerment and learning active in four main refugee-hosting areas; DLR 13.2: Innovations for self-directed learning for COVID-19 recovery active in four main refugee-hosting areas	4.80	DLR 13.1: \$0.7 million for each area conducting innovation activities; DLR 13.2: \$0.5 million for each area conducting activities
April 2024 to March 2025	DLR 13.1: Innovations for girls' empowerment and learning active in six main refugee-hosting areas; DLR 13.2: Innovations for self-directed learning for COVID-19 recovery active in six main refugee-hosting areas	4.70	DLR 13.1: \$0.46 million for each area conducting innovation activities; DLR 13.2: \$0.32 million for each area conducting activities

DLI 14	DLI 14 MoE's endorsement of the regional recovery plans for Tigray, Amhara, Afar and Benishangul-Gumuz			
Type of DLI	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Amount(USD)	20,000,000.00	0.00
Period	Value	Allocated Amount (USD)	Formula	
Baseline	0.00			
Before June 30, 2018			0.00	
July 2018 to July 2019			0.00	
July 2019 to July 2020			0.00	



July 2020 to July 2021		0.00	
July 2021 to July 2022		0.00	
July 2022 to July 2023	20,000,000.00	20,000,000.00	\$20 million after MoE's endorsement of the regional recovery plans for Tigray, Amhara, Afar and Benishangul-Gumuz
July 2023 to July 2024		0.00	
April 2024 to March 2025		0.00	



ANNEX 2: PROGRAM ACTION PLAN

Action Description	Source	DLI#	Responsibility	Timing		Completion Measurement
1.1. Update POM, including M&E, communication plan, and verification procedures (to reflect inclusion of school construction and EdTech)	Technical		PRMD	Due Date	31-May-2022	Revised POM adopted by the Government
1.2. Strengthen the PCO; hire/assign personnel for Program coordination; M&E; fiduciary; safeguards; and technical experts for MoE and emerging regions; establish construction management facilities at MoE and REBs; hire/assign engineers, E&S staff	Technical		MoE, REBs	Recurrent	Yearly	Program Steering Committee (PSC) and Project Coordination Office (PCO) operational; staff in place for Program coordination, implementation, M&E, fiduciary and safeguards. Construction Management Unit (CMU) established comprising 3 engineers.
1.3. Prepare guidelines for performance-based awards to schools	Technical	DLI 4	SIP Directorate	Due Date	29-Oct-2021	Revised guidelines to accommodate AF requirements for performance-based awards to schools approved and disseminated.
1.4. Develop on-line textbook distribution and inventory management system	Technical	DLI 6	EMIS, CDID	Due Date	30-Jun-2022	Online textbook distribution and inventory management system established.
1.5. Ensure Program objectives are reflected in ESDP	Technical		MoE, DPs	Due Date	06-Jul-2020	Program scope and objectives are part of ESDP VI.



VI						
1.6. National Refugee Education Steering Committee, co-chaired by MoE and ARRA; & Regional Refugee Education Steering Committees, co-chaired by REB heads & zonal heads of ARRA in each of the main refugee-hosting regions; established & operational	Technical		MoE, ARRA	Recurrent	Quarterly	Committee Established and meeting as stipulated.
1.7 At least one Education Working Group meeting devoted to refugee issues, including both WEO and ARRA, held annually in each main refugee-hosting Woreda	Technical		WEO/ARRA	Recurrent	Yearly	Meetings held as stipulated
1.8. Include full data for refugee primary and secondary schools, on a par with MoE schools, in Educational Statistics Annual Abstract (ESAA)	Technical		MoE	Recurrent	Yearly	ESSA published annually including information for refugee schools for all primary and secondary indicators
1.9. Include all refugee primary and secondary schools in School Standards Assessment	Technical		MoE	Recurrent	Yearly	Standards Assessment results, including all refugee schools, shared with the Association.
1.10 Incorporate all Ethiopian national teachers working in ARRA-administered primary schools onto REB payrolls	Technical		ARRA; MoE; REBs	Due Date	31-Mar-2025	All Ethiopian national (non-refugee) teachers working in ARRA-administered primary schools employed by REB and paid through REB payrolls



2.1.Create budget line at MoE level for school grant and textbooks	Fiduciary Systems		MoE	Recurrent	Yearly	Budget line for SG created and government fund allocated
2.5. Disclose Program audit and financial information on MoE website or other modalities. Post annual allocation and utilization school grant on school notice boards	Fiduciary Systems		MoE, Schools	Recurrent	Yearly	MoF has disclosed the audit report of the Program for the year ended July 7,2019 on its website. Regular follow up on school notice boards should be made once schools reopen
2.2. Prepare cash flow forecast to end of GEQIP-E with allocation from GoE, DLI achievement & SPG advance settlement schedule; (ii) GoE allocates resources annually in proclaimed budget for MoE; (ii) monitor utilization: quarterly IFRs, annual replan	Fiduciary Systems		MoE	Recurrent	Yearly	AWPB aligned with government budget calendar.
2.3. Monitor school grant (i) produce semiannual report on findings of SIP checklists; (ii) two SG evaluations (year 2 & 4 of AF); (iii) prepare and share minimum conditions for transferring school grants in the SG guideline amendment	Fiduciary Systems		MoFEC; MoE, REBs, WEOs	Recurrent	Yearly	Budget monitoring and internal audit strengthened.
2.4 Ensure 3% of schools are included in annual audits and follow the audit finding monitoring	Fiduciary Systems		MoE, REBs, WEOs, universities, CTEs, & S	Recurrent	Yearly	Action taken on external audit findings within three months of receipt of audit findings.



mechanism to implement actions and report within three months of receipt of audit report						
2.6. Strengthen procurement system and capacity by (i) establishing procurement performance standards (ii) keeping and training of relevant management and procurement staff; (iii) improving procurement information tracking system and documentation	Fiduciary Systems		MoE, REBs, universities, and CTEs	Recurrent	Yearly	Performance standards attained for key procurement processes.
2.7. Assign fulltime EAC officer at woreda education offices	Fiduciary Systems		MoE, REB and Woredas	Recurrent	Yearly	EAC officers assigned in WEOs.
2.8. Appoint an independent procurement auditor for carrying out an annual procurement audit of the IPF component of the AF along with the procurement audit of the parent project and submit the same to the Bank within 6 months of year end	Fiduciary Systems		MoE, ARRA, and MoF	Recurrent	Yearly	Audit submitted
3.1. Establish functional ESMS: hire/put in place E&S experts at MoE, REB GCO offices; officially appointed E&S	Environmental and Social Systems		MoE, REBs	Recurrent	Yearly	Before effectiveness: ESMS established; and ESM guidelines and ESMP, waste management plan, & protocol prepared. Y1-Y2 of AF: GRM system strengthened; training plan prepared and implemented.



focal person by each target woreda; update ESMSG; training of new staff; guideline on resettlement, GHM; protocol voluntary land donation						
3.2. Timely Consultation, Compensation Payment, and Resettlement of PAPs: (i) conduct timely meaningful consultations with PAPs; (ii) organize briefings & consultations for communities impacted by GEQIP-E on E&S impacts and respective mitigation	Environmental and Social Systems		MoE, REBs, WEOs, schools	Recurrent	Quarterly	Report on briefings and consultations, including number of participants by gender. Percentage (100%) of PAPs consulted. Number of briefings and consultations organized.
3.3. Prevent SGBV and sexual harassment: (i) establish/strengthen safe menstrual management system in all targeted schools; (ii) strengthen girl clubs; (iii) conduct community/school awareness to avoid minimize harassment, FGM, early marriage	Environmental and Social Systems		REBs, WEOs, schools	Recurrent	Yearly	Percentage (100%) of safe places established and strengthened; percentage (100%) of girls clubs strengthened and supported; one workshop or meeting per kebele/school every semester on harassment, SGBV and early marriage
3.4. Annual E&S, safety management performance review and annual E&S audit: (i) develop E&S reporting (Q, annual) template and revisit the existing ESMSG; (ii) annual performance	Environmental and Social Systems		MoE, REBs	Recurrent	Yearly	Prepared environmental and social reporting template; one performance review workshop per year; one audit per year as necessary; reports



review; (iii) annual E&S, safety audit; (iv) biannual, annual E&S report						
3.8. Maintaining surface & ground water quality, & using alternative water points to avoid tapped water scarcity; prepare appropriate drainage system & septic tanks during design & construction; alternate water points such as hand dug wells	Environmental and Social Systems		REBs, WEO, schools	Other	During program implementation	Percentage of (100%) schools constructed have proper drainage system and septic tanks; percentage (100 percent) of hand dug wells constructed in all target schools with scarce tapped water resources
3.5. Strengthen the Grievance redress system: (i) establish/ strengthen GRM committee; (ii) GRM guideline updated/ developed; (iii) conduct training on GRM	Environmental and Social Systems		MoE, REBs, schools	Other	October 2021	GRM committee established; GRM Guideline; percentage (100%) of staff trained
3.6. Strengthen workers and community safety/prevention re: COVID 19 at workplaces; safety manuals on storage, use, disposal of lab. chemicals and IT in schools (ESMSG); first aid kits, fire extinguisher in labs, safety training; emergency exits	Environmental and Social Systems		MoE, REBs, worda, schools	Recurrent	Continuous	100% comprehensive safety manual to all Program areas; 100% newly constructed schools (labs) with first aid kits, fire extinguisher; 100% design of new schools (Labs): emergency exit; 100% civil work contracts: safety clauses
3.7 Protecting and maintaining biodiversity, natural habitat, and physical	Environmental and Social Systems		MoE, REBs, WEO, schools	Other	Prior to school construction	Update ESMSG consisting of management & protection of natural habitats & physical cultural resource (PCR), documentation of guideline



cultural resources: (i) strengthen guidance and procedures (& in the ESMG); (ii) follow robust screening process using structured protection of natural habitats and PCR guide						completed & distributed to all program areas 100% of construction sub-projects screened to identify natural & PCR
3.12. Strengthen workers & community safety by (i) developing manuals & training (ii) ensuring that occupational health & public safety are integrated into program manuals & (iii) including worker & public safety clauses in civil works contracts	Environmental and Social Systems		MoE, ARRA, REBs	Other	Completed	Manuals developed / revised. All new contracts include safety clauses.
3.9. Establishment and strengthening of solid waste management at school level: (i) strengthening S&E, sanitation clubs to manage waste in their compound; (ii) provision & placement of solid waste containers (bins); (iii) avoiding burning of waste	Environmental and Social Systems		WEO and School administration and enviro	Other	During program implementation	Percentage (100%) of schools covered under this program equipped with solid waste management containers (bins); percentage (100%) of schools covered under this program effectively manage wastes (no random waste burning)
3.10. Inclusion of vulnerable groups	Environmental and Social Systems		REBs, WEOs, and Schools	Other	Throughout program implementation period	Standard designs of classroom, toilet and other facilities (disability friendly)
3.11 Prepare Code of conduct on GBV/SEA,	Environmental and Social Systems		Integration Sub-Units, MoE, REBs	Other	In Year 1 of Refugee AF	GBV/SEA code of conduct



including sanctions, for teachers in refugee and host communities to sign as part of the teacher upgrading and training activities of the project.						Report on the number of teachers signing the code of conduct
3.13 Develop and use guidelines for minimum standards of service provision in both refugee and host community schools	Environmental and Social Systems		MoE, ARRA, REBs	Other	In progress	Guidelines developed and approved Guidelines disseminated to refugee schools