



EQRA (P159378)

SOUTH ASIA | Afghanistan | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2019 | Seq No: 6 | ARCHIVED on 12-Apr-2022 | ISR50891 |

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: 30-Jun-2022

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 \$29.00 M)
Strengthening Education Sector Planning Capacity and Transparency:(Cost \$28.00 M)
Technical Assistance:(Cost \$51.00 M)
Contingency Emergency Response**Overall Ratings**

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	□ Moderately Satisfactory	□ Moderately Satisfactory
Overall Implementation Progress (IP)	□ Moderately Satisfactory	□ Moderately Satisfactory
Overall Risk Rating	□ High	□ High

Implementation Status and Key Decisions

The decision to cancel the GPE and the ARTF funds in the project based on the consideration that the project cannot be effectively implemented under the current extraordinary situation in Afghanistan.

Undisbursed IDA grants under this project will remain suspended until further decision will be made by the WB management and the Board of Executive Directors at a future time.

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	<input type="checkbox"/> High	<input type="checkbox"/> High
Overall	<input type="checkbox"/> Substantial	<input type="checkbox"/> High	<input type="checkbox"/> High

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	4,009,096	4,009,096	4,993,337
Date	31-Dec-2016	01-Aug-2021	01-Aug-2021	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	1,468,720	1,468,720	1,907,405

Date	31-Dec-2016	01-Aug-2021	01-Aug-2021	31-Dec-2023
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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	2,864,608	2,864,608	1,095,329
Date	31-Dec-2016	01-Aug-2021	01-Aug-2021	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	1,628,133	1,628,133	646,244
Date	31-Dec-2016	01-Aug-2021	01-Aug-2021	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	01-Aug-2021	01-Aug-2021	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	722 (561 School buildings, 211 with missing items) based on MoE certificate	722 (561 School buildings, 211 with missing items) based on MoE certificate	2,398
Date	01-Jun-2018	01-Aug-2021	01-Aug-2021	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	0.00	0.00	2,298
Date	01-Jun-2018	01-Aug-2021	01-Aug-2021	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	7,531,441.00	7,531,441.00	7,247,000.00
Date	31-Dec-2016	01-Aug-2021	01-Aug-2021	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	2,980,850.00	2,980,850.00	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	12.2 million primary textbooks (grades 1-6) distributed from Provincial Education Directorates (PEDs) to District Education Departments (DEDs) and schools.	12.2 million primary textbooks (grades 1-6) distributed from Provincial Education Directorates (PEDs) to District Education Departments (DEDs) and schools.	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	01-Aug-2021	01-Aug-2021	31-Dec-2023
► 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	NA	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	01-Aug-2021	01-Aug-2021	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.			
► Grades 1 to 3 teachers and head masters trained in Early Grade Reading (Number, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	20,000.00
Date	01-Mar-2021	01-Aug-2021	01-Aug-2021	31-Dec-2023
► Evaluation of Subject Teacher Training (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No data collection conducted	No data collection conducted	No data collection conducted	Completion of baseline and end line data collection of teacher training
Date	01-Mar-2021	01-Aug-2021	01-Aug-2021	31-Dec-2023
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	Reports for around 90% of the target PEDs were completed and the work on the remaining PEDs and DEDs was in progress.	Reports for around 90% of the target PEDs were completed and the work on the remaining PEDs and DEDs was in progress.	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	01-Aug-2021	01-Aug-2021	31-Dec-2022

► 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	Progress on results toward 2018 annual operational plan reported by MOE. Annual Operation Plan based on actual on-budget allocation and projected off-budget allocations for 2020 completed and endorsed by DPs as per the template.	Progress on results toward 2018 annual operational plan reported by MOE. Annual Operation Plan based on actual on-budget allocation and projected off-budget allocations for 2020 completed and endorsed by DPs as per the template.	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	01-Aug-2021	01-Aug-2021	30-Jun-2021
► Integrated personnel database for education staff established (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No integrated personnel database	After cleaning the data, the MoE and IARCSC found that some entries were incomplete and hence the current number of staff records at HRMIS stands at 223,000.	After cleaning the data, the MoE and IARCSC found that some entries were incomplete and hence the current number of staff records at HRMIS stands at 223,000.	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 2022.
Date	01-Jun-2018	01-Aug-2021	01-Aug-2021	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, 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.			
► Provincial workshops conducted with DEDs, school shura representatives to identify constraints to education (Text, Custom)				

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	NA	NA	60.00
Date	01-Jun-2018	01-Aug-2021	01-Aug-2021	31-Dec-2022
Comments:	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.			
► Improved EMIS data collection and quality assurance procedures implemented (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No monthly phone survey data collection procedures	The monthly phone call survey was completed but was deemed as an unscalable in its current form	The monthly phone call survey was completed but was deemed as an unscalable in its current form	Detailed arrangements or call center and protocols for monthly phone survey data collection procedures completed; The data verification for phone call survey conducted, EMIS application for CBE data entry into EMIS revised and deployed in MoE server, MoE relevant staff for on-budget CBEs and IPs for off-budget CBEs trained on the module; MoU Between the MoE and NSIA signed and action plan for the implementation of the MoU developed and endorsed by both MoE and NSIA.
Date	01-Jun-2018	01-Aug-2021	01-Aug-2021	31-Dec-2022
► 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 was drafted and endorsed by MoE, CSC and MoF and submitted for Bank's approval.	Teacher Policy was drafted and endorsed by MoE, CSC and MoF and submitted for Bank's approval.	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	01-Aug-2021	01-Aug-2021	31-Dec-2021
► Complaints addressed through grievance redressal mechanism (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	71.00	71.00	70.00
Date	01-Jun-2018	01-Aug-2021	01-Aug-2021	31-Dec-2023
Comments:	This indicator measures the proportion of grievances addressed through the grievance redress mechanism			
► Implementation of GBV action plan (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Implementation of GBV action plan (Text)	The MoE is in the process of bringing onboard the necessary technical assistance to develop the required protocols and reporting system for GBV cases at schools and training teachers and MoE staff on these.	The MoE is in the process of bringing onboard the necessary technical assistance to develop the required protocols and reporting system for GBV cases at schools and training teachers and MoE staff on these.	The relevant MoE staff, teachers, principals and students, and school management Shuras trained on GBV protocols and reporting systems. Protocols and systems to report and respond to GBV and SEAH incidents at schools is established through consultations with students, teachers, and parents in schools to identify preference for safe, child-friendly referral channels.
Date	01-Mar-2021	01-Aug-2021	01-Aug-2021	31-Dec-2023

Performance-Based Conditions

► PBC 1 Teaching quality rating based on classroom observations (Text, Intermediate Outcome, 12,500,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023

Value	Baseline to be collected in 2019	NA	NA	--
Date	--	01-Aug-2021	01-Aug-2021	--

► PBC 2 Existing textbooks distributed and teaching and learning materials for the new curriculum developed for all grades (Text, Output, 16,500,000.00, 0.00%)

	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	Old national curriculum framework in effect	12.2 million primary textbooks (grades 1-6) distributed from Provincial Education Directorates (PEDs) to District Education Departments (DEDs) and schools.	12.2 million primary textbooks (grades 1-6) distributed from Provincial Education Directorates (PEDs) to District Education Departments (DEDs) and schools.	--
Date	--	01-Aug-2021	01-Aug-2021	--

► PBC 3 Improved EMIS data collection and quality assurance procedures implemented (Text, Process, 7,000,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	No monthly phone survey data collection procedures	The monthly phone call survey was completed but was deemed as an unscalable in its current form	The monthly phone call survey was completed but was deemed as an unscalable in its current form	--
Date	--	01-Aug-2021	01-Aug-2021	--

► PBC 4 Development and implementation of a teacher policy for prioritization in the hiring and allocation of teachers based on need (Text, Intermediate Outcome, 8,000,000.00, 0.00%)

	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 was drafted and endorsed by MoE, CSC and MoF and submitted for Bank's approval.	Teacher Policy was drafted and endorsed by MoE, CSC and MoF and submitted for Bank's approval.	--
Date	--	01-Aug-2021	01-Aug-2021	--

► PBC 5 Integrated personnel database for education staff established (Text, Output, 6,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	No integrated personnel database	After cleaning the data, the MoE and IARCSC found that some entries were incomplete and hence the current number of staff records at HRMIS stands at 223,000.	After cleaning the data, the MoE and IARCSC found that some entries were incomplete and hence the current number of staff records at HRMIS stands at 223,000.	--
Date	--	01-Aug-2021	01-Aug-2021	--

► PBC 6 Annual results based reports implemented between MOE, PEDs and DEDs (Text, Process, 3,900,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	No annual results reporting between MOE, PEDS and related DEDs	Reports for around 90% of the target PEDs were completed and the work on the remaining PEDs and DEDs was in progress.	Reports for around 90% of the target PEDs were completed and the work on the remaining PEDs and DEDs was in progress.	--
Date	--	01-Aug-2021	01-Aug-2021	--

► PBC 7 NESP III Operational plan on management and budgeting cycle developed and results reported (Text, Custom, DLI) (Text, Process, 3,800,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	New O&M budget allocation formula not established	Progress on results toward 2018 annual operational plan reported by MOE. Annual Operation Plan based on actual on-budget allocation and projected off-budget allocations for 2020 completed and endorsed by DPs as per the template.	Progress on results toward 2018 annual operational plan reported by MOE. Annual Operation Plan based on actual on-budget allocation and projected off-budget allocations for 2020 completed and endorsed by DPs as per the template.	--
Date	--	01-Aug-2021	01-Aug-2021	--

► PBC 8 Grades 1 to 3 teachers and head masters trained in Early Grade Reading (Number, Output, 5,500,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	0.00	0.00	0.00	--
Date	--	01-Aug-2021	01-Aug-2021	--

► PBC 9 Evaluation of Subject Teacher Training (Text, Output, 1,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	No data collection conducted	No data collection conducted	No data collection conducted	--
Date	--	01-Aug-2021	01-Aug-2021	--

► PBC 10 Implementation of GBV action plan (Text, Intermediate Outcome, 1,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	Implementation of GBV action plan (Text)	The MoE is in the process of bringing onboard the necessary technical assistance to develop the required protocols and reporting system for GBV cases at schools and training teachers and MoE staff on these.	The MoE is in the process of bringing onboard the necessary technical assistance to develop the required protocols and reporting system for GBV cases at schools and training teachers and MoE staff on these.	--
Date	--	01-Aug-2021	01-Aug-2021	--

Data on Financial Performance

Disbursements (by loan)

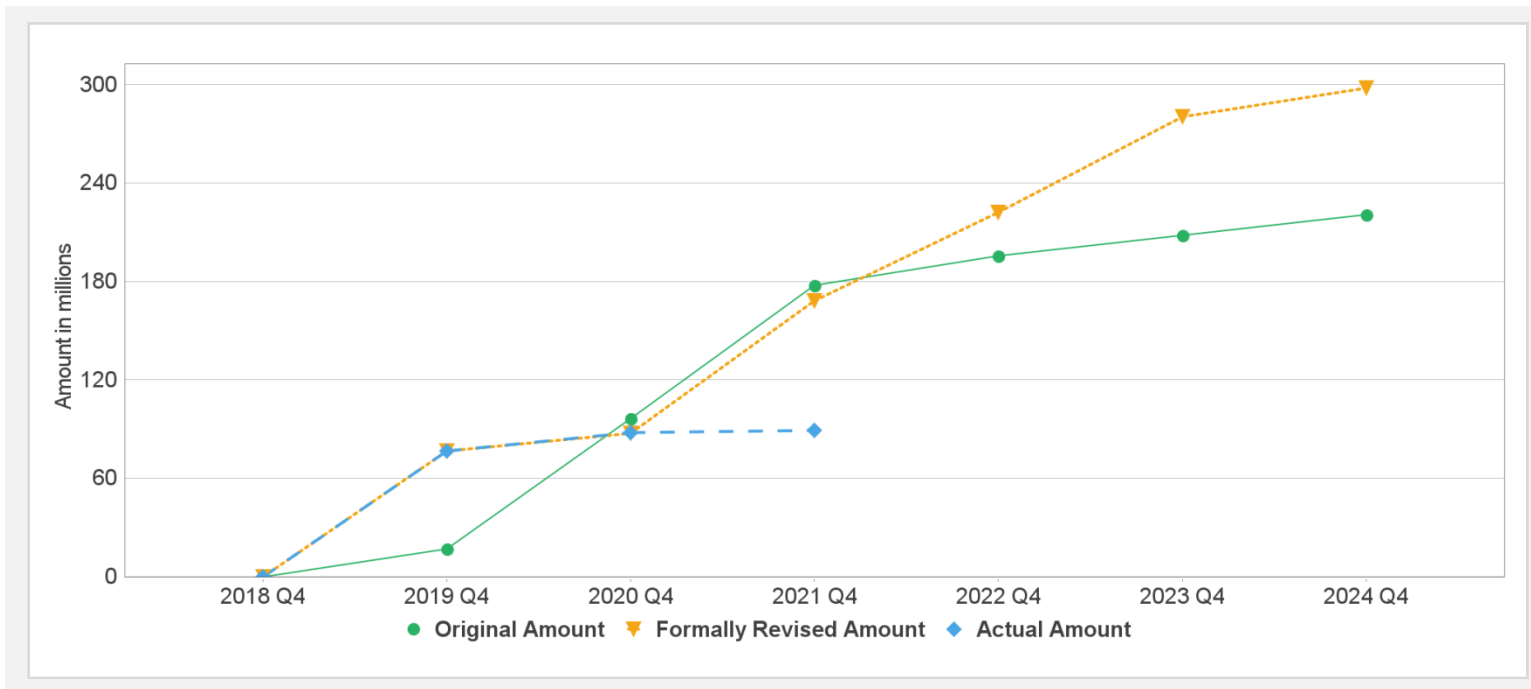
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P159378	IDA-D3810	Effective	USD	100.00	75.50	24.50	41.93	32.54	56%
P159378	TF-A8449	Effective	USD	100.00	100.00	0.00	42.85	57.15	43%
P159378	TF-A9570	Effective	USD	98.00	98.00	0.00	4.55	93.45	4.6%

P159378	TF-B5406	Effective	USD	25.00	25.00	0.00	0.00	25.00	<div style="width: 100%; height: 10px; background-color: #ccc;"></div>	0%
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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
P159378	TF-B5406	Effective	31-Mar-2021	27-Apr-2021	27-Apr-2021	31-Dec-2023	31-Dec-2023

Cumulative Disbursements



Restructuring History

Level 2 Approved on 07-Oct-2020 ,Level 2 Approved on 27-Nov-2020 ,Level 2 Approved on 24-Feb-2021

Related Project(s)

P173314-EQRA Additional Financing