



RESTRUCTURING PAPER
ON A
PROPOSED PROJECT RESTRUCTURING
OF
EQRA
APPROVED ON SEPTEMBER 28, 2018
TO
ISLAMC REPUBLIC OF AFGHANISTAN

EDUCATION
SOUTH ASIA

Regional Vice President:	Hartwig Schafer
Country Director:	Henry G. R. Kerali
Regional Director:	Lynne D. Sherburne-Benz
Practice Manager/Manager:	Mario Cristian Aedo Inostroza
Task Team Leader(s):	Tsuyoshi Fukao, Matiullah Noori



ABBREVIATIONS AND ACRONYMS

ARTF	Afghanistan Reconstruction Trust Fund
CBE	Community-Based Education
CDC	Community Development Council
CE	Citizen Engagement
CO	Country Office
DED	District Education Directorate
DG	Director General
DLI	Disbursement-Linked Indicator
DLR	Disbursement-Linked Result
DM	Deputy Minister
DP	Development Partner
ECE	Early Childhood Education
EEP	Eligible Expenditure Program
EMIS	Education Management Information System
EQUIP	Education Quality Improvement Program
ESMF	Environmental and Social Management Framework
ESMP	Environmental and Social Management Plan
FM	Financial Management
GoA	Government of Afghanistan
GPE	Global Partnership for Education
GRM	Grievance Redress Mechanism
IARCSC	Independent Administrative Reform and Civil Service Commission
ICT	Information and Communication Technology
IDA	International Development Association
IPF	Investment Project Financing
ISM	Implementation Support Mission
LEG	Local Education Group
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoF	Ministry of Finance
MoU	Memorandum of Understanding
MRRD	Ministry of Rural Rehabilitation and Development
NCB	National Competitive Bidding
NESP	National Education Sector Plan
NGO	Nongovernmental Organization
NPA	National Procurement Authority
O&M	Operations and Maintenance
PDO	Project Development Objective
PED	Provincial Education Directorate
RBF	Results-Based Financing
RPF	Resettlement Policy Framework
STEP	Systematic Tracking of Exchanges in Procurement



TA	Technical Assistance
TED	Teacher Education Directorate
TOR	Terms of Reference
TPVA	Third-Party Verification Agency



Note to Task Teams: The following sections are system generated and can only be edited online in the Portal.

BASIC DATA

Product Information

Project ID P159378	Financing Instrument Investment Project Financing
Original EA Category Partial Assessment (B)	Current EA Category Partial Assessment (B)
Approval Date 28-Sep-2018	Current Closing Date 31-Dec-2023

Organizations

Borrower Islamic Republic of Afghanistan	Responsible Agency Ministry of Education, Ministry of Rural Rehabilitation and Development
---	---

Project Development Objective (PDO)

Original PDO

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”.

Summary Status of Financing (US\$, Millions)

Ln/Cr/Tf	Approval	Signing	Effectiveness	Closing	Net		
					Commitment	Disbursed	Undisbursed
IDA-D3810	28-Sep-2018	23-Oct-2018	03-Jan-2019	31-Dec-2023	75.50	41.67	33.19
TF-A9570	26-Mar-2019	02-Apr-2019	10-Apr-2019	31-Dec-2023	98.00	4.50	93.50
TF-A8449	28-Sep-2018	23-Oct-2018	03-Jan-2019	31-Dec-2023	100.00	41.95	58.05



Policy Waiver(s)

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

No

Note to Task Teams: End of system generated content, document is editable from here.

I. PROJECT STATUS AND RATIONALE FOR RESTRUCTURING

- The EQRA project (P159378) is financed by: i) a US\$98 million grant from the Global Partnership for Education (GPE), ii) a \$100 million grant from the Afghanistan Reconstruction Trust Fund (ARTF) and iii) a US\$ 100 million grant from IDA.** The project was approved by the World Bank Board on September 28, 2018 and became effective on January 3, 2019¹. The Local Education Group (LEG) has designated the World Bank as the Grant Agent (GA) and UNICEF as the Coordinating Agency (CA) for the additional grant.
- EQRA is in the second year of its five-year implementation period (2019-2024), with 26 percent of the grant (US\$80.3 million) disbursed to-date.** Both the implementation progress (IP) and the likelihood for accomplishing the project development objective (PDO) ratings were last rated Moderately Satisfactory (MS), reflecting the steady progress over the first year of implementation. The project has fully transitioned from preparation to implementation. Transparency and accountability feature strongly in all activities, as demonstrated through MoE and MRRD's commitment to develop the program implementation manuals (PIMs) for each sub-component and the recruitment guidelines for hiring Technical Assistance. The PIMs for all sub-components as well as the recruitment guidelines for hiring TAs have been finalized and cleared by the Bank. The overall TA recruitment is progressing well, with a concern regarding the gender parity (currently only 9 female TAs are recruited out of 172 TAs). Technical proposals for school construction have been approved for 68% of total 2,647 schools and nearly 70% of the approved proposals are now under construction. Construction of 459 schools (318 new school buildings and 141 schools with missing items) has been completed. Out of the six legal covenants, four are fully complied with, one partially complied with, and one is delayed but in progress. Governance risk mitigation measures are in place and updated during each Implementation Support Mission (ISM).
- The key objective of this restructuring is to re-purpose projects resources towards COVID-19 response efforts.** As of September 30, 2020, there are 39,254 confirmed COVID-19 cases in Afghanistan; however, the actual number of cases is expected to be much greater, due to limited number of tests conducted in the country, and in the context of approximately 250,000 Afghans returning from neighboring Iran and Pakistan since January 2020, where a high number of COVID-19 cases are reported. In order to slow the spread of the disease in Afghanistan all education institutions have been closed since March 2020, except Grade 10 to 12, and will continue to remain closed until end of March, 2021 or possibly later. The lockdowns are expected to cause significant adverse social and economic impacts on Afghan communities, households, and businesses, mainly as a result of loss of employment and income. While the World Bank is planning to provide relief support to communities and households through other projects such as the proposed COVID-19 Relief Effort for Afghan Communities and Households (REACH) Project, further

¹ GPE fund was approved on April 2, 2019.



support is required to mitigate the severe impact on the socio-economic activities as well as to promote interventions for the immediate relief and early recovery.

4. **Immediate support to education is essential during COVID-19 crisis.** The MoE has developed a two-phased COVID-19 response plan. In phase one, the MoE focuses on an emergency response to continue service delivery, where possible, through TV, radio, self-directed learning and limited face-to-face instruction in small group while maintaining social distancing, and phase two, a recovery plan that focuses on re-opening of schools. Currently distance education through TV and Radio for Grade 1 to 12 and a pilot on face-to-face instruction in small groups while maintaining social distancing is ongoing. The MoE will utilize the financing from GPE COVID-19 funds and supports from other emergency NGOs as well as donors such as Education Cannot Wait (ECW) to finance the emergency plan for phase one. For phase two, the MoE will partially rely on the EQRA project to support certain activities in the plan. The phase two recovery plan is an equally important intervention as the absence of preparatory measure for school re-opening could pull back the ongoing education reforms and set back post-pandemic recovery by many years.
5. **EQRA is considered a key project to provide support for education sector's response to COVID-19 pandemic, which has posed severe threats to education sector's ability to deliver essential services to the people of Afghanistan, particularly school-age children with disproportionate adverse impact on the poor.** This project restructuring is proposed to reallocate financing within the EQRA project to enable the MoE to implement its recovery plan for phase two of the COVID-19 crisis that will facilitate smooth re-opening of schools and reduce drop-out. The project already consists of activities intended to improve education access and learning conditions, which are expected to contribute in the COVID-19 recovery phase. However, this restructuring is proposed to re-purpose a total of US\$16.3 million to more immediate relief and early-recovery activities particularly during re-opening of schools.

II. DESCRIPTION OF PROPOSED CHANGES

6. **This restructuring consists of the following changes, which are further explained in the subsequent paragraphs:**
 - (a) Changes in the project component 4 and adding Component 5 (para 7-9)
 - Changes in Component 4 to sort the existing activities into sub-components: 4.1 (Project Management, Technical Assistance and M&E) and 4.2 (ECE Pilot) and add sub-component 4.3 for COVID-19 response by MoE as additional activities;
 - Introduction of a Contingency Emergency Response Component (Component 5: \$0, only effective to IDA);
 - (b) Changes in DLI/DLR and Disbursement Conditions (para 10-11)
 - Changes in the DLIs allocated amounts in DLIs 1, 2, 3, 4, 6, and 7 to accommodate the inclusion of new activities;
 - Changes in Disbursement Conditions of Component 1.2 due to COVID-19;
 - (c) Changes in reallocation category for each funding source (para 12);
 - (d) Changes to the Result Framework to reflect the expected results of the new activities and adjustments to the target values for existing indicators (para 13);
 - (e) Adding condensed procurement procedures for activities related to COVID-19 response (Component 4-3) (Para 14); and,
 - (f) Adding an Economic Analysis for the newly proposed activities related to COVID-19 response in the Annex 1 (Para 15).
7. **Component 4: Addition of Subcomponent 4.3 (COVID-19 response: \$16.3 million).** To support reopening of schools and the MoE's COVID-19 early recovery plan, this subcomponent focuses on two main activities, (i) immediate



maintenance works of the overall school infrastructure such as making toilets functional and constructing additional latrines where needed, repairing water supply systems, electricity systems, desks and chairs and provision of tents and carpets where necessary to prepare schools for reopening, and (ii) provision of supplementary courses for Grade 10-12 students in math and science subjects to mitigate the learning loss during the school closure period. First, the project will support the immediate maintenance works to prepare schools for post-COVID-19 situation. More specifically this activity includes i) a Water Sanitation and Hygiene (WASH) program to improve health and hygiene measure in target schools, ii) disinfectants for schools to prevent spread of virus, and iii) school supplies such as desks, chairs, blackboard and tents for schools that do not have a building as a temporary protection measure for the target schools to incentivize students' return to school and reduce dropout. EQRA constructed schools would be excluded from this activity as these schools are newly constructed and do not need maintenance support. The activity could include schools constructed under Education Quality Improvement Program (EQUIP) I and II, but will not include financing of those missing elements in the 415 schools that are currently being completed by the MoE. Priority will be given to girls' schools. Second, the project will support access to intensive supplementary courses for around one million higher secondary students, grades 10 to 12, with a strong focus on grade 12 students. This activity will help recover the learning loss as a result of the imposed lockdown due to COVID-19 and prepare students for the Kankoor exam to enter higher education institutes. In this innovative solution, the MoE will work with private education providers, where feasible, to provide core lessons in science and in math after school hours. Given the tremendous demand for these courses, the activity will also be supported by other programs and the geographic focus of EQRA will be clearly identified to prevent duplication of efforts. The US\$16.3 million would be allocated from US\$7.65 million in IDA, and US\$8.65 million in ARTF.

8. **Adjustment to the structure of Component 4 to support the implementation arrangement for the newly added subcomponent 4.3.** Currently, Component 4 is not divided into sub-components and the component mainly focuses on Technical Assistance to support project management, monitoring and evaluation, improving overall safeguards capacity both within the MoE and MRRD and a pilot activity in Early Childhood Education (ECE). Given the increase in the scope of Component 4 to include activities related to MoE's response to COVID-19, this restructuring proposes to reorganize Component 4 of the project in the subcomponents structure: subcomponent 4.1: Project Management and Monitoring and Evaluation (\$32M), subcomponent 4.2: ECE Pilot (\$2M), and subcomponent 4.3: COVID-19 response (\$16.3M).
9. **Introduction of a Contingency Emergency Response Component (Component 5).** This component will be added for provision of immediate response to an Eligible Crisis or Emergency, as needed, with no fund allocation as of now. This would be only effective to IDA funds.
10. **Revision of the DLI allocated amounts in DLI 1, 2, 3, 4, 6 and 7.** To make funds available for the above-mentioned COVID-19 response, the amounts associated with project's DLIs will be reduced as per Table 1. As these are key interventions to achieve the PDO, the reduced amounts were carefully reviewed to minimize the negative impact on actual implementation to meet the DLIs targets. These have been consulted with the development partners.

Table 1: Revised DLI amounts and deducted funding sources

DLI	Year	Original Amount (US\$ in million)	Proposed Amount (US\$ in million)	Sources of Financing (US\$ million)
1: Improved teaching quality rating on classroom observation	2023	7.5	5.0	-1.5 (IDA) -1.0 (ARTF)
2: Existing textbooks distributed and teaching and learning materials for the new curriculum developed for all grades	2020	4	2.5	-1.0 (IDA) -0.5 (ARTF)
	2021	3	2	-1 (ARTF)



	2022	3	2	-1(ARTF)
3: Improved EMIS data collection and quality assurance procedures implemented	2020-23	8	2	-3 (IDA) -3 (ARTF)
4: Development and implementation of a teacher policy for prioritization in the hiring and allocation of teachers based on need	2021	5	3	-1 (IDA) -1 (ARTF)
6: Annual results-based reports implemented between MoE, PEDs and DEDs	2020	1.5	1	-0.25 (IDA) -0.25 (ARTF)
	2021	1	0.6	-0.2 (IDA) -0.2 (ARTF)
	2022	0.5	0.3	-0.1 (IDA) -0.1 (ARTF)
7: NESP III operational plan on management and budgeting cycle developed and results reported	2020	1	0.4	-0.3 (IDA) -0.3 (ARTF)
	2021	1	0.4	-0.3 (IDA) -0.3 (ARTF)
TOTAL		35.5	19.2	16.3 (IDA: 7.65, ARTF: 8.65)

11. **Removal of Disbursement Conditions of sub-component 1.2 due to COVID-19.** Due to the COVID-19, school grant implementation has been on hold and students have not been enrolled as the target schools have been closed. It is proposed to remove the disbursement condition (B.1.d) as it is not practical to set conditions on the educational output in this context. It should be noted that MoE and the World Bank have officially arranged Impact Evaluation of the pilot program, which will track the administrative performance as well as evaluate the impact of School Grant on the enrolment and other educational outputs for the future policy dialogue.
12. **Changes to the allocations across expenditure categories for each funding source** to accommodate the inclusion of new activities under Part 2, 3 and 4 (for IDA and ARTF), as well as to reallocate funds given the cancellation of IDA funds under Part 1 (for ARTF and GPE);

IDA (SDR):

Category	Original Amount	Revised Amount	Note
(7) (a) Eligible Expenditure Program under Part 3 of the Project	6,800,000	5,020,000	By reduction of amount in DLI 1
(7) (b) Eligible Expenditure Program under Part 3 of the Project	7,800,000	4,132,000	By reduction of amount in DLI 3 and 6
(8) Goods, Non-Consulting Services, Consulting Services, and Incremental Operating	8,200,000	13,648,000	By reallocation from 7 (a) and (b).



Cost for Part 4 of the Project			
TOTAL	22,800,000	22,800,000	

ARTF (US\$):

Category	Original Amount	Revised Amount	Note
(2) Goods, Non-Consulting Services, Consulting Services, and Incremental Operating Cost for Part 1 of the Project	16,000,000	25,000,000	Revised due to the cancellation of 3 rd tranche of the school construction in IDA
(3) Goods, Non-Consulting Services, Consulting Services, and Incremental Operating Cost for Part 1 of the Project	9,000,000	0	
(7) (a) Eligible Expenditure Program under Part 3 of the Project	9,500,000	6,000,000	By reduction of amount in DLIs 1 and 2
(7) (b) Eligible Expenditure Program under Part 3 of the Project	11,000,000	5,850,000	By reduction of amount in DLIs 3, 4 and 6
(8) Goods, Non-Consulting Services, Consulting Services, and Incremental Operating Cost for Part 4 of the Project	11,500,000	20,150,000	By reallocation from 7 (a) and (b).
TOTAL	57,000,000	57,000,000	

GPE (US\$):

Category	Original Amount	Revised Amount	Note
(2) Goods, Non-Consulting Services, Consulting Services, and Incremental Operating Cost for Part 1 of the Project	42,000,000	49,000,000	Revised due to the cancellation of 3 rd tranche of the school construction in IDA



(3) Goods, Non-Consulting Services, Consulting Services, and Incremental Operating Cost for Part 1 of the Project	7,000,000	0	
TOTAL	49,000,000	49,000,000	

13. **Changes to the Result Framework** to reflect the expected results of the new activities and adjustments to the target values for existing indicators as below. In addition, the wordings of the PBCs and intermediate results indicators were adjusted accordingly with the PAD and the legal agreement.

- (a) In order to reflect the expected results of the new activity (COVID-19 response), the following new intermediate indicators will be added to the results framework:
 - Number of schools that receive rapid maintenance and/or school supplies: Baseline: 0 and target: 1,500.
- (b) In order to reflect the reallocation and cancellation of funds, the targets of the following indicators would be revised. As long as the team understood, the cancellation of \$25 million is a temporally arrangement and will be back to the project in FY21. Once it’s returned, the team will put the relevant targets back to the original.

PDO Indicators:

- a. Students attending school regularly in selected provinces, by province and gender
- b. Reduce out of school children in selected provinces, by gender

Intermediate Indicators:

- c. Schools constructed or expanded with classrooms, boundary walls, water points, and gender segregated latrines
- d. Existing textbooks distributed and teaching and learning materials for the new curriculum developed for all grades
- e. Improved EMIS data collection and quality assurance procedures implemented

14. **Adding Procurement Arrangement:** to expedite the procurement process, the following condensed procedures have been agreed under Paragraph 12 authorization for activities related to COVID-19 response under Component 4.3. Draft memo to CD is attached with the package requesting CD approval for application of Paragraph 12, Section III of the IPF Policy to EQRA project:

- a. Direct Contracting and/or Limited Competition with identified manufacturers and suppliers;
- b. Increasing the threshold for goods Shopping to US\$200,000 from the existing US\$50,000 applied in country and increasing the threshold for National Procurement to US\$500,000 from the existing US\$200,000.
- c. Other measures like shorter bidding time, replacing bid security with bid security declaration, (advance payments (Higher advance payments guaranteed by equal amount of bank guarantee), etc. will be applied on a case by case basis with prior agreement of the bank.
- d. Conducting all emergency procurement related COVID19 under Subcomponent 4.3 (COVID-19 response) will be subject to post review



15. **Economic Analysis.** As Subcomponent 4.3 COVID-19 response is a new activity introduced to the project through this restructuring, an economic analysis is conducted for the new activity, which is summarized in Annex 1.
16. **Social and Environmental Safeguards:** There will be no change in Environment Assessment category and the project will remain as Category B, and no additional safeguards policies are triggered. Detailed updated safeguard status is summarized in Annex 2.

III. SUMMARY OF CHANGES

	Changed	Not Changed
Results Framework	✓	
PBCs	✓	
Components and Cost	✓	
Reallocation between Disbursement Categories	✓	
Disbursement Estimates	✓	
Implementing Agency		✓
DDO Status		✓
Project's Development Objectives		✓
Loan Closing Date(s)		✓
Cancellations Proposed		✓
Disbursements Arrangements		✓
Overall Risk Rating		✓
Safeguard Policies Triggered		✓
EA category		✓



Legal Covenants		✓
Institutional Arrangements		✓
Financial Management		✓
Procurement		✓
Implementation Schedule		✓
Other Change(s)		✓
Economic and Financial Analysis		✓
Technical Analysis		✓
Social Analysis		✓
Environmental Analysis		✓

IV. DETAILED CHANGE(S)

COMPONENTS

Current Component Name	Current Cost (US\$M)	Action	Proposed Component Name	Proposed Cost (US\$M)
Equitable Access to Basic Education	190.00	No Change	Equitable Access to Basic Education	190.00
Improving Learning Conditions	35.00	Revised	Improving Learning Conditions	29.00
Strengthening Education Sector Planning Capacity and Transparency	39.00	Revised	Strengthening Education Sector Planning Capacity and Transparency	28.00
Technical Assistance	34.00	Revised	Technical Assistance	51.00
	0.00	New	Contingency Emergency Response	0.00
TOTAL	298.00			298.00

REALLOCATION BETWEEN DISBURSEMENT CATEGORIES

Current Allocation	Actuals + Committed	Proposed Allocation	Financing % (Type Total)
--------------------	---------------------	---------------------	--------------------------



			Current	Proposed
IDA-D3810-001 Currency: XDR				
iLap Category Sequence No: 1	Current Expenditure Category: Gds Wrks CS Trng IOC Prt 1a			
26,300,000.00	12,446,935.07	26,300,000.00	100.00	100.00
iLap Category Sequence No: 2	Current Expenditure Category: Gds Wrks CS Trng IOC Prt 1a			
710,000.00	0.00	710,000.00	100.00	100.00
iLap Category Sequence No: 3	Current Expenditure Category: Gds Wrks CS Trng IOC Prt 1a			
0.00	0.00	0.00	100.00	100.00
iLap Category Sequence No: 4	Current Expenditure Category: School Grants Part 1 b			
1,100,000.00	0.00	1,100,000.00	100.00	100.00
iLap Category Sequence No: 5	Current Expenditure Category: School Grants Part 1 b			
400,000.00	0.00	400,000.00	100.00	100.00
iLap Category Sequence No: 6	Current Expenditure Category: Gds CS IOC Part 1 c			
2,100,000.00	0.00	2,100,000.00	100.00	100.00
iLap Category Sequence No: 7(A)	Current Expenditure Category: EEP part 2			
6,800,000.00	0.00	5,020,000.00	100.00	100.00
iLap Category Sequence No: 7(B)	Current Expenditure Category: EEP part 3			
7,800,000.00	1,422,198.45	4,132,000.00	100.00	100.00
iLap Category Sequence No: 8	Current Expenditure Category: Gds NCS CS IOC Part 4			
8,200,000.00	144,290.86	13,648,000.00	100.00	100.00



Total	53,410,000.00	14,013,424.38	53,410,000.00		
TF-A8449-001 Currency: USD					
iLap Category Sequence No: 1		Current Expenditure Category: Gds wrks CS Trng IOC Pt 1a			
	38,000,000.00	3,342,796.00	38,000,000.00	100.00	100.00
iLap Category Sequence No: 2		Current Expenditure Category: Gds wrks CS Trng IOC Pt 1a			
	16,000,000.00	0.00	25,000,000.00	100.00	100.00
iLap Category Sequence No: 3		Current Expenditure Category: Gds wrks CS Trng IOC Pt 1a			
	9,000,000.00	0.00	0.00	100.00	0
iLap Category Sequence No: 4		Current Expenditure Category: School Grants Part 1b			
	1,000,000.00	0.00	1,000,000.00	100.00	100.00
iLap Category Sequence No: 5		Current Expenditure Category: School Grants Part 1b			
	1,000,000.00	0.00	1,000,000.00	100.00	100.00
iLap Category Sequence No: 6		Current Expenditure Category: Gds CS IOC Part 1 c			
	3,000,000.00	0.00	3,000,000.00	100.00	100.00
iLap Category Sequence No: 7A		Current Expenditure Category: EEP - Part 2			
	9,500,000.00	0.00	6,000,000.00	100.00	100.00
iLap Category Sequence No: 7B		Current Expenditure Category: EEP - Part 3			
	11,000,000.00	2,000,000.00	5,850,000.00	100.00	100.00
iLap Category Sequence No: 8		Current Expenditure Category: Gds NCS CS IOC Part 4			



	11,500,000.00	1,445,622.10	20,150,000.00	100.00	100.00
Total	100,000,000.00	6,788,418.10	100,000,000.00		
TF-A9570-001 Currency: USD					
iLap Category Sequence No: 1					
	0.00	0.00	0.00	100.00	100.00
Current Expenditure Category: Gds wrks CS Trng IOC Pt 1a					
iLap Category Sequence No: 2					
	42,000,000.00	0.00	49,000,000.00	100.00	100.00
Current Expenditure Category: Gds wrks CS Trng IOC Pt 1a					
iLap Category Sequence No: 3					
	7,000,000.00	0.00	0.00	100.00	0
Current Expenditure Category: Gds wrks CS Trng IOC Pt 1a					
iLap Category Sequence No: 4					
	0.00	0.00	0.00	100.00	0
Current Expenditure Category: School Grants Part 1b					
iLap Category Sequence No: 5					
	1,000,000.00	0.00	1,000,000.00	100.00	100.00
Current Expenditure Category: School Grants Part 1b					
iLap Category Sequence No: 6					
	4,000,000.00	0.00	4,000,000.00	100.00	100.00
Current Expenditure Category: Gds CS IOC Part 1 c					
iLap Category Sequence No: 7(A)					
	16,000,000.00	0.00	16,000,000.00	100.00	100.00
Current Expenditure Category: EEP part 2					
iLap Category Sequence No: 7(B)					
	17,000,000.00	3,000,000.00	17,000,000.00	100.00	100.00
Current Expenditure Category: EEP part 3					



iLap Category Sequence No: 8

Current Expenditure Category: Gds NCS CS IOC Part 4

11,000,000.00

0.00

11,000,000.00

100.00

100.00

Total

98,000,000.00

3,000,000.00

98,000,000.00

DISBURSEMENT ESTIMATES

Change in Disbursement Estimates

Yes

Year	Current	Proposed
2018	0.00	0.00
2019	17,000,000.00	76,500,000.00
2020	79,500,000.00	11,100,000.00
2021	81,000,000.00	98,000,000.00
2022	18,000,000.00	70,000,000.00
2023	12,500,000.00	49,000,000.00
2024	12,500,000.00	18,400,000.00



Results framework

COUNTRY: Afghanistan
EQRA

Project Development Objectives(s)

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”.

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Increase equitable access to general education in selected lagging provinces, especially for girls									
Students attending school regularly in selected provinces (Text)		4,318,473	NA	NA	4,413,492	4,562,475	4,762,215	4,968,244	4,968,244
<i>Action: This indicator has been Revised</i>									
Students attending school regularly in selected provinces, female (Text)		1,616,799	NA	NA	1,657,785	1,724,096	1,810,301	1,899,729	1,899,729
<i>Action: This indicator has been Revised</i>									
Increase equitable access to general education in selected lagging provinces, especially for girls									
Out of school children in selected provinces (Text)		2,289,880	NA	NA	NA	NA	NA	1,100,778	1,100,778
<i>Action: This indicator has been Revised</i>									



Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
out of school children in selected provinces, female (Text)		1,387,717	NA	NA	NA	NA	NA	649,459	649,459
Action: This indicator has been Revised									
Improve learning conditions									
Teachers meeting subject specific qualifications (Text)		52%	NA	NA	57%	62%	67%	72%	72%

Intermediate Results Indicators by Components

Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Equitable access to basic education									
Schools constructed or expanded with classrooms, boundary walls, water points, and gender segregated latrines (Text)		0.00	NA	500 (400 school buildings and 100 missing components)	Cumulative 900 (700 school buildings and 200 missing components)	Cumulative 1500 (1000 school buildings and 500 missing components)	Cumulative 2000 (1500 school buildings and 500 missing components)	Cumulative 2,268 (1,668 school buildings and 600 missing components)	2,268
Action: This indicator has been Revised									
School Grants implemented (Text)		0.00	NA	1,198	NA	1,100	NA	NA	2,298
Improving learning conditions									



Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Students benefiting from direct interventions to enhance learning (CRI, Number)		6,447,000.00							7,247,000.00
Students benefiting from direct interventions to enhance learning - Female (CRI, Number)		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)	PBC 2, 2	Old national curriculum framework in effect	NA	45 million textbook from the existing curriculum for core subjects/learning areas (mathematics, science, and language) distributed to public schools, covering at least 90% of districts	New Textbooks and teacher guides developed in core subjects of math, science, and language for grades 1, 4, 7, and 10	New Textbooks and teacher guides developed in core subjects of math, science, and language for grades 2, 5, 8, and 11	New Textbooks and teacher guides developed in core subjects of math, science, and language for grades 3, 6, 9, and 12	NA	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.
Teaching quality rating based on classroom observations (Text)	PBC 1, 1	Baseline to be collected in 2019	NA	Baseline data on teaching quality collected among sample of teachers using classroom	NA	NA	NA	Teaching quality rating, based on TEACH classroom observation method, increased	Teaching quality rating, based on TEACH classroom observation method, increased



Indicator Name	PBC	Baseline	Intermediate Targets						End Target	
			1	2	3	4	5	6		
				observation tools (TEACH) by December 2019					by 0.4 standard deviations or more among sampled teachers compared to the baseline.	by 0.4 standard deviations or more among sampled teachers compared to the baseline.
Strengthening education sector planning capacity and transparency										
Annual results based reports implemented between MOE, PEDs and DEDs (Text)	PBC 6, 6	No annual results reporting between MOE, PEDs and related DEDs	Standard templates for annual results reporting are developed	NA	2019 Annual results-based reports completed by MoE and 15 PEDs and related DEDs and published on MoE website by December 2020	2020 Annual results based reports completed by the MoE for all PEDs and DEDs by December 2021	2021 annual results-based reports completed annually by the MoE for all PEDs and related DEDs and published on MoE website by December 2022	NA		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
NESP III Operational plan on management and budgeting cycle developed and results reported (Text, Custom, DLI) (Text)	PBC 7, 7	New O&M budget allocation formula not established	New O&M budget allocation formula established by December 2018; Annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2019 completed and endorsed by DPs by December	Progress on results toward 2018 annual operational plan reported by MOE by February 2019. Annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2020 completed and	Progress on results toward 2019 annual operational plan reported per template by MoE by February 2020. Annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2021 completed and	Progress on results toward 2020 annual plan reported per template by MoE by February 2021. Annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2022 completed and	NA	NA		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



Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
			2018;	endorsed by DPs as per the template by June 2019	endorsed by DPs as per the template by June 2020;	endorsed by DPs as per the template by June 2021;			jointly endorsed by DPs, per template by June 2021
Integrated personnel database for education staff established (Text)	PBC 5	No integrated personnel database	NA	Organizational mapping of all education Tashkeel staff completed. The database contains agreed minimum information on 100,000 staff as described in the procedure manual including biometric data	The database contains agreed minimum information on all staff as described in the procedure manual; biometric data for all staff	Interface between personnel database and payroll completed; personnel data updated to reflect any changes required for existing entries	NA	NA	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
Provincial workshops conducted with DEDs, school shura representatives to identify constraints to education (Text)		0.00	NA	15.00	30.00	45.00	60.00	NA	60.00
Improved EMIS data collection and quality	PBC 3, 3	No monthly phone survey data	Protocols for monthly EMIS data collection	On-line tool developed for school level data	All 2019 and 2020 CBE information reported to MoE	EMIS data verified with monthly survey data and a	All 2021 and 2022 CBE information reported to MoE	NA	All 2019-2022 CBE information reported to MoE



Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
assurance procedures implemented (Text)		collection procedures	established (telephone surveys to schools) in consultation with local stakeholders	entry into EMIS; Training of trainers for data collection and entry into EMIS completed; Outreach and capacity building of principals and school shuras to prepare for monthly data collection completed	and entered in EMIS, according to policy guidelines; Monthly phone survey data collection conducted by a random sample of schools in target provinces	random sample of 5% of schools physically verified with +-3.5% margin of error	and entered in EMIS, according to policy guidelines		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
Development and implementation of a teacher policy for prioritization in the hiring and allocation of teachers based on need (Text)	PBC 4, 4	No policy in place for prioritization in the hiring and allocation of teachers based on need	Teacher policy comprising step-by-step procedures for prioritization, needs-based allocation, and criteria for redeployment of teachers developed	NA	NA	At least 90 percent of newly hired permanent teachers and at least 75 percent of all newly hired temporary teachers were based on the methods and criteria identified in the teacher policy; at least 90 percent of new	NA	NA	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



Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
						teacher positions were filled through a transparent recruitment process using the Civil Service Commission's hiring procedures; and at least 40 percent of the new hires are women			filled through a transparent recruitment process using the IARCSC's hiring procedures and at least forty percent (40%) of the new hires are women.
Complaints addressed through grievance redressal mechanism (Percentage)	0.00	50.00	55.00	60.00	65.00	70.00	70.00	70.00	70.00

Performance-Based Conditions Matrix

PBC 1	Teaching quality rating based on classroom observations			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Text	15,000,000.00	0.00
Period	Value	Allocated Amount (USD)		Formula
Baseline	Baseline to be collected in 2019			



Results to be achieved by 2018	Baseline data on teaching quality collected among sample of teachers using classroom observation tools (TEACH) by December 2019	0.00	NA
Results to be achieved by 2019	NA	7,500,000.00	Full amount upon
Results to be achieved by 2020	NA	0.00	NA
Results to be achieved by 2021	NA	0.00	NA
Results to be achieved by 2022	Teaching quality rating, based on TEACH classroom observation method, increased by 0.4 standard deviations or more among sampled teachers compared to the baseline.	0.00	NA
Results to be achieved by 2023		7,500,000.00	Full amount upon achievement of target

Action: This PBC has been Revised. See below.

PBC 1		Teaching quality rating based on classroom observations		
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Intermediate Outcome</i>	<i>No</i>	<i>Text</i>	<i>12,500,000.00</i>	<i>0.00</i>
Period	Value	Allocated Amount (USD)		Formula
<i>Baseline</i>	<i>Baseline to be collected in 2019</i>			
<i>Results to be achieved by 2018</i>	<i>Baseline data on teaching quality collected among sample of teachers using classroom observation tools (TEACH) by December 2019</i>	<i>0.00</i>	<i>NA</i>	
<i>Results to be achieved by 2019</i>	<i>NA</i>	<i>7,500,000.00</i>	<i>Full amount upon</i>	



Results to be achieved by 2020	NA		0.00	NA
Results to be achieved by 2021	NA		0.00	NA
Results to be achieved by 2022	Teaching quality rating, based on TEACH classroom observation method, increased by 0.4 standard deviations or more among sampled teachers compared to the baseline.		0.00	NA
Results to be achieved by 2023			5,000,000.00	Full amount upon achievement of target
PBC 2	Existing textbooks distributed and teaching and learning materials for the new curriculum developed for all grades			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	20,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	Old national curriculum framework in effect			
Results to be achieved by 2018	45 million textbook from the existing curriculum for core subjects/learning areas (mathematics, science, and language) distributed to public schools, covering at least 90% of districts		0.00	NA
Results to be achieved by 2019	New Textbooks and teacher guides developed in core subjects of math, science, and language for grades 1, 4, 7, and 10		10,000,000.00	Minimum = US\$2,500,000 for achieving distribution of 11.25 m
Results to be achieved by 2020	New Textbooks and teacher guides developed in core subjects of math, science, and language for grades 2, 5, 8, and 11		4,000,000.00	Full amount upon achievement of target



Results to be achieved by 2021	New Textbooks and teacher guides developed in core subjects of math, science, and language for grades 3, 6, 9, and 12	3,000,000.00	Full amount upon achievement of target
Results to be achieved by 2022	NA	3,000,000.00	Full amount upon achievement of target
Results to be achieved by 2023		0.00	NA

Action: This PBC has been Revised. See below.

PBC 2	<i>Existing textbooks distributed and teaching and learning materials for the new curriculum developed for all grades</i>			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Output</i>	Yes	Text	16,500,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
<i>Baseline</i>	<i>Old national curriculum framework in effect</i>			
<i>Results to be achieved by 2018</i>			0.00	
<i>Results to be achieved by 2019</i>	<i>45 million textbook from the existing curriculum for core subjects/learning areas (mathematics, science, and language) distributed to public schools, covering at least 90% of districts</i>		10,000,000.00	<i>Minimum = US\$2,500,000 for achieving distribution of 11.25 m</i>
<i>Results to be achieved by 2020</i>	<i>New Textbooks and teacher guides developed in core subjects of math, science, and language for grades 1, 4, 7, and 10</i>		2,500,000.00	<i>Full amount upon achievement of target</i>
<i>Results to be achieved by 2021</i>	<i>New Textbooks and teacher guides developed in core subjects of math, science, and language for grades 2, 5, 8, and 11</i>		2,000,000.00	<i>Full amount upon achievement of target</i>



Results to be achieved by 2022	New Textbooks and teacher guides developed in core subjects of math, science, and language for grades 3, 6, 9, and 12		2,000,000.00	Full amount upon achievement of target
Results to be achieved by 2023			0.00	NA
PBC 3	Improved EMIS data collection and quality assurance procedures implemented			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Text	14,000,000.00	4.70
Period	Value		Allocated Amount (USD)	Formula
Baseline	No monthly phone survey data collection procedures			
Results to be achieved by 2018	Online tool developed for school-level data entry into EMIS; training of trainers for data collection and entry into EMIS completed; and outreach and capacity building of principals and school shuras to prepare for monthly data collection completed		3,000,000.00	Full amount upon achievement of target
Results to be achieved by 2019	All 2019 and 2020 CBE information reported to MoE and entered in EMIS, according to policy guidelines; Monthly phone survey data collection conducted by a random sample of schools in target provinces		3,000,000.00	Full amount upon achievement of target
Results to be achieved by 2020	EMIS data verified with monthly survey data and a random sample of 5% of schools physically verified with +-3.5% margin of error		4,000,000.00	Full amount upon achievement of target.
Results to be achieved by 2021	All 2021 and 2022 CBE information reported to MoE and entered in EMIS, according to policy guidelines		2,000,000.00	Full amount upon achievement of target



Results to be achieved by 2022	NA	2,000,000.00	Full amount upon achievement of target
Results to be achieved by 2023		0.00	NA

Action: This PBC has been Revised. See below.

PBC 3				
<i>Improved EMIS data collection and quality assurance procedures implemented</i>				
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Process</i>	<i>No</i>	<i>Text</i>	<i>8,000,000.00</i>	<i>0.00</i>
Period	Value		Allocated Amount (USD)	Formula
<i>Baseline</i>	<i>No monthly phone survey data collection procedures</i>			
<i>Results to be achieved by 2018</i>	<i>Online tool developed for school-level data entry into EMIS; training of trainers for data collection and entry into EMIS completed; and outreach and capacity building of principals and school shuras to prepare for monthly data collection completed</i>		<i>3,000,000.00</i>	<i>Full amount upon achievement of target</i>
<i>Results to be achieved by 2019</i>	<i>All 2019 and 2020 CBE information reported to MoE and entered in EMIS, according to policy guidelines; Monthly phone survey data collection conducted by a random sample of schools in target provinces</i>		<i>3,000,000.00</i>	<i>Full amount upon achievement of target</i>
<i>Results to be achieved by 2020</i>	<i>EMIS data verified with monthly survey data and a random sample of 5% of schools physically verified with +/-3.5% margin of error</i>		<i>500,000.00</i>	<i>Full amount upon achievement of target.</i>
<i>Results to be achieved by 2021</i>	<i>All 2021 and 2022 CBE information reported to MoE and entered in EMIS, according to policy guidelines</i>		<i>500,000.00</i>	<i>Full amount upon achievement of target</i>



Results to be achieved by 2022	NA		1,000,000.00	Full amount upon achievement of target
Results to be achieved by 2023			0.00	NA
PBC 4	Development and implementation of a teacher policy for prioritization in the hiring and allocation of teachers based on need			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Text	10,000,000.00	3.36
Period	Value		Allocated Amount (USD)	Formula
Baseline	No policy in place for prioritization in the hiring and allocation of teachers based on need			
Results to be achieved by 2018	NA		5,000,000.00	Full amount upon achievement of target
Results to be achieved by 2019	NA		0.00	
Results to be achieved by 2020	At least 90 percent of newly hired permanent teachers and at least 75 percent of all newly hired 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 the new hires are women		0.00	
Results to be achieved by 2021	NA		5,000,000.00	Full amount upon achievement of target



Results to be achieved by 2022	NA	0.00	
Results to be achieved by 2023		0.00	NA

Action: This PBC has been Revised. See below.

PBC 4	<i>Development and implementation of a teacher policy for prioritization in the hiring and allocation of teachers based on need</i>			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Intermediate Outcome</i>	<i>No</i>	<i>Text</i>	<i>8,000,000.00</i>	<i>0.00</i>
Period	Value		Allocated Amount (USD)	Formula
<i>Baseline</i>	<i>No policy in place for prioritization in the hiring and allocation of teachers based on need</i>			
<i>Results to be achieved by 2018</i>	<i>NA</i>		<i>5,000,000.00</i>	<i>Full amount upon achievement of target</i>
<i>Results to be achieved by 2019</i>	<i>NA</i>		<i>0.00</i>	
<i>Results to be achieved by 2020</i>	<i>At least 90 percent of newly hired permanent teachers and at least 75 percent of all newly hired 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 the new hires are women</i>		<i>0.00</i>	
<i>Results to be achieved by 2021</i>	<i>NA</i>		<i>3,000,000.00</i>	<i>Full amount upon achievement of target</i>



Results to be achieved by 2022	NA		0.00	
Results to be achieved by 2023			0.00	NA
PBC 5	Integrated personnel database for education staff established			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Text	5,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No integrated personnel database			
Results to be achieved by 2018	Organizational mapping of all education Tashkeel staff completed. The database contains agreed minimum information on 100,000 staff as described in the procedure manual including biometric data		0.00	NA
Results to be achieved by 2019	The database contains agreed minimum information on all staff as described in the procedure manual; biometric data for all staff		2,000,000.00	Full amount upon achievement of target
Results to be achieved by 2020	Interface between personnel database and payroll completed; personnel data updated to reflect any changes required for existing entries		2,000,000.00	Full amount upon achievement of target
Results to be achieved by 2021	NA		1,000,000.00	Full amount upon achievement of target
Results to be achieved by 2022	NA		0.00	NA
Results to be achieved by 2023			0.00	NA



PBC 6				
Annual results based reports implemented between MOE, PEDs and DEDs				
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Text	5,000,000.00	1.68
Period	Value		Allocated Amount (USD)	Formula
Baseline	No annual results reporting between MOE, PEDS and related DEDs			
Results to be achieved by 2018	NA		2,000,000.00	Full amount upon achivement of target
Results to be achieved by 2019	2019 Annual results-based reports completed by MoE and 15 PEDs and related DEDs and published on MoE website by December 2020		0.00	NA
Results to be achieved by 2020	2020 Annual results based reports completed by the MoE for all PEDs and DEDs by December 2021		1,500,000.00	Full amount upon achivement of target
Results to be achieved by 2021	2021 annual results-based reports completed annually by the MoE for all PEDs and related DEDs and published on MoE website by December 2022		1,000,000.00	Full amount upon achievement of taret
Results to be achieved by 2022	NA		500,000.00	Full amount upon achivement of target
Results to be achieved by 2023			0.00	NA

Action: This PBC has been Revised. See below.



PBC 6				
<i>Annual results based reports implemented between MOE, PEDs and DEDs</i>				
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Text	3,900,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	<i>No annual results reporting between MOE, PEDS and related DEDs</i>			
Results to be achieved by 2018	<i>By December 2018, standard templates for annual results reporting developed.</i>		2,000,000.00	<i>Full amount upon achivement of target</i>
Results to be achieved by 2019			0.00	NA
Results to be achieved by 2020	<i>2019 Annual results-based reports completed by MoE and 15 PEDs and related DEDs and published on MoE website by December 2020</i>		1,000,000.00	<i>Full amount upon achivement of target</i>
Results to be achieved by 2021	<i>2020 Annual results based reports completed by the MoE for all PEDs and DEDs by December 2021</i>		600,000.00	<i>Full amount upon achievement of taret</i>
Results to be achieved by 2022	<i>2021 annual results-based reports completed annually by the MoE for all PEDs and related DEDs and published on MoE website by December 2022</i>		300,000.00	<i>Full amount upon achivement of target</i>
Results to be achieved by 2023			0.00	NA
PBC 7				
<i>NESP III Operational plan on management and budgeting cycle developed and results reported (Text, Custom, DLI)</i>				
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Text	5,000,000.00	1.68
Period	Value		Allocated Amount (USD)	Formula



Baseline	New O&M budget allocation formula not established		
Results to be achieved by 2018	By February 2019, progress on results toward 2018 annual plan reported as per template by MOE; and by June 2019, annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2020 completed as per the template and endorsed by Development Partners	2,000,000.00	Full amount upon achievement of targets
Results to be achieved by 2019	By February 2020, progress on results toward 2019 annual plan reported as per template by MOE; and by June 2021, annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2021 completed as per the template and endorsed by Development Partners	1,000,000.00	Full amount upon achievement of targets
Results to be achieved by 2020	By February 2021, progress on results toward 2020 annual plan reported as per template; and by June 2021, 2022 annual operational plan developed with budget codes specified for on budget- projected off-budget allocations for 2022 completed as per the template and endorsed by Development Partners ;	1,000,000.00	Full amount upon achievement of targets
Results to be achieved by 2021	NA	1,000,000.00	Full amount upon achievement of targets
Results to be achieved by 2022	NA	0.00	NA
Results to be achieved by 2023		0.00	NA

Action: This PBC has been Revised. See below.



PBC 7				
<i>NESP III Operational plan on management and budgeting cycle developed and results reported (Text, Custom, DLI)</i>				
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Process</i>	<i>No</i>	<i>Text</i>	<i>3,800,000.00</i>	<i>0.00</i>
Period	Value		Allocated Amount (USD)	Formula
<i>Baseline</i>	<i>New O&M budget allocation formula not established</i>			
<i>Results to be achieved by 2018</i>	<i>New O&M Budget allocation formula established for PEDs and DEDs; annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2019 completed as per template and endorsed by DPs</i>		<i>2,000,000.00</i>	<i>Full amount upon achievement of targets</i>
<i>Results to be achieved by 2019</i>	<i>By February 2019, progress on results toward 2018 annual plan reported as per template by MOE; and by June 2019, annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2020 completed as per the template and endorsed by Development Partners</i>		<i>1,000,000.00</i>	<i>Full amount upon achievement of targets</i>
<i>Results to be achieved by 2020</i>	<i>By February 2020, progress on results toward 2019 annual plan reported as per template by MOE; and by June 2021, annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2021 completed as per the template and endorsed by Development Partners</i>		<i>400,000.00</i>	<i>Full amount upon achievement of targets</i>
<i>Results to be achieved by 2021</i>	<i>By February 2021, progress on results toward 2020 annual plan reported as per template; and by June 2021, 2022 annual operational plan developed with budget codes specified for on</i>		<i>400,000.00</i>	<i>Full amount upon achievement of targets</i>



	<i>budget- projected off-budget allocations for 2022 completed as per the template and endorsed by Development Partners ;</i>		
<i>Results to be achieved by 2022</i>	NA	0.00	NA
<i>Results to be achieved by 2023</i>		0.00	NA

Verification Protocol Table: Performance-Based Conditions

PBC 1	Teaching quality rating based on classroom observations
Description	
Data source/ Agency	private firm
Verification Entity	TPVA
Procedure	TPVA verifies classroom observations were done. TPVA reviews primary data on observations and related analyses for accuracy and conducts site visits and interviews with a relevant teachers and administrative staff in a sample of schools. World Bank reviews TPVA’s reports.
PBC 1	Teaching quality rating based on classroom observations
Description	
Data source/ Agency	private firm
Verification Entity	TPVA
Procedure	TPVA verifies classroom observations were done. TPVA reviews primary data on observations and related analyses for accuracy and conducts site visits and interviews with a relevant teachers and administrative staff in a sample of schools. World Bank reviews TPVA’s reports.



PBC 2	Existing textbooks distributed and teaching and learning materials for the new curriculum developed for all grades
Description	
Data source/ Agency	PED, DED
Verification Entity	TPVA
Procedure	<p>Verification will be done in two steps for text book distribution: 1) TPVA will verify that at least 11.25 million textbooks have been printed and distributed by reviewing contract documents, proof of distribution such as financing incurred, and reports of books distributed from PEDs to DEDs and schools; 2) A sample of schools (from the list of those schools that received 11.25 million textbooks) will be selected and TPVA will verify existence of books at the school level.WB reviews TPVA's reports.</p> <p>Verification for development of textbooks nd teacher guides: TPVA verifies that textbooks and teacher guides developed in core subjects (math, science and language) for grades 1 through 12 and writes reports. WB reviews TPVA's reports.</p>
PBC 2	Existing textbooks distributed and teaching and learning materials for the new curriculum developed for all grades
Description	
Data source/ Agency	PED, DED
Verification Entity	TPVA
Procedure	<p>Verification will be done in two steps for text book distribution: 1) TPVA will verify that at least 11.25 million textbooks have been printed and distributed by reviewing contract documents, proof of distribution such as financing incurred, and reports of books distributed from PEDs to DEDs and schools; 2) A sample of schools (from the list of those schools that received 11.25 million textbooks) will be selected and TPVA will verify existence of books at the school level.WB reviews TPVA's reports.</p> <p>Verification for development of textbooks nd teacher guides: TPVA verifies that textbooks and teacher guides developed in core subjects (math, science and language) for grades 1 through 12 and writes reports. WB reviews TPVA's reports.</p>



PBC 3	Improved EMIS data collection and quality assurance procedures implemented
Description	
Data source/ Agency	MOE
Verification Entity	TPVA
Procedure	<p>TPVA reviews protocol and arrangements for call center and conducts site visit to verify call center established within MoE. TPVA reviews EMIS module for data entry and quality as well as verifies that data has been entered, training and outreach took place by reviewing related records and materials and conducting random site visits and interviewing principals and school shuras. WB reviews TPVA's report.</p> <p>The TPVA reviews reports from EMIS teams and conducts visits to a sample of schools and CBEs. They will review data quality and verify monthly phone surveys were conducted. The TPVA will collect attendance data from schools and crosscheck it with the phone survey records at the PED and at the call center. The TPVA will also collect CBE data (e.g. enrollment, attendance and number of teachers) from a sample of schools (classes) and compare it with CBE data in the EMIS for accuracy. This will apply to both on and off-budget financed CBE classes. World Bank reviews TPVA's report.</p> <p>TPVA verifies that the MOE has conducted the two-level verification: a) 5% of physical verification of the EMIS data by the MoE (e.g., academic supervisors) by reviewing documentation on the verification process, data collected and analysis of results reported by MoE and b) the TPVA also verifies that the monthly phone survey has been conducted and the data was entered into EMIS by reviewing the EMIS's module for phone survey. WB reviews TPVA's report.</p> <p>TPVA reviews reports from EMIS teams and conducts visits to a sample of schools and CBEs. WB reviews TPVA's report.</p>
PBC 3	Improved EMIS data collection and quality assurance procedures implemented
Description	
Data source/ Agency	MOE



Verification Entity	TPVA
Procedure	<p>TPVA reviews protocol and arrangements for call center and conducts site visit to verify call center established within MoE. TPVA reviews EMIS module for data entry and quality as well as verifies that data has been entered, training and outreach took place by reviewing related records and materials and conducting random site visits and interviewing principals and school shuras. WB reviews TPVA's report.</p> <p>The TPVA reviews reports from EMIS teams and conducts visits to a sample of schools and CBEs. They will review data quality and verify monthly phone surveys were conducted. The TPVA will collect attendance data from schools and crosscheck it with the phone survey records at the PED and at the call center. The TPVA will also collect CBE data (e.g. enrollment, attendance and number of teachers) from a sample of schools (classes) and compare it with CBE data in the EMIS for accuracy. This will apply to both on and off-budget financed CBE classes. World Bank reviews TPVA's report.</p> <p>TPVA verifies that the MOE has conducted the two-level verification: a) 5% of physical verification of the EMIS data by the MoE (e.g., academic supervisors) by reviewing documentation on the verification process, data collected and analysis of results reported by MoE and b) the TPVA also verifies that the monthly phone survey has been conducted and the data was entered into EMIS by reviewing the EMIS's module for phone survey. WB reviews TPVA's report.</p> <p>TPVA reviews reports from EMIS teams and conducts visits to a sample of schools and CBEs. WB reviews TPVA's report.</p>
PBC 4	Development and implementation of a teacher policy for prioritization in the hiring and allocation of teachers based on need
Description	
Data source/ Agency	TEMIS, MOE, Civil Service Commission database
Verification Entity	TPVA
Procedure	<p>TPVA will review the teacher policy and verify that it sufficiently describes step-by-step procedures for prioritization and needs including criteria for allocation of new hires and redeployment of existing teachers. WB reviews TPVA's report.</p> <p>TPVA will verify teachers were hired according to the national recruitment process. TPVA will select a sample from new recruitments and review all related documents to verify that the hiring process was according to the government's revised</p>



	hiring procedure from the announcement stage to contract signing. TPVA will review records to determine proportion of female teachers hired. WB reviews TPVAs report.
PBC 4	Development and implementation of a teacher policy for prioritization in the hiring and allocation of teachers based on need
Description	
Data source/ Agency	TEMIS, MOE, Civil Service Commission database
Verification Entity	TPVA
Procedure	TPVA will review the teacher policy and verify that it sufficiently describes step-by-step procedures for prioritization and needs including criteria for allocation of new hires and redeployment of existing teachers. WB reviews TPVA's report. TPVA will verify teachers were hired according to the national recruitment process. TPVA will select a sample from new recruitments and review all related documents to verify that the hiring process was according to the government's revised hiring procedure from the announcement stage to contract signing. TPVA will review records to determine proportion of female teachers hired. WB reviews TPVAs report.
PBC 5	Integrated personnel database for education staff established
Description	
Data source/ Agency	MOE
Verification Entity	TPVA
Procedure	TPVA reviews organizational mapping (census) of all Tashkeel staff and verifies that the mapping follows the organizational structure of the MoE down to the level of work location and that it includes each Tashkeel staff and identifies them by grade, job title, work location, and a unique number. TPVA verifies that the database contains agreed minimum information on each staff based on project procedure manual such as name, father's name, NID code, bank account for payroll, qualification, photograph, and biometric data. TPVA reviews the database to confirm that it is created and data are entered for 100,000 tashkeel staff (for first DLR) and all staff (second DLR). TPVA reviews a random sample of records to verify the payroll sheet (M16) is generated using the new databases system, and to compare the M16 with M14 for individual teachers at the school level.



	TPVA verifies that the integration is completed with any differences between them fully reconciled, and completion of any updates to existing records in the database. TPVA reviews a random sample from MoE's database for accuracy with payroll. WB reviews TPVA's reports.
PBC 6	Annual results based reports implemented between MOE, PEDs and DEDs
Description	
Data source/ Agency	MOE, PED, DED
Verification Entity	TPVA
Procedure	<p>TPVA reviews templates to ensure 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 by December 2018 (time-bound). TPVA reviews 2019 reports were completed per template and submitted by the MoE for 15 PEDs, and related DEDs and published on MoE website by December 2020 (time-bound). TPVA reviews 2020 reports were completed per template and submitted by the MoE for all PEDs, and related DEDs and published on MoE website by December 2021 (time-bound).</p> <p>TPVA reviews 2021 reports were completed per template and submitted by the MoE for all PEDs, and related DEDs and published on MoE website by December 2022 (time-bound).</p> <p>WB reviews TPVA's reports.</p>
PBC 6	Annual results based reports implemented between MOE, PEDs and DEDs
Description	
Data source/ Agency	MOE, PED, DED
Verification Entity	TPVA



Procedure	<p>TPVA reviews templates to ensure 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 by December 2018 (time-bound). TPVA reviews 2019 reports were completed per template and submitted by the MoE for 15 PEDs, and related DEDs and published on MoE website by December 2020 (time-bound). TPVA reviews 2020 reports were completed per template and submitted by the MoE for all PEDs, and related DEDs and published on MoE website by December 2021 (time-bound). TPVA reviews 2021 reports were completed per template and submitted by the MoE for all PEDs, and related DEDs and published on MoE website by December 2022 (time-bound). WB reviews TPVA's reports.</p>
PBC 7	NESP III Operational plan on management and budgeting cycle developed and results reported (Text, Custom, DLI)
Description	
Data source/ Agency	MOE
Verification Entity	TPVA
Procedure	<p>TPVA reviews MOE operational plans and reports to verify: (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.</p> <p>TPVA reviews MoE operational plans and reports to verify: (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.</p> <p>TPVA reviews MoE operational plans and reports to verify: (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.</p>



	<p>TPVA reviews MOE operational plans and reports to verify: (a) progress on results toward 2020 annual plan reported, per template by February 2021; (b) Annual operations 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.</p> <p>WB reviews TPVA's reports.</p>
PBC 7	NESP III Operational plan on management and budgeting cycle developed and results reported (Text, Custom, DLI)
Description	
Data source/ Agency	MOE
Verification Entity	TPVA
Procedure	<p>TPVA reviews MOE operational plans and reports to verify: (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.</p> <p>TPVA reviews MoE operational plans and reports to verify: (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.</p> <p>TPVA reviews MoE operational plans and reports to verify: (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.</p> <p>TPVA reviews MOE operational plans and reports to verify: (a) progress on results toward 2020 annual plan reported, per template by February 2021; (b) Annual operations 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.</p> <p>WB reviews TPVA's reports.</p>



Annex 1: Economic Analysis of the COVID-19 responses under EQRA

1. **Methodology:** Addition of subcomponent 4.3 introduces new activities – COVID-19 response – in the EQRA. An economic analysis of this new activity is described below. Accurately quantifying the economic impacts of COVID-19 is challenging given the extent, complexity, and uncertainty of the crisis looking forward. Hence a qualitative assessment is applied.
2. **Context:** As of September 30, 2020, 39,254 confirmed COVID-19 cases in Afghanistan; however, the actual number of cases is expected to be much greater, due to limited number of tests conducted in the country, and in the context of approximately 250,000 Afghans returning from neighboring Iran and Pakistan since January 2020, where a high number of COVID-19 cases are reported. In order to slow the spread of the disease in Afghanistan all education institutions have been closed since March 2020 and will continue to remain closed, except Grade 11 and 12, until March 2021 or possibly later.
3. **COVID-19 economic impacts on education:** Globally COVID-19 could result in a loss of 0.6 years of schooling adjusted for quality, bringing down the effective years of basic schooling that children achieve during their schooling life from 7.9 years to 7.3 years. Put another way, in the absence of effective policy action, each student from today's cohort in primary and secondary school could lose their yearly earnings. Without effective policy responses when students return to school, significant amount of lifecycle earnings could be lost for this cohort of learners — because of their lower levels of learning, their lost months in school closures, or their potential for dropping out from school. While school closures could lead to falling test scores on average, in the intermediate scenario there may be as much as a 25% increase in the share of lower secondary-aged children who are below the minimum level of proficiency globally. This highlights the importance of increasing the readiness of education systems to teach children at the right level. Before the COVID-19 outbreak, Afghanistan was already tackling a learning crisis, with 93.4% of children in Afghanistan in Learning Poverty — unable to read and understand a simple text by age 10. Unless drastic remedial action is taken, the effects simulated here will likely create a substantial setback to the goal of halving the percentage of learning poor by 2030. The combination of being out of school and the loss of family livelihoods caused by the pandemic may leave girls especially vulnerable, and exacerbate exclusion and inequality — particularly for out of school children, persons with disabilities and other marginalized groups.
4. **These simulated effects was used to inform mitigation, recovery, and “building back better” strategies for Afghanistan.** This includes effective remote learning strategies to provide learning continuity while schools are closed using multiple education technology solutions (radio, television, mobile phones, digital/online tools, and print) with support to students, teachers and parents. In Afghanistan, these are being supported by UNs and NGOs with MoE. MoE also has developed an appropriate COVID-19 response plan to ensure the safe reopening of schools consistent with each country's overall COVID-19 health response, and to accelerate learning by building more equitable and resilient post-COVID education systems that enable children to learn continuously both in schools and at home. Implementation of the COVID-19 response plan will be supported by EQRA among others.
5. **Expected benefits:** The project beneficiaries are estimated at around 1,000,000 Grade 12 students (40% girls) for supplementary classes, as well as all enrolled students at the target 8,500 schools for school re-openings. The following positive economic and financial benefits are expected from the proposed activity:
 - a. The COVID-19 response subcomponent will provide supports to all students enrolled in the 8,500 schools as well as to one million Grade 12 students during the *immediate relief and early recovery phases*. The benefits



include safe school reopening with proper facilities/goods as well as provision of supplementary courses. These would not only cope with the immediate risks, but also build enhanced resilience over the pandemic.

- b. Benefits will continue to accrue over the *medium/longer-term recovery and resilience phases*. The COVID-19 response measures could help shorten recovery time for the schools to reopen classes back to pre-pandemic levels. Further, the beneficiaries, all enrolled students in the re-opened schools as well as Grade 12 students who are preparing for the Kankoor exam, once the school reopened, are highly likely to recover the loss of education access and learning. In the absence of these measures, post-pandemic education recovery may be substantially set back by many years.

6. **Conclusion:** General Education sector financing to achieve the above listed benefits is deemed justified during the current school closures by pandemics. The World Bank's involvement offers material value-added to the proposed COVID-19 response activities.



Annex 2: Updated Safeguard Status

The existing Environmental and Social Management Framework prepared for the project entails guidelines and provisions to assess potential environmental and social impacts and prescribe procedures and mitigation plans that would avoid, mitigate, or minimize any adverse impacts. The restructured project does not introduce new types of risks and impacts except potential spread of COVID-19 at the workplace – school construction works and upon opening of schools. To support reopening of schools and the MoE’s COVID-19 early recovery plan, the additional sub-component 4.3 focuses on immediate maintenance works to prepare schools for reopening. The activity includes the maintenance works of the overall school infrastructure such making toilets functional, repairing water supply systems, electricity systems, desks and chairs and provision of tents and carpets where necessary. In addition, this activity includes a) a Water Sanitation and Hygiene (WASH) program to improve health and hygiene measure in target school as defined in paragraph 7 b) disinfectants for schools to prevent spread of virus, iii) school supplies such as desks, chairs, blackboard and tents for schools that do not have a building as a temporary protection measure for the target schools to incentivize students’ return to school and reduce dropout. The existing ESMF includes screening checklists and generic ESMP which adequately mitigates the potential impacts arising from the proposed maintenance works. The ESMF is updated to include COVID-19 protocols and guidelines for WASH program. The project activities would adopt and adhere to the guidelines issued by World Health Organization, Ministry of Public Health of the Islamic Republic of Afghanistan and the World Bank’s interim guidance note on COVID-19 consideration in construction/civil works.

17. The project is required to strengthen the existing capacity through hiring additional staff at various levels to ensure the compliance of the safeguards issues as per the provision set under the project Environmental and Social Management Framework (ESMF) and Resettlement Policy Framework (RPF) of the project. Both MoE and MRRD will continue the coordination of environmental and social safeguards aspects and deliver trainings for project staff including safeguards dedicated person(s), contractors and the relevant civil servants in each respective IAs to ensure the preparation and application of safeguards tools as per the provisions of the ESMF and RPF of the project.
18. As per the ESIRT (Environment & Social Incidents Response Toolkit) guidelines, the borrower is responsible to inform the World Bank within 24 hours of the incident occurrence; inform appropriate authorities in compliance with local regulations; secure the safety of workers, public, and provide immediate care, in the event when an incident occurs. The borrower will promptly provide information about the incident to the Bank as well as further details as they become available. Both the contractor (s) and CDCs are required to report incidents to the Borrower and who will report to the Bank. Any harm to the environment, communities or workers, arising from construction related activities should be compensated by the contractors in accordance with the relevant national regulations. –Borrower will monitor the reports for incidents and follow national requirements for incident reporting and their management.



19. Grievance Redress Mechanism: Since the restructured design of the project involves labor intensive activities, the project shall maintain the existing GRM processes during the implementation of the project activities to ensure all eligible beneficiaries are included and have the opportunity to benefit from the project activities and most importantly have easy access to the project GRM system. Although the client has developed a Grievance Redress Mechanism (GRM) with clearly divided responsibility and agreed protocols between the two implementing entities, the project is required to maintain close coordination both implementing agencies (MRRD & MoE) any other relevant government entity to ensure the GRM system functionally to serve the intended purpose and to ensure project related complaints are resolved in the stipulated timeframe. . This will allow the client to receive and process complaints pertaining to any project activities including but not limited to GBV, corruption or other sensitive issues. To ensure sensitive issues are addressed in proper manner, the GRM Manual includes provisions on confidentiality and privacy to maintain the trust and confidants in the system.

20. Communities and individuals who believe that they are adversely affected or could be affected by a Bank supported project may submit complaints to existing project-level GRMs or the Bank's Grievance Redress Service (GRS). The GRS ensures that complaints received are promptly reviewed to address project-related concerns. Project-affected communities and individuals may submit their complaint to the Bank's independent Inspection Panel which determines whether harm occurred, or could occur, because of Bank non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the Bank's attention, and the Bank management has been given an opportunity to respond. Information on how to submit complaints to the Bank's corporate GRS are available at <http://www.worldbank.org/GRS>. Information on how to submit complaints to the Bank Inspection Panel are available at www.inspectionpanel.org.