



## Ethiopia General Education Quality Improvement Program for Equity (P163050)

AFRICA EAST | Ethiopia | Education Global Practice | Requesting Unit: AECE3 | Responsible Unit: HAAE1  
IBRD/IDA | Program-for-Results Financing | FY 2018 | Team Leader(s): Kirill Vasiliev, Girma Woldetsadik

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## Program Development Objectives

Program Development Objective (from Program Appraisal Document)

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

## Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<span style="color: orange;">□</span> Moderately Satisfactory	<span style="color: orange;">□</span> Moderately Satisfactory
Overall Implementation Progress (IP)	<span style="color: orange;">□</span> Moderately Satisfactory	<span style="color: orange;">□</span> Moderately Satisfactory

## Implementation Status and Key Decisions

The Mid Term Review (MTR) Mission for the Program was carried out from April 1-16, 2021 to review, among others, the overall progress of GEQIP-E and the status of Year 3 (2020/21) Disbursement Linked Indicators (DLI). **Overall progress towards the achievement the Program Development Objective (PDO) continues to be moderately satisfactory.** The PDO remains relevant to the education sector. GEQIP-E will continue to serve as the flagship Program of the Ministry of Education and contribute to sustaining the basic education system in the country. The Program was back on track after the restructurings in April and June 2020. However, COVID-19 related school closure and sporadic conflicts have significantly slowed down many Program activities. The Program benefited from Additional Financing to support refugee integration and scale up of the Program scope and impact.

Out of the six Key Performance Indicators (KPIs), two have shown a steady progress (KPI 1: improvement in grade 2 to grade 1 enrolment ratio; and KPI 3: improvement in girls-to-boys' ratio in Afar, Somali, and Benishangul-Gumuz). The remaining KPIs (KPI 2: improvement in grade 5 survival rate; KPI 4: improvement in gross enrolment ratio of grade 8 in Afar, Somali and Benishangul-Gumuz; KPI 5: improvement in early grade reading functional fluency level; and KPI 6: improvement in grade 8 learning outcomes in English and Math in Phase 1 schools) showed deterioration. As Early Grade Reading Assessment (EGRA) has not been conducted in 2020 due to COVID-19, the assessment of KPI 5 is based on the 2018 survey result.

**Overall implementation progress of the Program also remains moderately satisfactory. Year 3 (i.e. FY21) had 13 DLRs** which amounted to US\$154 million. Disbursement Linked Results (DLR) 2.3 (performance-based awards to best-performing primary schools) is reported to have achieved the target and will disburse US\$13 million following verification. Eight DLRs (1.3: Level 1 O-Classes in Phase 1 schools upgraded to higher level; 3.3: girls-to-boys ratio in Grade 8 in Afar, Somali and Benishangul-Gumuz; 4.3: basic school grant and additional school grant; 5b.1: Measuring Early Learning Quality and Outcomes (MELQO) and EGRA adapted and piloted for remaining main languages of instruction; 6.2: delivery of textbooks to schools; 6.3: new curriculum framework developed for all subjects and all grade levels; 7.5: conducting EGRA; 10.1: functional E&S and procurement management systems) with a total value of US\$64M are progressing well. Four DLRs (1.2: quality enhancement and assurance program for O-Class implemented in 100% of Phase 1 schools; 1.5: quality enhancement program implemented in Phase 2 schools; 5.2: school-based continuous teachers professional development; and 9.1: first annual report on performance of each REB) have a risk of being missed (US\$77M). Because the schools had a delayed start in 2020/21 school year, there was less time to do the classroom visits during the school year. The ministry decided to keep schools open for one additional month to make up time for the late start. Thus, the mission agreed to extend DLR5.2 verification till July 30, 2021 and to move the deadline for DLR1.5 verification to December 31, 2021 from June 30, 2021.

## Data on Financial Performance

### Disbursements (by loan)



Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P163050	IDA-D2620	Effective	USD	300.00	300.00	0.00	180.97	123.02	60%
P163050	IDA-D8080	Not Effective	USD	55.00	55.00	0.00	0.00	54.62	0%
P163050	TF-A8352	Effective	USD	72.62	72.62	0.00	61.08	11.54	84%
P163050	TF-B5137	Effective	USD	122.50	122.50	0.00	0.00	122.50	0%

**Key Dates (by loan)**

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P163050	IDA-D2620	Effective	19-Dec-2017	21-Dec-2017	21-Dec-2017	07-Jul-2022	07-Jul-2022
P163050	IDA-D8080	Not Effective	07-May-2021	01-Jul-2021	--	08-Apr-2025	08-Apr-2025
P163050	TF-A8352	Effective	19-Dec-2017	12-Jul-2019	12-Jul-2019	31-Jul-2022	31-Jul-2022
P163050	TF-B5137	Effective	05-Mar-2021	05-Mar-2021	13-Apr-2021	30-Jun-2024	30-Jun-2024

**DLI Disbursement**

DLI ID	DLI Type	Description	Coc	DLI Amount	Achievement Status	Disbursed amount in Coc	Disbursement % for DLI
<b>Loan: TFA8352-001</b>							
1	Regular	Quality Enhncment and Assurnce Prgm	USD	19,621,808.05	Partially Achieved	5,000,000.00	25 %
2	Regular	Prformnc bsd Awrds schl tmly basis impv	USD	10,000,000.00	Fully Achieved	10,000,000.00	100 %
4	Regular	Impved avlability bsic schl Grnts and add	USD	10,000,000.00	Fully Achieved	10,000,000.00	100 %
3	Regular	Impved grls-boys rtio Grde 8 in Afar Eth	USD	10,000,000.00	Fully Achieved	10,000,000.00	100 %
5	Regular	Impved teacher's instructionl activities	USD	13,000,000.00	Fully Achieved	5,000,000.00	38 %
6	Regular	Timely availability of textbooks	USD	5,000,000.00	Not Achieved	0.00	
7	Regular	Impved avlability, quality and use of dat	USD	2,000,000.00	Fully Achieved	2,000,000.00	100 %
8	Regular	Impved pre-service teachr training for En	USD	1,000,000.00	Fully Achieved	1,000,000.00	100 %
9	Regular	MOE & REBs sign MOU setting roles & resp	USD	2,000,000.00	Fully Achieved	2,000,000.00	100 %

**Program Action Plan**



<b>Action Description</b>	1.1. Update POM, including M&E, communication plan, and verification procedures (to reflect inclusion of school construction and EdTech)				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Technical		PRMD	Due Date	29-Oct-2021	In Progress
<b>Completion Measurement</b>	Revised POM adopted by the Government				
<b>Comments</b>	The World Bank hired a consultant to revise the POM in alignment with the restructurings/AFs. Draft POM has been prepared, which is under review by the MoE, expected to be finalized by October 29, 2021				

<b>Action Description</b>	1.2. Strengthen the PCO; hire/assign personnel for Program coordination; M&E; fiduciary; safeguards; and technical experts for MoE and emerging regions; establish construction management facilities at MoE and REBs; hire/assign engineers, E&S staff				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Technical		MoE, REBs	Recurrent	Yearly	In Progress
<b>Completion Measurement</b>	PSC and PCO operational; staff in place for Program coordination, implementation, M&E, fiduciary and safeguards.				
<b>Comments</b>	The MoE hired PCO coordinator, M&E and technical specialists, 7 accountants for 7 REBs, 12 E&S specialists. Recruitment of other consultants and hiring of outsourcing firm (to implement procurement activities) are in progress.				

<b>Action Description</b>	1.3. Prepare guidelines for performance-based awards to schools				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Technical	DLI 4	SIP Directorate	Due Date	29-Oct-2021	In Progress
<b>Completion Measurement</b>	Revised guidelines to accommodate AF requirements for performance-based awards to schools approved and disseminated.				
<b>Comments</b>	The guideline will be revised to accommodate restructurings/AFs' requirements. Draft revised guideline submitted to WB in July 2021. Comments provided. Final version to be completed & circulated to schools & parent-teacher association by Oct 29, 2021				

<b>Action Description</b>	1.4. Develop on-line textbook distribution and inventory management system				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Technical	DLI 6	EMIS, CDID	Due Date	30-Jun-2022	In Progress
<b>Completion Measurement</b>	Online textbook distribution and inventory management system established.				
<b>Comments</b>	The D-TEST directorate of MoE has agreed to develop the textbook distribution & inventory management system. An action plan was submitted by MoE in August 2021. Comments provided in Sept 2021. The action plan to be finalized by October 29, 2021.				

<b>Action Description</b>	1.5. Ensure Program objectives are reflected in ESDP VI				
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Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MoE, DPs	Due Date	06-Jul-2020	Completed
<b>Completion Measurement</b>	Program scope and objectives are part of ESDP VI.				
<b>Comments</b>	The Program objectives are in line with the Government's Ten-Year Sector Plan.				

<b>Action Description</b>	1.6. National Refugee Education Steering Committee, co-chaired by MoE and ARRA; & Regional Refugee Education Steering Committees, co-chaired by REB heads & zonal heads of ARRA in each of the main refugee-hosting regions; established & operational				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MoE, ARRA	Recurrent	Quarterly	Not Yet Due
<b>Completion Measurement</b>	Committee Established and meeting as stipulated.				
<b>Comments</b>					

<b>Action Description</b>	1.7 At least one Education Working Group meeting devoted to refugee issues, including both WEO and ARRA, held annually in each main refugee-hosting Woreda				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		WEO/ARRA	Recurrent	Yearly	Not Yet Due
<b>Completion Measurement</b>	Meetings held as stipulated				
<b>Comments</b>					

<b>Action Description</b>	1.8. Include full data for refugee primary and secondary schools, on a par with MoE schools, in Educational Statistics Annual Abstract (ESAA)				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MoE	Recurrent	Yearly	Not Yet Due
<b>Completion Measurement</b>	ESSA published annually including information for refugee schools for all primary and secondary indicators				
<b>Comments</b>					

<b>Action Description</b>	1.9. Include all refugee primary and secondary schools in School Standards Assessment				
Source	DLI#	Responsibility	Timing	Timing Value	Status
Technical		MoE	Recurrent	Yearly	Not Yet Due



<b>Completion Measurement</b>	Standards Assessment results, including all refugee schools, shared with the Association.
<b>Comments</b>	

<b>Action Description</b>	1.10 Incorporate all Ethiopian national teachers working in ARRA-administered primary schools onto REB payrolls				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Technical		ARRA; MoE; REBs	Due Date	31-Mar-2025	Not Yet Due
<b>Completion Measurement</b>	All Ethiopian national (non- refugee) teachers working in ARRA-administered primary schools employed by REB and paid through REB payrolls				
<b>Comments</b>					

<b>Action Description</b>	2.1.Create budget line at MoE level for school grant and textbooks				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		MoE	Recurrent	Yearly	Completed
<b>Completion Measurement</b>	Budget line for SG created and government fund allocated				
<b>Comments</b>	Budget line created at MoE. The MoE is now getting funding form the MoF with the created budget line.				

<b>Action Description</b>	2.2. Prepare cash flow forecast to end of GEQIP-E with allocation from GoE, DLI achievement & SPG advance settlement schedule; (ii) GoE allocates resources annually in proclaimed budget for MoE; (ii) monitor utilization: quarterly IFRs, annual replan				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		MoE	Recurrent	Yearly	In Progress
<b>Completion Measurement</b>	AWPB aligned with government budget calendar.				
<b>Comments</b>	The EFY 2014 AWBP has been prepared in alignment with the Government's budget calendar. The MoE submitted supplementary budget request to MoF in March 2021 for EFY13. The 3rd quarter IFR for IPF & bi-annual IFR for P4R submitted to the WB.				

<b>Action Description</b>	2.3. Monitor school grant (i) produce semiannual report on findings of SIP checklists; (ii) two SG evaluations (year 2 & 4 of AF); (iii) prepare and share minimum conditions for transferring school grants in the SG guideline amendment				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		MoFEC; MoE, REBs, WEOs	Recurrent	Yearly	In Progress
<b>Completion Measurement</b>	Budget monitoring and internal audit strengthened.				



<b>Comments</b>	Checklist for monitoring SG utilization prepared & shared with regions, woredas & schools. SG monitoring took place & the final report has already been submitted to the WB. SIP directorate will prepare final version on actions taken by REBs.
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<b>Action Description</b>	2.4 Ensure 3% of schools are included in annual audits and follow the audit finding monitoring mechanism to implement actions and report within three months of receipt of audit report				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		MoE, REBs, WEOs, universities, CTEs, & S	Recurrent	Yearly	In Progress
<b>Completion Measurement</b>	Action taken on external audit findings within three months of receipt of audit findings.				
<b>Comments</b>	School grant audit report & summary of the actions taken on the findings for the year FY2019/20 has submitted to the WB though not complete. A report on the actions taken by REBs will be submitted by the end of October 2021.				

<b>Action Description</b>	2.5. Disclose Program audit and financial information on MoE website or other modalities. Post annual allocation and utilization school grant on school notice boards				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		MoE, Schools	Recurrent	Yearly	In Progress
<b>Completion Measurement</b>	MoF has disclosed the audit report of the Program for the year ended July 7,2019 on its website. Regular follow up on school notice boards should be made once schools reopen				
<b>Comments</b>	The 2019/20 SG audit report disclosed on MoE's website & 2019/20 financial audit disclosed by MoF on their website. SIP to prepare report (July 15, 2021) on the status of schools' disclosure the 2013 E.C SG on their notice boards.				

<b>Action Description</b>	2.6. Strengthen procurement system and capacity by (i) establishing procurement performance standards (ii) keeping and training of relevant management and procurement staff; (iii) improving procurement information tracking system and documentation				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		MoE, REBs, universities, and CTEs	Recurrent	Yearly	In Progress
<b>Completion Measurement</b>	Performance standards attained for key procurement processes.				
<b>Comments</b>	Procurement experts of MoE have prepared draft performance standards & are collecting comments. Procurement tracking system to be finalized by October 31, 2021. Contract to hire independent procurement auditor to be signed by November 30, 2021				

<b>Action Description</b>	2.7. Assign fulltime EAC officer at woreda education offices				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>



Fiduciary Systems		MoE, REB and Woredas	Recurrent	Yearly	In Progress
<b>Completion Measurement</b>	EAC officers assigned in WEOs.				
<b>Comments</b>	Government structures are in place up to woredas. REBs have assigned EAC officers & focal persons at woredas. Bi-annual EAC reports was submitted by MoE to FEACC in July 2021. FEACC is yet to send the report to the Bank, which was due on July 30, 2021				

<b>Action Description</b>	2.8. Appoint an independent procurement auditor for carrying out an annual procurement audit of the IPF component of the AF along with the procurement audit of the parent project and submit the same to the Bank within 6 months of year end				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Fiduciary Systems		MoE, ARRA, and MoF	Recurrent	Yearly	Not Yet Due
<b>Completion Measurement</b>	Audit submitted				
<b>Comments</b>					

<b>Action Description</b>	3.1. Establish functional ESMS: hire/put in place E&S experts at MoE, REB GCO offices; officially appointed E&S focal person by each target woreda; update ESMMSG; training of new staff; guideline on resettlement, GHM; protocol voluntary land donation				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Environmental and Social Systems		MoE, REBs	Recurrent	Yearly	In Progress
<b>Completion Measurement</b>	Before effectiveness: ESMS established; and ESM guidelines and ESMP, waste management plan, & protocol prepared. Y1-Y2 of AF: GRM system strengthened; training plan prepared and implemented.				
<b>Comments</b>	ESMS guidelines prepared. E&S consultants hired, and focal persons assigned by all REBs. Training has been provided on ESMG, GRM, ECA and E&S systems. The established GRM committee has collected complaints & summary report has been submitted to WB.				

<b>Action Description</b>	3.2. Timely Consultation, Compensation Payment, and Resettlement of PAPs: (i) conduct timely meaningful consultations with PAPs; (ii) organize briefings & consultations for communities impacted by GEQIP-E on E&S impacts and respective mitigation				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Environmental and Social Systems		MoE, REBs, WEOs, schools	Recurrent	Quarterly	In Progress
<b>Completion Measurement</b>	Report on briefings and consultations, including number of participants by gender. Percentage (100%) of PAPs consulted. Number of briefings and consultations organized.				
<b>Comments</b>	Awareness raising events organized for MoE and REBs. MoE's E&S unit has organized a training to raise awareness on E&S and GRM functionality & how to collect complaints and resolve them. such events will be organized for woreda focal persons.				



<b>Action Description</b>	3.3. Prevent SGBV and sexual harassment: (i) establish/strengthen safe menstrual management system in all targeted schools; (ii) strengthen girl clubs; (iii) conduct community/school awareness to avoid minimize harassment, FGM, early marriage				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Environmental and Social Systems		REBs, WEOs, schools	Recurrent	Yearly	In Progress
<b>Completion Measurement</b>	Percentage (100%) of safe places established and strengthened; percentage (100%) of girls clubs strengthened and supported; one workshop or meeting per kebele/school every semester on harassment, SGBV and early marriage				
<b>Comments</b>					

<b>Action Description</b>	3.4. Annual E&S, safety man-t performance review and annual E&S audit: (i) develop E&S reporting (Q, annual) template and revisit the existing ESMSG; (ii) annual performance review; (iii) annual E&S, safety audit; (iv) biannual, annual E&S report				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Environmental and Social Systems		MoE, REBs	Recurrent	Yearly	In Progress
<b>Completion Measurement</b>	Prepared environmental and social reporting template; one performance review workshop per year; one audit per year as necessary; reports				
<b>Comments</b>	Consultancy hiring is in progress to undertake annual E&S audit. Technical evaluation done in August 2021. Contract signing expected by end of October 2021. Quarterly E&S management performance report submitted in July 2021				

<b>Action Description</b>	3.5. Strengthen the Grievance redress system: (i) establish/ strengthen GRM committee; (ii) GRM guideline updated/ developed; (iii) conduct training on GRM				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Environmental and Social Systems		MoE, REBs, schools	Other	October 2021	In Progress
<b>Completion Measurement</b>	GRM committee established; GRM Guideline; percentage (100%) of staff trained				
<b>Comments</b>	GRM Committees at the Federal, Regional and Woreda levels. Draft GRM guidelines prepared by MoE and commented by WB. MoE expected to finalize the guidelines by end of October 2021.				

<b>Action Description</b>	3.6. Strengthen workers and community safety/prevention re: COVID 19 at workplaces; safety manuals on storage, use, disposal of lab. chemicals and IT in schools (ESMSG); first aid kits, fire extinguisher in labs, safety training; emergency exits				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>





Environmental and Social Systems		MoE, REBs, woreda, schools	Recurrent	Continuous	Not Yet Due
<b>Completion Measurement</b>	100% comprehensive safety manual to all Program areas; 100% newly constructed schools (labs) with first aid kits, fire extinguisher; 100% design of new schools (Labs): emergency exit; 100% civil work contracts: safety clauses				
<b>Comments</b>					

<b>Action Description</b>	3.7 Protecting and maintaining biodiversity, natural habitat, and physical cultural resources: (i) strengthen guidance and procedures (& in the ESMSG); (ii) follow robust screening process using structured protection of natural habitats and PCR guide				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Environmental and Social Systems		MoE, REBs, WEO, schools	Other	Prior to school construction	Not Yet Due
<b>Completion Measurement</b>	Update ESMSG consisting of management & protection of natural habitats & physical cultural resource (PCR), documentation of guideline completed & distributed to all program areas 100% of construction sub-projects screened to identify natural & PCR				
<b>Comments</b>					

<b>Action Description</b>	3.8. Maintaining surface & ground water quality, & using alternative water points to avoid tapped water scarcity; prepare appropriate drainage system & septic tanks during design & construction; alternate water points such as hand dug wells				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Environmental and Social Systems		REBs, WEO, schools	Other	During program implementation	Not Yet Due
<b>Completion Measurement</b>	Percentage of (100%) schools constructed have proper drainage system and septic tanks; percentage (100 percent) of hand dug wells constructed in all target schools with scarce tapped water resources				
<b>Comments</b>					

<b>Action Description</b>	3.9. Establishment and strengthening of solid waste management at school level: (i) strengthening S&E, sanitation clubs to manage waste in their compound; (ii) provision & placement of solid waste containers (bins); (iii) avoiding burning of waste				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Environmental and Social Systems		WEO and School administration and enviro	Other	During program implementation	Not Yet Due
<b>Completion Measurement</b>	Percentage (100%) of schools covered under this program equipped with solid waste management containers (bins); percentage (100%) of schools covered under this program effectively manage wastes (no random waste burning)				



<b>Comments</b>	
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<b>Action Description</b>	3.10. Inclusion of vulnerable groups				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Environmental and Social Systems		REBs, WEOs, and Schools	Other	Throughout program implementation period	Not Yet Due
<b>Completion Measurement</b>	Standard designs of classroom, toilet and other facilities (disability friendly)				
<b>Comments</b>					

<b>Action Description</b>	3.11 Prepare Code of conduct on GBV/SEA, including sanctions, for teachers in refugee and host communities to sign as part of the teacher upgrading and training activities of the project.				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Environmental and Social Systems		Integration Sub-Units, MoE, REBs	Other	In Year 1 of Refugee AF	Not Yet Due
<b>Completion Measurement</b>	<p>GBV/SEA code of conduct</p> <p>Report on the number of teachers signing the code of conduct</p>				
<b>Comments</b>					

<b>Action Description</b>	3.12. Strengthen workers & community safety by (i) developing manuals & training (ii) ensuring that occupational health & public safety are integrated into program manuals & (iii) including worker & public safety clauses in civil works contracts				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>
Environmental and Social Systems		MoE, ARRA, REBs	Other	Ongoing	Not Yet Due
<b>Completion Measurement</b>	Manuals developed / revised. All new contracts include safety clauses.				
<b>Comments</b>					

<b>Action Description</b>	3.13 Develop and use guidelines for minimum standards of service provision in both refugee and host community schools				
<b>Source</b>	<b>DLI#</b>	<b>Responsibility</b>	<b>Timing</b>	<b>Timing Value</b>	<b>Status</b>



Environmental and Social Systems		MoE, ARRA, REBs	Other	Ongoing	Not Yet Due
Completion Measurement	Guidelines developed and approved Guidelines disseminated to refugee schools				
Comments					

## 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"/> Low	<input type="checkbox"/> Low	<input type="checkbox"/> Moderate
Technical Design of Project or Program	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Institutional Capacity for Implementation and Sustainability	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Fiduciary	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Environment and Social	<input type="checkbox"/> Moderate	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Stakeholders	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate	<input type="checkbox"/> Moderate
Other	--	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial
Overall	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial	<input type="checkbox"/> Substantial

#### Comments

1. Sector strategies and policies: Under the new education sector plan (2021-2025), general education curriculum is being revised, digital technology (D-TEST) initiative has been introduced. Both have impact on the Continuous Classroom Assessment (CCA) teacher training component of the Program. In order to reduce the impact of these new programs on the ongoing training of teachers for CCA, Program schools will be excluded from the ICT and curriculum pilots.
2. Political and governance: There are areas which are affected by the current conflict in the country. This is likely to impact on the implementation of the Program. The team will closely follow-up the situation and take necessary measures to mitigate this risk.

## Results

### PDO Indicators by Objectives / Outcomes

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



► G2/G1 enrolment ratio – nation-wide (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	76.00	79.81	79.00	83.00
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	The ratio of the number of Grade 2 enrollees to the number of Grade 1 enrollees, calculated as a national average capturing transition between two consecutive years in a school-cohort			
Improvement in Grade 5 survival rate (disaggregated by gender)				
► Survival rates to G5 – nation-wide (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	56.50	59.30	52.00	65.00
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	Percentage of a cohort of students enrolled in Grade 1 who reached Grade 5 in primary education (detailed description in GEQIP-E PAD) Survival rates from G1 to G2 in 2020 for the targeted cohort which is expected to reach G5 in 2023 is 75.2. Thus, the 65 target might need to be reconsidered after receiving this year post-COVID-19 G2 to G3 transition data in October 2021			
Improvement in girls-boys ratio in Grade 8 in Afar, Ethiopia Somali and Benishangul-Gumuz				
► Improved girls-to-boys ratio in Grade 8 in Afar, Ethiopia Somali and Benishangul-Gumuz (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	63.00	68.30	68.40	71.00
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	The ratio of the number of girls to the number of boys in Grade 8, calculated as an average for Afar, Ethiopia Somali and Benishangul-Gumuz Girls-to-boys ratio for the cohort - G5 in 2020 was 72.8. Thus, the 71 target is feasible, but might need to be reconsidered after receiving this year post-COVID-19 enrollment data in September 2021.			
Improvement in GER of G1-8 in Afar, Somali, and Benishangul-Gumuz (disaggregated by gender)				
► Gross enrolment rate in Afar, Ethiopia Somali and Benishangul-Gumuz, Grades 1-8 (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	92.00	86.00	85.90	96.00
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	Total enrollment in primary education, regardless of age in Afar, Ethiopia Somali and Benishangul-Gumuz, expressed as a percentage of the eligible official school-age population corresponding to primary education in a given school year in these regions			



The census data was not collected since 2008, thus not possible to realistically assess the denominator. Proposed to monitor absolute numbers of girls and boys enrollment as a proxy for KPI4 until the new census is conducted and released.

Improvement in Grade 2 learning outcomes in Mother Tongue Reading in Phase 1 schools (by gender)

► Average % of students in Grade 2 who can read at functional fluency level or above in Mother Tongue (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	25.00	25% in 2017/2018	25 in 2017/2018	33.00
Date	29-Jun-2018	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	<p>The indicator will track the percent of students who are reading at the highest two levels, which are considered as functional reading proficiency level in EGRA (detailed description in GEQIP-E PAD).</p> <p>During MTR it was proposed to:</p> <p>a) update the baseline with more recent data collected prior to the project: 2017/18 EGRA – 25%; and</p> <p>b) adjust the target to 33 (8 p.p. increase from new baseline) as real project implementation time reduced because of the school closure and the education process was drastically disturbed because of the COVID19 and closure. Use EGRA 2023 to measure the end target.</p>			

Improvement in Grade 8 learning outcomes in English and Math in Phase 1 schools (by gender)

► Average % of students in G8 who perform @ basic proficiency level or above in English in P1 schools (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	ENG: 51.94% M: 55.34% F: 48.06% (NLA 2018/19)	ENG: 51.94; M= 55.34 F= 48.06 (NLA 2019)	ENG: 51.94; M= 55.34 F= 48.06 (NLA 2018/19)	ENG: 55% M: 58% F: 51% (NLA 2021/22)
Date	31-May-2019	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	<p>The indicator will track the percent of students who scored at the highest three levels of proficiency combined as measured by NLA (detailed description in GEQIP-E PAD).</p> <p>During MTR it was proposed to:</p> <p>a) update the baseline with more recent data collected prior to the project - 2018/19 NLA</p> <p>b) adjust the target to 55 for English and 58 for Math (increase by 3 p.p. for each subject)</p> <p>Use NLA 2022 to measure the end target.</p>			

► Average % of students in G8 who perform @ basic proficiency level or above in maths in P1 schools (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Math: 54.97% M= 59.17 F= 50.15 (2018/19 NLA)	Math: 54.97% M= 59.17 F= 50.15 (2019 NLA)	Math: 54.97% M= 59.17 F= 50.15 (2018/19 NLA)	Math: 58% M: 62% F: 53% (NLA 2021/22)
Date	31-May-2019	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	<p>The indicator will track the percent of students who scored at the highest three levels of proficiency combined.</p> <p>During MTR it was proposed to:</p> <p>a) update the baseline with more recent data collected prior to the project - 2018/19 NLA</p>			



b) adjust the target to 55 for English and 58 for Math (increase by 3 p.p. for each subject)  
Use NLA 2022 to measure the end target.

**Intermediate Results Indicators by Results Areas**

Improved internal efficiency				
► IR Indicator 1.1: Gross intake ratio (GIR) at Grade 1 (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	175.80	153.00	140.50	140.00
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	Total number of new entrants in the first grade of primary education, regardless of age, expressed as a percentage of the population at the official entrance age to the first grade of primary (age 7), calculated as a national average			

Improved internal efficiency				
► IR Indicator 1.2: Number of schools with quality-enhanced O-Classes (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	Teaching and learning materials provided for 2,160 Phase 1 O-class schools; and training given for 2,349 teachers in the target schools.	Quality enhancement implemented in 1445 Phase one (P1) schools: (i) O-Class TLM distributed to all P1 (2160) schools; (ii) Training of O-Class teachers conducted in 2049 P1 schools; (iii) Coaching and supervision training provided in 1454 P1 schools; and (iv) Quality assurance undertaken in 2035 Phase 1 schools.	18,000
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	28-Jun-2024
Comments	This indicator will track the number of O-Classes in primary schools benefiting from the Quality Enhancement component of the QEAP program (detailed description in GEQIP-E PAD).			

Improved internal efficiency				
► IR Indicator 1.3: % of O-Classes in Phase 1 schools upgraded through the QEAP (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	Not yet due	2035 P1 schools with O-Class have been inspected for baseline:	70.00



			(i) 1506 (73.9%) were found to be level one (L1); (ii) 515 (25.3%) L2; & 14 (0.69%) L3. Number of upgraded schools to be determined in Year 3 (2020/21).	
Date	07-Jul-2016	30-Sep-2020	30-Sep-2020	07-Jul-2023
Comments	This indicator will measure a percentage of O- Classes in 2,000 Phase 1 schools upgraded in the inspection level (e.g., L1 to L2, L2 to L3) through the QEAP, in order to measure increase in the proportion of schools that meet minimum quality standard.			
<b>► IR Indicator 1.4: % of O-Classes in Phase 2 and Phase 3 schools with completed QEAP program (Percentage) (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	70.00
Date	01-Dec-2020	01-Dec-2020	31-Mar-2021	28-Jun-2024
Comments	This indicator will measure a percentage of O- Classes in Phase 2 and Phase 3 schools inspected following the implementation of the Quality Enhancement Program (detailed description in GEQIP-E PAD).			

<b>Improved internal efficiency</b>				
<b>► IR Indicator 2.1: % of best performing schools, having largest improvement in the G2/G1 enrolment ratio and G5 survival rates, that receive performance-based awards by March 31 (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	92.70	93.00	90.00
Date	27-Dec-2017	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	Percentage of best-performing schools nationwide which receive performance-based awards on time, by March 31 (detailed description in GEQIP-E PAD).			

<b>Improved internal efficiency</b>				
<b>► IR Indicator 2.2: % of schools that publicly display school report cards (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	75.00
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	Percent of schools that produce and publicly display school report cards (detailed description in GEQIP-E PAD).			

<b>Improved equitable access</b>				
<b>► IR Indicator 3.1: GER of girls in upper primary in Afar, Ethiopia Somali and Benishangul-Gumuz (Percentage, Custom)</b>				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	39.00	41.40	41.40	50.00
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	Total enrolment of girls in upper primary education, regardless of age in Afar, Ethiopia Somali and Benishangul-Gumuz, expressed as a percentage of the eligible official school-age girls corresponding to the same level of education in a given school year in these regions			

Improved equitable access				
► IR Indicator 3.2: % of primary schools with grade 5 and higher in Afar, Somali and B Gumuz that have girls' clubs operational according to improved GC guidelines, and delivering life skills training (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	Girls Club Guideline developed; approved by MoE; and circulated to REBs in electronic copy.	36.00	70.00
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2022
Comments	Share of primary schools with grade 5 and higher in Afar, Ethiopia Somali and Benishangul-Gumuz with girls' clubs operating according to improved GC guidelines (detailed description in GEQIP-E PAD).			
► IR Indicator 3.3: Number of classrooms constructed under the project (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	500.00
Date	01-Feb-2021	01-Feb-2021	31-Mar-2021	28-Jun-2024
Comments	This indicator will measure the number of classroom constructed under the project			

Improved equitable access				
► IR Indicator 4.1: % of schools that receive basic and additional school grants in emerging regions (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	94.00	95.40	70.00
Date	07-Jul-2016	30-Sep-2019	31-Mar-2021	07-Jul-2023
Comments	Share of schools in emerging regions (Afar, Ethiopia Somali, Benishangul-Gumuz and Gambella) which receive the package of Basic and Additional School Grants (detailed description in GEQIP-E PAD).			

Improved equitable access				
► IR Indicator 4.2: Number of IERCs with community outreach activities and support of children with SN (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	113.00	413.00	613.00	1,400.00





Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	27-Sep-2024
Comments	Number of IERCs established in the country with community outreach activities and support of special needs children in cluster schools (equipped with assistive technologies and screening tools for vision and hearing impairments).			

Improved equitable access				
► IR Indicator 4.3: Enrolment of students with special needs in cluster schools benefiting from servc (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	3,000.00	43,199.00	48,250.00	49,000.00
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	28-Jun-2024
Comments	Number of students with special needs enrolled in cluster schools including satellite schools and benefitting from the services of resourced and staffed IERCs			

Improved equitable access				
► IR Indicator 4.4: % of PCDP schools with TLM (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	47.00	75.00	95.00
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	Share of newly constructed PCDP III schools which receive the package of TLM in social science, math and languages under the Program. During MTR it was proposed to take into account implementation challenges given that there will be implementation of the new curriculum along with COVID-19 and conflict. Change target to 95.			

Improved quality				
► IR Indicator 5.1: Progress in average pre-literacy score as measured by MELQO (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	MELQO tool adapted to Ethiopia context and piloted	MELQO tool adapted to Ethiopia context and piloted	MELQO tool adapted to Ethiopia context and piloted	Improvement of average pre-literacy score
Date	01-Dec-2020	01-Dec-2020	31-Mar-2021	28-Jun-2024
Comments	This indicator will be measured by MELQO assessment tool (representative; in seven mother tongue languages)			
► IR Indicator 6.1: Number of schools benefiting from cascade training in school-based teacher profess (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	800.00	862.00	18,000.00
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023



Comments	This indicator tracks the number of primary schools that receive a package of school-based teacher professional development (defined under DLR 5.0 in the DLI Protocol table) at Grades 1, 2, 7 and 8 by supervisors and key teachers from cluster schools (detailed description in GEQIP-E PAD).
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Improved quality				
► IR Indicator 6.2: % of Phase 1 schools are visited by cluster supervisors and key teachers at least (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	Not available	Not available	95.00
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	Percentage of Phase 1 schools that are visited by a group consisting of at least 1 cluster supervisor, 1 key teacher for mother tongue, 1 key teacher for English, 1 key teacher for Mathematics at least three times a year (detailed description in GEQIP-E PAD). Key teachers and supervisors who are doing the visits will use mobile devices to access materials and help the visited teachers. With a software app, they will record challenges faced by teachers and access materials to assist in these challenges. This will also allow the ministry to track classroom visits more efficiently.			

Improved quality				
► IR Indicator 6.3: Average score of composite index of school inspection standards on teaching practi (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	54.00	Not yet due	Not yet due	70.00
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	The composite index of school inspection standards on teaching practices refers to a simple average of scores in school inspection standards 11, 12, 13 and 18. Each standard will have a score out of 100 percent (detailed description in GEQIP-E PAD). During MTR it was proposed - to push to Year 4 and 5.			

Improved quality				
► IR Indicator 6.4: % of actual teaching time relative to scheduled instructional time in P1 schools (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Time-on-task survey to be conducted in Year 3 and 4	Not available	Not available	To be determined
Date	06-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	This indicator will track the percentage of classroom time scheduled for teaching that is actually used by the teacher for teaching (detailed description in GEQIP-E PAD). During MTR it was proposed to conduct time on task survey in Years 3 & 4			

Improved quality				
► IR Indicator 6.5: % of students having textbooks (Text, Custom)				



	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	58.00	Not available	0.00	70.00
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	This indicator will track the percent of schools that have distributed textbooks to students by October every year.			

**Improved quality**

► IRI 6.6. Decrease in % of L1 school nation-wide School Inspection (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Primary L1: 26.4 L2: 63.8  Secondary L1: 15.7 L2: 67.3 Baseline set by re-inspection in 2016/17-2017/18	(a) Primary L1=21.5%, L2=70.1% L3=8.4%  (b) Secondary L1=13.1%, L2=70.6%, L3=16.2%)	Primary L1: 23.2 L2: 69 L3: 7.8 Secondary L1: 12.9 L2: 70.9 L3: 16.2	Primary: L1 - 15% Secondary: L1 - 8%
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	During the 2021 MTR, it was proposed to change the initial IR Indicator 6.6: % of Level 1, Level 2, and Level 3 in school inspection (to track the percent of schools that are classified at level 1, level 2 and level 3 in school inspections, in order to measure reduction in the percent of schools that don't meet standard) to "Decrease in % of L1 school nation-wide School Inspection" to make the target straightforward. Otherwise multiple moves from level to level have to be calculated and managed.			

► IR Indicator 6.7: Licensing assessment covering digital skills (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Feb-2021	01-Feb-2021	31-Mar-2021	28-Jun-2024
Comments	Licensing and relicensing systems assess professional competencies on the basis of predetermined standards.			

**System strengthening for planning, policy formulation and reform**

► IR Indicator 7.1: Use of unique school IDs by EMIS, NLA, EGRA, and Inspection (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes



Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	Unique school IDs will be developed and nationally adopted at all levels (REB, zones, woreda and schools), and by key directorates (GEID and NEAEA) in their data sets (detailed description in GEQIP-E PAD).			

## System strengthening for planning, policy formulation and reform

## ► IR Indicator 7.2: Timely availability of EGRA and NLA scores (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes (NLA)	Yes (NLA)	Yes
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	This indicator tracks the timely undertaking and ultimately reporting of EGRA and NLA raw scores, which are critical sources of data to measure progress in learning and modify interventions.			

## System strengthening for planning, policy formulation and reform

## ► IR Indicator 7.3: New concurrent program for Grades 5-8 piloted (Yes/No, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	No
Date	07-Jul-2016	30-Sep-2020	31-Mar-2021	07-Jul-2023
Comments	The concurrent program refers to a four-year degree pre-service program that provides concurrent training on content and pedagogy (detailed description in GEQIP-E PAD). The IRI was dropped during the April 2020 restructuring.			

## ► IR Indicator 7.4: Joint report by EMIS, GEID and NEAEA on learning gaps covering emerging regions (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	Yes	Yes
Date	01-Dec-2020	01-Dec-2020	31-Mar-2021	07-Jul-2023
Comments	The report will focus on: trends and regional variations in student outcomes including learning outcomes and internal efficiency outcomes at the minimum using NLA, EGRA and EMIS; learning outcomes and learning gaps			

## ► IR Indicator 7.5 EMIS digital data collection pilot (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Dec-2020	01-Dec-2020	31-Mar-2021	28-Jun-2024
Comments	The indicator envisages EMIS digital data collection pilot in secondary schools completed with data validation procedures			

## ► Indicator 7.6 National minimum infrastructure standards (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
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Value	No	No	No	Yes
Date	01-Dec-2020	01-Dec-2020	31-Mar-2021	28-Jun-2024
Comments	National standards for the design, siting and construction of schools based on the feasibility assessment of school facilities in terms of existing schools conditions. These national standards will include the financial feasibility as well as technical, environmental and social standards. The E&S standards will be consistent with applicable E&S standards (ESS) requirements such as Environment Health and Safety HS, waste management, accessibility and including of vulnerable groups.			
<b>► Indicator 7.7 Back-to-school mobilization campaign (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Schools are closed due to COVID-19	Campaign following school reopening	Periodic mobilization campaigns have been done - schools have already reopened except Tigray and Metekel Zone of Benishangul Gumuz Region	Periodic mobilization campaigns
Date	01-Sep-2020	01-Sep-2020	31-Mar-2021	28-Jun-2024
Comments	Community mobilization campaigns under support of Asmelash committees to reintegrate the most vulnerable and marginalized groups including girls, children with disabilities and IDP children, who are more likely to permanently leave the schooling system after disruptions in schooling.			

#### Harmonization and Integration of Refugee Education

<b>► IR Indicator 8.1: Gross enrollment rate of refugee primary education in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	67.00	67.00	67.00	80.00
Date	01-Oct-2019	01-Oct-2019	31-Mar-2021	31-Mar-2025
Comments	Total enrolment in refugee primary schools, regardless of age in Afar, Benishangul-Gumuz, Gambella, Somali and Tigray, expressed as a percentage of the refugee school-age population corresponding to primary education in a given school year in these regions			
<b>► IR Indicator 8.2: Gross enrollment rate of refugee primary girls in Grades 5-8 in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	33.20	33.20	33.20	40.00
Date	01-Oct-2019	01-Oct-2019	31-Mar-2021	31-Mar-2025
Comments	Total enrolment of refugee girls in Grades 5-8, regardless of age in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray, expressed as a percentage of the refugee school-age girls corresponding to the same level of education in a given school year in these regions			
<b>► IR Indicator 8.3a: Gross enrollment rate of refugee secondary education in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray (male) (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	17.19	17.19	17.19	23.90



Date	01-Oct-2019	01-Oct-2019	31-Mar-2021	31-Mar-2025
Comments	Total enrolment in refugee secondary schools, and total enrollment of refugee children in MoE secondary schools, regardless of age, in Afar, Benishangul-Gumuz, Gambella, Somali and Tigray, expressed as a percentage of the refugee school-age population corresponding to secondary education in a given school year in these regions; disaggregated by gender			
► IR Indicator 8.3b: Gross enrollment rate of refugee secondary education in Afar, Benishangul-Gumuz, Somali, Gambella and Tigray (female) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	7.23	7.23	7.23	12.23
Date	01-Oct-2019	01-Oct-2019	31-Mar-2021	31-Mar-2025
Comments	Total enrolment in refugee secondary schools, and total enrollment of refugee children in MoE secondary schools, regardless of age, in Afar, Benishangul-Gumuz, Gambella, Somali and Tigray, expressed as a percentage of the refugee school-age population corresponding to secondary education in a given school year in these regions; disaggregated by gender			
► IR Indicator 8.4: Percentage of refugee primary schools which receive Basic School Grants (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	90.00
Date	01-Mar-2021	01-Mar-2021	31-Mar-2021	31-Mar-2025
Comments	Percentage of refugee primary schools in which annual allocation of Basic School Grants is received in accordance with SG guidelines; including additional 5% allocation for schools in Afar, Benishangul-Gumuz, Somali and Gambella			
► IR Indicator 8.5: Percentage of eligible refugee incentive teachers receiving in-service skills upgrading training (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	90.00
Date	01-Mar-2021	01-Mar-2021	31-Mar-2021	28-Mar-2025
Comments	Percentage of currently employed refugee incentive teachers with required educational attainment completing annual round of upgrading training in accordance with standardized program approved by Government			
► IR Indicator 8.6: Percentage of suitably qualified refugee incentive teachers accredited/licensed following completion of upgrading (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	90.00
Date	01-Mar-2021	01-Mar-2021	31-Mar-2021	31-Mar-2025
Comments	Percentage of currently employed refugee incentive teachers with required educational attainment receiving accreditation following completion of all required rounds of standardized upgrading program approved by Government			
► IR Indicator 8.7: Percentage of refugee schools receiving standard package of textbooks with REB/woreda procurement, distribution, and monitoring (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	90.00



Date	01-Mar-2021	01-Mar-2021	31-Mar-2021	31-Mar-2025
Comments	Percentage of refugee schools receiving standard package of textbooks from REB, as specified in POM.			
<b>► IR Indicator 8.8: Number of refugee secondary schools transferred to MoE/REB administration (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	13.00
Date	01-Mar-2021	01-Mar-2021	31-Mar-2021	31-Mar-2025
Comments	Number of refugee secondary schools legally placed under MoE administration and ownership, including transfer of all teaching staff positions to MoE payroll			
<b>► IR Indicator 8.9 Percentage of MoE secondary schools with large refugee populations which receive top-up School Grants (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	100.00
Date	01-Mar-2021	01-Mar-2021	31-Mar-2021	31-Mar-2025
Comments	Percentage of MoE secondary schools with large refugee populations which complete a Refugee Integration Plan and receive top-up School Grants in accordance with formula approved by Government. List of schools with large refugee populations to be included in POM. Guidelines for Refugee Integration Plans, and formula for top-up grants, to be agreed during 2021/22			
<b>► IR Indicator 8.10: Costed timebound plan approved by Government for transfer of remaining refugee primary and secondary schools to MoE/REB administration (Yes/No, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	No	No	Yes
Date	01-Mar-2021	01-Mar-2021	31-Mar-2021	31-Mar-2025
Comments	Plan includes defined steps to complete transfer of all primary and secondary refugee schools to MoE/REB ownership/administration, and full costings. Plan endorsed by Minister of Education and Director of ARRA.			
<b>► IR Indicator 8.11: Number of refugee-hosting areas in which innovation activities for girls' empowerment and learning completed (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	6.00
Date	01-Mar-2021	01-Mar-2021	31-Mar-2021	31-Mar-2025
Comments	Number of main refugee-hosting areas in which innovation activities are conducted for girls' empowerment and learning, in line with design and arrangements approved by MoE and endorsed by ARRA and REBs. Main refugee hosting areas: Assosa, Dollo Ado, Gambella, Jigjiga, Samara and Shire			
<b>► IR Indicator 8.12: Number of refugee-hosting areas in which innovation activities for self-directed learning for COVID-19 recovery completed (Number, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	6.00
Date	01-Mar-2021	01-Mar-2021	31-Mar-2021	31-Mar-2025



Comments	Number of main refugee-hosting regions in which innovation activities are conducted for self-directed learning for COVID-19 recovery, in line with design and arrangements approved by MoE and endorsed by ARRA and REBs. Main refugee hosting areas: Assosa, Dollo Ado, Gambella, Jigjiga, Samara and Shire
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**Disbursement Linked Indicators**

► DLI 1 Quality enhancement and assurance program for O-Class (Intermediate Outcome, 112,500,000.00, 9%)				
	Baseline	Actual (Previous)	Actual (Current)	April 2024 to March 2025
Value	Not available	DLR 1.0, 1.1 achieved.	DLR 1.0, 1.1 achieved. DLR 1.2. Not clear due to lack of data DLR 1.3. Progressing well DLR 1.5. At risk of being missed if extra efforts are not made within extended deadline	--
Date	--	30-Sep-2020	31-Mar-2021	--
<b>Comments</b>				

► DLI 2 Performance-based awards to school on a timely basis to improve internal efficiency (Intermediate Outcome, 46,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	April 2024 to March 2025
Value	0.00	DLR 2.2 achieved.	DLR 2.2 achieved. DLR 2.3. Reported to be achieved.	--
Date	--	30-Sep-2020	31-Mar-2021	--
<b>Comments</b>				

► DLI 3 Improved girls-to-boys ratio in Grade 8 in Afar, Ethiopia Somali and Benishangul-Gumuz (KPI 3) (Process, 50,000,000.00, 10%)				
	Baseline	Actual (Previous)	Actual (Current)	April 2024 to March 2025
Value	63%	DLR 3.1 achieved. DLR 3.2 under verification.	DLR 3.1 and DLR 3.2 achieved. DLR 3.3. On track according to the MoE data.	--
Date	--	30-Sep-2020	31-Mar-2021	--
<b>Comments</b>				

► DLI 4 Improved availability of Basic School Grants and Additional School Grants( Additional SG in emerging region (Intermediate Outcome, 65,000,000.00, 8%)				
	Baseline	Actual (Previous)	Actual (Current)	April 2024 to March 2025
Value	50%	DLR 4.0 achieved.	DLR 4.0 achieved.	--





		DLR 4.1 achieved (after deadline changed to June 30, 2019 under restructuring) 4.2 achieved.	DLR 4.1 achieved (after deadline changed to June 30, 2019 under restructuring) 4.2 achieved. DLR 4.3. On track according to the MoE data
Date	--	30-Sep-2020	31-Mar-2021 --
Comments	The deadline for DLR 4.1 is revised under restructuring due to security issues and subsequent reorganization in Somali region in 2018/19. Somali region accounts for about a half of primary and secondary schools of four emerging regions.		

<b>► DLI 5 DLI 5. Improved teachers' instructional activities (Intermediate Outcome, 123,000,000.00, 20%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	April 2024 to March 2025
Value	IR 6.2: not available IR 6.3: 54%	DLR 5.0, 5.1 achieved.	DLR 5.0, 5.1 achieved. DLR 5b.1. Progressing well. DLR 5.2. At risk of being missed due to delays in regions with large # of Phase 1 schools.	--
Date	--	30-Sep-2020	31-Mar-2021	--
<b>Comments</b>				

<b>► DLI 6 Timely availability of text books (Intermediate Outcome, 35,000,000.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	April 2024 to March 2025
Value	58% (2013)	DLR 6.1 under verification (after deadline changed to March 31, 2020 under restructuring)	DLR 6.1 achieved (after deadline changed to March 31, 2020 under restructuring). DLR 6.2 and 6.3. On track.	--
Date	--	30-Sep-2020	31-Mar-2021	--
<b>Comments</b>				

<b>► DLI 7 Improved availability, quality and use of data (Intermediate Outcome, 17,000,000.00, 35%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	April 2024 to March 2025
Value	Not available	DLR 7.0, 7.1, 7.2, 7.3, 7.4 achieved.	DLR 7.0, 7.1, 7.2, 7.3, 7.4 achieved. DLR 7.5. On track.	--
Date	--	30-Sep-2020	31-Mar-2021	--



**Comments**

► DLI 8 Improved pre-service teacher training for English & Math (Intermediate Outcome, 3,000,000.00, 100%)				
	Baseline	Actual (Previous)	Actual (Current)	April 2024 to March 2025
Value	Not available	DLR 8.0, 8.1 achieved.	DLR 8.0, 8.1 achieved. DLR 8.2-8.4 dropped under restructuring in April 2020	--
Date	--	30-Sep-2020	31-Mar-2021	--
DLR 8.2-8.4 dropped under restructuring in April 2020.				
<b>Comments</b>				

► DLI 9 Strengthened linkage between funding for REBs and results achieved by each region (Process, 17,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	April 2024 to March 2025
Value	N/A	DLR 9.0 achieved.	DLR 9.0 achieved. DLR 9.1. At high risk of being missed.	--
Date	--	30-Sep-2020	31-Mar-2021	--
<b>Comments</b> This is a new DLI added under restructuring of April 2020.				

► DLI 10 DLI 10: Improved/ functional environmental and social management (ES) system (Intermediate Outcome, 6,000,000.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	April 2024 to March 2025
Value	partially functional	partially functional	DLR 10.1. Progressing well	--
Date	--	01-Dec-2020	31-Mar-2021	--
<b>Comments</b>				

► DLI 11 Harmonization of education services for refugee primary schools (Output, 30.00, 0%)				
	Baseline	Actual (Previous)	Actual (Current)	April 2024 to March 2025
Value	DLR 11.1 Basic School Grants provided from MoE finance to zero refugee schools DLR 11.2: Zero employed refugee incentive teachers receive in-service upgrading training DLR 11.3: Zero refugee primary schools receive standard	DLR 11.1 Basic School Grants provided from MoE finance to zero refugee schools DLR 11.2: Zero employed refugee incentive teachers receive in-service upgrading training DLR 11.3: Zero	DLR 11.1 Basic School Grants provided from MoE finance to zero refugee schools DLR 11.2: Zero employed refugee incentive teachers receive in-service upgrading training DLR 11.3: Zero refugee primary schools	DLR 11.1: Basic School Grants provided from MoE finance to 90% of refugee primary schools; DLR 11.2: 90% of eligible refugee incentive teachers receive in-



	package of books from REB /woreda	refugee primary schools receive standard package of books from REB /woreda	receive standard package of books from REB /woreda	service skill upgrading training; DLR 11.3: 90% of refugee primary schools receive standard package of books from REB/woreda
Date	--	01-Mar-2021	31-Mar-2021	--
<b>Comments</b>				

<b>► DLI 12 Integration of refugee secondary education (Output, 14.00, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	April 2024 to March 2025
Value	DLR 12.1: Zero refugee secondary schools transferred to REB/woreda administration; DLR 12.2: Zero MOE secondary schools with large refugee populations receive Top-up School Grants	DLR 12.1: Zero refugee secondary schools transferred to REB/woreda administration; DLR 12.2: Zero MOE secondary schools with large refugee populations receive Top-up School Grants	DLR 12.1: Zero refugee secondary schools transferred to REB/woreda administration; DLR 12.2: Zero MOE secondary schools with large refugee populations receive Top-up School Grants	DLR 12.1: Thirteen refugee secondary schools transferred to MoE/REB administration (pilot); DLR 12.2: 100% of MoE secondary schools with large refugee populations receive top-up School Grants
Date	--	01-Mar-2021	01-Mar-2021	--
<b>Comments</b>				

<b>► DLI 13 Implementing innovations to address key challenges in refugee education (Output, 15.50, 0%)</b>				
	Baseline	Actual (Previous)	Actual (Current)	April 2024 to March 2025
Value	DLR 13.1: Innovation activities for Girls' empowerment and learning completed in zero refugee-hosting areas DLR 13.2: Innovation activities for self-directed learning for COVID-19 recovery completed in zero refugee-hosting areas	DLR 13.1: Innovation activities for Girls' empowerment and learning completed in zero refugee-hosting areas DLR 13.2: Innovation activities for self-directed learning for COVID-19 recovery completed in zero refugee-hosting areas	DLR 13.1: Innovation activities for Girls' empowerment and learning completed in zero refugee-hosting areas DLR 13.2: Innovation activities for self-directed learning for COVID-19 recovery completed in zero refugee-hosting areas	DLR 13.1: Innovations for girls' empowerment and learning active in six main refugee-hosting areas; DLR 13.2: Innovations for self-directed learning for COVID-19 recovery active in six main refugee-hosting areas
Date	--	01-Mar-2021	01-Mar-2021	--
<b>Comments</b>				