



EQRA (P159378)

SOUTH ASIA | Afghanistan | Education Global Practice |  
IBRD/IDA | Investment Project Financing | FY 2019 | Seq No: 5 | ARCHIVED on 04-Oct-2021 | ISR46556 |

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

## Key Dates

### Key Project Dates

Bank Approval Date: 28-Sep-2018

Effectiveness Date: 03-Jan-2019

Planned Mid Term Review Date: 01-Dec-2021

Actual Mid-Term Review Date:

Original Closing Date: 31-Dec-2023

Revised Closing Date: 31-Dec-2023

## Project Development Objectives

Project Development Objective (from Project Appraisal Document)

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

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

No

## Components Table

Name

Equitable Access to Basic Education:(Cost \$190.00 M)  
Improving Learning Conditions:(Cost \$29.00 M)  
Strengthening Education Sector Planning Capacity and Transparency:(Cost \$28.00 M)  
Technical Assistance:(Cost \$51.00 M)  
Contingency Emergency Response

## Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	<span style="color: #ffc000;">□</span> Moderately Satisfactory	<span style="color: #ffc000;">□</span> Moderately Satisfactory
Overall Implementation Progress (IP)	<span style="color: #ffc000;">□</span> Moderately Satisfactory	<span style="color: #ffc000;">□</span> Moderately Satisfactory
Overall Risk Rating	<span style="color: #ff0000;">□</span> High	<span style="color: #ff0000;">□</span> High

## Implementation Status and Key Decisions

This ISR aims to reflect project implementation status as of August 15, 2021.

### Component 1: Equitable Access to Basic Education

**School Construction:** MRRD has met the first disbursement target of completing the construction of 400 new school buildings and furnishing 200 existing schools with missing components. The closure of accounts and other documentation was completed. Construction had commenced for the

second batch of schools. As per MRRD's July 2021 report, a total of 772 Projects were completed and handed over to MoE (561 New buildings and 211 missing components). As of August 15, 2021, construction was underway at 371 sites.

Although the school construction activities progressed well, certain issues remain. The issue of stopped construction was raised with the MRRD, given that construction was stalled at 406 sites (303 sites due to shortage of funds, 68 sites due to insecurity, 30 sites due to social problems, and 5 sites due to land problems). This was partly due to a shortage of funds as MRRD had spread itself thin by starting construction at additional sites rather than keeping funds for ongoing constructions. The second tranche was under process but had not been released to the MRRD as of August 15, 2021. Since the last mission, MRRD has surveyed stopped-construction sites to assess repair/rehabilitation costs and re-estimated the cost of completing remaining works. For 32 schools that had been flagged with Disaster Risk Reduction safeguards risks, the MRRD had prepared the technical designs, which were reviewed and approved by the Bank, and it was agreed that these would be financed through EQRA. For schools the remaining schools were flagged by the TMPA, a trilateral meeting was held between MRRD, TPMA, and the Bank in July 2021 to identify a path forward and expedite mitigation measures.

**School Grants:** Despite challenges due COVID-19, a highly committed MoE team (Directorate of Social Mobilization and School Shuras and Directorate of Finance of the MoE) advanced the preparation and implementation of the School Grant program. The team (i) completed the ToT workshop in December 2020, (ii) almost completed (>99%) the collection of SMS data and bank account signatories data, (iii) finalized operational procedure for school grant disbursement through consultation with the relevant department of MoE, School Shuras, a private bank, and the Bank team, (iii) completed the contract amendment with a firm for the baseline data collection, (iv) prepared the updated PIM, School Booklet and Grant Management Database, and (v) team had completed SGSC workshops for 50-60 percent of planned 59 School Grant provincial workshops in 14 PEDs. The remaining workshops were delayed due to increasing insecurity in the provinces, and no grants were disbursed by August 15, 2021.

**Supporting Community Based Education (CBE):** As part of the CBE program, two key disbursement conditions included a mapping of CBE needs and developing guidelines on a harmonized approach to CBE implementation. The CBE team has (i) completed the CBE needs mapping exercise to identify the target villages using population data, enrollment data and data on existing CBEs, (ii) developed and submitted to the Bank an advanced draft of the operational manual for on-budget CBEs, which outlines the institutional setup, operational and costing framework, as well as M&E, data collection and reporting processes, (iii) recruited one Provincial Coordination Officer (PCO) Team Lead and 24 PCOs. While there has been advanced progress in advancing this component, the disbursement conditions as agreed in the project Grant Agreement were not fully met by August 15, 2021.

## Component 2: Improving Learning Conditions

**Supporting Subject Knowledge Teacher Training:** The progress on this component has been impacted by (i) disruptions related to COVID-19, (ii) change in leadership and management at the MoE, and (iii) restructuring at the MoE which proposed merging several directorates within the MoE, including the Teacher Education Directorate. However, there had been progress in completing the preparatory steps for this component, including (i) the revision and endorsement of the PIM and (ii) completion of data collection and mapping of the target groups (focusing on unqualified teachers) in 7 out of 8 provinces. The baseline data collection for a planned impact evaluation had not commenced as of August 15, 2021

**COACH:** This component made notable progress on design and preparatory activities, including (i) collecting baseline data on teaching quality in a sample of 200 schools and 5 provinces of teachers using classroom observation tools (TEACH), thus achieving the first PBC1/DLI (2019); (ii) agreement on implementation modality, including an identification/selection strategy of highly qualified coaches and teacher trainers drawn from the Academic Supervision Directorate and Teacher Training College; (iii) the formation of the Technical Working Group and associated Terms of Reference to train the coaches and teachers and oversee implementation; (iv) the initiation of training and orientation of the Technical Working Group members to train coaches and teachers; (v) the finalization of the Project Implementation Manual (PIM); and (vi) development, and adaptation to Afghan context, of training manuals which outlined scripts and pedagogical supports to be provided to coaches and teachers as part of the intervention, drawing from the 2019 Teach baseline survey findings.

**Curriculum and Textbook:** Progress on curriculum development has been slow. An initial round of curriculum framework development had taken place with technical assistance from UNESCO and international experts, following which syllabi for all subjects are also developed. In addition, the MoE Curriculum Development Directorate has drafted textbooks and teacher guides for grades 1-6. While UNESCO has reviewed and assured the quality of the syllabi for a few key subjects, the MoE leadership team had not endorsed the new framework or curriculum. The MoE has put this component on hold because of an anticipated reduction of school subjects and other curriculum reforms, but no roadmap had been put forward before August 15, 2021. On printing and distribution of textbooks, however, there has been steady progress, with 12.2 million textbooks distributed from Provincial Education Directorates (PEDs) to District Education Departments (DEDs) and schools.

**Early Grade Reading (EGR) Training:** The preparation for the EGR component has seen delays due to the restructuring of MoE and the limited capacity of the /Directorate of Professional Development and Training (DPDT) team. However, As of August 15, 2021, there has been noteworthy progress on a number of preparatory activities:(i) submission of a complete draft of the PIM to the World Bank team for clearance, (ii) clearance and

re-advertisement of a TA position by the restructured MoE, (iii) preparation of a budget/implementation plan outlining the detailed timetable of training incorporating feedback from the Bank.

### Component 3: Strengthening Education Sector Planning Capacity and Transparency

**EMIS:** DLI 3, which focuses on improving EMIS, was restructured in October 2020 to respond to the changes in NSIA's role in the overall development of EMIS and free up resources for the COVID-19 recovery plan. The MoE still lacks a clear roadmap for enhancing EMIS and agreement on the division of labor between MOE and NSIA and the 2020 DLI has not met. While an MoU has been signed between the two entities, the MoU implementation plan is not completed. The Annual School Census (ASC) 2019 has been disseminated on the EMIS website in early 2021, after protracted delays of more than a year. Due to COVID-19, MoE and NSIA conducted an abridged version of the census for ASC 2020. The MoE and NSIA are yet to agree on the process for ASC 2021. While an initial roadmap was prepared and discussions were ongoing, their division of labor between the two entities, MOE and NSIA, remained unresolved as of August 15, 2021.

**Personnel Database:** The MoE and the IARCSC have collected biometric and biographic data for 223,000 MoE civil servants (including teachers), of which data for 216,000 staff are cleaned and uploaded to the HRMIS. The data for the remaining 7,000 staff carry errors as some mandatory fields are not filled out. The MoE currently has an approved Tashkeel for 265,366 staff, signifying that data for around 40,000 employees of the MoE are still to be collected and verified, necessitating urgent action by both the MoE and the IARCSC. However as of August 15, 2021, while the data cleaning and verification process was ongoing, the status of the 40,000 employees remained unresolved, and the MoE was unable to achieve the DLI for 2021. In addition, MOE had not completed updating its 1399 and 1400 Tashkeel in the HRMIS, which will have implications for rolling out of the HRMIS payroll module in the Ministry.

**Teacher Policy:** While this subcomponent had seen delays, there had been progress in recent months. An international consultant was hired with assistance from UNESCO to review existing literature (MoE and others) on teacher quality, and consultations were conducted with MoE directorates. Furthermore, following technical comments from all stakeholders, the teacher policy had been finalized. The draft policy had been aligned with recent institutional reforms in the MoE, approved by the leadership and endorsed by the IARCSC and MoF, and had been submitted to the Bank for final endorsement and DLI verification. The verification process was ongoing as of August 15, 2021.

### Component 4: Technical Assistance

**Technical Assistance (TA):** Out of the 405 TAs proposed by the MoE, 348 positions have been approved by the Bank. The remaining 54 positions (35 in payroll, 12 in SGP, 4 in TED, and 5 in internal audit) were pending approval by the Bank. Currently, 227 out of the 348 approved positions are onboard. Out of the remaining 121, 72 positions were under recruitment, and 49 were vacant as of August 15, 2021. The recruitment of the TAs under the EQRA project had been delayed by cumbersome processes of approvals, such as MoE management's approval of contracts, redressal of complaints (which at times has taken more than a month), and MoF's approval of steps and grades, coupled with lack of continuous follow up by the HR team are among the key bottlenecks.

**Early Childhood Education:** The ECE team has made progress in establishing institutional arrangements and advancing preparatory activities for the ECE pilot. In particular, the (i) ECE team has reviewed the existing ECE models, including interviewing 40 personnel of eight partner agencies with active ECE portfolios to inform the MoE approach; (ii) an ECE Policy task force was established between the newly established planning directorate of the MoE and the ECE unit to develop an ECE policy; (iii) in collaboration with the MoE curriculum department, the content for mathematics and Islamic studies were under development; (iv) the corresponding teacher training materials and methodology were also under development. However, recruitment of staffing has been slow. While the recruitment of the project manager was in advanced stages, the international TA was still pending, and TA positions for policy development, curriculum development, teacher training, and operations not been advertised as of August 15, 2021.

**COVID-19 Response:** This sub-component was added in October 2020 to support the MoE's COVID-19 early recovery plan with two main objectives: (i) improve the learning environment to bring the students back to schools, and (ii) provide learning opportunities for mitigating students' learning loss due to the school closure. Specifically, this sub-component was designed to support (i) immediate maintenance works of school infrastructure in targeted schools 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. The concept note outlined the project description, and an implementation plan with proposed activities and targets was prepared, presented to the donor partners, and endorsed. Despite advanced progress on preparatory activities, implementation and procurement had not taken place by August 15, 2021.

### Gender

**Gender Balance of TAs:** The project informed that out of 345 TA positions under EQRA, 225 are filled, and there are only 14 females onboarded. The reasons for the lower number of female staff was reported to be lack of relevant educational and professional qualifications in the candidates. In addition, attracting potential female candidates for the positions is difficult since more than 50% of the positions are at the provincial level. The mission advised the project to announce the positions on more and wider platforms over a longer period of time to attract better female candidates and requested the project to share the list of all the EQRA positions disaggregated by province and gender.

**Gender-based Violence:** The MOE's progress in implementing the GBV Action Plan has been slow, mainly due to lack of capacity within the MoE and slow HR processes to recruit the needed TAs. Till date, the MoE has completed i) a desk review on GBV and Sexual Exploitation, Abuse and Sexual Harassment (SEAH) legal and policy frameworks has been completed and endorsed by the MoE. ii) the Code of Conduct Handbook, which is ready for the stakeholders' review and consultation, iii) draft GBV GRM and iv) established a Curriculum Review Committee to review the draft National Curriculum Framework and develop a roadmap for sensitizing the national curriculum on GBV, and (v) deployed two GBV experts as TA. To expedite the implementation of the action plan and provide the needed capacity to the MoE, it was agreed that a qualified national or international NGO would be recruited. As of August 15, 2021, an EOI had been advertised, but the procurement process had not moved further.

### **Fiduciary/Safeguards and Gender**

**Financial Management:** The last mission reviewed the Financial Management (FM) arrangements, including FM staffing, budgeting, accounting, reporting, funds flow, internal controls, CDCs, and audit of the EQRA project. The designed financial management arrangements were in place and mainly operating as designed. However, the review noted several weaknesses like no internal audit since project inception, a significant delay in hiring critical financial management and audit staff, and low budget utilization. For FY1399 (2020), the aggregate project budget after the midyear budget review was USD 15.7 million, and the project disbursed USD 10.64 million or 68% during the fiscal year. The main reasons for low budget utilization are the slow hiring process of TAs, non-implementation of the School Grant Program due to schools' closure, and lockdown of offices for more than three months due to COVID 19. Considering the overall assessment, the FM performance remains Moderately Satisfactory (MS).

**Procurement:** The MOE, MRRD, and MOF could implement the majority of the action agreed during the last ISM and managed to award three major activities during the period. Overall, most procurement packages have been processed accordingly, while some packages were delayed due to external factors.

### **Safeguard:**

Site selection issue has been resolved to a large extent and field teams have been instructed to ensure site selection is done through the agreed check lists provided by the project. Furthermore, the issue of poor site selection has been resolved by allocating project financial resources to finance the additional mitigation measures proposed for all the sites which are prone to some level of natural disaster mainly due to poor site selection exercise. It was agreed that the site selection incompliance will be deemed rectified once the proposed mitigations are successfully mitigated. Regarding land clearance documentation, MoE has reported excellent progress on completing land documentation for all private land donation and the transfer of ownership from individuals to the ownership of MoE through the application of the land transfer procedure which was developed by the project team. The procedure have help the team to collect and register land documentation for more than 776 land parcels which were privately donated to the project. It was agreed the same procedure will be applied to other types of land such as land purchased by community, community land and land registered under other government entities names. Parallel to completion of document, the project is working with the MoE property directorate to transfer the land ownership from individuals' donors to the ownership of MoE. Also, the missing ESS checklists have been completed for all the ongoing projects and the MIS system has been updated accordingly. However, the disaster risk assessment which was carried by the project team revealed that 127 sub-projects had not considered the adequate mitigation measures to remedy the anticipated natural hazards such as landslides, floods, site drainage and slope stabilization. According to the protocol between MoE and MRRD, MoE will only accept/handover projects which are 100 % complete and have implemented all the required mitigation measures to remedy natural hazards posing risk to the school building and safety of users.

Compliance to OHS requirements remained a challenge which is mainly due to the agreed arrangements under the CCAP, which is also affecting the EQRA project. This is mainly due to the nature for project execution through CDCs which makes it difficult to ensure the use of PPEs because there is no separate budget allocated for the same. Regarding Monitoring and Reporting, The project teams have indicated through monthly reports that the E&S documentation for all the projects under construction and under plan have been prepared and completed. However, the TPMA reports indicate that there is still a gap in the preparation and implementation of safeguard related documentation such as ESMP, RAP and GRM logbooks. Based on what the project teams have indicated, and based on discussions with TPMA, the gap in reporting seems to be due to poor coordination amongst the site engineer and the TPMA staff who monitor the sites, as MRRD has reported 100 document compliance for all the sites. Number corrective mitigation measures to remedy the anticipated negative impacts due to natural hazards have been approved by the World Bank technical team. In addition, the World Bank has agreed to finance the agreed mitigation measures which are aimed rectifying risks that some of the school

buildings are prone to according on the DRA findings. The rating will be further upgraded to Moderately satisfactory based on the latest development and improvement reported by the client to Moderately satisfactory (MS).

## Risks

### Systematic Operations Risk-rating Tool

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

## Results

### PDO Indicators by Objectives / Outcomes

Increase equitable access to general education in selected lagging provinces, especially for girls				
► Students attending school regularly in selected provinces (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	4,318,473	NA	4,009,096	4,993,337
Date	31-Dec-2016	31-Oct-2019	01-Aug-2021	31-Dec-2023
Comments:	The number of students attending school (Grades 1–12) is defined by the number who participated in the end of year exam (the requirement for which is that they attend 75% of the academic year, in selected provinces). This is calculated according to the EMIS as total of students attending subtracted from the previous year's total. Data are gathered at the end of school year. Provincial targets are specified in appendix 1.			
◻ Students attending school regularly in selected provinces, female (Text, Custom Breakdown)				

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1,616,799	NA	1,468,720	1,907,405
Date	31-Dec-2016	31-Oct-2020	01-Aug-2021	31-Dec-2023

Increase equitable access to general education in selected lagging provinces, especially for girls

► Out of school children in selected provinces (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	2,289,880	NA	2,864,608	1,095,329
Date	31-Dec-2016	31-Oct-2020	01-Aug-2021	31-Dec-2023
Comments:	Total number of out-of-school children including school-age children (age 7–16) not in school, permanently absent students (<3 years out-of-school), and dropouts (>3 years out-of-school), by gender; the baseline figures are from the 2016 ALCS.			

Out of school children in selected provinces, female (Text, Custom Breakdown)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1,387,717	NA	1,628,133	646,244
Date	31-Dec-2016	31-Oct-2020	01-Aug-2021	31-Dec-2023

Improve learning conditions

► Teachers meeting subject specific qualifications (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	52%	NA	NA	72%
Date	01-Jun-2018	31-Oct-2020	01-Aug-2021	31-Dec-2023
Comments:	Teachers teaching subjects above Grade 6 for which they meet subject-specific qualifications (%)			

**Intermediate Results Indicators by Components**

Equitable access to basic education

► Schools constructed or expanded with classrooms, boundary walls, water points, and gender segregated latrines (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	444 (310 School buildings, 134 with	722 (561 School buildings, 211 with	2,398

		missing items) based on MoE certificate	missing items) based on MoE certificate	
Date	01-Jun-2018	31-Oct-2020	01-Aug-2021	31-Dec-2023
Comments:	This includes total schools built and expanded with completion of missing items including adding classrooms, gender-segregated latrines, water points, and boundary walls in selected provinces, as specified per contract terms			
<b>► School Grants implemented (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	2,298
Date	01-Jun-2018	31-Oct-2020	01-Aug-2021	31-Dec-2023
Comments:	Number of schools receiving and executing a grant in targeted districts in selected provinces			

Improving learning conditions				
<b>► Students benefiting from direct interventions to enhance learning (Number, Corporate)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	6,447,000.00	6,447,000.00	7,531,441.00	7,247,000.00
Date	31-Dec-2016	31-Oct-2020	01-Aug-2021	31-Dec-2023
<b>□ Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	2,462,000.00	2,462,000.00	2,980,850.00	2,834,000.00
<b>► Existing textbooks distributed and teaching and learning materials for the new curriculum developed for all grades (Text, Custom, PBC)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Old national curriculum framework in effect	Over 8 million textbooks were distributed to schools of the batch of 12.2 million books procured	12.2 million primary textbooks (grades 1-6) distributed from Provincial Education Directorates (PEDs) to District Education Departments (DEDs) and schools.	New textbooks and teacher guides developed in core subjects of mathematics, science, and language for Grades 1 through 12 and 45 million textbooks from existing curriculum are delivered to public schools, covering at least 90 percent of districts.
Date	01-Jun-2018	31-Oct-2020	01-Aug-2021	31-Dec-2023



► Teaching quality rating based on classroom observations (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Baseline to be collected in 2019	NA	NA	Teaching quality rating, based on TEACH classroom observation method, increased by 0.4 standard deviations or more among sampled teachers compared to the baseline.
Date	01-Jun-2018	31-Oct-2020	01-Aug-2021	31-Dec-2023
Comments:	2019: Evidence demonstrating that baseline data on teaching quality is collected on a target sample of teachers. This will include measuring classroom performance as the average rating in five instructional practice dimensions (time on learning, lesson facilitation, check for understanding, feedback, and critical thinking) on a scale from 1 to 5 using the TEACH classroom observation tool. It will also comprise assessments of subject knowledge of mathematics and language for Grades 3 to 6. The baseline indicator will be a composite score combining teaching quality (weighted 70%) and content knowledge (weighted 30%). 2023: Evidence demonstrating that data on the indicator is collected on the selected sample of teachers and analyzed in year 5 and the average score for the sample in year 5 is at least 0.4 standard deviations higher than the baseline in year 1 to achieve the DLR.			
► Grades 1 to 3 teachers and head masters trained in Early Grade Reading (Number, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	20,000.00
Date	01-Mar-2021	01-Mar-2021	01-Aug-2021	31-Dec-2023
► Evaluation of Subject Teacher Training (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No data collection conducted	No data collection conducted	No data collection conducted	Completion of base line and end line data collection of teacher training
Date	01-Mar-2021	01-Mar-2021	01-Aug-2021	31-Dec-2023
Strengthening education sector planning capacity and transparency				
► Annual results based reports implemented between MOE, PEDs and DEDs (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No annual results reporting between MOE, PEDS and related DEDs	Work on meeting this target has been delayed due to COVID. Based on the current timeline, the reports will be available by April 2021.	Reports for around 90% of the target PEDs were completed and the work on the remaining PEDs and DEDs was in progress.	2019, 2020, and 2021 annual results-based reports completed annually by the MoE for all PEDs and related DEDs and published on MoE



				website by December 2022
Date	01-Jun-2018	31-Oct-2020	01-Aug-2021	31-Dec-2022
► NESP III Operational plan on management and budgeting cycle developed and results reported (Text, Custom, DLI) (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	New O&M budget allocation formula not established	Progress on results toward 2018 annual operational plan reported by MOE. Annual Operation Plan based on actual on-budget allocation and projected off-budget allocations for 2020 completed and endorsed by DPs as per the template.	Progress on results toward 2018 annual operational plan reported by MOE. Annual Operation Plan based on actual on-budget allocation and projected off-budget allocations for 2020 completed and endorsed by DPs as per the template.	Progress on results toward 2018, 2019, and 2020 annual operational plan reported by MoE per template; 2020, 2021, and 2022 annual operational plans developed based on actual on-budget allocation and projected off-budget allocations and jointly endorsed by DPs, per template by June 2021
Date	01-Jun-2018	31-Oct-2020	01-Aug-2021	30-Jun-2021
► Integrated personnel database for education staff established (Text, Custom, PBC)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No integrated personnel database	Biometric and biographic data for 224,473 staff of the MoE including teachers have been collected by the IARCSC and entered into the Personnel Database.	After cleaning the data, the MoE and IARCSC found that some entries were incomplete and hence the current number of staff records at HRMIS stands at 223,000.	Organizational mapping of all education Tashkeel staff completed. The database contains agreed minimum information on all staff as described in the procedure manual including biometric data. Interface between personnel database and payroll completed by December 2022.
Date	01-Jun-2018	31-Oct-2020	01-Aug-2021	31-Dec-2021
Comments:	2019: Evidence demonstrating completion of organizational mapping (census) of all Tashkeel staff. The mapping follows the organizational structure of the MoE down to the level of work location. It includes each Tashkeel staff and identifies them by grade, job title, work location, and a unique number and the database contains at least minimum information on each staff such as name, father name, NID code, bank account for payroll, qualification, photograph, and biometric data and this information is entered for 100,000 staff into the database. 2020: Evidence demonstrating completion of organizational mapping of all Tashkeel staff.. The mapping follows the organizational structure of the MoE down to the level of work location. It includes each Tashkeel staff and identifies them by grade, job title, work location, and a unique number and the database contains at least minimum information on each staff such as name, father name, NID code, bank account for payroll, qualification, photograph, and biometric data and this information is entered for all staff into the database. 2021: Evidence demonstrating integration of personnel database with the AFMIS payroll with any differences between them fully reconciled, and completion of any updates to existing records in the database.			

<b>► Provincial workshops conducted with DEDs, school shura representatives to identify constraints to education (Text, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	NA	NA	60.00
Date	01-Jun-2018	31-Oct-2020	01-Aug-2021	31-Dec-2022
Comments:	The number of provinces that conduct workshops with the DEDs and school shura representatives. The goals of the workshops are to identify constraints to school enrollment, attendance, and retention and to take stock of the situation, observe any changes, and review and identify any new constraints based on current circumstances.			
<b>► Improved EMIS data collection and quality assurance procedures implemented (Text, Custom, PBC)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No monthly phone survey data collection procedures	The monthly phone call survey was completed but was deemed as an unscalable in its current form	The monthly phone call survey was completed but was deemed as an unscalable in its current form	Detailed arrangements or call center and protocols for monthly phone survey data collection procedures completed; The data verification for phone call survey conducted, EMIS application for CBE data entry into EMIS revised and deployed in MoE server, MoE relevant staff for on-budget CBEs and IPs for off-budget CBEs trained on the module; MoU Between the MoE and NSIA signed and action plan for the implementation of the MoU developed and endorsed by both MoE and NSIA.
Date	01-Jun-2018	31-Oct-2020	01-Aug-2021	31-Dec-2022
<b>► Development and implementation of a teacher policy for prioritization in the hiring and allocation of teachers based on need (Text, Custom, PBC)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No policy in place for prioritization in the hiring and allocation of teachers based on need	Teacher policy draft is developed and the team awaits for clearance from Civil Service Commission.	Teacher Policy was drafted and endorsed by MoE, CSC and MoF and submitted for Bank's approval.	At least ninety (90) percent of newly hired permanent teachers and at least seventy five (75) percent of newly hired temporary teachers hired based on the methods and criteria identified in the teacher policy; and at

				least ninety (90) percent of new teacher positions filled through a transparent recruitment process using the IARCSC's hiring procedures and at least forty percent (40%) of the new hires are women.
Date	01-Jun-2018	31-Oct-2020	01-Aug-2021	31-Dec-2021
<b>► Complaints addressed through grievance redressal mechanism (Percentage, Custom)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	71.00	70.00
Date	01-Jun-2018	31-Oct-2020	01-Aug-2021	31-Dec-2023
Comments:	This indicator measures the proportion of grievances addressed through the grievance redress mechanism			
<b>► Implementation of GBV action plan (Text, Custom, PBC)</b>				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	Implementation of GBV action plan (Text)	No implementation of GBV Action Plan	The MoE is in the process of bringing onboard the necessary technical assistance to develop the required protocols and reporting system for GBV cases at schools and training teachers and MoE staff on these.	The relevant MoE staff, teachers, principals and students, and school management Shuras trained on GBV protocols and reporting systems. Protocols and systems to report and respond to GBV and SEAH incidents at schools is established through consultations with students, teachers, and parents in schools to identify preference for safe, child-friendly referral channels.
Date	01-Mar-2021	01-Mar-2021	01-Aug-2021	31-Dec-2023

**Performance-Based Conditions**

► PBC 1 Teaching quality rating based on classroom observations (Text, Intermediate Outcome, 12,500,000.00, 0%)

	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	Baseline to be collected in 2019	NA	NA	--
Date	--	31-Oct-2020	01-Aug-2021	--

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

	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	Old national curriculum framework in effect	Over 8 million textbooks were distributed to schools of the batch of 12.2 million books procured	12.2 million primary textbooks (grades 1-6) distributed from Provincial Education Directorates (PEDs) to District Education Departments (DEDs) and schools.	--
Date	--	31-Oct-2020	01-Aug-2021	--

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

	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	No monthly phone survey data collection procedures	The monthly phone call survey was completed but was deemed as an unscalable in its current form	The monthly phone call survey was completed but was deemed as an unscalable in its current form	--
Date	--	31-Oct-2020	01-Aug-2021	--

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

	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	No policy in place for prioritization in the hiring and allocation of teachers based on need	Teacher policy draft is developed and the team is seeking a clearance from Civil Service Commission.	Teacher Policy was drafted and endorsed by MoE, CSC and MoF and submitted for Bank's approval.	--
Date	--	31-Oct-2020	01-Aug-2021	--

►PBC 5 Integrated personnel database for education staff established (Text, Output, 6,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	No integrated personnel database	biometric and biographic data for 224,473 staff of the MoE including teachers have been collected by the IARCSC and entered into the Personnel Database.	After cleaning the data, the MoE and IARCSC found that some entries were incomplete and hence the current number of staff records at HRMIS stands at 223,000.	--
Date	--	31-Oct-2020	01-Aug-2021	--

►PBC 6 Annual results based reports implemented between MOE, PEDs and DEDs (Text, Process, 3,900,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	No annual results reporting between MOE, PEDS and related DEDs	Work on meeting this target has been delayed due to COVID. Based on the current timeline, the reports will be available by April 2021.	Reports for around 90% of the target PEDs were completed and the work on the remaining PEDs and DEDs was in progress.	--
Date	--	31-Oct-2020	01-Aug-2021	--

►PBC 7 NESP III Operational plan on management and budgeting cycle developed and results reported (Text, Custom, DLI) (Text, Process, 3,800,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	New O&M budget allocation formula not established	Progress on results toward 2018 annual operational plan reported by MOE. Annual Operation Plan based on actual on-budget allocation and projected off-budget allocations for 2020 completed and endorsed by DPs as per the template.	Progress on results toward 2018 annual operational plan reported by MOE. Annual Operation Plan based on actual on-budget allocation and projected off-budget allocations for 2020 completed and endorsed by DPs as per the template.	--
Date	--	31-Oct-2020	01-Aug-2021	--


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

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

► PBC 10 Implementation of GBV action plan (Text, Intermediate Outcome, 1,000,000.00, 0.00%)				
	Baseline	Actual (Previous)	Actual (Current)	Results to be achieved by 2023
Value	Implementation of GBV action plan (Text)	No implementation of GBV Action Plan	The MoE is in the process of bringing onboard the necessary technical assistance to develop the required protocols and reporting system for GBV cases at schools and training teachers and MoE staff on these.	--
Date	--	01-Mar-2021	01-Aug-2021	--

## Data on Financial Performance

### Disbursements (by loan)

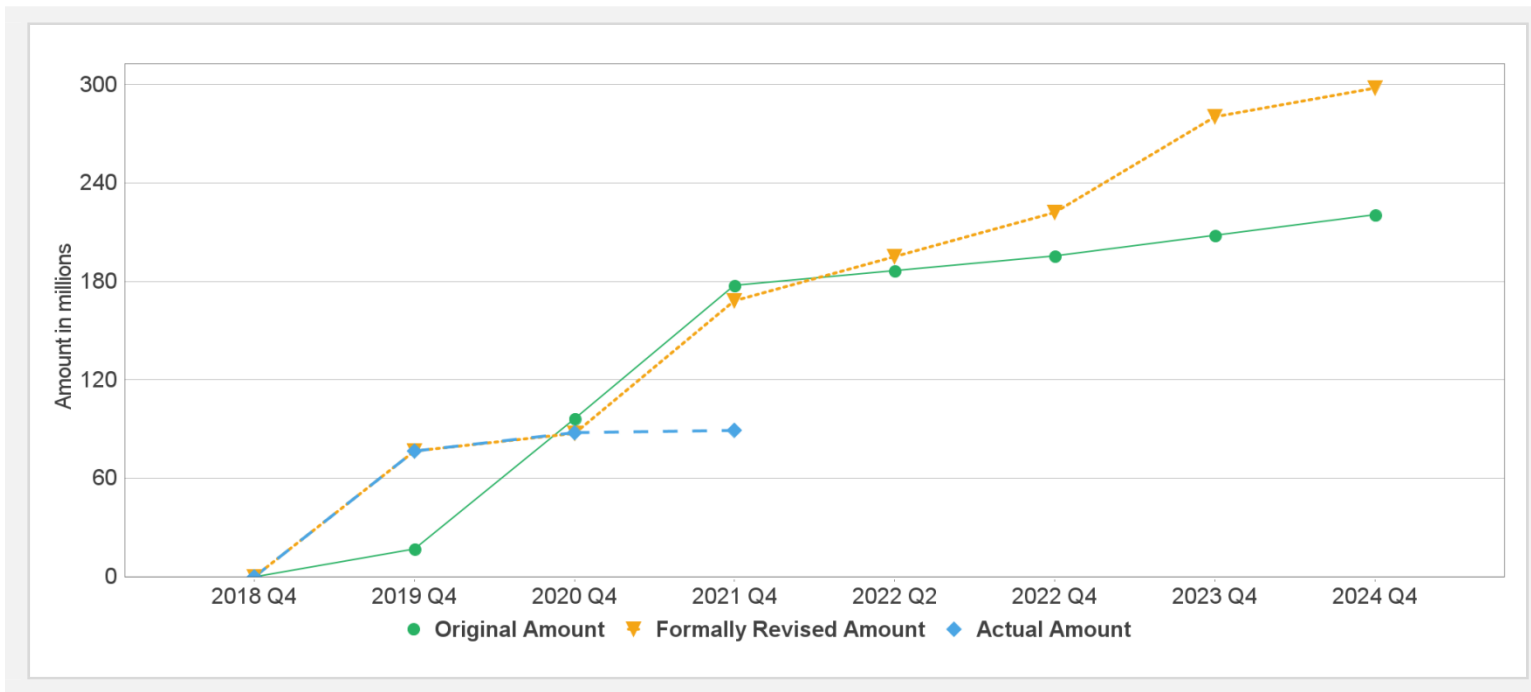
Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P159378	IDA-D3810	Effective	USD	100.00	75.50	24.50	41.93	33.28	 56%

P159378	TF-A8449	Effective	USD	100.00	100.00	0.00	42.85	57.15	<div style="width: 43%;"></div>	43%
P159378	TF-A9570	Effective	USD	98.00	98.00	0.00	4.55	93.45	<div style="width: 4.6%;"></div>	4.6%
P159378	TF-B5406	Effective	USD	25.00	25.00	0.00	0.00	25.00	<div style="width: 0%;"></div>	0%

**Key Dates (by loan)**

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P159378	IDA-D3810	Effective	28-Sep-2018	23-Oct-2018	03-Jan-2019	31-Dec-2023	31-Dec-2023
P159378	TF-A8449	Effective	28-Sep-2018	23-Oct-2018	03-Jan-2019	31-Dec-2023	31-Dec-2023
P159378	TF-A9570	Effective	26-Mar-2019	02-Apr-2019	10-Apr-2019	31-Dec-2023	31-Dec-2023
P159378	TF-B5406	Effective	31-Mar-2021	27-Apr-2021	27-Apr-2021	31-Dec-2023	31-Dec-2023

**Cumulative Disbursements**



**PBC Disbursement**

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





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### Restructuring History

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

### Related Project(s)

P173314-EQRA Additional Financing

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