

**PROJECT INFORMATION DOCUMENT (PID)
CONCEPT STAGE**

Report No.: AB545

Project Name	Education Quality Improvement Program
Region	SOUTH ASIA
Sector	General education sector (100%)
Project ID	P083964
Borrower(s)	TRANSITIONAL ISLAMIC STATE OF AFGHANISTAN
Implementing Agency	Ministry of Education (MOE), Kabul, Afghanistan
Environment Category	<input type="checkbox"/> A <input checked="" type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> FI <input type="checkbox"/> TBD
Safeguard Classification	<input type="checkbox"/> S ₁ <input type="checkbox"/> S ₂ <input type="checkbox"/> S ₃ <input type="checkbox"/> S _F <input type="checkbox"/> TBD
Date PID Prepared	February 17, 2004
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Estimated Date of Board Approval	November 30, 2004

1. Key Development Issues and Rationale for Bank Involvement

Quality education is a critical foundation for poverty alleviation and economic growth in Afghanistan where natural resources are scarce and the future of the country depends on what and how we invest in education today. The demand for education after the fall of the Taliban has continuously exceeded the estimate and the supply. More than three million students were enrolled in Grades 1-12 in 2002 when the government and development partners had expected 1.7 million. In March 2003, the enrollment increased to more than four million. Many teachers do not receive their salaries on time and have received little or no training, but they continue to come to school and teach as best they can. This demand and commitment for education is a critical force for rebuilding the system. However, without timely support, such enthusiasm may be betrayed and a golden opportunity lost.

The education sector in Afghanistan tackles a multitude of issues, and the proposed project aims to address the following key issues which have been agreed with the MOE.

- **Poor quality of education:** While no output indicators (student learning achievement, completion rates, etc.) are available to ascertain the current status of quality of education in Afghanistan, the available input indicators (teachers' background, curriculum, textbook quality and availability, status of physical learning space, time on task, etc.) indicate that the quality is poor. The lessons learned from other post-conflict countries suggest that an early focus on the quality of education – not only access – is key for rebuilding the education sector.
- **Gender disparity:** While girls account for 30 percent of the total enrollment, in aggregate, due to the high enrollment in Kabul city, wide gender disparities are persistent in many southern provinces such as Paktika, Paktya, Khost, Kapisa, Helmond, Urzughan, Kandahar, Zabul and Ghor where girls represent less than 15 percent of the total enrollment. Limited supply of schools – particularly in appropriate geographical

proximity to girls and female teachers – and lack of female teachers, are major factors constraining girls’ education. A policy framework and strategies need to be developed to increase access to education, especially for girls in rural areas, in a cost-efficient and phased manner.

- **Defining the role of the Ministry and building its capacity:** The MOE has evolved during the past 15 months with regard to its views on the ministry’s role in service delivery. At the beginning of the Transitional Islamic State of Afghanistan, the MOE emphasized its role as producer of services and educational inputs (e.g., printing press, furniture workshop in MOE). However, the MOE has begun to stress more the role of NGOs and the private sector in service delivery, and its role in policy formulation, regulating and monitoring service delivery, and facilitating the role of others which needs to be further reinforced with appropriate capacity building of provincial and district education departments.
- **Strengthening the role of communities and schools:** Many communities and schools have sustained education at the local level, one way or another, for decades in Afghanistan. It is imperative to strengthen the capacities of schools and communities to manage their own affairs to ensure that all children complete secondary education. Poor communications, transportation, and financial infrastructure raise the importance of strengthening community- and school-based management.

2. Proposed Objective(s)

The project will improve the quality of educational inputs and processes as a foundation for a long-term strategy to improve the quality of educational outcomes. This will be achieved through the investment in human resources (teachers, principals and educational administration personnel), physical facilities, promotion of school-based management and capacity building of provincial and district education departments. The project will also promote education for girls by emphasizing the priority of female teachers and students in each component activity.

3. Preliminary Description

Component 1. Quality Improvement	
1.1. Development of Teachers and Principals	A program for in-service certificate-based training of teachers covering approximately one-third of the teachers every year a period of three years; the first priority will be female teachers. Support will be provided to the Ministry of Education (MOE) to develop a comprehensive development program (possibly flexible modular type) for teachers and principals.
1.2. School Improvement Grant	School-level grants based on school improvement plans developed by the School Management Committees, with the active participation and oversight from communities, and technical assistance provided by provincial and district education departments. Capacity building will be provided to schools to develop school improvement plans, manage financial accounts, and mobilize communities.

1.3. Development of MOE, provincial and district education departments	Technical and financial support to Provincial Education Departments (PEDs) and District Education Departments (DEDs) to build their institutional and physical capacity, including training and cross-fertilization in support of school-based management for PED and DED staff.
Component 2. Construction and Rehabilitation of Schools	
2.1. Construction and rehabilitation of primary, middle and secondary schools	Finance existing government-registered schools with teachers on payroll (i.e., no significant implications for recurrent costs except O&M), with a priority on girls schools, co-ed schools and boys schools which plan to open up sections for girls.
Component 3. Policy Development and Monitoring & Evaluation	
3.1. Policy Development	Continuing technical assistance for the ongoing Emergency Education Project to help the MOE implement a medium-term policy framework and make necessary adjustments and prepare a sound annual National Development Budget. Technical assistance will also support the annual exercise of data collection from schools, utilizing the data for planning and decision making.
3.2 Monitoring & Evaluation	Baseline and follow-up surveys at the end of the second year; annual surveys to monitor the cost, impact, and implementation of the school-based funding scheme; annual updating of the school mapping database and evaluation of construction progress; and the introduction of appropriate student assessment through a pilot activity.

4. Safeguard Policies That Might Apply

OP/BP 4.01 is triggered because of school rehabilitation construction activities although no new land acquisition is envisaged. The project will apply the principals of the Environmental and Social Safeguards Framework (ESSF) for emergency projects in Afghanistan.

The relevant elements of the Codes of Practice contained in the ESSF will be reviewed, and any proposed enhancements will be incorporated in the ESSF.

An Environmental Specialist will be working with the government and IDA teams to help facilitate the application of the environmental framework for Afghanistan. A Social Specialist will also be working with the team to help on issues related to community involvement in new schools.

The voluntary contribution of land by the community, where necessary, will follow the procedures established in other ongoing/planned projects in Afghanistan and will ensure that the proceedings are conducted in a transparent manner and are appropriately documented.

5. Tentative Financing (US\$ m)

BORROWER/RECEPIENT	0
INTERNATIONAL DEVELOPMENT ASSOCIATION	60
Total	60

6. Contact Point

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