



REPORT NO.: RES45434

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

EDUCATION

SOUTH ASIA

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



ABBREVIATIONS AND ACRONYMS

ARTF	Afghanistan Reconstruction Trust Fund
CBE	Community-Based Education
CO	Country Office
DED	District Education Directorate
DG	Director General
DLI	Disbursement-Linked Indicator
DLR	Disbursement-Linked Result
DM	Deputy Minister
DP	Development Partner
ECE	Early Childhood Education
EEP	Eligible Expenditure Program
EMIS	Education Management Information System
FM	Financial Management
GoA	Government of Afghanistan
GPE	Global Partnership for Education
IARCSC	Independent Administrative Reform and Civil Service Commission
ICT	Information and Communication Technology
IDA	International Development Association
IPF	Investment Project Financing
ISM	Implementation Support Mission
LEG	Local Education Group
M&E	Monitoring and Evaluation
MoE	Ministry of Education
MoF	Ministry of Finance
MoU	Memorandum of Understanding
MRRD	Ministry of Rural Rehabilitation and Development
NESP	National Education Sector Plan
NSIA	National Statistic and Information Authority
O&M	Operations and Maintenance
PBC	Performance Based Condition
PDO	Project Development Objective
PED	Provincial Education Directorate
STEP	Systematic Tracking of Exchanges in Procurement
TA	Technical Assistance
TED	Teacher Education Directorate
TOR	Terms of Reference
TPVA	Third-Party Verification Agency



The World Bank

EQRA (P159378)



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

BASIC DATA

Product Information

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

Organizations

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

Project Development Objective (PDO)

Original PDO

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

Summary Status of Financing (US\$, Millions)

Ln/Cr/Tf	Approval	Signing	Effectiveness	Closing	Net		
					Commitment	Disbursed	Undisbursed
IDA-D3810	28-Sep-2018	23-Oct-2018	03-Jan-2019	31-Dec-2023	75.50	41.80	33.76
TF-A9570	26-Mar-2019	02-Apr-2019	10-Apr-2019	31-Dec-2023	98.00	4.50	93.50
TF-A8449	28-Sep-2018	23-Oct-2018	03-Jan-2019	31-Dec-2023	100.00	42.36	57.64



Policy Waiver(s)

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

No

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

I. PROJECT STATUS AND RATIONALE FOR RESTRUCTURING

1. **The EQRA project (P159378) is financed by: i) a US\$98 million grant from the Global Partnership for Education (GPE), ii) a US\$100 million grant from the Afghanistan Reconstruction Trust Fund (ARTF) and iii) a US\$75 million grant from IDA.** The project was approved by the World Bank Board on September 28, 2018 and became effective on January 3, 2019¹. The Local Education Group (LEG) has designated the World Bank (WB) as the Grant Agent (GA) and United Nations Children's Fund (UNICEF) as the Coordinating Agency (CA) for the additional grant.
2. **Overall, the fiduciary performance of the project has improved and the ratings are Moderately Satisfactory (MS).** The MoE, MRRD and MOF implemented most of the fiduciary actions as agreed. On the other hand, the safeguards rating is Moderately Unsatisfactory (MU) due to slow progress on rectifying some safeguards incompliance under the project. The MRRD and the MoE safeguard teams have been working on implementing the agreed safeguard actions in the action plan which focuses both on addressing the current issues and also improving the overall safeguards performance under the project.
3. **EQRA is in the third year of its five-year implementation period (2018-2023), with 32.5 percent of the grant (US\$88.7 million out of US\$273 million) disbursed as of January 31, 2021.** Both the implementation progress (IP) and the likelihood for accomplishing the project development objective (PDO) ratings were recently rated Moderately Satisfactory (MS), reflecting the steady progress over the first two years of implementation. Component 1, however, was rated Moderately Unsatisfactory (MU) mainly due to slow progress and several ongoing management issues surrounding school construction activities. Transparency and accountability feature strongly in most activities, as demonstrated through the Ministry of Education (MoE) and the Ministry of Rehabilitation and Rural Development (MRRD)'s commitment to implement the programs in accordance with the program implementation manuals (PIMs) for each sub-component. As of today, the government complied with all six legal covenants. Governance risk mitigation measures are in place and updated during each Implementation Support Mission (ISM). The project was restructured in October 2020 to repurpose a total of US\$16.3 million to more immediate relief and early-recovery activities particularly on re-opening of schools for responding COVID-19.

¹ GPE fund was approved on April 2, 2019.



4. **During 2020, the Education sector was substantially impacted by COVID-19 in many aspects and, as a result, the project implementation slowed significantly.** As of January 31, 2021, there are 54,403 confirmed COVID-19 cases in Afghanistan; however, the actual number of cases may be greater due to the limited number of tests conducted in the country. Also, approximately 250,000 Afghans have returned from neighboring Iran and Pakistan since 2020, where a high number of COVID-19 cases are reported, increasing the likelihood of a higher caseload than currently reported in Afghanistan. In order to slow the spread of the virus in Afghanistan, all education institutions closed between March and October 2020, except Grade 10 to 12. MoE staff also had restricted circumstances in their regular works, including limited face-to-face meetings, which prevented monitoring trips to the provinces, postponing of workshop sessions with large number of participants, etc. As a result of these new work policies, achievements of most project outputs in 2020 have been significantly delayed.
5. **Over the year of 2020, school construction activities have been impacted by COVID-19.** Due to movement restrictions imposed by the government of Afghanistan for most of the 2020, the construction of schools was stopped in many provinces, as communities were not able to mobilize the needed labor or construction material. As a result, the MRRD team could not meet the some elements of the disbursement condition² of the school construction by the due date of December 31, 2020, which is to complete a minimum of 600 projects (400 new school buildings and 200 missing component) and furnish to the Bank, details of the funds used. According to their report (submitted on January 3, 2021), MRRD team completed the school construction for 600 projects and officially transferred these projects to the MoE, but could not complete the submission and internal verification of the Financial Management(FM) documentations for approximately 250 out of the 600 projects as of December 31, 2020.
6. **The key objective of this restructuring is to revise: (i) the Disbursement Condition for the school construction, under Sub-component 1.1. Improving School Infrastructure and (ii) several Disbursement Linked Indicators under components 2 and 3 of the EQRA project as these activities have been impacted by COVID-19 as well as ongoing Ministry reform at the MoE.** First, to minimize the delay in releasing the second sequence of financing for the school construction sub-component, the due date for achieving the Disbursement Condition, should be adjusted to reflect the delay hence should be changed from its original date of December 31, 2020 to June 31, 2021 Second, the last Implementation Support Mission (ISM), in September 2020, discussed the revision of several Disbursement Linked Indicators (DLIs³) as noted in the Implementation Status Report (ISR). This proposed revision of DLIs could not be included in the last restructuring in October 2020 because the restructuring, including the GPE variable portion, required an official approval from the management committee of the GPE secretariat as well as the DP's endorsement. Therefore, the revision of these DLIs proposed to be processed with this restructuring can now be processed, as GPE and relevant DPs have now officially agreed to the revisions.

II. DESCRIPTION OF PROPOSED CHANGES

7. **This restructuring consists of the following changes, which are further explained in the subsequent paragraphs:**

² "under Category 2 until and unless, to the satisfaction of the Association, the Recipient shall have, by December 31, 2020: (i) completed the construction of at least four hundred (400) schools; (ii) provided Missing Essential Elements to at least two hundred (200) existing schools; and (iii) furnished to the Association details of funds used and verified"

³ The Results Framework below (from page xx) is presented with 'PBCs' (Performance Based Conditions) instead of 'DLIs'. In this case, PBCs means DLIs as this was generated by the system.



- (a) Changes in the due date of Disbursement Condition (para 6)
 - (b) Changes in the DLRs (para 7)
 - (c) Changes to the Result Framework: to reflect the revised DLRs. The end targets for existing indicators, DLI 3 and DLI 7, need to be adjusted.
8. **Revision of the due date in the Disbursement Conditions of sub-component 1.1 due to COVID-19.** The Disbursement Condition for sub-component 1.1 has two parts: 1) completion of the construction of a minimum of 600 projects and, 2) providing to the Bank details of the funds used and verified by the MRRD. The MRRD team has completed the physical construction of 600 projects (400 new school buildings and 200 missing components) and officially handed these projects over to the MoE. The completion of these projects was delayed due to COVID-19 restrictions as the communities struggled to supply the needed labor and material on time and hence prolonged the process of documentation and liquidation of these grants. The documentation of these funds requires travels between and within provinces and submissions to the center after the projects were physically completed. The verification and submission of the FM documentation for approximately 250 out of the 600 projects, which is the second part of the disbursement condition was not completed by December 31, 2020. According to the revised work plan, MRRD team will complete the remaining FM documentation tasks by March 31, 2021. To allow the MRRD to satisfactorily complete the disbursement condition and to have sufficient time if MRRD faces any other unforeseen circumstance, the MoF requested to revise the due date to June 30, 2021, thus the proposed revised due date is June 30, 2021.
9. **Revision of the Disbursement Linked Results and allocated amounts.** To respond to the delay due to the COVID-19 impacts as well as other external factors (e.g. ongoing education reform and amending the mandate of the National Statistics and Information Authority to include EMIS reforms at the MOE), the relevant DLRs (DLI 2, DLI 3, DLI 5, DLI 6, and DLI 7) and the amounts associated with these DLRs will be revised as per Table 1. As these are key interventions to achieve the PDO, the revised results and amounts were carefully reviewed to minimize the negative impact on actual implementation to meet the DLI targets. These have been consulted with the development partners as well as cleared by the GPE secretariat. The allocations across expenditure category for each funding source remain unchanged by this revision of DLRs and amounts. In addition, allocations of some DLRs of DLI 1 and DLI 4 were corrected as there were clerical mistake in the portal (all texts and funds amount remain same).
10. **Changes to the Result Framework** to reflect the revised DLRs, the end target description for existing indicators (DLI 3, DLI 5 and DLI 7) need to be adjusted as below.

Table 1: Proposed DLRs Revision

DLI	2020 Target	2021 Target	2022 Target	2023 Target	End Target
DLI 2 (current)	New textbooks and teacher	New textbooks and teacher	New textbooks and	n.a	New textbooks and teacher



DLI	2020 Target	2021 Target	2022 Target	2023 Target	End Target
	guides developed in core subjects of mathematics, science, and language for Grades 1, 4, 7, and 10 (USD2M)	guides developed in core subjects of mathematics, science, and language for Grades 2, 5, 8, and 11 (USD1M)	teacher guides developed in core subjects of mathematics, science, and language for Grades 3, 6, 9, and 12 (USD1M)		guides developed in core subjects of mathematics, science, and language for Grades 1 through 12 and 45 million textbooks from existing curriculum for core subjects of mathematics, science and language distributed to public schools, covering at least 90 percent of districts.
DLI 2 (proposed)	New textbooks developed in core subjects of mathematics, science, and language for Grades 1 to 6 (USD2M)	New teacher guides developed in core subjects of mathematics, science, and language for Grades 1 to 6	New teacher guides developed in core subjects of mathematics, science, and language for Grades 7 to 12	n.a	No change



DLI	2020 Target	2021 Target	2022 Target	2023 Target	End Target
DLI 3 (current)	All 2019 and 2020 CBE information reported to the MoE and entered in EMIS, in accordance with the policy guidelines; and monthly phone survey data collection conducted by a random sample of schools in selected provinces. (0.5M)	EMIS data verified with monthly survey data and a random sample of 5% of schools physically verified with ±3.5% margin of error. (0.5M)	All 2021 and 2022 CBE information reported to the MoE and entered into EMIS in accordance with policy guidelines (1M)	n.a	All 2019–2022 CBE information reported to the MoE and entered in EMIS in accordance with policy guidelines; monthly survey data collection procedures established and functioning; and EMIS data verified with monthly survey data in a random sample of 5% of schools and physically verified with ±3.5% margin of error
DLI 3 (proposed)	MoU Between the MoE and NSIA on improving EMIS signed and an action plan for the implementation of the aforementioned MoU developed and endorsed by both MoE and NSIA. (\$1M)	(removed)	(removed)	n.a	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



DLI	2020 Target	2021 Target	2022 Target	2023 Target	End Target
					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.
DLI 5 (current)	Agreed minimum information on staff, as described in the Project Procedure Manual, including biometric data entered into the personnel database for all staff. (\$1M)	Personnel data updated to reflect any changes required for existing entries. (\$0.4M)	n.a	n.a	Organizational mapping of all education Tashkeel staff completed. Agreed minimum information on staff, as described in the Project Procedure Manual, including biometric data entered into the personnel database for all staff. Personnel data updated to reflect any changes



DLI	2020 Target	2021 Target	2022 Target	2023 Target	End Target
					required for existing entries
DLI 5 (proposed)	Agreed minimum information on staff, as described in the Project Procedure Manual, including biometric data entered into the personnel database for 200,000 staff. (\$1M)	Agreed minimum information on staff, as described in the Project Procedure Manual, including biometric data entered into the personnel database for all relevant staff. (\$0.4M)	Personnel data updated to reflect any changes required for existing entries. (\$1M from DLI3)	n.a	(No Change)
DLI 6 (current) time-bound DLIs	2019 Annual results-based reports completed by MoE and 15 PEDs and related DEDs and published on MoE website by December 2020	2020 Annual results based reports completed by the MoE for all PEDs and DEDs by December 2021	2021 annual results-based reports completed annually by the MoE for all PEDs and related DEDs and published on MoE website by December 2022	n.a	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
DLI 6 (proposed) to remove 'time-	2019 Annual results-based reports completed per	2020 Annual results-based reports	2021 Annual results-based reports	n.a	(No change)



DLI	2020 Target	2021 Target	2022 Target	2023 Target	End Target
bound' for 2020	template, submitted by MOE for fifteen (15) PEDs and related DEDs, and published on MOE's website	completed per template, submitted by MOE for all PEDs and DEDs, and published on MOE's website	completed per template, submitted by MOE for all PEDs and DEDs, and published on MOE's website		
DLI 7 (current)	By February 2020, progress on results toward 2019 annual plan reported as per template by MOE; and by June 2021, annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2021 completed as per the template and endorsed by Development Partners (\$0.4M)	By February 2021, progress on results toward 2020 annual plan reported as per template; and by June 2021, 2022 annual operational plan developed with budget codes specified for on budget-projected off-budget allocations for 2022 completed as per the template and endorsed by Development Partners ; (\$0.4M)	n/a	n.a	By February 2021, progress on results toward 2018, 2019, and 2020 annual operational plan reported by MoE per template. By June 2021, 2020, 2021, 2022 annual operational plan developed with budget codes specified for on budget-projected off-budget allocations completed as per the template and endorsed by Development Partners.



DLI	2020 Target	2021 Target	2022 Target	2023 Target	End Target
DLI 7 (proposed)	Progress on results toward 2019 annual operational plan reported per template by MoE by February 2020. Annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2021 completed and endorsed by DPs as per the template by December 2020 (\$0.4M)	Progress on results toward 2020 annual plan reported per template by MoE by February 2021. Annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2022 completed and endorsed by DPs as per the template by December 2021 (\$0.4M)	n.a	n.a	By February 2021, progress on results toward 2018, 2019, and 2020 annual operational plan reported by MoE per template. By December 2021, Annual Operational Plans for 2020, 2021 and 2022 developed with budget codes specified for on budget-projected off-budget allocations completed as per the template and endorsed by Development Partners.

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



III. SUMMARY OF CHANGES

	Changed	Not Changed
Results Framework	✓	
PBCs	✓	
Legal Covenants	✓	
Implementing Agency		✓
DDO Status		✓
Project's Development Objectives		✓
Components and Cost		✓
Loan Closing Date(s)		✓
Cancellations Proposed		✓
Reallocation between Disbursement Categories		✓
Disbursements Arrangements		✓
Disbursement Estimates		✓
Overall Risk Rating		✓
Safeguard Policies Triggered		✓
EA category		✓
Institutional Arrangements		✓
Financial Management		✓
Procurement		✓
Implementation Schedule		✓
Other Change(s)		✓
Economic and Financial Analysis		✓
Technical Analysis		✓
Social Analysis		✓
Environmental Analysis		✓

IV. DETAILED CHANGE(S)



LEGAL COVENANTS

Loan/Credit/TF	Description	Status	Action
IDA-D3810	<p>The Recipient shall: (a)vest in MoE the overall responsibility for implementing Parts 2, 3, 4 (i) and (ii), and 1(b) and (c) of the Project;</p> <p>(b) vest in MRRD the overall responsibility for implementing Part 1(a) of the Project; (c)vest in MOF the overall responsibility for implementation of Part 4(iii) of the Project; and (d)through MoE and MRRD, establish, by not later than two (2) months after the Effective Date, and thereafter maintain throughout the period of the implementation of the Project, the Task Force, composed of MOE's Deputy Minister for General Education, MoE's Deputy Minister for Finance and Administration, MoE's directors for relevant directorates, MRRD's Deputy Minister for Programs, MRRD's Director General for the CCAP, as well as MRRD's relevant directorates, with such mandate, resources, and terms of reference as acceptable to the Association, to be responsible for, inter alia, overall guidance and oversight of the Project including monitoring progress towards achievement of the DLRs and assisting in producing internal reports on DLR achievement to be submitted for verification in accordance with the Verification Protocols.</p>	Complied with	No Change
IDA-D3810	<p>The Recipient, through MoE, shall: (a)maintain, throughout the period of implementation of the Project, the National Education Plan Steering Committee, chaired by MoE, with mandate, composition, resources, and terms of reference acceptable to the Association, to be responsible for overall Project oversight, policy guidance and inter-agency coordination of the Project; (b)appoint a focal point within MoE, with qualifications, mandate and terms of reference acceptable to the Association, to be responsible for day-to-day operations of the Project, including coordinating with MRRD regarding the</p>	Complied with	No Change



implementation of its respective parts of the Project. In carrying out his/her functions, such focal point shall report to MoE's Deputy Minister for General Education; and (c)employ, by no later than three (3) months after the Effective Date, a qualified and experienced consultant, with qualifications and under terms of reference satisfactory to the Association, to support MoE in contract management and administration.

The Recipient, through MRRD, shall: (a)maintain, throughout Project implementation, the General Directorate for the Citizens' Charter, adequately staffed with professional and administrative staff with the necessary experience and qualifications acceptable to the Association, and operating under terms of reference satisfactory to the Association, to fulfil its responsibilities under this Agreement; and

(b)employ, by not later than three (3) months after the Effective Date: (i) two (2) qualified and experienced consultants, with qualifications and under terms of reference satisfactory to the Association, to support capacity building of MRRD's relevant staff in issues related to internal audit; (ii) two (2) qualified and experienced consultants, with qualifications and under terms of reference satisfactory to the Association, to support MRRD in financial management issues; and (iii) qualified and experienced technical staff, with qualifications and under terms of reference satisfactory to the Association, to support MRRD in completing the school construction.

IDA-D3810

Complied with

No Change

IDA-D3810

The Recipient shall, through MoE, prepare and adopt, by not later than three (3) months after the Effective Date, a Project Procedure Manual, in form and substance satisfactory to the Association, which shall include, as annexes, a Procurement Manual, an Engineering Manual, and a Construction Plan for Part 1(a) of the Project prepared by MRRD, a Procurement Plan for all the remaining Parts of the Project other than Part 1(a), as well as a School Grants Manual for Part 1(b) of the Project, setting forth the procedures governing the operation of the Project, including, inter alia: (i) detailed monitoring and evaluation protocols; (ii) the specific roles and responsibilities of the MOE and the

Complied with

No Change



MRRD and other entities participating in the implementation of the Project, and arrangements for ensuring coordination among them; (iii) the list of schools supported under the Project; (iv) procurement arrangements for the Project; (v) reporting requirements; and (vi) such other technical and organization arrangements and procedures as may be required for the Project.

IDA-D3810	<p>The Recipient shall, through MOF, recruit, by not later than six (6) months after the Effective Date, an independent third-party verification agency, with qualifications and experience satisfactory to the World Bank and operating under terms of reference acceptable to the World Bank, to review and evaluate the achievement of the DLRs and verify fulfillment of disbursement conditions.</p>	Complied with	No Change
IDA-D3810	<p>To facilitate efficient implementation of the Project at the provincial level, the Recipient shall, through MoE and MRRD, establish, by not later than two months after the Effective Date, and thereafter maintain at all times during the implementation of the Project, the Provincial Coordination Committees (one per province covered by the Project), co-chaired by the Provincial Education Director and CCAP's Provincial Manager, with mandate, composition, resources, and terms of reference acceptable to the Association, to be responsible for overall coordination and guidance of the Project at the provincial level, including coordination between PEDs, DEDs, and CCAP's provincial and district offices with respect to activities under Part 1(a)(i) and (ii) of the Project.</p>	Complied with	No Change
IDA-D3810	<p>The Recipient shall, through MoE and MRRD, carry out the Project in accordance with the principles and practices set forth in the Financial Management Manual and the Project Procedure Manual, including its respective annexes in accordance with paragraph above.</p>	Complied with	No Change



IDA-D3810	<p>The Recipient shall not, amend, abrogate or waive the Financial Management Manual and the Project Procedure Manual, including any of its annexes, or any provisions thereof. Without prejudice to the foregoing, if any provisions of the Financial Management Manual and the Project Procedure Manual, including its annexes, are inconsistent with this Agreement, the provisions of this Agreement shall prevail.</p>	Complied with	No Change
IDA-D3810	<p>No withdrawal shall be made: (b) under Category 2 until and unless, to the satisfaction of the Association, the Recipient shall have, by June 30, 2021: (i) completed the construction of at least four hundred (400) schools; (ii) provided Missing Essential Elements to at least two hundred (200) existing schools; and (iii) furnished to the Association details of funds used and verified;</p>	Not yet due	New



Results framework

COUNTRY: Afghanistan

EQRA

Project Development Objectives(s)

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

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	PBC	Baseline	Intermediate Targets						End Target	
			1	2	3	4	5	6		
Increase equitable access to general education in selected lagging provinces, especially for girls										
Students attending school regularly in selected provinces (Text)		4,318,473.00	NA	NA	4,413,492.00	4,562,475.00	4,762,215.00	4,968,244.00	4,968,244.00	
Students attending school regularly in selected provinces, female (Text)		1,616,799.00	NA	NA	1,657,785.00	1,724,096.00	1,810,301.00	1,899,729.00	1,899,729.00	
Increase equitable access to general education in selected lagging provinces, especially for girls										
Out of school children in selected provinces (Text)		2,289,880.00	NA	NA	NA	NA	NA	1,100,778.00	1,100,778.00	
out of school children in selected provinces, female (Text)		1,387,717.00	NA	NA	NA	NA	NA	649,459.00	649,459.00	
Improve learning conditions										



Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Teachers meeting subject specific qualifications (Text)	0.52	NA	NA	0.57	0.62	0.67	0.72	0.72	

Intermediate Results Indicators by Components

Indicator Name	PBC	Baseline	Intermediate Targets						End Target	
			1	2	3	4	5	6		
Equitable access to basic education										
Schools constructed or expanded with classrooms, boundary walls, water points, and gender segregated latrines (Text)	0.00	NA	500 (400 school buildings and 100 missing components)	Cumulative 900 (700 school buildings and 200 missing components)	Cumulative 1500 (1000 school buildings and 500 missing components)	Cumulative 2000 (1500 school buildings and 500 missing components)	Cumulative 2,268 (1,668 school buildings and 600 missing components)	2,268.00		
School Grants implemented (Text)	0.00	NA	1,198.00	NA	1,100.00	NA	NA	2,298.00		
Improving learning conditions										
Students benefiting from direct interventions to enhance learning (CRI, Number)	6,447,000.00								7,247,000.00	
Students benefiting from direct interventions to	2,462,000.00								2,834,000.00	



Indicator Name	PBC	Baseline	Intermediate Targets						End Target	
			1	2	3	4	5	6		
enhance learning - Female (CRI, Number)										
Existing textbooks distributed and teaching and learning materials for the new curriculum developed for all grades (Text)	2	Old national curriculum framework in effect	NA	45 million textbook from the existing curriculum for core subjects/learning areas (mathematics, science, and language) distributed to public schools, covering at least 90% of districts	New textbooks developed in core subjects of mathematics, science, and language for Grades 1 to 6. New textbooks developed in core subjects of mathematics, science, and language for Grades 7 to 9.	New teacher guides developed in core subjects of mathematics, science, and language for Grades 1 to 6. New teacher guides developed in core subjects of mathematics, science, and language for Grades 7 to 9.	New teacher guides developed in core subjects of mathematics, science, and language for Grades 7 to 12. New textbooks and NA teacher guides developed in core subjects of mathematics, science, and language for Grades 10 to 12.		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.	
Action: This indicator has been Revised										
Teaching quality rating based on classroom observations (Text)	PBC 1, 1	Baseline to be collected in 2019	NA	Baseline data on teaching quality collected among sample of teachers using classroom observation tools (TEACH) by December 31, 2019	NA	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.	Teaching quality rating, based on TEACH classroom observation method, increased by 0.4 standard deviations or more among sampled teachers compared to the baseline.	



Indicator Name	PBC	Baseline	Intermediate Targets						End Target				
			1	2	3	4	5	6					
Action: This indicator has been Revised													
Strengthening education sector planning capacity and transparency													
Annual results based reports implemented between MOE, PEDs and DEDs (Text)	PBC 6, 6	No annual results reporting between MOE, PEDs and related DEDs	By December 2018, standard templates for annual results reporting developed	NA	2019 Annual results-based reports completed per template, submitted by MOE for fifteen (15) PEDs and related DEDs, and published on MOE's website	2020 Annual results based reports completed by the MoE for all PEDs and DEDs by December 2021	2,021.00	NA	2019, 2020, and 2021 annual results-based reports completed annually by the MoE for all PEDs and related DEDs and published on MoE website by December 2022				
Action: This indicator has been Revised													
NESP III Operational plan on management and budgeting cycle developed and results reported (Text, Custom, DLI) (Text)	PBC 7, 7	New O&M budget allocation formula not established	New O&M budget allocation formula established by December 2018; Annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2019 completed and endorsed by DPs by December	Progress on results toward 2018 annual operational plan reported by MOE by February 2019. Annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2020 completed and endorsed by DPs by December	Progress on results toward 2019 annual operational plan reported per template by MoE by February 2020. Annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2021 completed and endorsed by DPs by December	Progress on results toward 2020 annual operational plan reported per template by MoE by February 2021. Annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2022 completed and endorsed by DPs by December	NA	NA	Progress on results toward 2018, 2019, and 2020 annual operational plan reported by MoE per template; 2020, 2021, and 2022 annual operational plans developed based on actual on-budget allocation and projected off-budget allocations and				



Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
			2018;	endorsed by DPs as per the template by June 2019	endorsed by DPs as per the template by December 2020;	endorsed by DPs as per the template by December 2021;			jointly endorsed by DPs, per template by June 2021
<i>Action: This indicator has been Revised</i>									
Integrated personnel database for education staff established (Text)	PBC 5, 5	No integrated personnel database	NA	Organizational mapping of all education Tashkeel staff completed; and agreed minimum information on staff, as described in the Project	Agreed minimum information on staff, as described in the Project	Agreed minimum information on staff, as described in the Project	Personnel data updated to reflect any changes required for existing entries.	NA	Organizational mapping of all education Tashkeel staff completed. The database contains agreed minimum information on all staff as described in the procedure manual including biometric data. Interface between personnel database and payroll completed by December 2022.
<i>Action: This indicator has been Revised</i>									
Provincial workshops conducted with DEDs, school shura representatiaves to		0.00	NA	15.00	30.00	45.00	60.00	NA	60.00



Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
identify constraints to education (Text)									
Improved EMIS data collection and quality assurance procedures implemented (Text)	PBC 3, 3	No monthly phone survey data collection procedures	A call center established within MOE and operational	On-line tool developed for school level data entry into EMIS; Training of trainers for data collection	MoU Between the MoE and NSIA on improving EMIS signed and an action plan for the implementation of the	NA	NA	NA	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.



Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Action: This indicator has been Revised									
Development and implementation of a teacher policy for prioritization in the hiring and allocation of teachers based on need (Text)	PBC 4, 4	No policy in place for prioritization in the hiring and allocation of teachers based on need	Teacher policy comprising step-by-step procedures for prioritization, the hiring and allocation of teachers based on need	needs-based allocation, and criteria for redeployment of teachers developed	NA	NA	At least 90 percent of newly hired permanent teachers and at least 75 percent of all newly hired temporary teachers were based on the methods and criteria identified in the teacher policy; at least 90 percent of new teacher positions were filled through a transparent recruitment process using the Civil Service Commission's hiring procedures; and at least 40 percent of the new hires are women	NA	At least ninety (90) percent of newly hired permanent teachers and at least seventy five (75) percent of newly hired temporary teachers hired based on the methods and criteria identified in the teacher policy; and at least ninety (90) percent of new teacher positions filled through a transparent recruitment process using the IARSC's hiring procedures and at least forty percent (40%) of the new hires are women.



Indicator Name	PBC	Baseline	Intermediate Targets						End Target
			1	2	3	4	5	6	
Complaints addressed through grievance redressal mechanism (Percentage)	0.00	50.00	55.00	60.00	65.00	70.00	70.00	70.00	70.00

Performance-Based Conditions Matrix

PBC 1	Teaching quality rating based on classroom observations			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Text	12,500,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	Baseline to be collected in 2019			
Results to be achieved by 2018	Baseline data on teaching quality collected among sample of teachers using classroom observation tools (TEACH) by December 2019		0.00	NA
Results to be achieved by 2019	NA		7,500,000.00	Full amount upon
Results to be achieved by 2020	NA		0.00	NA
Results to be achieved by 2021	NA		0.00	NA
Results to be achieved by 2022	Teaching quality rating, based on TEACH classroom observation method, increased by 0.4		0.00	NA



	standard deviations or more among sampled teachers compared to the baseline.		
Results to be achieved by 2023		5,000,000.00	Full amount upon achievement of target

Action: This PBC has been Revised. See below.

PBC 1	Improved teaching quality rating based on classroom observations			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Text	12,500,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	Baseline to be collected in 2019			
Results to be achieved by 2018	NA		0.00	NA
Results to be achieved by 2019	Baseline data on teaching quality collected among sample of teachers using classroom observation tools (TEACH) by December 31, 2019		7,500,000.00	Full amount upon
Results to be achieved by 2020	NA		0.00	NA
Results to be achieved by 2021	NA		0.00	NA
Results to be achieved by 2022	NA		0.00	NA
Results to be achieved by 2023	Teaching quality rating, based on TEACH classroom observation method, increased by 0.4 standard deviations or more among sampled teachers compared to the baseline.		5,000,000.00	Full amount upon achievement of target



PBC 2	Existing textbooks distributed and teaching and learning materials for the new curriculum developed for all grades			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	Yes	Text	16,500,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	Old national curriculum framework in effect			
Results to be achieved by 2018			0.00	
Results to be achieved by 2019	New textbooks developed in core subjects of mathematics, science, and language for Grades 1 to 6		10,000,000.00	Minimum = US\$2,500,000 for achieving distribution of 11.25 m
Results to be achieved by 2020	New teacher guides developed in core subjects of mathematics, science, and language for Grades 1 to 6. New textbooks developed in core subjects of mathematics, science, and language for Grades 7 to 9.		2,500,000.00	Full amount upon achievement of target
Results to be achieved by 2021	New teacher guides developed in core subjects of mathematics, science, and language for Grades 7 to 12. New textbooks and teacher guides developed in core subjects of mathematics, science, and language for Grades 10 to 12.		2,000,000.00	Full amount upon achievement of target
Results to be achieved by 2022	NA		2,000,000.00	Full amount upon achievement of target
Results to be achieved by 2023			0.00	NA
<i>Action: This PBC has been Revised. See below.</i>				



PBC 2				
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Period	Value		Allocated Amount (USD)	Formula
Baseline	Old national curriculum framework in effect			
Results to be achieved by 2018	NA		0.00	
Results to be achieved by 2019	45 million textbook from the existing curriculum for core subjects/learning areas (mathematics, science, and language) distributed to public schools, covering at least 90% of districts.		10,000,000.00	Minimum = US\$2,500,000 for achieving distribution of 11.25 m
Results to be achieved by 2020	New textbooks developed in core subjects of mathematics, science, and language for Grades 1 to 6		2,000,000.00	Full amount upon achievement of target
Results to be achieved by 2021	New teacher guides developed in core subjects of mathematics, science, and language for Grades 1 to 6. New textbooks developed in core subjects of mathematics, science, and language for Grades 7 to 9.		1,000,000.00	Full amount upon achievement of target
Results to be achieved by 2022	New teacher guides developed in core subjects of mathematics, science, and language for Grades 7 to 12. New textbooks and teacher guides developed in core subjects of mathematics, science, and language for Grades 10 to 12.		1,000,000.00	Full amount upon achievement of target
Results to be achieved by 2023			0.00	



PBC 3	Improved EMIS data collection and quality assurance procedures implemented			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Period	Value		Allocated Amount (USD)	Formula
Process	No	Text	8,000,000.00	0.00
Baseline	No monthly phone survey data collection procedures			
Results to be achieved by 2018	On-line tool developed for school level data entry into EMIS; Training of trainers for data collection and entry into EMIS completed; Outreach and capacity building of principals and school shuras to prepare for monthly data collection completed		3,000,000.00	Full amount upon achievement of target
Results to be achieved by 2019	MoU Between the MoE and NSIA on improving EMIS signed and an action plan for the implementation of the aforementioned MoU developed and endorsed by both MoE and NSIA.		3,000,000.00	Full amount upon achievement of target
Results to be achieved by 2020	NA		500,000.00	Full amount upon achievement of target.
Results to be achieved by 2021	NA		500,000.00	Full amount upon achievement of target
Results to be achieved by 2022	NA		1,000,000.00	Full amount upon achievement of target
Results to be achieved by 2023			0.00	NA

Action: This PBC has been Revised. See below.



PBC 3 <i>Improved EMIS data collection and quality assurance procedures implemented</i>				
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Text	7,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No monthly phone survey data collection procedures			
Results to be achieved by 2018	A call center established within MOE and operational protocols for managing monthly phone surveys to schools for EMIS data collection established in consultation with local stakeholders.		3,000,000.00	Full amount upon achievement of target
Results to be achieved by 2019	On-line tool developed for school level data entry into EMIS; Training of trainers for data collection and entry into EMIS completed; Outreach and capacity building of principals and school shuras to prepare for monthly data collection completed		3,000,000.00	Full amount upon achievement of target
Results to be achieved by 2020	MoU Between the MoE and NSIA on improving EMIS signed and an action plan for the implementation of the aforementioned MoU developed and endorsed by both MoE and NSIA.		1,000,000.00	Full amount upon achievement of target.
Results to be achieved by 2021	NA		0.00	
Results to be achieved by 2022	NA		0.00	
Results to be achieved by 2023	NA		0.00	



PBC 4	Development and implementation of a teacher policy for prioritization in the hiring and allocation of teachers based on need			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Intermediate Outcome	No	Text	8,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No policy in place for prioritization in the hiring and allocation of teachers based on need			
Results to be achieved by 2018	NA		5,000,000.00	Full amount upon achievement of target
Results to be achieved by 2019	NA		0.00	
Results to be achieved by 2020	At least 90 percent of newly hired permanent teachers and at least 75 percent of all newly hired temporary teachers were based on the methods and criteria identified in the teacher policy; at least 90 percent of new teacher positions were filled through a transparent recruitment process using the Civil Service Commission's hiring procedures; and at least 40 percent of the new hires are women		0.00	
Results to be achieved by 2021	NA		3,000,000.00	Full amount upon achievement of target
Results to be achieved by 2022	NA		0.00	
Results to be achieved by 2023			0.00	NA
<i>Action: This PBC has been Revised. See below.</i>				



PBC 4	<i>Development and implementation of a teacher policy for prioritization in the hiring and allocation of teachers based on need</i>			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
<i>Intermediate Outcome</i>	No	Text	8,000,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
<i>Baseline</i>	<i>No policy in place for prioritization in the hiring and allocation of teachers based on need</i>			
<i>Results to be achieved by 2018</i>	<i>Teacher Policy comprising step-by-step procedures for prioritization, needs-based allocation, and criteria for redeployment of teachers developed.</i>		5,000,000.00	<i>Full amount upon achievement of target</i>
<i>Results to be achieved by 2019</i>	NA		0.00	
<i>Results to be achieved by 2020</i>	NA		0.00	
<i>Results to be achieved by 2021</i>	<i>At least 90 percent of newly hired permanent teachers and at least 75 percent of all newly hired temporary teachers were based on the methods and criteria identified in the teacher policy; at least 90 percent of new teacher positions were filled through a transparent recruitment process using the IARCS's hiring procedures; and at least 40 percent of the new hires are women</i>		3,000,000.00	<i>Full amount upon achievement of target</i>
<i>Results to be achieved by 2022</i>	NA		0.00	
<i>Results to be achieved by 2023</i>	NA		0.00	



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

Action: This PBC has been Revised. See below.



PBC 5	<i>Integrated personnel database for education staff established</i>			
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Output	No	Text	4,400,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No integrated personnel database			
Results to be achieved by 2018			0.00	NA
Results to be achieved by 2019	<i>Organizational mapping of all education Tashkeel staff completed; and agreed minimum information on staff, as described in the Project Procedure Manual, including biometric data entered into the personnel database for one hundred thousand (100,000) staff.</i>		2,000,000.00	<i>Full amount upon achievement of target</i>
Results to be achieved by 2020	<i>Agreed minimum information on staff, as described in the Project Procedure Manual, including biometric data entered into the personnel database for 200,000 staff.</i>		1,000,000.00	<i>Full amount upon achievement of target</i>
Results to be achieved by 2021	<i>Agreed minimum information on staff, as described in the Project Procedure Manual, including biometric data entered into the personnel database for all relevant staff.</i>		400,000.00	<i>Full amount upon achievement of target</i>
Results to be achieved by 2022	<i>Personnel data updated to reflect any changes required for existing entries.</i>		1,000,000.00	<i>Full amount upon achievement of target</i>
Results to be achieved by 2023			0.00	NA



PBC 6 Annual results based reports implemented between MOE, PEDs and DEDs				
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Period	Value		Allocated Amount (USD)	Formula
Process	No		Text	3,900,000.00
Baseline	No annual results reporting between MOE, PEDS and related DEDs			
Results to be achieved by 2018	NA		2,000,000.00	Full amount upon achievement of target
Results to be achieved by 2019	2019 Annual results-based reports completed by MoE and 15 PEDs and related DEDs and published on MoE website by December 2020		0.00	NA
Results to be achieved by 2020	2020 Annual results based reports completed by the MoE for all PEDs and DEDs by December 2021		1,000,000.00	Full amount upon achievement of target
Results to be achieved by 2021	2021 annual results-based reports completed annually by the MoE for all PEDs and related DEDs and published on MoE website by December 2022		600,000.00	Full amount upon achievement of target
Results to be achieved by 2022	NA		300,000.00	Full amount upon achievement of target
Results to be achieved by 2023			0.00	NA

Action: This PBC has been Revised. See below.



PBC 6 <i>Annual results based reports implemented between MOE, PEDs and DEDs</i>				
Type of PBC	Scalability	Unit of Measure	Total Allocated Amount (USD)	As % of Total Financing Amount
Process	No	Text	3,900,000.00	0.00
Period	Value		Allocated Amount (USD)	Formula
Baseline	No annual results reporting between MOE, PEDS and related DEDs			
Results to be achieved by 2018	By December 2018, standard templates for annual results reporting developed.		2,000,000.00	Full amount upon achievement of target
Results to be achieved by 2019			0.00	
Results to be achieved by 2020	2019 Annual results-based reports completed per template, submitted by MOE for fifteen (15) PEDs and related DEDs, and published on MOE's website		1,000,000.00	Full amount upon achievement of target
Results to be achieved by 2021	2020 Annual results-based reports completed per template, submitted by MOE for all PEDs and DEDs, and published on MOE's website		600,000.00	Full amount upon achievement of target
Results to be achieved by 2022	2021 Annual results-based reports completed per template, submitted by MOE for all PEDs and DEDs, and published on MOE's website		300,000.00	Full amount upon achievement of target
Results to be achieved by 2023			0.00	NA



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



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

Action: This PBC has been Revised. See below.

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



	<i>endorsed by DPs as per the template by December 2020</i>		
<i>Results to be achieved by 2021</i>	<i>Progress on results toward 2020 annual plan reported per template by MoE by February 2021. Annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2022 completed and endorsed by DPs as per the template by December 2021</i>	400,000.00	<i>Full amount upon achievement of targets</i>
<i>Results to be achieved by 2022</i>	NA	0.00	
<i>Results to be achieved by 2023</i>		0.00	

Verification Protocol Table: Performance-Based Conditions

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



Verification Entity	TPVA
Procedure	TPVA verifies classroom observations were done. TPVA reviews primary data on observations and related analyses for accuracy and conducts site visits and interviews with relevant teachers and administrative staff in a sample of schools. World Bank reviews TPVA's reports.
PBC 2	Existing textbooks distributed and teaching and learning materials for the new curriculum developed for all grades
Description	2018: Evidence demonstrating that 45 million textbooks from the existing curriculum for core subjects/learning areas of mathematics, science, and language were distributed to public schools covering at least 90 percent of districts. 2020: New textbooks developed for core subject/learning area for Grades 1 to 6. 2021: New textbooks for Grade 7 to 9 and teacher guides for Grade 1 to 6 developed for core subject/learning area. 2022: New textbooks for Grade 10 to 12 and teacher guides for Grade 7 to 12 developed for core subject/learning area.
Data source/ Agency	PED, DED
Verification Entity	TPVA
Procedure	Verification will be done in two steps for text book distribution: 1) TPVA will verify that at least 11.25 million textbooks have been printed and distributed by reviewing contract documents, proof of distribution such as financing incurred, and reports of books distributed from PEDs to DEDs and schools; 2) A sample of schools (from the list of those schools that received 11.25 million textbooks) will be selected and TPVA will verify existence of books at the school level. WB reviews TPVA's reports. Verification for development of textbooks and teacher guides: TPVA verifies that textbooks and teacher guides developed in core subjects (math, science and language) for grades 1 through 12 and writes reports. WB reviews TPVA's reports.
PBC 2	Existing textbooks distributed and teaching and learning materials for the new curriculum developed for all grades
Description	2018: Evidence demonstrating that 45 million textbooks from the existing curriculum for core subjects/learning areas of mathematics, science, and language were distributed to public schools covering at least 90 percent of districts. 2020: New textbooks developed for core subject/learning area for Grades 1 to 6. 2021: New textbooks for Grade 7 to 9 and teacher



	guides for Grade 1 to 6 developed for core subject/learning area. 2022: New textbooks for Grade 10 to 12 and teacher guides for Grade 7 to 12 developed for core subject/learning area.
Data source/ Agency	PED, DED
Verification Entity	TPVA
Procedure	<p>Verification will be done in two steps for text book distribution: 1) TPVA will verify that at least 11.25 million textbooks have been printed and distributed by reviewing contract documents, proof of distribution such as financing incurred, and reports of books distributed from PEDs to DEDs and schools; 2) A sample of schools (from the list of those schools that received 11.25 million textbooks) will be selected and TPVA will verify existence of books at the school level. WB reviews TPVA's reports.</p> <p>Verification for development of textbooks and teacher guides: TPVA verifies that textbooks and teacher guides developed in core subjects (math, science and language) for grades 1 through 12 and writes reports. WB reviews TPVA's reports.</p>
PBC 3	Improved EMIS data collection and quality assurance procedures implemented
Description	By December 2018, evidence demonstrating that protocols for monthly EMIS data collection are established (telephone surveys to schools) in consultation with local stakeholders 2019: Evidence demonstrating: (a) online tool for school-level data entry into EMIS developed and functioning and training of trainers (academic supervisors, PEDs) for data collection and entry into EMIS completed among PEDs and academic supervisors in each province and (b) outreach and capacity building of principals and school shuras to prepare for monthly data collection completed in each province (that is, information on training sessions conducted including date, location, facilitators, and participants who completed training). 2020: MoU Between the MoE and NSIA on improving EMIS signed and an action plan for the implementation of the aforementioned MoU developed and endorsed by both MoE and NSIA.
Data source/ Agency	MOE
Verification Entity	TPVA
Procedure	TPVA reviews protocol and arrangements for call center and conducts site visit to verify call center established within MoE. TPVA reviews EMIS module for data entry and quality as well as verifies that data has been entered, training and outreach took place by reviewing related records and materials and conducting random site visits and interviewing principals and school shuras. WB reviews TPVA's report.



	<p>The TPVA reviews reports from EMIS teams and conducts visits to a sample of schools and CBEs. They will review data quality and verify monthly phone surveys were conducted. The TPVA will collect attendance data from schools and crosscheck it with the phone survey records at the PED and at the call center. The TPVA will also collect CBE data (e.g. enrollment, attendance and number of teachers) from a sample of schools (classes) and compare it with CBE data in the EMIS for accuracy. This will apply to both on and off-budget financed CBE classes. World Bank reviews TPVA's report. TPVA verifies that the MoE has conducted the two-level verification: a) 5% of physical verification of the EMIS data by the MoE (e.g., academic supervisors) by reviewing documentation on the verification process, data collected and analysis of results reported by MoE and b) the TPVA also verifies that the monthly phone survey has been conducted and the data was entered into EMIS by reviewing the EMIS's module for phone survey. WB reviews TPVA's report.</p> <p>TPVA reviews reports from EMIS teams and conducts visits to a sample of schools and CBEs. WB reviews TPVA's report.</p>
PBC 3	Improved EMIS data collection and quality assurance procedures implemented
Description	By December 2018, evidence demonstrating that protocols for monthly EMIS data collection are established (telephone surveys to schools) in consultation with local stakeholders 2019: Evidence demonstrating: (a) online tool for school-level data entry into EMIS developed and functioning and training of trainers (academic supervisors, PEDs) for data collection and entry into EMIS completed among PEDs and academic supervisors in each province and (b) outreach and capacity building of principals and school shuras to prepare for monthly data collection completed in each province (that is, information on training sessions conducted including date, location, facilitators, and participants who completed training). 2020: MoU Between the MoE and NSIA on improving EMIS signed and an action plan for the implementation of the aforementioned MoU developed and endorsed by both MoE and NSIA.
Data source/ Agency	MoE
Verification Entity	TPVA
Procedure	TPVA reviews protocol and arrangements for call center and conducts site visit to verify call center established within MoE. TPVA reviews EMIS module for data entry and quality as well as verifies that data has been entered, training and outreach took place by reviewing related records and materials and conducting random site visits and interviewing principals and school shuras. WB reviews TPVA's report.



	<p>The TPVA reviews reports from EMIS teams and conducts visits to a sample of schools and CBEs. They will review data quality and verify monthly phone surveys were conducted. The TPVA will collect attendance data from schools and crosscheck it with the phone survey records at the PED and at the call center. The TPVA will also collect CBE data (e.g. enrollment, attendance and number of teachers) from a sample of schools (classes) and compare it with CBE data in the EMIS for accuracy. This will apply to both on and off-budget financed CBE classes. World Bank reviews TPVA's report. TPVA verifies that the MoE has conducted the two-level verification: a) 5% of physical verification of the EMIS data by the MoE (e.g., academic supervisors) by reviewing documentation on the verification process, data collected and analysis of results reported by MoE and b) the TPVA also verifies that the monthly phone survey has been conducted and the data was entered into EMIS by reviewing the EMIS's module for phone survey. WB reviews TPVA's report.</p> <p>TPVA reviews reports from EMIS teams and conducts visits to a sample of schools and CBEs. WB reviews TPVA's report.</p>
PBC 4	Development and implementation of a teacher policy for prioritization in the hiring and allocation of teachers based on need
Description	By December 2018: Evidence demonstrating the establishment of a teacher policy comprising step-by-step procedures for prioritization, needs-based allocation, and criteria for redeployment of teachers. 2021: Evidence demonstrating that • At least 90 percent of newly hired permanent teachers and at least 75 percent of all temporary teachers were based on the methods and criteria identified in the teacher policy; • At least 90 percent of new teacher positions were filled through a transparent recruitment process using the Civil Service Commission's hiring procedures; and • At least 40 percent of new hires are women.
Data source/ Agency	TEMIS, MoE, Civil Service Commission database
Verification Entity	TPVA
Procedure	TPVA will review the teacher policy and verify that it sufficiently describes step-by-step procedures for prioritization and needs including criteria for allocation of new hires and redeployment of existing teachers. WB reviews TPVA's report. TPVA will verify teachers were hired according to the national recruitment process. TPVA will select a sample from new recruitments and review all related documents to verify that the hiring process was according to the government's revised hiring procedure from the announcement stage to contract signing. TPVA will review records to determine proportion of female teachers hired. WB reviews TPVA's report.



PBC 4	Development and implementation of a teacher policy for prioritization in the hiring and allocation of teachers based on need
Description	By December 2018: Evidence demonstrating the establishment of a teacher policy comprising step-by-step procedures for prioritization, needs-based allocation, and criteria for redeployment of teachers. 2021: Evidence demonstrating that • At least 90 percent of newly hired permanent teachers and at least 75 percent of all temporary teachers were based on the methods and criteria identified in the teacher policy; • At least 90 percent of new teacher positions were filled through a transparent recruitment process using the Civil Service Commission's hiring procedures; and • At least 40 percent of new hires are women.
Data source/ Agency	TEMIS, MOE, Civil Service Commission database
Verification Entity	TPVA
Procedure	TPVA will review the teacher policy and verify that it sufficiently describes step-by-step procedures for prioritization and needs including criteria for allocation of new hires and redeployment of existing teachers. WB reviews TPVA's report. TPVA will verify teachers were hired according to the national recruitment process. TPVA will select a sample from new recruitments and review all related documents to verify that the hiring process was according to the government's revised hiring procedure from the announcement stage to contract signing. TPVA will review records to determine proportion of female teachers hired. WB reviews TPVAs report.
PBC 5	Integrated personnel database for education staff established
Description	
Data source/ Agency	MOE
Verification Entity	TPVA
Procedure	TPVA reviews organizational mapping (census) of all Tashkeel staff and verifies that the mapping follows the organizational structure of the MoE down to the level of work location and that it includes each Tashkeel staff and identifies them by grade, job title, work location, and a unique number. TPVA verifies that the database contains agreed minimum information on each staff based on project procedure manual such as name, father's name, NID code, bank account for payroll, qualification, photograph, and biometric data.



	<p>TPVA reviews the database to confirm that it is created and data are entered for 100,000 tashkeel staff (for first DLR) and all staff (second DLR). TPVA reviews a random sample of records to verify the payroll sheet (M16) is generated using the new databases system, and to compare the M16 with M14 for individual teachers at the school level.</p> <p>TPVA verifies that the integration is completed with any differences between them fully reconciled, and completion of any updates to existing records in the database. TPVA reviews a random sample from MoE's database for accuracy with payroll. WB reviews TPVA's reports.</p>
PBC 5	Integrated personnel database for education staff established
Description	
Data source/ Agency	MOE
Verification Entity	TPVA
Procedure	<p>TPVA reviews organizational mapping (census) of all Tashkeel staff and verifies that the mapping follows the organizational structure of the MoE down to the level of work location and that it includes each Tashkeel staff and identifies them by grade, job title, work location, and a unique number. TPVA verifies that the database contains agreed minimum information on each staff based on project procedure manual such as name, father's name, NID code, bank account for payroll, qualification, photograph, and biometric data.</p> <p>TPVA reviews the database to confirm that it is created and data are entered for 100,000 tashkeel staff (for first DLR) and all staff (second DLR). TPVA reviews a random sample of records to verify the payroll sheet (M16) is generated using the new databases system, and to compare the M16 with M14 for individual teachers at the school level.</p> <p>TPVA verifies that the integration is completed with any differences between them fully reconciled, and completion of any updates to existing records in the database. TPVA reviews a random sample from MoE's database for accuracy with payroll. WB reviews TPVA's reports.</p>
PBC 6	Annual results based reports implemented between MOE, PEDs and DEDs
Description	2018: Evidence demonstrating that standard templates for annual results reporting are developed, including development and dissemination of school budgets and PED reports summarizing (a) school expenditures, (b) teacher absenteeism, (c) student enrollment and attendance, (d) textbooks required by schools, (e) textbooks delivered to schools, and (f) all actions taken in response to DED requests and school report card results. 2020: Evidence demonstrating that 2019 annual results-based reports were completed per template and submitted by the MoE for 15 PEDs, and related DEDs. 2021: Evidence



	demonstrating that 2020 annual results-based reports were completed annually per template and submitted by the MoE for all PEDs. 2022: Evidence demonstrating that 2021 annual results-based reports were completed annually per template and submitted by the MoE for all PEDs.
Data source/ Agency	MOE, PED, DED
Verification Entity	TPVA
Procedure	TPVA reviews templates to ensure standard templates for annual results reporting are developed, including development and dissemination of school budgets and PED reports summarizing (a) school expenditures, (b) teacher absenteeism, (c) student enrollment and attendance, (d) textbooks required by schools, (e) textbooks delivered to schools, and (f) all actions taken in response to DED requests and school report card results by December 2018 (time-bound). TPVA reviews 2019 reports were completed per template and submitted by the MoE for 15 PEDs, and related DEDs and published on MoE website by December 2020 (time-bound). TPVA reviews 2020 reports were completed per template and submitted by the MoE for all PEDs, and related DEDs and published on MoE website by December 2021 (time-bound). TPVA reviews 2021 reports were completed per template and submitted by the MoE for all PEDs, and related DEDs and published on MoE website by December 2022 (time-bound). WB reviews TPVA's reports.
PBC 6	Annual results based reports implemented between MOE, PEDs and DEDs
Description	2018: Evidence demonstrating that standard templates for annual results reporting are developed, including development and dissemination of school budgets and PED reports summarizing (a) school expenditures, (b) teacher absenteeism, (c) student enrollment and attendance, (d) textbooks required by schools, (e) textbooks delivered to schools, and (f) all actions taken in response to DED requests and school report card results. 2020: Evidence demonstrating that 2019 annual results-based reports were completed per template and submitted by the MoE for 15 PEDs, and related DEDs. 2021: Evidence demonstrating that 2020 annual results-based reports were completed annually per template and submitted by the MoE for all PEDs. 2022: Evidence demonstrating that 2021 annual results-based reports were completed annually per template and submitted by the MoE for all PEDs.



Data source/ Agency	MOE, PED, DED
Verification Entity	TPVA
Procedure	<p>TPVA reviews templates to ensure standard templates for annual results reporting are developed, including development and dissemination of school budgets and PED reports summarizing (a) school expenditures, (b) teacher absenteeism, (c) student enrollment and attendance, (d) textbooks required by schools, (e) textbooks delivered to schools, and (f) all actions taken in response to DED requests and school report card results by December 2018 (time-bound). TPVA reviews 2019 reports were completed per template and submitted by the MoE for 15 PEDs, and related DEDs and published on MoE website by December 2020 (No time-bound due to COVID-19). TPVA reviews 2020 reports were completed per template and submitted by the MoE for all PEDs, and related DEDs and published on MoE website by December 2021 (time-bound). TPVA reviews 2021 reports were completed per template and submitted by the MoE for all PEDs, and related DEDs and published on MoE website by December 2022 (time-bound).</p> <p>WB reviews TPVA's reports.</p>
PBC 7	NESP III Operational plan on management and budgeting cycle developed and results reported (Text, Custom, DLI)
Description	<p>By December 2018: Evidence demonstrating (a) new O&M budget allocation formula established for each PED, disaggregated by DED; (b) annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2019 completed and endorsed by DPs by December 2018; and (c) progress report template jointly developed with DPs by December 2018. 2019: Evidence demonstrating (a) progress on results toward 2018 annual plan reported by February 2019; and (b) annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2020 completed and endorsed by DPs as per the template by June 2019. 2020: Evidence demonstrating (a) progress on results toward 2019 annual plan reported, per template by February 2020; and (b) annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2021 completed and endorsed by DPs as per the template by December 2020. 2021: Evidence demonstrating (a) progress on results toward 2020 annual plan reported, per template by February 2021; (b) Annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2022 completed and endorsed by DPs as per the template by December 2021.</p>



Data source/ Agency	MOE
Verification Entity	TPVA
Procedure	<p>TPVA reviews MOE operational plans and reports to verify: (a) new O&M budget allocation formula established for each PED, disaggregated by DED; (b) annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2019 completed and endorsed by DPs by December 2018; and (c) progress report template jointly developed with DPs by December 2018.</p> <p>TPVA reviews MoE operational plans and reports to verify: (a) progress on results toward 2018 annual plan reported by February 2019; and (b) annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2020 completed and endorsed by DPs as per the template by June 2019.</p> <p>TPVA reviews MoE operational plans and reports to verify: (a) progress on results toward 2019 annual plan reported, per template by February 2020; and (b) annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2021 completed and endorsed by DPs as per the template by June 2020.</p> <p>TPVA reviews MOE operational plans and reports to verify: (a) progress on results toward 2020 annual plan reported, per template by February 2021; (b) Annual operations plan based on actual on-budget allocation and projected off-budget allocations for 2022 completed and endorsed by DPs as per the template by June 2021.</p> <p>WB reviews TPVA's reports.</p>
PBC 7	NESP III Operational plan on management and budgeting cycle developed and results reported (Text, Custom, DLI)
Description	<p>By December 2018: Evidence demonstrating (a) new O&M budget allocation formula established for each PED, disaggregated by DED; (b) annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2019 completed and endorsed by DPs by December 2018; and (c) progress report template jointly developed with DPs by December 2018.</p> <p>2019: Evidence demonstrating (a) progress on results toward 2018 annual plan reported by February 2019; and (b) annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2020 completed and endorsed by DPs as per the template by June 2019.</p> <p>2020: Evidence demonstrating (a) progress on results toward 2019 annual plan reported, per template by February 2020; and (b) annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2021 completed and endorsed by DPs as per the template by December 2020.</p> <p>2021: Evidence demonstrating (a) progress on results toward 2020 annual plan reported, per template by February 2021; (b) Annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2022 completed and endorsed by DPs as per the template by December 2021.</p>



Data source/ Agency	MOE
Verification Entity	TPVA
Procedure	<p>TPVA reviews MOE operational plans and reports to verify: (a) new O&M budget allocation formula established for each PED, disaggregated by DED; (b) annual operational plan based on actual on-budget allocations and projected off-budget allocations for 2019 completed and endorsed by DPs by December 2018; and (c) progress report template jointly developed with DPs by December 2018.</p> <p>TPVA reviews MoE operational plans and reports to verify: (a) progress on results toward 2018 annual plan reported by February 2019; and (b) annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2020 completed and endorsed by DPs as per the template by June 2019.</p> <p>TPVA reviews MoE operational plans and reports to verify: (a) progress on results toward 2019 annual plan reported, per template by February 2020; and (b) annual operational plan based on actual on-budget allocation and projected off-budget allocations for 2021 completed and endorsed by DPs as per the template by December 2020.</p> <p>TPVA reviews MOE operational plans and reports to verify: (a) progress on results toward 2020 annual plan reported, per template by February 2021; (b) Annual operations plan based on actual on-budget allocation and projected off-budget allocations for 2022 completed and endorsed by DPs as per the template by December 2021.</p> <p>WB reviews TPVA's reports.</p>



The World Bank

EQRA (P159378)

Note to Task Teams: End of system generated content, document is editable from here. *Please delete this note when finalizing the document*