The World Bank
Ethiopia General Education Quality Improvement Project II (P129828)

Implementation Status & Results Report

Ethiopia General Education Quality Improvement Project II (P129828)

AFRICA | Ethiopia | Education Global Practice |
IBRD/IDA | Investment Project Financing | FY 2014 | Seq No: 11 | ARCHIVED on 25-Feb-2019 | ISR35700 |

Implementing Agencies: Ministry of Education, Federal Democratic Republic of Ethiopia, Ministry of Finance and Economic Cooperation, Federal Democratic Republic of Ethiopia, Ministry of Finance and Economic Cooperation

Key Dates

Key Project Dates

Bank Approval Date: 12-Nov-2013	Effectiveness Date: 18-Feb-2014
Planned Mid Term Review Date: 20-Jun-2016	Actual Mid-Term Review Date: 27-Jun-2016
Original Closing Date: 07-Jul-2018	Revised Closing Date: 30-Jun-2019

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The higher order objective for the eight years' program is 'Improving the quality of General Education (Grades 1-12) throughout thecountry'. The specific PDO for GEQIP II is 'Improving learning conditions in primary and secondary schools and strengthening of institutions at different levels of educational administration'.

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

No

Components

Name
Curriculum implementation and teaching learning materials:(Cost $91.00 M)
Teachers and education leaders development program:(Cost $76.30 M)
School improvement program:(Cost $273.00 M)
System Management and capacity building program:(Cost $30.30 M)
Information and communication technology (ICT):(Cost $33.20 M)
Program planning, coordination, monitoring and evaluation and communications:(Cost $16.50 M)

Overall Ratings

Name	Previous Rating	Current Rating
Progress towards achievement of PDO	●Moderately Satisfactory	●Moderately Satisfactory
Overall Implementation Progress (IP)	●Moderately Satisfactory	●Moderately Satisfactory
Overall Risk Rating	●Substantial	●Substantial

Implementation Status and Key Decisions

The World Bank
Ethiopia General Education Quality Improvement Project II (P129828)

The main achievements of the project include the following.

1. Textbook availability and utilization: One of the intermediate indicators is to deliver 120 million copies of textbooks and supplementary materials to '0" class-Grade 12. A total of 177 million copies of textbooks, teachers' guides and supplementary materials have been procured or are under procurement. Of this, 117 million copies of reprints and mother tongue textbooks have been distributed to regions and woredas (districts) for onward distribution to schools; 60 million copies are under printing or distribution. The project has introduced supplementary materials to reinforce knowledge and skills learned in class; and supported textbooks in seven mother tongues and braille for the sight impaired to promote equity in education. This has improved the ratio of primary school students to newly procured mother tongue textbooks from 1:0 to 1:0.74. which is close to the target of 1:1. While the national average is close to the target, there are variations across regions and schools. Visits to Gambela, Oromia, Somali and other regions showed that there were serious shortages in some schools and grades. The field trips also revealed poor storage of textbooks; failure to distribute textbooks to students; and lack of understanding by school principals, teachers and students on how to manage, utilize and care for teaching learning materials. In addition, textbook availability has not been matched with their effective use in classrooms. The 2018 textbook survey confirmed that on average only 31% of students brought their textbooks to classes (against the target of 90% for mathematics and 70% for science and social science).

2. Increase in the number of teachers with required qualifications and competence: A total of 83,309primary teacher trainees and 24,856 secondary teacher trainees graduated from diploma and post-graduate diploma teaching programs during the project period. 106,063 in-service primary teachers completed their upgrading programs from certificate to diploma, and 59,069 secondary teachers from bachelor degree (in non-teaching fields) to PGDT. In addition, 70,226in-service English language teachers, and 27,811 mathematics and science teachers attended short-term training programs as part of their continuous professional development. In all cases, achievements have exceeded the targets.

3. Teacher effectiveness: Data based on 21,363 re-inspected schools on school inspection standards including teaching and assessment practices show that the index of teacher effectiveness has improved from the 2016 baseline of 45.4% in Level 1 and 59.3% in Level 2 schools to 46.4% in Level and 59.5% in Level 2 schools in 2018.

4. School grants utilization: The 2016 school grant utilization survey confirmed that 100% of the schools surveyed (38,425) had used at least half of their grants for teaching and learning domain of their school improvement program (SIP). However, the 2018 grant evaluation survey confirmed that only about 74% of the schools surveyed (41,835) did so.

5. ICT in education. After a long delay, e-cloud infrastructure (involving a server connected to 80 terminals) has been installed in 300 secondary schools and 10 universities to provide ICT-enabled quality learning. Efforts to hire a consultant to design and implement Learning Management System for schools that offers online instruction were not successful. Instead, MoE collected digital video contents from on-line resources and customized them in line with existing curriculum, which is hosted on the local server of schools to be accessed by students and teachers.

6. Reduction in dropout rate in grade 1: There was some improvement in the dropout rate although it was below the target. It decreased from the baseline value of 25% in 2011/12 to 19.49% in 2017/18, against the 17% target.

7. Increasing the percentage of Level 1 and Level 2 schools that have moved up to the next level: Based on 34,126 schools inspected between 2013/14 and 2015/16, 25.6% of the schools were classified as Level 1 and 64.1% (Level 2). A re-inspection of 21,363 schools in 2016/17 and 2017/18 showed that 57.5 % of level 1 schools have moved to Level 2 or Level 3 and 8.5% of Level 2 schools have moved to Level 3 against a target of 10% and 5% respectively.

8. The closing date of the project has been extended from July to December 31, 2018 and again to June 30, 2019 to enable the government to complete the delivery of G1-8 adapted mother tongue, G9-12 braille, G1-8 English textbooks, and G5-8 Amharic textbooks as a second language for Oromiya.

Risks

Systematic Operations Risk-rating Tool

Risk Category	Rating at Approval	Previous Rating	Current Rating
Political and Governance	--	●Substantial	●Substantial
Macroeconomic	--	●Moderate	●Substantial
Sector Strategies and Policies	--	●Moderate	●Moderate
Technical Design of Project or Program	--	●Substantial	●Substantial
Institutional Capacity for Implementation and Sustainability	--	●Substantial	●Substantial
Fiduciary	--	●Substantial	●Substantial
Environment and Social	--	●Moderate	●Moderate
Stakeholders	--	●Moderate	●Moderate

The World Bank
Ethiopia General Education Quality Improvement Project II (P129828)

Other	--	●Low	●Low
Overall	--	●Substantial	●Substantial

Results

PDO Indicators by Objectives / Outcomes

Improving learning conditions in primary and secondary schools

▶Textbooks availability and utilisation: ratio of primary students to newly procured mother tongue textbooks (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1:0	--	1:0.74	1:1
Date	18-Feb-2014	29-Jun-2018	29-Jun-2018	28-Jun-2019

▶Textbook availability and utilisation: Percentage of students that bring their textbooks to school (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	58% in 2012/13 GEQIP1 comprehensive evaluation	--	The 2018 results of textbook survey results show that on average 31% of students bring their textbooks to classes.	90% for mathematics, 70% for science and social science
Date	07-Jun-2013	29-Jun-2018	29-Jun-2018	28-Jun-2019
Comments:	Percentage of students that bring their textbooks to schoolBaseline: 58% based on comprehensive evaluation of GEQIP1 in June 7, 2013.Target: July 7, 2018(I) 90% for mathematics(ii) 70% for science and social science			

▶Teacher effectiveness measured as an index of average scores of school inspection standards on teachers knowledge, lesson planning, teaching practices and assessment practices (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	45.4% (Level 1); 59.3% (Level 2)	--	46.4% for Level 1 schools; 59.5% for Level 2 schools	Progress in the index at both levels
Date	31-Dec-2016	29-Jun-2018	29-Jun-2018	31-Dec-2018
Comments:	Teacher effectiveness measured as an index of average scores of school inspection standards on teachers' knowledge, lesson planning, teaching practices and assessment practices.Baseline:45.4% for Level 1; 59.3% for Level 2 based on inspections of 34,126 primary and secondary schools in 2013/14 and 2015/16 academic yearsTarget: progress of the index at both levels			

▶Percentage of schools using at least half of their school grant allocation for the SIP teaching and learning domain (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	DNA	--	74%	100.00
Date	18-Feb-2014	29-Jun-2018	29-Jun-2018	31-Dec-2018

The World Bank
Ethiopia General Education Quality Improvement Project II (P129828)

Comments:	Schools using at least half of their school grant allocation for the SIP teaching and learning domain out of total number of schools

Strengthening of institutions at different levels of educational administration

▶Increased MoE capacity for evidence-based decision making as reflected in reduction in dropout rate in Grade 1 (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	25.00	18.10	19.49	17.00
Date	30-Jun-2012	29-Jun-2018	31-Dec-2018	31-Dec-2018
Comments:	Reduction in dropout rate in grade 1 by 8 percentage points by the end of GEQIP2.			

▶Increased MoE capacity for evidence-based decision making as reflected in percentage of Grade 1 and Grade 2 schools that have moved up to Grade 2 and 3 respectively (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	19.1% (Level 1); 68.2% (Level 2) Based on 18,372 schools inspected in 2013/14 and 2014/15	--	57.5 % of level 1 schools move to level 2 or level 3; and 8.5% of level 2 schools move to level 3. Based on 21,363 schools re-inspected in 2016/17 and 2017/18.	10% of Level 1 schools, and 5% of Level 2 schools move up to Level 2 and 3 respectively.
Date	30-Jun-2016	29-Jun-2018	31-Dec-2018	31-Dec-2018
Comments:	Percentage of Level 1 and Level 2 schools that have moved up to Level 2 and Level 3 respectively.			

Intermediate Results Indicators by Components

Curriculum, Textbooks, Assessment, Examinations and Inspection

▶No of textbooks and supplementary materials distributed to O class - Grade 12 (cumulative) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	79,000,000.00	117,000,000.00	120,000,000.00
Date	18-Feb-2014	29-Jun-2018	31-Dec-2018	28-Jun-2019
Comments:	Number of G1-12 textbooks and teachers guides, and number of supplementary materials procured under GEQIP2			

Management and Capacity Building, including EMIS

▶Dissemination of Education Statistics Annual Abstract by early October following the school year. Binary outcome: 1 if delivered; 0 otherwise. (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target

The World Bank
Ethiopia General Education Quality Improvement Project II (P129828)

Value	0.00	0.00	0.00	1.00
Date	31-Oct-2014	29-Jun-2018	31-Dec-2018	31-Dec-2018
Comments:	Timely dissemination of Education Statistics Annual Abstract by early October following the school year. Binary outcome: 1 if delivered; 0 otherwise.			

▶Number of national learning assessment items banked for grades 4, 8, 10 and 12 with acceptable psychometric characteristics. (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	Grades 4&8: 1,800 and Grade 10 &12: 3,360 items developed. These are to be banked by June 2019.	800 items for G4 and G8; and 1000 for G10 and G12
Date	18-Feb-2014	15-Dec-2017	31-Dec-2018	28-Jun-2019
Comments:	Number of national learning assessment items banked for grades 4, 8, 10 and 12 with acceptable psychometric characteristics.			

▶Number of primary and secondary teachers who took written licensing exam. (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	30,256.00	227,780.00	321,596.00	200,000.00
Date	18-Feb-2014	15-Dec-2017	31-Dec-2018	07-Jul-2018
Comments:	Number of primary and secondary teachers who took written licensing exam.			

▶Percentage of schools inspected. (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	95.00	95.00	95.00
Date	30-Jun-2013	15-Dec-2017	31-Dec-2018	07-Jul-2018
Comments:	Percentage of schools inspected.			

▶Percentage of Level 1 and Level 2 schools re-inspected. (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	21,363 re-inspected.	16,033 schools re-inspected by 2017/18.
Date	18-Feb-2014	29-Jun-2018	31-Dec-2018	31-Dec-2018
Comments:	Percentage of Level 1 and Level 2 schools re-inspected.			

Teacher Development Program

▶Number of post-graduate diploma in school leadership graduates (annual) (Number, Custom)

The World Bank
Ethiopia General Education Quality Improvement Project II (P129828)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	897.00	1,000.00	2,372.00	800.00
Date	30-Jun-2014	29-Jun-2018	31-Dec-2018	31-Dec-2018
Comments:	Number of graduates from universities in school leadership with post-graduate diploma every year.			

►Number of diploma graduates from Colleges of Teacher Education (annual) (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	12,925	--	25,509	10,000 is a target for 2017/18 and not cumulative.
Date	30-Jun-2014	29-Jun-2018	31-Dec-2018	31-Dec-2018
Comments:	Number of diploma graduates per year from Colleges of Teacher Education for primary education			

►Number of post-graduate diploma in teaching regular graduates from universities (annual) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	3,139.00	5,664.00	3,338.00	1,500.00
Date	30-Jun-2014	29-Jun-2018	31-Dec-2018	31-Dec-2018
Comments:	Number of post-graduate diploma in teaching regular graduates every year from universities for secondary schools.			

►Number of primary teachers upgraded from certificate to diploma (annual) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	22,808.00	24,000.00	30,949.00	22,000.00
Date	30-Jun-2014	29-Jun-2018	31-Dec-2018	31-Dec-2018
Comments:	Number of primary teachers upgraded and graduated from certificate to diploma every year from CTEs			

►Number of teachers upgraded from diploma to post-graduate diploma in teaching in summer (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	652.00	16,735.00	18,347.00	13,000.00
Date	30-Jun-2014	29-Jun-2018	31-Dec-2018	31-Dec-2018
Comments:	Number of teachers upgraded from diploma to post-graduate diploma in teaching in summer program in universities.			

►Number of teachers who received ELTIP training (cumulative) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	19,449.00	76,064.00	10,000.00

Date	30-Jun-2014	29-Jun-2018	31-Dec-2018	31-Dec-2018
Comments:	Number of primary and secondary teachers who received English language teaching (cumulative).			

▶Number of G7-8 teachers who received maths and science updating training (cumulative) (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	22,946.00	27,811.00	20,000.00
Date	30-Jun-2014	29-Jun-2018	31-Dec-2018	31-Dec-2018
Comments:	Number of G7-8 maths and science teachers who received updating training (cumulative).			

School Improvement Plan

▶Percentage of schools receiving school grants by October 31 of each year. (Percentage, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	32.00	32.00	80.00
Date	30-Jun-2014	29-Jun-2018	31-Dec-2018	31-Dec-2018
Comments:	Percentage of schools which have received school grants by October 31 of each year.			

Improving the Quality of Learning and Teaching through the use of Information and Communication Technology (ICT)

▶Procurement and delivery of E-cloud infrastructure. Binary: 1 if delivered; 0 otherwise. (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1.00	1.00	1.00
Date	18-Feb-2014	29-Jun-2018	31-Dec-2018	28-Jun-2019
Comments:	Procurement and delivery of E-cloud infrastructure. Binary: 1 if delivered; 0 otherwise			

Program Coordination, Monitoring and Evaluation, and Communication

▶Planning and Resource Mobilization Directorate produces consolidated annual GEQIP work plan by mid-May each year. Binary 1 if delivered; 0 if otherwise. (Number, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	0.00	0.00	1.00
Date	30-Jun-2014	29-Jun-2018	31-Dec-2018	31-Dec-2018
Comments:	Planning and Resource Mobilization Directorate produces consolidated annual GEQIP work plan by mid-May each year. Binary 1 if delivered; 0 if otherwise.			

▶Submission of consolidated semi-annual report (March) and annual report (Sept) of GEQIP2. Binary 1 if delivered; 0 if otherwise. (Number, Custom)

The World Bank
Ethiopia General Education Quality Improvement Project II (P129828)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	1.00	1.00	1.00
Date	30-Jun-2014	29-Jun-2018	31-Dec-2018	31-Dec-2018
Comments:	Preparation and submission of consolidated semi-annual report (March) and annual report (Sept) of GEQIP2. Binary 1 if delivered; 0 if otherwise.			

▶Production of final reports from the proposed specialized evaluations (two school grants evaluations, textbooks survey, comprehensive beneficiaries survey) evaluations undertaken (Text, Custom)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	--	SGs evaluation survey result reported in June 2018; Textbook survey results reported in June 2018; and comprehensive evaluation will be reported in March 2019.	Evaluations (2 school grant, 1 textbooks, comprehensive beneficiaries survey) undertaken.
Date	18-Feb-2014	29-Jun-2018	31-Dec-2018	28-Jun-2019

▶Students benefiting from direct interventions to enhance learning (Number, Corporate)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	20,137,555.00	25,934,981.00	25,934,981.00	23,650,000.00
Date	30-Jun-2014	29-Jun-2018	28-Jun-2019	31-Dec-2018
Comments:	Direct beneficiaries are people or groups who directly benefit from an intervention: number of 0 class, primary and secondary students who benefit from GEQIP2.2013/14 figures include: 18,139,200 primary; and 1,998,355 secondary students2014/15 figures include: 18,691,217 primary; and 2,108,115 secondary students. 2016/17 figures include: 25,934,98121 O class, primary and secondary students. 2017/18 ESAA not yet released.			

◢Students benefiting from direct interventions to enhance learning - Female (Number, Corporate Supplement)

	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	46.00	47.01	47.01	48.70

Data on Financial Performance

Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed		% Disbursed
P129828	IDA-53150	Effective	USD	130.00	130.00	0.00	125.22	0.47		100%
P129828	TF-16684	Closed	USD	100.00	100.00	0.00	100.00	0.00		100%

The World Bank
Ethiopia General Education Quality Improvement Project II (P129828)

Project	Loan/Credit/TF	Status	Currency							%
P129828	TF-18053	Effective	USD	212.07	212.07	0.00	198.31	13.75		94%
P129828	TF-A4619	Effective	USD	62.50	62.50	0.00	47.81	14.69		77%
P129828	TF-A4701	Closed	USD	7.00	7.00	0.00	7.00	0.00		100%
P129828	TF-A6267	Effective	USD	18.19	18.19	0.00	0.00	18.19		0%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P129828	IDA-53150	Effective	12-Nov-2013	05-Dec-2013	18-Feb-2014	07-Jul-2018	30-Jun-2019
P129828	TF-16684	Closed	09-May-2014	09-May-2014	09-May-2014	17-Feb-2017	16-Feb-2018
P129828	TF-18053	Effective	01-Oct-2014	01-Oct-2014	01-Oct-2014	31-Jul-2018	30-Jun-2019
P129828	TF-A4619	Effective	17-Jul-2017	17-Jul-2017	17-Jul-2017	07-Jul-2018	30-Jun-2019
P129828	TF-A4701	Closed	17-Jul-2017	17-Jul-2017	17-Jul-2017	30-Apr-2018	30-Apr-2018
P129828	TF-A6267	Effective	12-Feb-2018	12-Feb-2018	12-Feb-2018	07-Jul-2018	30-Jun-2019

Cumulative Disbursements
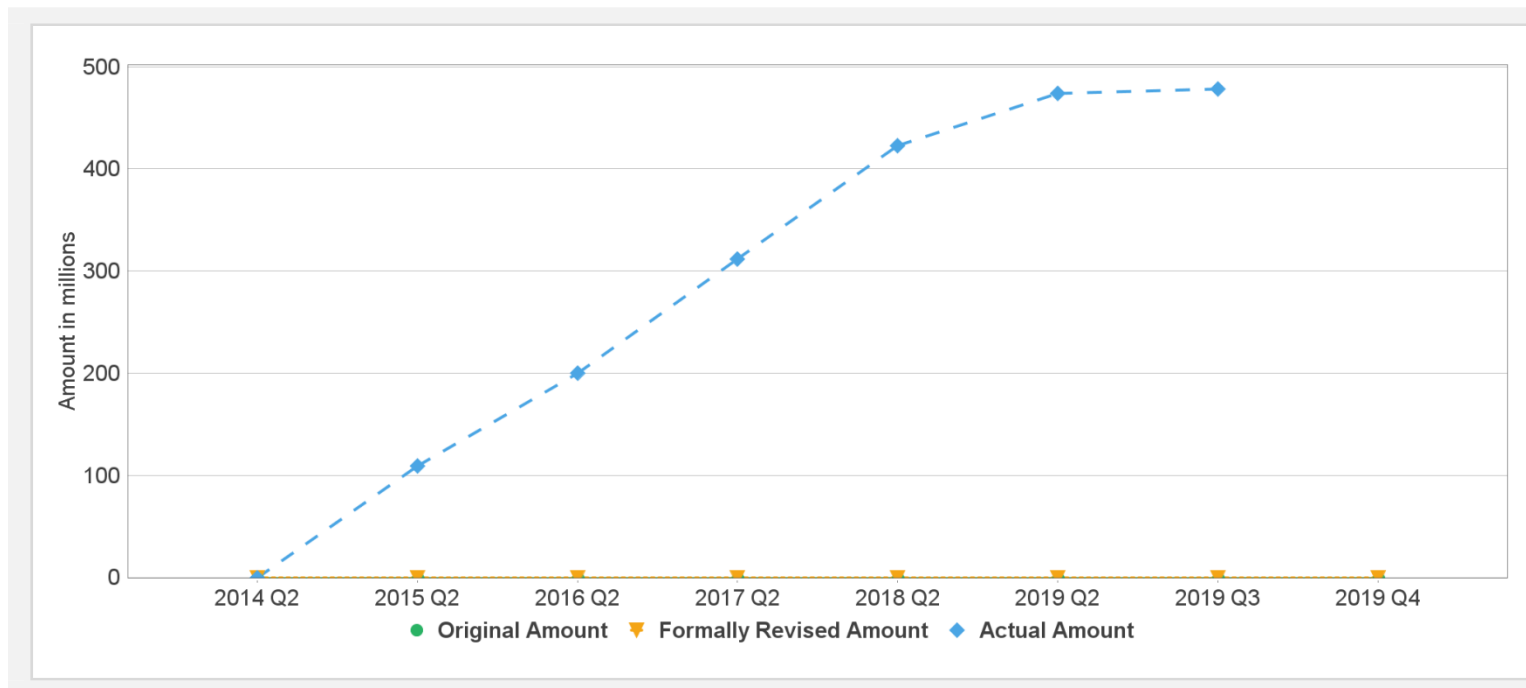
Restructuring History

Level 2 Approved on 19-Jan-2018 ,Level 2 Approved on 22-Jun-2018 ,Level 2 Approved on 28-Dec-2018

The World Bank
Ethiopia General Education Quality Improvement Project II (P129828)

Related Project(s)

P159958-General Education Quality Improvement Program Phase 2 ,P159959-General Education Quality Improvement Program Phase 2 ,P161060-General Education Quality Improvement Program Phase 2 - GPE 2 Grant