



ETHIOPIA EDUCATION RESULTS BASED FINANCING PROJECT (P163608)

AFRICA | Ethiopia | Education Global Practice |
 Recipient Executed Activities | Investment Project Financing | FY 2017 | Seq No: 5 | ARCHIVED on 28-Jun-2019 | ISR37913 |

Implementing Agencies: Ministry of Education, Federal Democratic Republic of Ethiopia

Key Dates

Key Project Dates

Bank Approval Date: 29-Jun-2017

Effectiveness Date: 18-Jul-2017

Planned Mid Term Review Date: 03-Dec-2018

Actual Mid-Term Review Date: 03-Dec-2018

Original Closing Date: 30-Jun-2019

Revised Closing Date: 30-Jun-2019

Project Development Objectives

Project Development Objective (from Project Appraisal Document)

The Project Development Objective is to contribute to improvement of learning conditions in primary schools in targeted regions including in pre-primary classes.

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

No

Components

Name

Component 1: Improving Learning Conditions in Primary Schools in Targeted Regions:(Cost \$10.00 M)

Component 2: Strengthening Equity and Inclusion in Education:(Cost \$10.00 M)

Component 3: Improving Internal Efficiency of Primary Schools in SNNP Region:(Cost \$10.00 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	● Moderate

Implementation Status and Key Decisions

Ethiopia Education Results Based Financing Project is financed through a grant from the Global Partnership for Education (GPE) in the amount of US\$30 million with the aim to support the Government of Ethiopia in improvement of learning conditions in primary schools in targeted regions including in pre-primary classes. The Project is implemented by the Ministry of Education of Ethiopia, with the World Bank acting as Grant Agent on behalf of the GPE. The grant was declared effective on July 18, 2017. The task team in collaboration with development partners provides technical support to various implementing departments for the attainment of project development objectives. Progress toward achievement of development objectives is moderately satisfactory. The approach developed in the process of piloting the turning around the low-performing schools will be scaled up in the region and nationally. O-class teachers in the Benishangul-Gumuz and Gambella regions were trained on newly developed accelerated ECE curriculum exceeding the end target of 90 percent teachers trained. The support and expansion of quality preprimary programs is



important; and several studies in Ethiopia showed that it is a significant factor for learning progress, school attendance and promotion, and helps reduce dropouts and repetition rates. The appointment of newly recruited and trained female school leaders was done in newly opened schools and as replacement to principals and deputy principals who leave their positions. The top-up to the school grant was disbursed to all regions to create a more inclusive learning environment. Regions were encouraged to be innovative in the allocation and utilization of these additional grants. The qualitative survey with purposeful sampling of beneficiary schools was conducted to understand perceptions on the effectiveness of the program. The vast majority of respondents reported that the received support made it easier for them to meet the needs of students with certain disabilities. Although it was reported by the regions that the amount allocated is too little to cover costs needed by the schools to support the children with special needs, this financing proved to be instrumental in raising the awareness for special educational needs and helped regions implement different strategies to strengthen their inclusive education programs. Grade 1 dropout rate in Southern Nations, Nationalities, and People's Region (SNNPR) decreased beyond the historical data projections. Importantly, the project made the achievements in time of rising ethnic tensions, violence over border disputes and ongoing internal displacement in the country.

Risks

Systematic Operations Risk-rating Tool

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

Results

PDO Indicators by Objectives / Outcomes

to contribute to improvement of learning conditions in primary schools in targeted regions				
▶ Share of low performing primary schools in Afar region (of baseline schools in the region) (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	46.50	29.90	32.20	25.70
Date	15-Mar-2017	22-Mar-2019	26-Jun-2019	28-Jun-2019
Comments:	The value is updated based on the verified results as to the number of upgraded schools.			



►At least 90 percent of O-class teachers in Benishangul-Gumuz region (> 447) trained on newly developed accelerated ECE curriculum package (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	90.00
Date	15-Mar-2017	31-Aug-2018	31-Aug-2018	17-Jul-2017
Comments:	The indicator is also a DLI (verified and confirmed by the CSA in August 2018). To support the ongoing expansion of the O class program, the government trained more O class teachers exceeding the end-of-project target of at least 448 teachers trained.			
►At least 90 percent of O-class teachers in Gambella (> 160) trained on newly developed accelerated ECE curriculum package (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	100.00	100.00	90.00
Date	15-Mar-2017	22-Mar-2019	22-Mar-2019	28-Jun-2019
Comments:	This indicator is also a DLI (reportedly met, subject to verification by the CSA). To support the ongoing expansion of the O class program, the government trained more O class teachers exceeding the end-of-project target of at least 161 teachers trained (that is 218).			
►Additionally appointed trained female primary school principals and deputy principals (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	3,150.00	4,108.00	5,274.00	6,210.00
Date	15-Mar-2017	22-Mar-2019	26-Jun-2019	28-Jun-2019
Comments:	The appointment of newly recruited and trained female school leaders was done in newly opened schools and as replacement to principals and deputy principals who leave their positions. Verification report is under review.			
►Utilization and report by each region on supplementary school grant support for children with special needs (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	1% supplementary school grant (no report on utilization)	detailed report on utilization of 4% supplementary school grant	detailed report on utilization of 4% supplementary school grant	detailed report on utilization of 4% supplementary school grant
Date	15-Mar-2017	17-Sep-2018	17-Sep-2018	28-Jun-2019
Comments:	The indicator is also a DLI. DLR 4.1 (2% top-up to regional school grant allocation received and utilized by each region to specifically support special needs) has been verified and confirmed by the CSA. The new achievement of 4% top-up school grant is under verification.			
►Grade 1 dropout rates in SNNP region (Percentage, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	25.20	16.90	16.90	13.00
Date	30-Jun-2016	22-Mar-2019	22-Mar-2019	28-Jun-2019



Comments:

According to sample-based verification, grade 1 dropout rate in SNNP region has been reduced to 16.9%. It was reported to be a result of both dropouts monitoring and mitigation interventions implemented by the MoE, REBs, woredas and schools, and better registration of new enrollees, repeaters and re-admitters at school level.

Intermediate Results Indicators by Components

Component 1: Improving Learning Conditions in Primary Schools in Targeted Regions				
▶Level 1 schools in Afar re-inspected (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	15-Mar-2017	19-Mar-2018	19-Mar-2018	28-Jun-2019
▶New O-class curriculum package developed (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	15-Mar-2017	19-Mar-2018	19-Mar-2018	28-Jun-2019
Component 2: Strengthening Equity and Inclusion in Education				
▶Female primary school principals trained (Number, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	0.00	2,818.00	2,818.00	3,060.00
Date	15-Mar-2017	17-Sep-2018	17-Sep-2018	28-Jun-2019
▶Special needs school grant guidelines updated (Yes/No, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No	Yes	Yes	Yes
Date	15-Mar-2017	19-Mar-2018	19-Mar-2018	28-Jun-2019
Component 3: Improving Internal Efficiency of Primary Schools in SNNP Region				
▶Mechanism in place to closely monitor and mitigate dropouts (Text, Custom)				
	Baseline	Actual (Previous)	Actual (Current)	End Target
Value	No timely mechanism since EMIS data is	Dropout rates are determined using data disaggregated at the	Dropout rates are determined using data disaggregated at the	Dropout rates are determined using data disaggregated at the

	lagged by one school year	level of schools and used in policy making	level of schools and used in policy making	level of schools and used in policy making
Date	15-Mar-2017	17-Sep-2018	17-Sep-2018	28-Jun-2019

Data on Financial Performance

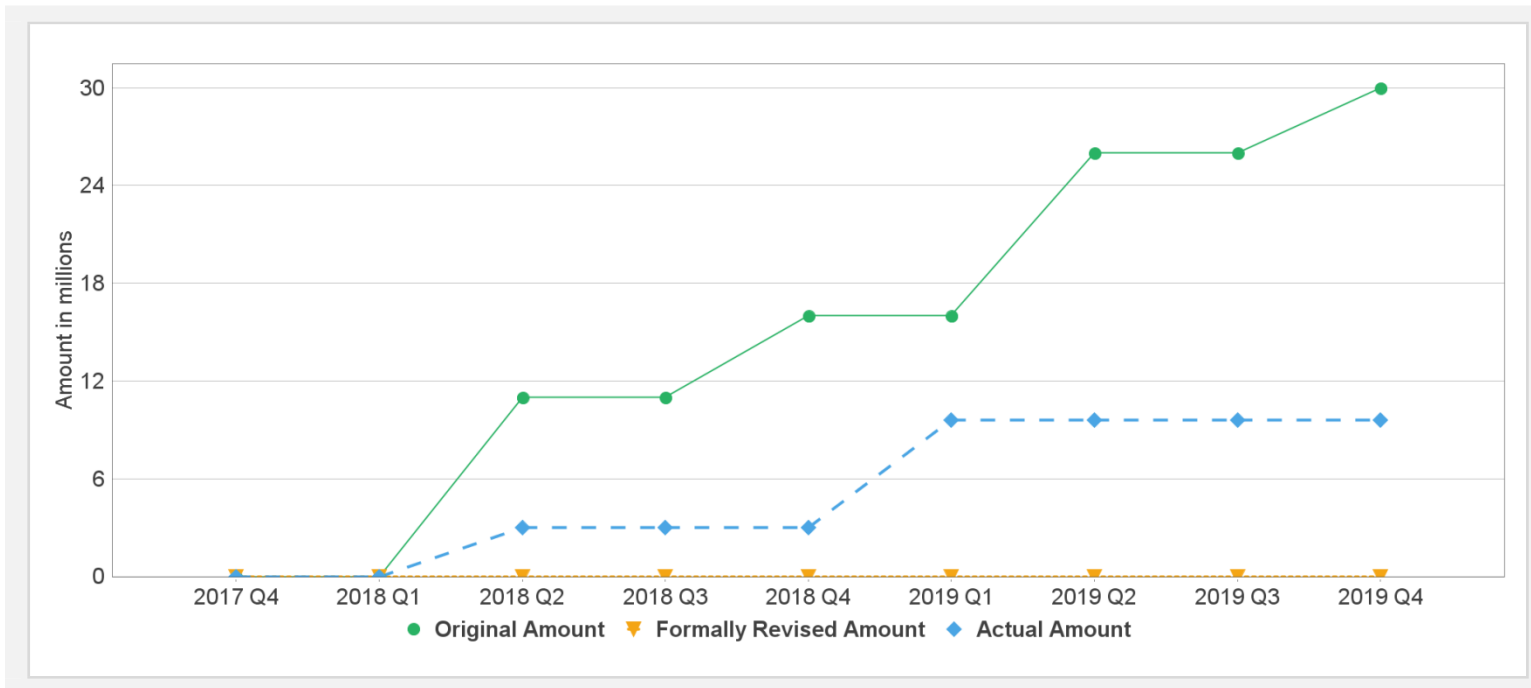
Disbursements (by loan)

Project	Loan/Credit/TF	Status	Currency	Original	Revised	Cancelled	Disbursed	Undisbursed	% Disbursed
P163608	TF-A5268	Effective	USD	30.00	30.00	0.00	9.60	20.40	32%

Key Dates (by loan)

Project	Loan/Credit/TF	Status	Approval Date	Signing Date	Effectiveness Date	Orig. Closing Date	Rev. Closing Date
P163608	TF-A5268	Effective	07-Jul-2017	07-Jul-2017	18-Jul-2017	30-Jun-2019	30-Jun-2019

Cumulative Disbursements





Restructuring History

There has been no restructuring to date.

Related Project(s)

There are no related projects.
