



RESTRUCTURING PAPER
ON A
PROPOSED PROJECT RESTRUCTURING
OF THE
ANGOLA LEARNING FOR ALL PROJECT
APPROVED ON SEPTEMBER 26, 2013
TO THE
REPUBLIC OF ANGOLA

EDUCATION GLOBAL PRACTICE

AFRICA REGION

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ABBREVIATIONS AND ACRONYMS

EGRA	Early Grade Reading Assessment
FM	Financial Management
IDA	International Development Association
IE	Impact Evaluation
IFR	Interim Financial Report
ISR	Implementation Status and Results Report
MED	Ministry of Education
MTR	Medium-term Review
PAT	Learning for All Project (<i>Projecto Aprendizagem para Todos</i>)
PDO	Project Development Objective
PEE	School Education Project (<i>Projecto Educativo na Escola</i>)
PIU	Project Implementation Unit
SDI	Service Delivery Indicator Survey
SDR	Special Drawing Rights
SIGE	Education Management Information System (<i>Sistema da Gestão Escolar</i>)
ZIP	Zone of Pedagogical Influence (<i>Zona da Influencia Pedagógica</i>)



BASIC DATA

Product Information

Project ID P122700	Financing Instrument Investment Project Financing
Original EA Category Not Required (C)	Current EA Category Not Required (C)
Approval Date 26-Sep-2013	Current Closing Date 28-Feb-2020

Organizations

Borrower Republic of Angola	Responsible Agency Ministry of Education
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Project Development Objective (PDO)

Original PDO

The proposed Project Development Objectives are to improve teachers’ skills and knowledge as well as school management in project designated areas; and to develop a system for systematic student assessment.

Summary Status of Financing

Ln/Cr/Tf	Approval	Signing	Effectiveness	Closing	Net Commitment	Disbursed	Undisbursed
IDA-52540	26-Sep-2013	16-Jan-2014	16-Jun-2014	28-Feb-2020	75.00	58.85	9.18

Policy Waiver(s)

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

No



I. PROJECT STATUS AND RATIONALE FOR RESTRUCTURING

A. Project Status

1. The Learning for All Project in Angola (*Projecto Aprendizagem para Todos - PAT*) is supported by an International Development Association (IDA) credit in the amount of US\$75 million equivalent and US\$5 million counterpart funding. The project development objectives (PDO) are to: (i) improve teachers' skills and knowledge as well as school management practices in project designated areas; and (ii) develop a system for systematic student assessment. The project was approved on September 26, 2013 and finally became effective on June 16, 2014. The Ministry of Education (MED) experienced some delays in recruiting the necessary staff to support implementation and other significant challenges related to the project design and especially in procurement which led to delays early in the project's implementation. To address these challenges, the project was restructured after the mid-term review (MTR) in 2016. This level 2 restructuring included an extension of the project closing date by 22 months (from April 30, 2018 to February 28, 2020), modifications to the results framework, a change in disbursement arrangements, and a reallocation of funds across disbursement categories. Since that time, project performance has improved significantly. The ratings for Progress towards achievement of PDO and Implementation Progress were upgraded from Moderately Unsatisfactory to Moderately Satisfactory in the Implementation Status and Results Report (ISR) in September 2016 and the project has been able to maintain these rating over the past three years.
2. The project aims to improve the level of development of human capital in Angola and the quality of its education system. It continues to be closely aligned with the Government of Angola's priorities for the education sector and is also closely linked to the World Bank's Human Capital Project. According to the Human Capital Index, Angola has one of the lowest performing education systems in the world and is ranked as one of the bottom ten countries in terms of learning outcomes adjusted by years of schooling. The interventions supported under PAT are focused on creating an education system that can ensure every child in Angola learns basic literacy and numeracy skills. The PDO, therefore, remains very relevant.
3. As of January 31, 2020, the project had made significant progress and 85 percent of the total credit had been disbursed. The current closing date is February 28, 2020. While many of the indicators' end-of-project targets have been achieved, some activities have not been completed in full and the targets of the PDO-level indicators have still not been achieved. Additionally, the project has an undisbursed amount of US\$10.43 million. In the final year of implementation, it was determined that while significant progress has been made, the time remaining for project implementation is insufficient to achieve all of the PDO-level and intermediate results indicator targets. Progress to date, as well as information on remaining activities, are described below.
4. With the proposed 12-month extension, the PDO continues to be achievable. The performance of the Borrower has been satisfactory. Progress towards achievement of PDO and Implementation Progress have both have been rated Moderately Satisfactory over the past three years. There are no outstanding audits and Quarterly Interim Financial Reports (IFRs) and the annual External Audit Reports are of good quality and have been submitted on time. Moreover, the MED has prepared a detailed action plan reflected in the revised implementation schedule that will enable them to reach all remaining targets and achieve the PDO in full.

Progress

5. **Overall.** Over the past five years, significant progress has been made under all three components. Despite all of these achievements (outlined below), additional effort is required to reach the three PDO indicator targets which are (i) 80 percent of teachers that participated in the in-service training demonstrating improvements; (ii) 100 percent of school councils being active; and (iii) three sample-based assessment exercises completed. A summary of each of these PDO indicators and related activities are described below.



- (a) **PDO Indicator 1 – Demonstrated improvement in trained teachers’ skills and knowledge as a result of the training.** The in-service training program being supported by the project was implemented during teacher breaks in January, May and August from 2017 to 2019. While results from sample-based teachers tests in 2017 and 2018 showed significant improvements in teachers’ knowledge in Portuguese and Mathematics, the census-based tests administered to all participating teachers in 2019 found that only 66 percent of all teachers were able to demonstrate improvements. In order to reach the end-of-project target of 80 percent of teachers showing improvements, additional training for those teachers who have not yet been able to demonstrate improvements is needed. Many of these teachers have fewer years of initial schooling and are in more remote and harder-to-reach municipalities. Without these additional training sessions, it will not be possible for the 80 percent end-of-project target to be met.
 - (b) **PDO Indicator 2 – Active school councils in targeted schools.** As of October 2019, the percentage of active school councils was 94 percent. The other six percent of school councils (which are not active) are mostly in rural areas. Together with the community facilitators and recently trained additional inspectors, targeted efforts are underway to reach the remaining 10 schools (6 percent). The recently purchased vehicles for each Province have improved the ability of the community facilitators to travel more frequently to these areas and provide additional hands-on support.
 - (c) **PDO Indicator 3 - Number of sample-based assessment exercises carried out.** The various learning assessments encountered the most delays initially due to significant difficulties in identifying the technical expertise in this area with Portuguese language skills. However, this obstacle was finally overcome, and contracts have now been finalized with various institutions to support the grade 6 examinations pilot, national assessment in grades 4 and 6, and the Early Grade Reading Assessment (EGRA). With these recruitments now finalized and implementation underway, it is expected that if the project were extended for 12-months, it would be possible to implement all of the assessment-related activities in full and there would also be sufficient time to disseminate the results and use information on learning outcomes to guide decision-making and make targeted efforts to improve education quality.
6. **Component 1.** The objectives of this component are to improve teachers’ competencies and overall school management practices. Major activities include: (i) consolidating the Zones of Pedagogical Influence (ZIPs); (ii) creating school councils and developing school report cards; (iii) supporting an in-service teacher training program; and (iv) establishing school education projects and a school grants program. By the end of 2019, all 167 ZIPs targeted by the project had been fully established; 94 percent of school councils were active; school improvement plans and school grants for at least 725 schools had been approved, far exceeding the target of 520; and all targeted 842 schools were now using school report cards. Additionally, the entire three-year in-service teacher training program supported by the project had been developed and delivered to nearly 19,000 teachers, significantly surpassing the end target of 15,000. However, due to delays in procurement and dissemination of materials by the Provincial Education Directorates, as of October 2019 many schools had yet to receive the requested materials under their school grants. However, over the past few months, the number of grants fully executed is increasing and grants are expected to reach all 725 schools by the end of the first quarter of 2020.
7. **Component 2.** The objective of this component is to develop a system of student assessment where student learning outcomes and the quality of education are regularly monitored. This includes six major activities: conducting an EGRA; implementing the Service Delivery Indicators Survey (SDI); developing and implementing a large-scale national assessment of Portuguese and Mathematics in grades 4 and 6; conducting a pilot of national examinations; carrying out an Impact Evaluation (IE); and developing an assessment strategy for future activities. The project supported the implementation of both an EGRA and SDI in 2016 – although due to significant capacity constraints and issues with quality controls during the adaptation of the testing instruments and test administration, the data collected for EGRA was not reliable enough to be published. However, the requisite technical expertise to provide the level of support needed to



support these assessment activities is finally in place. Additionally, a new Assessment Unit within the MED with 10 to 12 full time staff was established in 2018. There have been a significant number of activities supported under the project to strengthen their technical expertise to design and carry out assessment activities. All remaining assessment activities are now underway, but an additional 12 months is required to implement these in full as the assessments need to be implemented at certain times during the school year and cannot be undertaken all at once.

8. **Component 3.** The main objective of this component is to support project management and capacity building. The MED recruited and has successfully maintained a Deputy Project Manager, a Procurement Specialist, a Procurement Assistant, a Financial Manager, two Financial Supervisors, an Accountant, and a Senior Monitoring and Evaluation Specialist in the Project Implementation Unit (PIU) since the MTR. Over the past five years, significant attention has been given to increasing the capacity both the PIU staff and within the MED for implementation of World Bank-financed projects. More than 3,600 MED staff have benefitted from these trainings surpassing the initial target of 254. Continued capacity building programs throughout the Ministry and at the Municipal level, in particular, will be essential in order to improve the education service delivery in the country. Under the project restructuring in 2017, additional activities were included under Component 3 to improve the availability of basic education statistics and strengthen the Education Management Information System (EMIS). The electronic database has been finalized and Annual Statistic Yearbooks have been published.
9. **Financial Management (FM).** FM under the project has been rated as Satisfactory in project ISRs since June 2017. Quarterly IFRs and the annual External Audit Reports have been of good quality and submitted on time. There are no outstanding audits, and all have been unqualified. The IFRs track project expenditures according to agreed annual workplans and monitor expenditures against the different spending categories. The most significant challenge for FM has been at the Provincial level. Funds are transferred from the central account to 18 different bank accounts (one in each Province) to finance the teacher training operational costs, school grants, and other capacity-building activities. The project also includes Independent Verification Agents that help to verify financial controls and accounting procedures at the Provincial level. In order to manage these funds at the Provincial level, it is mandatory that each Provincial Education Department have two accountants in place that have been trained on procurement and FM rules and procedures under the project. High turnover in accountants has been a challenge and the project has needed to provide significant on-the-job training. In 2018, the project recruited two additional Financial Supervisors with the sole responsibility of traveling to the Provinces and providing on-the-job training. This arrangement has worked well to strengthen capacity and ensure the overall strong performance of the FM system.
10. **Procurement.** One of the major bottlenecks for the project throughout implementation has been procurement. Performance has improved over time, but this area still requires careful monitoring to prevent implementation delays. Of the 89 items on the procurement plan, there are 10 to 15 that still need to be completed. Most of these are relatively small procurements although there are two major contracts estimated to be in the amount of approximately US\$2 million or more still to be finalized. In the past couple of years, the MED introduced a very lengthy and complex internal approval process which was causing significant delays. The Ministry has now streamlined this process to ensure that it will be possible to implement all agreed activities on time according to the deadlines agreed upon for the final work plan.

B. Rationale for Restructuring

11. The project is scheduled to close on February 28, 2020. Without an extension of the current closing date, MED will be unable to achieve the PDO in full, including the targets of the PDO-level indicators, and use the remaining funds (US\$10.34 million). The Government of Angola's Ministry of Finance submitted a request to restructure the project, including a 12-month extension, in March 2019. It is expected that if the proposed changes are granted, the project will be able to effectively implement all activities and fully achieve the project's objectives, including all of the indicators' end-of-project targets. Due to cost-savings for various activities (approximately US\$4 million) and significant fluctuations in exchange



rates between SDR USD, and Kwanza during implementation (gain of US\$2 million since first restructuring in 2017), there are approximately US\$6 million of existing funds that had not yet been allocated to any specific activities. In 2019, activities to support the project to achieve the PDO-level indicators' targets and studies to gather data and gain a greater understanding of the current education system were jointly discussed and agreed upon with MED. Additionally, given the significant efforts to establish and build the capacity of the existing PIU, the World Bank and MED hope to avoid any gaps between operations and enable the existing PIU to be in place to lead implementation of the proposed project currently under preparation.

12. The proposed restructuring would allow the following to be completed under the project: (i) conduct additional in-service training for those teachers that were still unable to demonstrate improvements to reach the PDO target of 80 percent; (ii) implement all of the pending student assessment activities and have accurate data on learning outcomes in Angola; (iii) carry out several studies in key areas where little information currently exists but support is planned for in the upcoming proposed operation; and (iv) avoid any gaps between this operation and the currently under preparation – Girls Empowerment and Learning for All Project (P168699). This proposed operation under preparation is currently planned for Board review in the first quarter of Fiscal Year 2021. While it is possible that the two operations would overlap, the amount of time to reach project effectiveness in Angola has often been four-six months so it is likely that the overlap between operations would be minimal.

II. DESCRIPTION OF PROPOSED CHANGES

C. Proposed Changes

13. **Proposed Changes.** The proposed restructuring includes: (i) an extension of 12 months; (ii) a revised implementation schedule and disbursement estimates; (iii) minor changes to components and cost; (iv) a reallocation across disbursement categories; and (v) changes to the results framework to change indicators' target end dates only. This request will bring the cumulative extensions to 34 months past the original closing date of April 30, 2018. The proposed restructuring does not include any changes to the PDO, PDO-level indicators, or overall project components.
14. **Extension of Project Closing Date.** The proposed restructuring includes a 12-month extension of the current closing date from February 28, 2020 to February 28, 2021. The current 12-month extension corresponds to a revised implementation schedule (see Annex 1). As shown in the revised implementation plan and disbursement estimates, it was determined that an additional 12 months would (i) allow achievement of the PDO and all remaining activities to be implemented in full; and (ii) enable the Ministry to take advantage of the existing balance to conduct studies in key areas planned to be supported by the upcoming proposed operation under preparation. The project was originally designed to be implemented over four years and seven months from September 26, 2013 until April 30, 2018. There was a 22-month extension to change the original closing date from April 30, 2018 to February 28, 2020 approved in 2017. The current request is to extend the project another 12 months from February 28, 2020 to February 28, 2021. This proposed extension will bring the cumulative extensions to 34 months past the original closing date and bring the total implementation period to seven years and five months.
15. **Revised Implementation Schedule and Disbursement Estimates.** Adjustments to the initial project implementation schedule are required to account for the proposed 12-month extension. A revised timeline for all existing and new activities can be found in Annex 1. Based on the revised implementation schedule and costing table prepared jointly by the World Bank and the Government, quarterly estimates for the proposed additional 12-months have been calculated. The revised disbursement estimates take into account actual expenditures to date, the proposed 12-month extension, the funds available, and the revised implementation plan for each project activity as described below (See revised disbursement estimates in the table in Section IV and Annex 1 for the full table of estimated expenditures per project activity.) Activities over the next 12 months include work to: (i) strengthen the ZIPs; (ii) execute the school



grants; (iii) implement another round of in-service teacher training; (iv) conduct various learning assessments; and (v) carry out sector studies/diagnostics.

- (a) *Establish ZIPs:* While all of the ZIPs have been successfully established, in schools that previously had no materials, there is a need to provide training and additional guidance for school leaders on resource management and on how to use the materials in the centers to improve teaching and learning. The Ministry plans to create a manual and videos on the management and use of materials purchased for the ZIPs. Additionally, the project enabled the purchase of materials to support inclusive education and students with special needs. However, the operational plan for special education in Angola needs to be finalized in order to have in place a realistic plan to support the effective use of these materials.
- (b) *School Education Projects/School Grants:* There have been some bottlenecks in administering the school grants and purchasing the pedagogical materials identified by communities and school leaders in their School Education Projects. Due to restrictions imposed by the Government, it was not possible to transfer project funds directly to the municipalities. Hence, the school grants are limited to the purchase of materials which needs to be done by the Provincial Education Departments. An action plan is now in place to enable all of the existing approved school grants (725) to be fully executed no later than June 2020. The original design of the school grants program was not possible due to restrictions in the flow of funds. After executing the already approved grants, the end-of-project target of 520 school grants will have already been surpassed. Before administering any further grants, the Ministry intends to conduct an in-depth analysis of the program so far to determine possibilities in the future for decentralizing the existing system to avoid the bottlenecks encountered by only being able to transfer funds to the Provincial Education Departments rather than directly to the Municipalities.
- (c) *In-Service Teacher Training Activities:* The 12-month extension will enable the Ministry to conduct an additional round of training in 2020 and to develop specific training materials to target those teachers still demonstrating difficulties in basic content knowledge in Portuguese and Mathematics. Additionally, the already developed in-service teacher training materials have been in extremely high demand. In order to respond to numerous requests by Provincial Governors and Directors of Provincial Education Departments, the MED intends to use some of the remaining balance to purchase the school kits and training modules for all of the remaining approximately 100,000 primary school teachers in the country who have yet to receive them.
- (d) *Learning Assessments and IE:* A revised implementation schedule to enable the Ministry to collect data on learning outcomes and implement all of the different assessments in full (i.e., national exams pilot, national assessment, and EGRA) has been developed. This schedule takes into account: (i) the required timeline during the school year to implement the assessment (i.e., national exams at the end of school year, EGRA at mid-year, etc.); (ii) the workplans agreed with the recruited firms; and (iii) the time required to finalize and disseminate the assessment results. The data from EGRA will also be used to inform the IE and the impact of ZIPs, school grants, and in-service teacher training program to improve school quality and learning outcomes.
- (e) *Sector Studies/Diagnostics:* A number of sample-based studies to gather data and help inform the design of upcoming operation in the education sector are planned. All of the Terms of Reference and technical support required for these activities have been identified. It is expected that all of these studies will be completed during the 12-month extension.

16. **Change in Activities and Costs.** There are no proposed changes in project components. There are, however, some minor adjustments under Component 1, some new studies planned under Component 3 as well as minor changes in overall component costs. Each of these are described in detail below. At the time of the previous restructuring, the



project had lost nearly US\$9 million due to the difference in the exchange rate of the SDR and US\$. This change in available financing, from US\$75 to US\$66 million, was taken into account in the previous restructuring. However, during the time between the first restructuring and now, some of the initial losses (US\$2 million) have been recovered. Hence the overall total is now US\$68 million.

- (a) *Component 1.* The in-service teacher training program was designed to target all of the teachers in the 167 ZIPs in each municipality supported by the project. The total number of teachers in these 167 ZIPs benefitting from this program was 20,929 by the end of 2019. There are approximately 115,000 primary school teachers in the country. Given the success of the training program and the high demand, the MED plans to use the existing unspent balance under this component to: (i) print copies of the training modules for all of the remaining teachers that have yet to receive them; and (ii) conduct additional rounds of training in 2020 for those teachers that have been part of the existing program in 2020. These two activities are expected to prepare for a large scale-up of the training program under the upcoming operation and help the project reach the end-of-project target for the PDO-level indicator which is 80 percent of teachers showing improvements in content knowledge and Portuguese and Mathematics in particular. The overall costs for Component 1 remain basically unchanged – US\$51.5 million. The only change required is a reallocation of funds across financing categories due to operating costs to print the training materials and to support implementation of additional rounds of training.
- (b) *Component 2.* There are no proposed changes in activities under Component 2, only a proposed reduction in the overall component cost from US\$7.9 to US\$7.0 million. The initial budget estimates for the learning assessment activities were high and calculated prior to the oil crisis and changes in exchange rates between USD and Kwanza. The operational costs of implementing the assessments have declined due to the downturn in Angola’s economy.
- (c) *Component 3.* Under the proposed restructuring, support under Component 3 will also include a number of studies/diagnostics to help improve the quality of the education sector and of school management practices. These studies will also be used to help inform the design of the proposed upcoming operation. These planned studies include: (i) a diagnostic of the quality of preschool education; (ii) a school mapping and strategic plan for investments in school infrastructure; (iii) identification of the primary barriers for girls’ enrollment and retainment in lower secondary education; (iv) a diagnostic of school management practices; and (v) an analysis of existing teacher recruitment policies and practices. The total estimated budget for these various studies is US\$1.2 million. At the time of the first restructuring, the overall component cost for Component 3 had been revised to be US\$6.0 million. Due to additional project management costs for an additional 12 months (with the proposed restructuring) and the new proposed studies, the total allocation for Component 3 has been increased to US\$9.5 million.

17. **Reallocation between Disbursement Categories.** After the first project restructuring, the estimated amount of Category 2 expenditures to support the operational costs of the teacher training program was revised from SDR 13.01 to SDR 22.5 million. In order to support the operating costs for the additional round of training in 2020 and printing of materials for all primary school teachers, this will require an additional SDR 4.2 million. The amount for the approved grants currently being executed totals SDR 1.1 million. Given that there are no more expected school grants, it is proposed to reallocate SDR 200,000 from Category 3 to Category 2. It is also proposed to reallocate an additional SDR 4 million of the funds previously set aside for goods/services in Category 1 to Category 2. This proposed reallocation aligns with the activities planned during the additional 12 months and will ensure that the project is able to use its remaining funds towards the full achievement of the PDO prior to the proposed new closing date. (See reallocation amounts in the table in Section IV.)

Table 1. Proposed Reallocation between Disbursement Categories (in SDR)



	Current	Proposed Change	Revised Total
Category 1 - GDS,CS,NCS,TRG,OP	25,000,000	- 4,000,000	21,000,000
Category 2 - TRG,OP under part A.2	22,500,000	4,200,000	26,700,000
Category 3 - GDS,CS, NCS, TRG,OP for EPs part A3	1,300,000	- 200,000	1,100,000
Total	48,800,000		48,800,000

18. Changes to the Results Framework. The only changes to the results framework are the modification in the dates for the targets that have not yet been achieved. The end dates for these targets have been updated from February 28, 2020 to February 28, 2021 to correspond with the new proposed closing date for the project. There are no other proposed changes in indicators, targets, etc.

III. SUMMARY OF CHANGES

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



Procurement		✓
Other Change(s)		✓
Economic and Financial Analysis		✓
Technical Analysis		✓
Social Analysis		✓
Environmental Analysis		✓

IV. DETAILED CHANGE(S)

COMPONENTS

Current Component Name	Current Cost (US\$M)	Action	Proposed Component Name	Proposed Cost (US\$M)
Component 1: Improving Teachers' Skills and Knowledge and School Management in P	51551820.00	Revised	Component 1: Improving Teachers' Skills and Knowledge and School Management in P	51500000.00
Component 2: Establishing a System for Student Assessment	7890000.00	Revised	Component 2: Establishing a System for Student Assessment	7000000.00
Component 3. Project Management	6558180.00	Revised	Component 3. Project Management	9500000.00
Contingencies	0.00		Contingencies	0.00
TOTAL	66,000,000.00			68,000,000.00

LOAN CLOSING DATE(S)

Ln/Cr/Tf	Status	Original Closing	Revised Closing(s)	Proposed Closing	Proposed Deadline for Withdrawal Applications
IDA-52540	Effective	30-Apr-2018	28-Feb-2020	28-Feb-2021	28-Jun-2021

REALLOCATION BETWEEN DISBURSEMENT CATEGORIES

Current Allocation	Actuals + Committed	Proposed Allocation	Financing % (Type Total)	
			Current	Proposed



IDA-52540-001 | Currency: XDR

iLap Category Sequence No: 1	Current Expenditure Category: GDS,CS,NCS,TRG,OP			
25,000,000.00	14,833,104.16	21,000,000.00	100.00	100.00
iLap Category Sequence No: 2	Current Expenditure Category: TRG,OP under part A.2			
22,500,000.00	20,624,142.24	26,700,000.00	100.00	100.00
iLap Category Sequence No: 3	Current Expenditure Category: GDS,CS, NCS, TRG,OP for EPs part A3			
1,300,000.00	1,020,161.93	1,100,000.00	100.00	100.00
iLap Category Sequence No: 4	Current Expenditure Category: UNALLOCATED			
0.00	0.00	0.00		
Total	48,800,000.00	36,477,408.33	48,800,000.00	

DISBURSEMENT ESTIMATES

Change in Disbursement Estimates

Yes

Year	Current	Proposed
2014	0.00	0.00
2015	1,133,300.00	5,652,267.00
2016	3,236,700.00	2,243,996.00
2017	23,263,573.00	15,135,212.00
2018	20,349,102.00	14,244,640.00
2019	17,519,862.00	20,365,295.00
2020	0.00	10,358,590.00
2021	0.00	0.00



Results framework

COUNTRY: Angola

Angola Learning for All Project

Project Development Objectives(s)

The proposed Project Development Objectives are to improve teachers’ skills and knowledge as well as school management in project designated areas; and to develop a system for systematic student assessment.

Project Development Objective Indicators by Objectives/ Outcomes

Indicator Name	DLI	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
To improve teachers’ skills and knowledge as well as school management in project designated areas								
Demonstrated improvement in trained teachers’ skills and knowledge as a result of the training (Percentage)		0.00	0.00	50.00	60.00	70.00	80.00	80.00
<i>Action: This indicator has been Revised</i>								
Percentage of active school councils (schools targeted by the project only) (Percentage)		0.00	0.00	9.00	28.00	62.00	100.00	100.00
<i>Action: This indicator has been Revised</i>								
To develop a system for systematic student assessment								
Number of sample-based assessment exercises carried out (Number)		1.00	1.00	2.00	3.00	3.00	3.00	3.00



Indicator Name	DLI	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
<i>Action: This indicator has been Revised</i>								

Intermediate Results Indicators by Components

Indicator Name	DLI	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Component 1: Improving Teachers' Skills and Knowledge and School Management								
ZIP facilitators recruited and trained (Number)	0.00	8.00	13.00	18.00	18.00	18.00	30.00	
ZIPs set up and active (Number)	0.00	15.00	46.00	101.00	164.00	164.00	167.00	
ZIP center schools equipped (Number)	0.00	15.00	46.00	101.00	164.00	164.00	167.00	
Teacher training schools equipped (Number)	0.00	8.00	13.00	18.00	18.00	18.00	18.00	
Number of school kits produced and distributed (Number)	0.00	0.00	299.00	656.00	1,066.00	14,000.00	842.00	
Number of education projects approved (Number)	0.00	0.00	9.00	27.00	59.00	96.00	520.00	
Number of grants disbursed (Number)	0.00	0.00	48.00	146.00	320.00	520.00	520.00	
<i>Action: This indicator has been Revised</i>								



Indicator Name	DLI	Baseline	Intermediate Targets					End Target
			1	2	3	4	5	
Set of school report cards produced and disseminated (Number)	0.00	0.00	0.00	90.00	276.00	606.00	984.00	842.00
In-service teacher training modules aligned with learning goals developed (six modules) (Text)	No	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Number of teacher kits produced and distributed (Number)	0.00							15,000.00
Number of additional qualified primary teachers resulting from project interventions. (CRI, Number)	0.00	0.00	0.00	6,817.00	14,968.00	24,305.00	24,305.00	15,000.00
Component 2: Establishing a System for Student Assessment								
System for learning assessment at the primary level (Yes/No)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes
Action: This indicator has been Revised								
Utility of the learning assessment system (Number)	1.00	1.00	1.00	1.00	2.00	2.00	3.00	3.00
Assessment framework reviewed (Yes/No)	No	No	No	No	No	Yes	Yes	Yes
Action: This indicator has been Revised								



Annex 1. Revised Implementation Schedule until February 28, 2021

		Timeline					Estimated Disbursements (in US\$ millions)					
		2020				21	2020				2021	
		Q1	Q2	Q3	Q4	Q1	Q1	Q2	Q3	Q4	Q1	
COMPONENT 1		US\$ 51.5 million						1,983,000	4,626,070	1,925,300	693,550	0
1.1	Establish ZIPs	Special Education - Operational Plan (i.e., use at ZIPs)					60,000	80,000	60,000			
		Develop manual/videos on use of materials at ZIPs					33,000	33,000	34,000			
		Community activities/quarterly school report cards						20,000	20,000			
		Quarterly School Report Cards										
1.2	In-Service Teacher Training	Printing of all modules/KITs for remaining teachers					400,000	2,300,000				
		Phase 4: Training of ZIP Trainers - All Modules					1,080,000	270,000				
		Phase 4: Training of Teachers - All Modules						1,320,410	1,811,300	490,890		
		Phase 4: Report w/Classroom Obs/Test Results										
		TA/Analysis of curriculum in early grades					202,660		202,660			
1.3	Grants	Purchase and deliver materials to schools					400,000	400,000				
TOTAL							9,227,920					
COMPONENT 2		US\$ 7.0 million						437,000	900,500	1,607,100	980,000	370,000
2	EGRA III	Preparation					167,000					
		Administration						250,500	250,500			
		Cleaning/analysis of results								167,000		
		Final report and dissemination activities									100,000	
2	National Exams Pilot	Final feasibility report					170,000					
		Procurement / Contract firm to conduct pilot										
		Development of testing instruments							150,000			
		Training and logistics								150,000		
		Implementation of pilot/data analysis/final report								100,000		
2	National Assessment Grades 4/6	Development of item bank/testing instruments					100,000					
		Pilot Instruments/training in data entry, analysis, etc.						100,000				
		Training in Educational Assessment							100,000	100,000	50,000	
		Training and logistics for National Assessment							550,000			
COMPONENT 3		US\$ 9.5 million						537,500	696,100	738,500	353,500	186,100
3	Diagnostics/ Studies	Study of preschool education quality					50,000	100,000	100,000			
		School mapping/strategy for infrastructure					120,000	120,000	120,000	40,000		
		Study of barriers in girls education					50,000	75,000	100,000	25,000		
		Diagnostic of school management practices					24,000	72,000	96,000	48,000		
		Study of teacher recruitment policies/practices						12,000	30,000	18,000		
3	Project Mgt	Deputy Project Manager, FM, Procurement and M&E					180,000	180,000	180,000	180,000	120,000	
		Independent Verification Agency					71,000	71,000	50,000			
		External Auditors - 2018/2019/2020						23,600			23,600	
		Operating Costs					42,500	42,500	42,500	42,500	42,500	
TOTAL							2,511,700					
Total							2,957,500	6,222,670	4,270,900	2,027,050	556,100	