



Please do NOT use this form for Multiplier ESPIG or Additional MCA application

## Application Form for Education Sector Program Implementation Grant - ESPIG<sup>1</sup>

OVERVIEW	
Country:	Ethiopia
Grant agent(s):	World Bank
Coordinating agency(ies):	Royal Norwegian Embassy and USAID
Date of submission of the endorsed ESP/TEP:	5/18/2016
Period of the ESP/TEP:	The Education Sector Development Program V (ESDP V) for 2015/16-2019/20 is submitted together with this application
Date of submission of the full ESPIG package:	8/17/2020
Program name (optional):	Additional Financing to Ethiopia General Education Quality Improvement Program for Equity
Other donor financing for the program (list donors and amount):	World Bank: SDR 213,600,000; UK Department for International Development (DFID): £90 million Ministry for Foreign Affairs of Finland: €16.9 million; UN Children's Fund (UNICEF): US\$ 4 million; The Norwegian Ministry of Foreign Affairs: NOK 96 million Total: US\$ 450 million equivalent
ESPIG amount requested from GPE - Fixed Part <sup>2</sup> :	US\$87.5 million
ESPIG amount requested from GPE - Variable Part <sup>3</sup> :	US\$37.5 million
Agency fees (additional to the country allocation):	USD 2.1875 million
Estimated ESPIG starting date:	2/26/2021
Estimated ESPIG closing date (must be last day of the month, e.g. June 30, 2025):	7/7/2024
Expected submission date of completion report:	1/7/2025
<b>Grant currency</b> - please enter 'X' in the box to indicate the currency of the grant amount and fees	<input checked="" type="checkbox"/> US Dollar
	<input type="checkbox"/> Euro
<b>Grant modality</b> - (please enter 'X') <sup>4</sup>	<input type="checkbox"/> Sector Pooled or Budget Support
	<input checked="" type="checkbox"/> Project Pooled/ Co-financed
	<input type="checkbox"/> Project/ Stand-alone

<sup>1</sup> This application form was revised in June 2020.

<sup>2</sup> Including other grant agent costs such as supervision, country offices, etc.

<sup>3</sup> Including other grant agent costs such as supervision, country offices, etc. Please note that any grant agent costs which is allocated to the variable part can only be disbursed if indicators are reached.

<sup>4</sup> See Annex 1 for definitions.

### **Note to the user**

#### **Disclosure of ESPIG Documents:**

→ Following the final approval of this application, the final document will be published on GPE website. This is in line with GPE's transparency policy, requiring that all approved ESPIG applications and other related documents, including program documents and Joint Sector Review reports or aide memoirs, will be published on GPE website under the country pages of the developing country partner unless objected by the individual country. Please note that sensitive personal information, including phone numbers and email addresses, will be redacted/erased from documents prior to publishing on our website.

#### **Notification to the Secretariat:**

→ Prior to any ESPIG application development process, the coordinating agency should always notify the Secretariat of the country's intent to apply. The Secretariat will engage with the government and coordinating agency to agree on a timeline for the preparation and submission of the application, based on the country's own education sector planning and GPE submission dates.

#### **ESPIG Guidelines:**

→ Applicants should read the [ESPIG Guidelines](#), which explain the application development process, including timeline, necessary steps and intermediary submissions for the quality assurance process of the application. In case additional information is needed, the applicant can contact the country lead at the Secretariat.

#### **Application Package:**

→ The full ESPIG application package is considered an integral part of the approval. Changes to any of these documents after submission to the GPE should follow the [ESPIG Policy](#). This includes any changes to program documents during the internal approval process of the grant agent.

#### **Data Sources:**

→ The financial, education sector, and any country data included in the application should be accompanied by the relevant sources in the corresponding sections of the form.

## CONTENTS

---

<b>I. Fulfilment of the requirements - Fixed Part</b>	<b>4</b>
I.1    A credible, endorsed ESP/TEP	
I.2    Evidence of commitment to finance the endorsed ESP/TEP	
I.3    Availability of critical data	
<b>II. Country information</b>	<b>6</b>
<b>III. Program</b>	<b>6</b>
III.1  Program description	
III.2  Expected outputs	
III.3  Financial overview	
III.4  Grant agent role and cost	
III.5  Use of other grant agent costs	
III.6  Aid effectiveness	
<b>IV. Variable Part</b>	<b>11</b>
IV.1  Variable Part strategies in equity, efficiency, learning outcomes	
IV.2  Variable Part indicators, targets, and means of verification	
IV.3  Disbursement mechanism	
<b>V. Inclusive Approach</b>	<b>14</b>
V.1    Development Partners	
V.2    Sign-off	
<b>Annex I: Definitions of terms</b>	<b>15</b>

## I. FULFILLMENT OF FUNDING REQUIREMENTS – FIXED PART

### I.1 Requirement 1: An endorsed quality ESP/TEP<sup>5</sup>

Please explain why the endorsed ESP/TEP can be considered a quality plan by summarizing the main conclusions and recommendations of the Appraisal Report and how these were addressed in the Appraisal Memo, including any adjustments made to the ESP/TEP and/or any medium-long term follow-up actions decided upon, as a result of the independent assessment, as well as any other outstanding issues related to the ESP/TEP.

The ongoing national Education Sector Development Programs V (ESDP V) for 2015/16-2019/20 serves as the main framework for educational development in Ethiopia. The high quality of ESDP V was assured through a rigorous development process which ensured the plan aligned national need with international good practices in education service delivery, management and oversight. The ESDP V was developed through an extensive consultation process involving the Federal Ministry of Education (MoE), Regional Education Bureaus (REBs), the Education Strategic Center, universities, development partners, national and international non-governmental and civil society organizations. It was then independently appraised and endorsed by the Education Technical Working Group (ETWG) in 2016. The MoE carried out a mid-term evaluation of ESDP V and the results were shared with key stakeholders during the Annual Education Conference held on March 21-22, 2019 and the Joint Sector Review held on June 17, 2019.

For the past two decades, education has been considered as the main engine for the transformation of the country. Therefore, the Government of Ethiopia has invested more than one fourth of the annual national public expenditure -- or 4.1 % of its GDP-- during the last two decades. The share of education in the total government budget has been between 22 percent to 26 percent from 2013/14 to 2017/18, demonstrating the Government's commitment to investing in education. Due to that effort, access, especially of girls and of children in the poorest households, has remarkably improved. However, quality, equity and internal efficiency still remain the critical challenges. ESDP V focuses on overcoming these challenges by achieving equal opportunities and participation for all and by delivering improved quality. The ESDP VI is to focus on the same areas in basic education given the large unfinished agenda in this sub-sector.

The ESDP VI (2020-21/-2024/25) education sector planning process is supported by the GPE's Education Sector Development Program Grant. The Grant Agent is the UNESCO International Institute for Education Planning (IIEP) with vast knowledge and the successful experience assisting previous education sector development programs in Ethiopia and around the world (UNESCO IIEP supported the preparation of the Ethiopia ESDP IV and the ESDP V education sector plans). The Government of Ethiopia has also developed the 10-Year Education Sector Strategy 2020-2030 based on a comprehensive situation analysis and countrywide consultation around Education Road Map. The strategy provides a broad vision and direction for the development of education. HE, Minister of Education, made a comprehensive presentation of the 10 Years Plan to the ETWG and a large number of CSOs on the 12th of August 2020. Following his excellent presentation, the ETWG members were invited to provide feedback. Another presentation of the 10 years plan was delivered on the 26th of August with high level participation from INGOs, UN organizations, development partners and CSOs. A consultation and discussion with the ETWG is tentatively scheduled to the end of September. The development of the ESDP VI has been steered by the Ministry of Education. The ESDP VI will serve as the implementation framework for educational development for the next five-year term in line with this vision. The COVID19-pandemic, and the relocation of international staff of development partners, disturbed the usual processes. However, following the discussion of the 10-Year plan, the ESDP VI is expected to be discussed in the ETWG meeting tentatively scheduled at the end of September, to be endorsed prior to the GPE Board, and to be complemented by a multi-year action plan for the priority programs. The GPE supports the process by enhancing its quality through an independent assessment of the ESDP VI. Independent consultants, who are to be selected from an approved roster, will follow a standard methodology, which is based on the IIEP/GPE appraisal guidelines.

<sup>5</sup> Evidence of a credible ESP will primarily be drawn from the ESP documents submitted prior to the application itself. This section should therefore be limited to a brief summary of key issues highlighted in the appraisal process.

## I.2 Requirement 2: Commitment to finance the endorsed ESP/TEP

Please use the table below to provide information on external resource mobilization. Indicate if you are using fiscal or calendar year, and if the former please state when (the month) the fiscal year begins and ends. Also include, where applicable, the sources of all data.

Please provide the latest evidence of domestic resource mobilization using the template for Requirement Matrix Annex on Domestic Financing available on the GPE website via [this link](#).<sup>6</sup> Attach the completed template to this application.

**TABLE 1 | Evidence of external resource mobilization**

Actual value for three years			Target values for the period of the Program					
Data for the past three years (indicate years as relevant)			Data for the relevant duration of the program (indicate years as relevant)					
2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24		Total
<b>Education sector plan</b>								
Education sector plan cost (local currency), ETB Millions								
81,350	91,831	98,781	108,225	ESDP VI under finalization	ESDP VI under finalization	ESDP VI under finalization		ESDP VI under finalization
External funding – excluding GPE funds (local currency)								
Core donor financing (based on donor contributions to major projects and coordinated through the ETWG) to education is high and consistent, at around \$400 million per year (roughly 8 billion birr) for the past five years. This is equivalent to 50%-65% of the annual funding gaps presented in the plan (p.136 of ESDP V)								
Funding gap as recorded in the ESP (local currency)								
14,406	15,729	12,336	12,863	ESDP VI under finalization	ESDP VI under finalization	ESDP VI under finalization		ESDP VI under finalization
GPE support (local currency)								
<b>GPE Grants</b>								
Duration and GA	Grant Amount	Status	Start date	End date	Grant Modality			
2008-2013 World Bank	US\$69.5 million	Closed	11/21/2008	9/30/2013	FTI Grant			
2010-2013 World Bank	US\$97.8 million	Closed	7/26/2010	12/31/2013	Pooled fund modality (GEQIP-I)			
2014-2017 World Bank	US\$100 million	Closed	5/9/2014	2/17/2017	Pooled fund modality (GEQIP-II)			
2017-2019 World Bank	US\$70 million (FP) US\$30 (VP)	Closed	7/18/2017	FP (12/31/2019) VP (6/30/2019)	Pooled fund modality (GEQIP-II). Results based financing (VP)			
2020-2021 World Bank	US\$15 million	Negotiations completed	8/31/2020	12/31/2021	Ethiopia GPE COVID-19 Education Response Project			

<sup>6</sup> This Excel template is the same as the domestic financing spreadsheet initially submitted during the Quality Assurance Review (QAR) process. It is also available on the GPE website at: <http://www.globalpartnership.org/content/funding-model-requirement-matrix-domestic-financing-annex>. Should you have any question about this section of the application form, please send an email to the GPE Secretariat at [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org).

<b>Donor name</b>	<b>Major interventions</b>	<b>Financial scale (amount)</b>	<b>Years covered</b>
International Development Association (World Bank)	General Education Quality Improvement Program for Equity	US\$ 300 million	2017-2024
UK Department for International Development (DFID)	General Education Quality Improvement Program for Equity	£90 million	2017-2022
The Norwegian Ministry of Foreign Affairs	General Education Quality Improvement Program for Equity	NOK 96 million	2017-2020
FINLAND: Ministry for Foreign Affairs	General Education Quality Improvement Program for Equity	€16.9 million	2017-2022
UN Children's Fund (UNICEF)	General Education Quality Improvement Program for Equity	US\$ 4 million	2017-2022
UK Department for International Development (DFID)	Technical Assistance for Support to General Education Quality Improvement for Equity	£19,500,000	2018-2022
FINLAND: Ministry for Foreign Affairs	Technical Assistance to the General Education Quality Improvement Program for Equity	850 000 €	2017-2020 (expected to be extended)

### **I.3. Requirement 3: Availability of critical data, or a strategy to use and produce data**

This requirement concerning the availability of data or alternatively a strategy to produce and use data is divided into three sub-components as indicated below.

#### **I.3.1 A recent education sector analysis**

- Provide information and dates on the most recent education sector analysis, including a list of which analytic elements are included (e.g. demographic analysis, analysis of existing policies, costs and financing, system performance and system capacity).
- Indicate how vulnerability and equity, particularly the situation of education for marginalized groups, including girls and children with disabilities, have been addressed.<sup>7</sup>

Main information and dates on the most recent education sector analysis as part of ESDP VI preparation include the following:

- ESDP V Midterm Review: In order to evaluate progress, in 2018 the MoE carried out its comprehensive midterm evaluation. The midterm evaluation report, prepared by the independent consultants, is credible and details the progress made in education sector during the first three years of the ESDP V implementation. It also identifies short- and long-term actions and recommendations. Its results have been extensively discussed with key stakeholders, which included development partners at the Annual Education

<sup>7</sup> Reference can be made to the assessment made in the GPE Funding Model Requirements Readiness Matrix (Quality Assurance Review Phase I Matrix), with this paragraph limited to an update on progress vis-à-vis identified gaps; alternatively, if the analysis exists in another document, this section can simply reference that document, which should then be attached.

Conference on March 21-22, 2019. Its lessons are guiding the last years of implementation of the ESDP V and will guide the development of the ESDP VI.

- Road Map Analysis: For the development of the Educational Road Map, which started in January 2016, a comprehensive analysis of the education sector current status was undertaken: "In the desk review, national and international relevant documents were reviewed. A systematic content analysis method was used to identify major themes and patterns. The fieldwork employed both quantitative and qualitative approaches, and covered all relevant state actors and non-state actors including the federal government, nine regional states, the two city administrations, civil societies and the general public. In this exercise, opinions and views were captured from top political leaders such as ministers, parliamentarians, regional presidents, and bureau heads. On the other hand, professionals (university presidents, deans, directors and experts), professional association leaders, school principals, teachers, students as well as parents have participated in the study. During, this extensive data gathering field work, in addition to the 36-education road-map development research team, over 100 research associates from different universities, and 11 focal persons from the regional and city administration education bureaus were mobilized and deployed across the project sites in the country".
- EMIS data: The Ethiopian Educational Management Information System (EMIS) produces a wealth of information useful to planners, particularly for tracking progress on enrolment, retention, and key planning targets disaggregated by gender. Internationally required indicators are well covered. This information is mainly reflected in the Annual Statistical Abstracts. Due to the efforts made in the last years, the availability of up-to-date data has greatly improved. For example, the timeliness of the annual statistical abstract has greatly improved and as a result the first draft of the 2017/2018 statistical abstract was ready by October 2018; also the 2019/2020 school grant will be calculated with enrolment in 2018/19, unlike previous years when the abstract was published in December or January and the calculation of the school grant used two years-lag data in enrolment. EMIS collects data at all levels of the sector. Universities and TVET agencies collect their own data on their respective institutions; Higher Education Relevance and Quality Agency (HERQA) and the federal TVET agency manage this, which is then passed on to Federal EMIS. Adult education data (IFAE) is also collected by EMIS, although is less rigorous than the process followed in general education.
- GEQIP programs: Education data is collected, aggregated and reported centrally as part of the GEQIP monitoring and evaluation system. Moreover, GEQIP also supplies a host of qualitative information like comprehensive reports, annual reports or verification reports, which provide a large amount of evidence and lessons for the development of the sector.
- National Learning assessments and National Examinations: National Learning Assessment (NLA) is a nationally representative exam of student performance in key subjects in Grade 4, 8, 10 and 12. The latest NLA was conducted in 2014 for Grade 4 (Mathematics, Mother-tongue Reading, Environmental sciences and English) and Grade 8 (Mathematics, Biology, Physics, Chemistry and English). The tests in 2014 were anchored against the 2011 tests allowing comparisons of system performance over time by proficiency levels. The next learning assessment took place in 2019 and its results will be available for the ESDP VI preparation. Moreover, each year national examinations in grades 10 and 12 and regional examinations in grade 8 take place.
- Early Grades Learning Assessments: The MoE, in collaboration with DPs, has been carrying out the Ethiopia Early Grades Learning Assessments (EGRA) of grade 2 and grade 3 students. The EGRA examination has been conducted in 2014, 2016 and 2018.
- Household Surveys: A number of national representative household surveys and reports, that permit the analysis of socio-economic status, have been conducted. These are among others: the Demographic and Health Survey 2016; Socioeconomic Survey 2015-2016, Wave 3 (Living Standards Measurement Study -

LSMS); Young Lives: An International Study of Childhood Poverty 2013-2014, Round 4; the 2016 Consumption and Expenditure Survey and the 2016 Welfare Monitoring Survey. The mentioned surveys include sections that focus on education.

- Major studies: Additional related studies developed by international organizations like the Resources Mobilization Strategy, the World Bank Expenditure Review, the Dashboard and school mapping initiatives, UNICEF Policy Briefs, among others, Inclusive education resource centers diagnostic study (2019), study of the Ethiopia Early Learning Partnership research team “Early Learning in Ethiopia: Equitable access and Learning. System Diagnostic Report for World Bank Early Learning Program” (2018), Lessons from a Technical Assistance Program QESSP: Ethiopia Quality Education Strategic Support Program.

Vision and Mission (ESDP VI):

- Provide equal opportunities and participation for all, with special attention to disadvantaged groups
- Equip all pre-primary, primary and secondary schools with the necessary school infrastructure and equipment to create healthy and conducive school environment.
- Deliver quality education that meets the diverse learning needs of all children, youth and adults
- Promote the use of Digital Technology to leverage teaching and learning process, to conduct assessment and examination, for educational data management, monitoring and evaluation.
- Develop competent citizens who contribute to social, economic, political and cultural development through creation and transfer of knowledge and technology

In ESDP V, the first priority of the education and training system in Ethiopia focuses on equity. It aims at “providing equal opportunities and participation for all, with special attention to disadvantaged groups.” The equity goal translates into specific goals, including with respect to students with special needs and gender. Results Area 2 “Improved Equitable Access” of GEQIP-E (Subprograms 3.1, 3.2 and 3.4 of ESDP V) focuses on promoting equitable access to general education in Ethiopia with the aim to improve equity in the sector. The Program also supports the Government initiatives that target the main disadvantaged groups, including girls and children with disabilities, and are backed by strong evidence of efficacy.

Ethiopia made substantial progress in social and human development over the past decade, but learning outcomes remain low. The Ethiopian education system has expanded significantly from 7.1 million learners in 2000 to 26.7 million in 2017. Completion rates at all education levels have also improved. The gender parity index (GPI) at the primary level improved from 0.67 in 1999/2000 to 0.90 in 2017/2018. The share of education in the total government budget has been between 22 percent to 26 percent from 2013/14 to 2017/18, demonstrating the Government’s commitment to investing in education. However, despite the progress made, many challenges remain. Learning outcomes remain low. An Ethiopian child is expected to complete on average 7.8 years of education by age 18. However, when taking into account what the child actually learns, the expected years of schooling is only 4.5 years. This means that there is a learning gap of 3.3 years; learning poverty in Ethiopia is high with 90 percent of children in Ethiopia at age 10 unable to read and understand a simple age-appropriate story. Primary school completion remains low at 60 percent. Learning outcomes are at increasing risk of further deterioration due to conflict and violence around the country and the recent outbreak of the COVID-19 pandemic, which disrupted schooling.

Quality preprimary education is necessary to build the foundations for retention and learning. Ethiopia is among the 10 countries (of 103) with the highest index of delayed progression in early grades which negatively impacts the internal efficiency of the system. Repetition is especially high in the first years of schooling. In early grades, children attend infrequently, repeat grades and eventually leave the education system with few skills. The ESDP V identifies internal efficiency as 1 of its 6 priority programs. Further, it places a particular emphasis on early childhood care and education (ECCE) as one of the ways to tackle the issue of low internal efficiency. Several studies in Ethiopia show that attendance in quality preprimary education is a significant factor for promotion and learning progress, helping to reduce dropout and repetition rates. Over the last years, through support of the GEQIPs, the country rapidly expanded the preprimary sector, with enrollment now at around 3.2



million children. ECCE gross enrollment rate was 41 percent in 2018/19, up from 17 percent in the 2011/12 school year, even though there was a recent decline due to the conflicts. This growth has come mainly from the provision of O-class programs in primary schools (65 percent of all preprimary enrollments). The AF will scale up the O-class quality enhancement program to areas not covered by GEQIP-E.

Increasing human capital requires equal opportunity for all children to access education

#### Girls Education

Ethiopia has improved overall gender parity in general education in the last decade. The gender parity index (GPI) at the primary level improved from 0.67 in 1999/2000 to 0.93 in 2013/14 (though it declined to 0.9 in 2018/19). Within the schooling cycle, gender differences in dropout rate are the highest at the upper primary level (grades 5-8). While 13 percent of boys drop out at grade 8, it is 17 percent for girls. Only 19 percent of 14-year-old girls in the Afar region reach Grade 8 compared to 27 percent of boys and a national average of 51 percent of girls. Similarly, only 21 percent of girls in the Ethiopia Somali region reach grade 8 compared to 26 percent of boys. For Benishangul-Gumuz, while 58 percent of boys reach grade 8, only 43 percent of girls do. Beyond these regions, there are woredas across the country that are also lagging behind. Inequality of opportunity as measured by differences in access to upper primary/middle school level, is partially explained by the lack of school infrastructure. Only 70 percent of primary schools are able to offer full grades 1-8 education. Moreover, most schools in the country are failing to provide an adequate learning environment for students. 2019/20 EMIS data indicates that 4,383 schools operating in tents or under the trees, without basic infrastructure and educational inputs. These poor conditions contribute to girls dropping out, especially when they reach puberty.

The economic costs of girls' limited access to education and high level of child marriage and early childbearing are very substantial. Estimated by the World Bank, the data show that the loss in earnings from adult women working today as a result of that stands at US\$4.9 billion in annual benefits by 2030 (Economic Impacts of Child Marriage in Ethiopia: Synthesis Report, 2018). GEQIP-E focuses on the enrollment and progression of girls at the upper primary level. The Program promotes gender equality by incentivizing: (i) empowerment of girls in upper primary grades through gender clubs; (ii) development and implementation of a life skills training manual for upper primary education; and (iii) gender-sensitive school improvement planning supported by the school grants and school inspections. To sustain these efforts, the AF will contribute to the expansion of the upper primary and middle school network in disadvantaged areas to bring schools closer to communities (which is important for girls) and will invest in separate latrines and creating safe spaces for girls. The AF will focus on identifying and supporting more cost-effective and innovative school construction approaches in disadvantaged areas to bring schools closer to communities (which is important for girls) and will invest in separate latrines and creating safe spaces for girls.

#### Children with disabilities

Many children with disabilities (special needs) in Ethiopia are not integrated in the education system. According to the Education Statistics Annual Abstract only 11 percent of children with special needs were enrolled in primary schools, and 3 percent in secondary schools in 2018/19. Mainstream schools have inadequate capacity to implement special needs education activities and lack educational resources for children with special needs which limits their access. The ESDP V underlines the importance of increasing the provision of inclusive education in mainstream schools, including in the one-year school readiness program aimed at 6-year-olds and delivered in primary school campuses. It includes specific targets on IERCs, including for IERCs in mainstream schools. GEQIP-E supports the establishment of IERCs in mainstream schools to provide educational support for children and teachers alike. The Additional Financing (AF) to GEQIP-E from the GPE's ESPIG will scale up this initiative, building on encouraging examples of IERCs that serve as catalysts for mainstreaming inclusive education in the country.

The parent GEQIP-E and AF also focus on education service delivery in emerging regions (Afar, Ethiopia Somali, and Benishangul-Gumuz in particular) since the overwhelming majority of the lagging woredas are found in these regions.

### **I.3.2 Basic financial and education data**

- Provide date of last submission of data to UIS and highlight any areas where data was not provided;
- Highlight any gaps in national data (such as data quality issues, disaggregation by gender, availability of data on marginalized groups, financial data, etc.); and
- Provide summary of strategies to address these, including how the implementation of a data strategies will be financed and whether they are part of the endorsed ESP.<sup>8</sup>

The EMIS Directorate reports to UIS information related to General Education, Higher Education and Education Expenditure. The most recent report was sent in June 2017. The data is available and was shared on all key indicators including pre-primary and primary GIR, primary GER, primary and lower secondary completion rates, pupil-teacher ratios for primary and secondary levels, percentage of teacher trained according to national standard for primary and lower secondary levels; public expenditures on education as percent of GDP and percent of public expenditures, educational expenditure on primary as % of total educational expenditures. The challenges with reporting the data to the UIS include:

- Converting the data to international standards (ISCED). In this case, UIS requires the estimations and the mapping, especially of students and teachers, from grade 1-12 to be: primary (grade 1-6), lower secondary (grade 7-10) and upper secondary (Grade 11-12), which is different to the Ethiopian education system. The Government is planning the transition from 8-2-2-year primary, lower secondary and upper secondary education to 6-2-4-years of primary, middle and secondary schooling which is to simplify the reporting once the transition is implemented and the EMIS data collection procedures are adjusted accordingly.
- Also, the educational expenditures are captured by the Ministry of Finance and Economic Cooperation: it takes time to receive data; and
- More recently - disruptions in day-to-day operation brought by COVID-19 pandemic.

The education sector of Ethiopia collects a large amount of data for two main purposes: monitoring and evaluating the progress of the sector and making education policies built on evidence. There are several institutions that contribute to the collection of education data in the country, such as the Government Offices, NGOs, Development Partners (DPs), civil societies, and others. However, the main sources of information that are critical for monitoring and planning originate from the Education Management Information System (EMIS), the General Education Inspection Directorate (GEID) and the National Educational Assessment and Examination Agency (NEAEA) of the Ministry of Education. As mentioned above, due to the efforts made in the last years, the availability of up-to-date data has greatly improved. For example, the timeliness of the annual statistical abstract has greatly improved and the 2018/2019 statistical abstract is ready.

Results Area 4 “System Strengthening for planning, policy formulation and reform” of GEQIP-E (Subprograms 1.1, 1.2, 1.3, 2.1, 2.2 of the ESDP V) focuses on strengthening the key elements of the overall education system, and improved data collection and analysis specifically. This is a cross-cutting area that supports the other results areas to achieve the overall development objectives of improved internal efficiency, equitable access and quality of education in general education.

The improvement and integration of the EMIS is taking place at all levels of administration: from the schools to the federal level. Nevertheless, there are challenges due to manual data collection including in remote and poorly connected areas which is further accentuated during conflicts and violence, and recently with the outbreak of COVID-19. It is important to move away from paper-based to digital data collection, simplify data

<sup>8</sup> If these strategies are included in the endorsed ESP, this paragraph should be limited to a list of the strategies and their financing source and a reference to the relevant section in the ESP.

entry work, and ease the process of management and transfer of data to regional and national levels. These improvements in the process would support timely decision making and course correction. Digital data collection would help enable validation mechanisms to improve data accuracy and reliability, increase the ability to analyze collected data, and enable timely dissemination of the findings. GEQIP-E supports the introduction of a unique school ID to allow data integration across different data generating systems.

Building on GEQIP-E achievements, the AF will incentivize the digitization of EMIS data collection and support validation mechanisms to improve the quality and reliability of data. The GPE AF will also focus on data use to inform the decision making, thereby adjusting different elements of the education system and contributing to improving internal efficiency, equitable access and quality of general education. The capacity of education stakeholders at the national and regional levels will be strengthened to perform data analytics using EMIS data and integrating it with early grade reading assessment (EGRA), national learning assessment (NLA) and other rich data sources collected by the Government. The National Education Dashboard Platform will be created to provide reliable data for secondary schools. Capacity building on EMIS within regions and in particular at woreda level is also important to improve quality of data. It will include training of woreda officials, cluster supervisors, and school principals building on support that has been provided by DFID's technical assistance to GEQIP-E.

### I.3.3 A system or mechanisms to monitor learning outcomes

- Indicate whether there is a system for measuring learning outcomes and if so, describe briefly;
- Highlight any gaps and provide summary of strategies to address these, including how the implementation of the strategies will be financed.<sup>9</sup>

Ethiopia established a national learning assessment (NLA) system since 2000. The NLA conducts sample-based nationally representative surveys of student performance in key subjects in Grade 4, 8, 10 and 12. The latest NLA was conducted in 2019 for Grade 4 (Mathematics, Mother-tongue Reading, Environmental sciences and English) and Grade 8 (Mathematics, Biology, Physics, Chemistry and English). The tests are anchored against previous rounds tests allowing for comparison of system performance over time. The NLA performance can be reported in two ways: (i) scaled scores of 300 average (standard deviation 50) using Item Response Theory; and (ii) proficiency levels.

In addition, the GPE AF would support the adaptation to local context and languages, and subsequent carrying out of EGRA in emerging region of Gambella, Benishangul-Gumuz, and Afar, not yet covered by this learning assessment. The AF will also provide incentives for the government to monitor early learning and child development, which is critical for assessing the impact of investments/policies to improve education quality (e.g. quality enhancement and assurance program for O-Class, use of mother tongue as the medium of instruction during the early years) on learning outcomes. These indicators have been selected because proficiency in reading during the early years lays the critical foundation for future learning in all subject areas.

## II. COUNTRY INFORMATION

- NOTE:** 1. Federal State applicants should duplicate this section as needed for States applying.  
2. Please include the sources of population and GDP data in footnotes.

Total population:	112 million
GDP Per Capita (USD):	US\$ 857 (GDP per capita current US\$)

<sup>9</sup> If the system or strategy to develop one are included in the endorsed ESP, this section should be limited to a brief statement and a reference to the relevant section in the ESP.

School year runs from (month to month):	from September to July
Budget cycle runs from (month to month):	from July 8 to July 7

Source: World Bank data

### III. PROGRAM

#### III.1 Program description (extracted from program document)

Provide below the location (page numbers) in the program document where a description of the program can be found. This includes information on program objectives, and related expected outcomes, and in the case of project modalities, the components and sub-components with financing amounts.

OR:

In 1,500 words or less (maximum 3 pages), please:

- Provide a narrative of the Program in summary form, describing overall program objectives and related expected outcomes, and the components and sub-components with financing amounts.
- Indicate as relevant GPE's anticipated share by components and sub-components if this is a co-financed project.

**NOTE 1:** in the case of sector-pooled funds and budget support programs, where the initial earmarking of resources by inputs, activities, components and sub-components (typical of project modalities) may not be relevant, the narrative will summarize the key elements from the Program document.

**NOTE 2:** it is highly encouraged that a summary of the program description is provided.

The GPE AF aims to fill some of key gaps not addressed by GEQIP-E, scale-up successful interventions, and strengthen parent Program performance. These gaps include the introduction of effective and scalable educational technology (EdTech) solutions to accelerate equitable access and student learning, and the expansion of the upper primary and middle school network in disadvantaged areas to bring schools closer to communities, which is especially important for girls. The AF will also scale up successful interventions of the parent Program, including the quality enhancement and assurance program for O-class (preschool), the inclusive education resource centers (IERCs) to promote mainstreaming of children with special needs, and the availability and use of data. Finally, the AF will strengthen GEQIP-E's performance through capacity building and improved environmental and social management and procurement systems.

The AF funding will help the education system be better able to withstand COVID-19-like shocks. All schools were closed on March 16, 2020, and universities on March 24, 2020 in response to the COVID-19 pandemic. School closures affected over 27 million learners and about 700,000 instructors. Ensuring continued remote learning and a safe reopening of schools are new challenges for the Government. In support of the Government's efforts, the US\$5 million Contingency Emergency Response Component (CERC) under the parent Program was triggered for emergency response, in addition to US\$15 million from the GPE COVID-19 Accelerated Fund to respond to immediate needs. The AF will strengthen capacity building of the Government to reintegrate schools for the most vulnerable and marginalized groups including girls, children with disabilities and IDP children, who are more likely to permanently drop out after disruptions in schooling.

The activities of this AF fall within GEQIP-E's four main results areas: (a) to improve internal efficiency, by addressing the chronic issue of repetition in the early grades; (b) to improve equitable access, by promoting access to general education, particularly for girls, children with special needs, and those in emerging regions; (c) to improve quality, by focusing on the improvement of teaching practices and learning environment; and (d) to strengthen the system through improved planning, policy formulation, and reforms targeting cross-cutting areas that support other results areas to achieve the overall development objective of the Program.

The AF will maintain the PforR modality of GEQIP-E, with an IPF component to support targeted capacity building and pilot activities. Interventions in the four results areas will be financed by the GPE grant between a fixed part and a variable part. The design of the AF draws on lessons learned from the implementation of the parent Program, the General Education Quality Improvement Program (GEQIP) in Phase 1 and Phase 2 schools, and the Ethiopia Education Results-Based Financing Project (RBF). It is proposed to extend the GEQIP-E Program closing date by two years, until July 7, 2024, to allow sufficient time to complete the GPE AF and parent Program interventions in light of disruptions in the sector brought about by COVID-19. The existing institutional framework and implementation arrangements will continue with some modifications to adapt them to the AF's additional focus on school infrastructure.

The AF is aligned with the World Bank Group's Country Partnership Framework (CPF) for Ethiopia FY 2018 to FY 2022 and the GPE goals of inclusive and equitable quality education for all. The proposed AF directly supports the CPF focus on improving basic education learning outcomes and building resilience and inclusiveness. The AF contributes to all three pillars of the World Bank's Education 2020 strategy: investing smartly, investing early, and investing for all, as well as the World Bank's commitments on disability-inclusive development. The proposed AF will ensure synergies with the Digital Foundations Project (P171034) and Human Capital Project (P172284).

I. Fill key gaps not addressed by GEQIP-E by:

- Piloting potentially effective and scalable EdTech solutions to leapfrog progress in equitable access and student learning. EdTech has the potential to accelerate academic progress, increase equity and improve data quality, which is critically important for the success of the PforR. The EdTech solutions focus on improving teachers' digital competences. With the support of the EdTech Hub, launched in June 2019 by the DFID in partnership with the World Bank and other international expertise, the GPE AF will pilot innovations to advance knowledge and understanding of viable EdTech solutions in Ethiopia. These innovations will include updating teacher licensing assessment through a digital skills module, supporting the use of mobile phones and tables to facilitate the work of cluster supervisors and primary school teachers in Phase 1 and 2 schools, and encourage the development of alternative approaches to teaching, especially through the use of digital and mass media broadcasting tools to enable remote learning during the crisis.
- Expanding the upper primary and middle school network in disadvantaged areas to bring schools closer to communities through construction of new classrooms. The AF will focus on identifying and supporting more cost-effective and innovative school construction approaches in underserved areas to ensure that schools meet the minimum conditions for a quality learning environment. Improvements in the learning environment is an important factor to improving education outcomes. Better resources such as textbooks, basic furniture, blackboards, school libraries and better infrastructure were found to have a positive impact on test scores. The experiences gained in the process of turning around low-performing schools under the recently completed Ethiopia Education Results Based Financing Project will be also used to increase the number of schools in the country that meet the national standards. The AF will also support the adoption of a school construction strategy based on school mapping, currently under preparation by the Government with the support of the World Bank.

II. Scale-up successful interventions of GEQIP-E by:

- Expanding quality enhancement and assurance program for O-class (preschool). The GPE AF will ensure mass O-class re-enrollment campaign and scale up the quality enhancement and assurance program (QEAP) for O-class building on the parent Program interventions. The QEAP for O-class is a national initiative to improve the quality of preprimary education through better resourcing of O-classes (teacher training and provision of learning materials), setting of standards and periodic inspection of O-classes against these standards. The QEAP is expected to create the conditions for improving a child's readiness to learn, thereby reducing his/her likelihood of repeating or dropping out during the early grades. By expanding this intervention

from Phase 1 schools to more schools nationwide, as well as in areas not covered under the parent Program, the GPE AF is expected to have two important effects. First, it will contribute to improving the quality of preprimary education in about 50 percent of Ethiopian schools with O-class. Second, it will help reduce overcrowding in the early grades and boost learning in Ethiopia.

- Scaling up the IERCs to promote mainstreaming of children with special needs. Drawing on the parent Program's positive lessons on transforming cluster center schools into IERCs, the proposed GPE AF will support the scale-up of IERC initiative in mainstream schools and an O-class preprimary program for students with special needs. Inclusion in preprimary programs is important as it sets a trajectory for inclusive education across all education cycles. Young children and children with disabilities are disproportionately at risk and must be prioritized in COVID-19 responses. The MDTF for inclusive education will provide technical assistance to support the IERC initiative of the Government. It will also support the scale-up of the use of assistive technologies and screening tools for vision and hearing impairments to support education of children with disabilities and special educational needs based on the successful pilot of Research Triangle Institute (RTI).
- Improving availability and use of data on children's learning and development and early learning environments. The GPE AF will support the adaptation of the Early Grade Reading Assessment (EGRA) to local context and languages, and its subsequent implementation in Gambella, Benishangul-Gumuz, and Afar, regions that are not yet covered by this learning assessment. In addition, under support of the AF, the Measuring Early Learning Quality and Outcomes (MELQO) tool, which is designed to generate data on children's learning and development and early learning environments, will be integrated into existing assessments in Ethiopia following its adaptation to national standards. This is essential for identifying the learning gaps and developing appropriate strategies to improve student learning for post-COVID recovery.

III. Strengthen GEQIP-E's performance by:

- Strengthening the Education Management Information System (EMIS). Building on GEQIP-E achievements, the AF will incentivize the digitization of EMIS data collection and support validation mechanisms to improve the quality and reliability of data. The GPE AF will also focus on data use to inform the decision making, thereby adjusting different elements of the education system and contributing to improving internal efficiency, equitable access and quality of general education. The capacity of education stakeholders at the national and regional levels will be strengthened to perform data analytics using EMIS data and integrating it with EGRA, National Learning Assessment (NLA) and other data sources. The National Education Dashboard Platform will be created to provide reliable data for secondary schools. Capacity building on EMIS within regions and in particular at woreda level is also important to improve quality of data. It will include training of woreda officials, cluster supervisors, and school principals to build support that has been provided by DFID's technical assistance to GEQIP-E.

III. Strengthen GEQIP-E's performance by:

- Improving management capacity and functional E&S management and procurement systems. Existing E&S and procurement management systems will be strengthened and relevant arrangements maintained. AF will support technical assistance to give careful consideration with regard to services standards and infrastructure models. An experienced engineering consulting firm will be contracted to support the relevant work with due consideration to E&S compliance. Capacity building at the regional level will also be a focus to avoid implementation delays. The AF will also strengthen program management and support Internet connectivity, as well as provide vehicles, motorbikes and fuel to support monitoring, evaluating and supervising program activities in the regions.

Does the program provide resources to support **private for-profit schools**?

The program does not provide resources to support private for-profit schools

Does the program provide resources to support **not for profit non-state** providers of core education services? If supporting not for profit non-state providers of core education services – such as community-owned and faith-based schools – does the program also help establish a regulatory framework if one does not already exist (or if there is no prior financing to support the development of a regulatory framework)?  
 The program does not provide resources to support not for profit non-state providers.

Please define the event or activity that will mark the start of the program and which will take place by the expected start date:

Program launch event will be organized following the declaration of GPE GEQIP-E AF ESPIG's effectiveness planned at the end of February 2021 (February 24<sup>th</sup>, 2021).

### III.2 Expected Outputs<sup>10</sup> (extracted from program document)

Please complete the table below, extracting relevant information from the detailed program document. If the program plans to purchase and distribute textbooks, train teachers, or build or rehabilitate classrooms, please use the following indicators<sup>11</sup> (GPE Strategic Plan 2016-2020):

- Number of textbooks purchased and distributed
- Number of teachers trained
- Number of classrooms built or rehabilitated

**NOTE:** These indicators are NOT compulsory. They are therefore applicable only when the program plans to implement these activities. In case of sector-pooled funds and budget support programs, indicate numbers planned at sector level. Replace Year 1, Year 2, etc., with the actual year (for example, 2022, 2023, etc). Annual targets are non-cumulative.

**TABLE 3 | Target outputs per year**

Indicate if calendar year or implementation year <sup>12</sup> : Click here to enter text.	Baseline (Year 0)	Year 1	Year 2	Year 3	Year 4	Total
Number of textbooks purchased and distributed	0	0	0	0	0	0
Number of teachers trained	0	9500	0	7,800	300	17,600
Number of classrooms built or rehabilitated	0	0	0	500	0	500

### III.3 Financial overview

Please complete the table below, indicating program disbursement by year as applicable, based on information extracted from the program document. If it is a co-financed modality, indicate estimates for the expected disbursements of GPE funds by year.

**TABLE 4 | Program costs and expected disbursements by year**

Indicate years (e.g., 2023):	year 1	year 2	year 3	year 4	Total
	25.125	16.375	38.875	44.625	125

<sup>10</sup> For sector-wide financing (through budget support or pooled funds), a reference could be made to the ESP results framework.

<sup>11</sup> See Annex 1 for definitions of these indicators.

<sup>12</sup> Implementation year begins with grant effectiveness/ signing of grant agreement.

<sup>12</sup> Implementation year begins with grant effectiveness/ signing of grant agreement.

Deleted: ¶

Total program disbursements per implementation year <sup>13</sup>						
Total program disbursements per calendar year	25.125	16.375	38.875	44.625		125

Please complete the table below, listing the proposed interventions/components, and indicating the expected disbursement by year (e.g., 2024) and total cost for each component, as well as their respective percentage of the total grant.

If it is a co-financed program, indicate estimates for the expected disbursements of GPE funds by year.

→ *Extend and adapt the table to the number of components that fits the program, by copying/pasting or erasing rows as relevant.*

TABLE 5   Program costs and expected disbursement by component <sup>14</sup> – in USD							
Components	(Ethiopian fiscal years)					Total	%
	year 1	year 2	year 3	year 4			
Results Area 1: Improved Internal Efficiency	15	3	11.5	4		33.5	27%
Results Area 2: Improved Equitable Access	-	0.5	15	19.5		35	28%
Results Area 3: Improved Quality	0.5	2.5	3	12		18	14%
Results Area 4: System Strengthening for Planning, Policy Formulation, and Reform	1.5	1.5	1.5	1.5		6	5%
IPF component (EdTech pilots and ICT for education, emergency response preparedness, capacity building, evaluation, program management)	7.5	8.25	7.25	7		30	24%
GA costs	0.625	0.625	0.625	0.625		2.5	2%
<b>Total</b>	<b>25.125</b>	<b>16.375</b>	<b>38.875</b>	<b>44.625</b>		<b>125</b>	<b>100%</b>

### III.4 Grant Agent role and cost

Please describe below the specific roles the grant agent will perform in the implementation and/or oversight of the grant.

<sup>13</sup> Implementation year runs by 12-month cycle beginning with grant effectiveness/ signing of grant agreement. For example, if the grant start date or grant signing is expected to occur in July 2020 then the implementation year is July 2020 to June 2021, and July 2020 should be entered as Year 1. The program costs per calendar year for 2020 should reflect the estimated costs for the July – December 2020 period.

<sup>14</sup> If not using budget support as grant modality.



**TABLE 6 | Supplemental program cost (Other grant agent costs & general agency fees, US\$)<sup>15</sup>**

Indicate years (e.g., 2024):	year 1	year 2	year 3	year 4	year 5	Total
General agency fees (in addition to MCA): 1.75% standard WB agency fee rate						2.1875
Other grant agent costs (part of MCA), including for supervision, country office, etc.:	0.625	0.625	0.625	0.625		2.5

**III.5 Utilization of other grant agent costs, including for supervision, country office, etc.**

In 300 words, please indicate how *other grant agent costs*, including for supervision, country office, etc. will be utilized.

The proposed supervision fee was agreed by the Government and the ETWG at the time of the selection of the World Bank as the Grant Agent due to:

- Inclusion of school construction. Given that inadequate physical infrastructure is a serious limitation to equitable access, the World Bank supports the focus on school construction, starting with the development of a comprehensive construction strategy and the relevant implementation plan (also noted by the development partners). Relevant activities need close implementation support and handholding on the technical, financial management, procurement, environmental and social aspects of construction due to the capacity constraints at the central level and within the regions.
- The supervision amounts are in line with those of the GEQIP-II flagship program (comparable in terms of ambition and financing envelope). For example, implementation support of GEQIP-II was US\$3.8 million (without construction which requires additional implementation support and handholding). The details are available in the Annex 2 “Bank lending and implementation support/supervision” of the GEQIP-II Implementation Completion and Results Report (Source: World Bank. 2020. GEQIP-II. Implementation Completion and Results Report. Washington, D.C.: World Bank Group).
- The World Bank has experience of managing the pooled funding projects in Ethiopia for over a decade and will continue supporting aligned implementation modality for this new GPE ESPIG grant with the government systems. The World Bank uses country systems in project implementation and in the process, helps to build the capacity of the government to manage relevant interventions. It provides analytical, advisory and implementation support to the government during the implementation of project activities funded by GPE grants (such as school mapping, diagnostic of IERCs etc.).
- The World Bank also takes on the technical, fiduciary, and administrative responsibilities for administering GPE Funds and ensures accountability for the efficient use of funds.
- The amount also includes funding for preparation of the Implementation Completion and Results Report for the operation.

**III.6 Aid effectiveness**

Please complete the table below to illustrate how the proposed grant financing modality is evolving in comparison to the previous grant (where applicable) vis-à-vis alignment with national systems.

**Note:** Please provide brief explanations in your response.

**TABLE 7 | Grant financing modality**

<sup>15</sup> See ESPIG Guidelines for the explanations of other grant agent costs and general agency fees.

	Previous GPE grant	Current application
<b>In relation to the ESP/TEP</b>		
Is the GPE-funded program aligned with the Education Sector Plan?	<p>Please provide brief explanations</p> <p>GEQIP-II was aligned with ESDP IV and ESDP V. Two-year RBF (variable part grant) was aligned with the ESDP V.</p>	<p>Please provide brief explanations</p> <p>The program including AF from the GPE (ESPIG) is aligned with ESDP V and these reform priorities are expected to be maintained under ESDP VI for 2020/21–2024/25, currently under finalization, in light of the large unfinished agenda in general education.</p>
Are the projected expenditures of the Program included in the multi-year forecast of the Minister of Finance (Medium Term Expenditure Framework)?	<p>Please provide brief explanations</p> <p>Not included. However, GEQIPs were nested and built on ESDP V which provides financing expenditure framework including estimated financing gap for each year (p.128-135 of ESDP-V).</p>	<p>Please provide brief explanations</p> <p>Not included. However, GEQIP-E builds on the 5-year financing expenditure framework for ESDP V including estimated financing gap for each year (p.128-135 of ESDP-V).</p>
<b>In relation to the national budget and parliament</b>		
Is the GPE funded program clearly indicated in the national budget?	<p>Please provide brief explanations</p> <p>Donor financing is included into the annual budget of the MoF, available on its web-site with information disaggregated by each donor.</p>	<p>Please provide brief explanations</p> <p>The proclaimed budget for the GEQIP-E operation for FY 2019/20 has been disclosed on the MoF website. The regions have also disclosed their enacted budget to the public through official publications and the media. At the lower level, the Woreda administrations and the primary service delivery units (schools) use public notice boards to inform the public.</p>
Does the national annual budget show specific appropriations for the different planned expenditures (economic and/or functional classification)? Is the program funding reflected in the budget by area of allocation and planned	<p>Please provide brief explanations</p> <p>Previous GEQIPs and RBF also followed the different planned expenditures in line with the existing national classification.</p>	<p>Please provide brief explanations</p> <p>The GEQIP-E budget preparation follows the Government's financial administration proclamations, directives and</p>

utilization, using the existing national classification?		manuals and shows specific appropriations for the different planned expenditures in line with the existing national classification.
<b>In relation to treasury</b>		
<p>Is the majority of the financing disbursed into:</p> <p>(a) the main revenue account of government,</p> <p>(b) a specific account at treasury or</p> <p>(c) a specific account at a commercial bank?</p>	<p>Please choose a), b), or c)</p> <p><i>Please provide brief explanations</i></p> <p><i>Disbursement was made to designated account.</i></p>	<p>Please choose a), b), or c)</p> <p><i>Please provide brief explanations</i></p> <p><i>The money is deposited into an already opened designated account at the National Bank of Ethiopia for this program.</i></p>
<p>Is the expenditure process (documents and signatures on commitment, payment orders, etc.) for the national budget used for the program expenditures? Are there any specific derogations or safeguards on the national execution procedures for the program expenditures (other documents and/or signatures)?</p>	<p><i>Please provide brief explanations</i></p> <p>No specific derogations or safeguards</p> <p><i>If there are any specific derogations or safeguards, please explain briefly</i></p> <p><i>World Bank rules applied</i></p>	<p><i>Please provide brief explanations</i></p> <p><i>GEQIP-E budget preparation follows the Government's financial administration proclamations, directives and manuals.</i></p> <p><i>If there are any specific derogations or safeguards, please explain briefly</i></p> <p><i>The fiduciary assessment for this operation concluded that the examined program financial management and procurement systems continue to be adequate, and specified mitigation measured in the program action plan (PAP) to mitigate identified fiduciary risks such as: to prepare a cash forecast schedule that shows intended time of achievement of results; to monitor budget utilization through quarterly IFRs, annual re-planning sessions; and to produce semiannual report on findings of checklists (please see the AF Program Paper for details).</i></p>

<b>In relation to procurement</b>		
<p>Are government procurement rules used?</p> <p>If so are there any derogations/safeguards on the use of these rules introduced?</p>	<p><i>Please provide brief explanations World Bank rules applied</i></p> <p><i>If there are any specific derogations or safeguards, please explain briefly World Bank rules applied</i></p>	<p><i>Please provide brief explanations</i></p> <p><i>GEQIP-E Program for Results uses existing government systems for Program implementation, oversight, Financial Management, procurement, safeguards, M&amp;E, and reporting and aims to strengthen these systems during implementation.</i></p> <p><i>If there are any specific derogations or safeguards, please explain briefly</i></p> <p><i>PAP envisages strengthening of the procurement system and capacity by (i) establishing procurement performance standards (ii) keeping and training of relevant management and procurement staff; (iii) improving procurement information tracking system and documentation.</i></p>
<b>In relation to accounting</b>		
<p>Is the financial accounting directly on government's accounting systems used for the national budget? If not, are the accounting results afterwards integrated in government's accounting systems?</p>	<p><i>Please provide brief explanations</i></p> <p><i>Government's accounting systems were used.</i></p>	<p><i>Please provide brief explanations</i></p> <p><i>Accounting is governed by Government's accounting policies and procedures. The computerized Integrated Budget and Expenditure (IBEX) accounting system will continue to be the software used for the program. Since the IBEX currently can't be used for special purpose grants, the system is being used on a standalone basis. Currently, for the SPG, the software is functional at MoF, regions and universities. As the schools only manage the school</i></p>

		grant, the software is not being used at that level.
<b>In relation to audit</b>		
<p>Will the financial accounts be audited by the government's external auditor?*</p> <p><small>*The government's external auditor means court of auditors / national audit office that is external to the government's general finance inspectorate of the ministry of finance</small></p>	<p><i>Please provide brief explanations</i></p> <p>Yes  <i>Please specify who audits the accounts of the financing modality funded or co-funded with the GPE grant</i></p> <p><i>Office of the Federal Auditor General</i></p>	<p><i>Please provide brief explanations</i></p> <p>Yes  <i>Please specify who audits the accounts of the financing modality funded or co-funded with the GPE grant</i></p> <p><i>Financial audit: The non-salary recurrent cost of the education sector is being audited quarterly as part of the continuous audit which forms the final annual audit report and through the Office of the Federal Auditor General (OFAG) for the MoE and through the Office of Regional Auditor General (ORAGs) for the REBs. The audits are conducted annually and are presented to parliament and regional councils respectively for follow up. The first audit for the SPG for the year ended July 7, 2019 was due on January 7, 2020. The audit has been submitted on time with unqualified audit opinion. However, the audit revealed internal control weaknesses, which need to be clarified by the Government.</i></p>
<b>In relation to reporting</b>		
<p>Will the information on program execution be included in the Education Sector Plan Annual Implementation Report prepared by the Ministry of Education?</p>	<p><i>Please provide brief explanations</i></p> <p><i>Not included.</i></p>	<p><i>Please provide brief explanations</i></p> <p>Information on program execution of GEQIPs should be included into the Education Sector Plan Annual Implementation Report</p>

		prepared by the Ministry of Education since GEQIP-E is the flagship program in the sector supporting the implementation of the national programs (ESDP V and follow-on ESDP VI). Implementation reports for the Program are available every six months, following the joint implementation support missions. The progress is also discussed regularly at the ETWG and GEQIP-E task forces and National Education Conference.
Will separate / additional reports be required for the Program?	<i>Please provide brief explanations Yes, for example, reports on the attainment of DLRs under the RBF project.</i>	<i>Please provide brief explanations Yes, for example, reports on the attainment of DLRs in line with the verification protocols.</i>

#### II.6.1 Evolution of aligned assistance

In 375 words or less, please:

- Describe how the proposed grant financing modality is evolving in comparison with the previous grant (if applicable) based on the table above.
- Explain what mechanisms are in place to mitigate fiduciary risks and why they seem appropriate.
- Detail how the proposed Program lays the foundation for more aligned assistance in the future.

The proposed grant financing modality following the Program-for-Results (PforR) instrument designed in 2011 in response to the growing demand from countries. Client countries are increasingly asking development partners for financing and expertise to improve their development programs' effectiveness and efficiency in achieving results. The Program-for-Results (PforR) instrument designed in 2011 has main features helping to support that, namely:

- It finances and supports country programs;
- It disburses upon achievement of program results that are tangible, transparent and verifiable (boosting accountability for results and enhancing development effectiveness);
- PforR, by design, uses a country's own institutional procedures and focuses on capacity building and strengthening processes and procedures needed for programs to achieve their desired results; and
- It provides assurance that financing is used appropriately and that the program's environmental and social aspects are addressed .

This instrument is part of the World Bank Group's commitment to end extreme poverty in the world by 2030 by improving both the quality and equity of education, so that all children are learning the skills they need to lead more prosperous lives. The preparation of the AF is based on a broad-based participatory and consultation process with representatives of the development partners (ETWG) and communities.

## IV. VARIABLE PART INFORMATION

### IV.1 Proposed variable part strategies in equity, efficiency, learning outcomes

For each specific dimension, please:

- Describe the proposed variable part strategies/actions from the Education Sector Plan for each dimension, including the results' chain (i.e., the link between activities and process, output and outcome indicators).
- For each dimension, explain how proposed strategy is transformational: how will it address a key challenge and lead to system level change over the medium term in basic education?
- For each dimension, provide a justification for how the strategy, inclusive of the proposed indicators and targets, constitutes a "stretch."

## 1. Equity

The variable part of the results-based financing approach under the GPE funding model aims to encourage the government to adopt transformative policies and strategies to improve learning outcomes, efficiency and equity in basic education while enabling the AF to scale up support for the ESDP. This approach fits well into the overall GEQIP-E design. The choice of indicators against which the variable part of the grant will be disbursed is based on lessons learned from the implementation of the parent Program, GEQIP-I and GEQIP-II, and the previous variable part grant—Ethiopia Education Results-Based Financing Project—financed by the GPE in 2017–2019. It builds on the successes achieved under the previous GPE grants and leverages the financing under the fixed part to reinforce the gains that have been made over the last decade to further strengthen the sector outcomes. These lessons point to the need for specific interventions aimed at improving efficiency and equity to be scaled up to reach more schools in disadvantaged regions, which account for most of the learning poverty in Ethiopia.

Results Area "Improved Equitable Access" (Subprograms 3.1, 3.2, 3.3, 3.4 and 7.7 of ESDP V): This results area focuses on promoting equitable access to general education in Ethiopia with the aim to: (i) improve gender parity in Afar, Ethiopia Somali, and Benishangul-Gumuz at grade 8 (KPI 3); (ii) improve Gross Enrollment Ratio of grades 1-8 in Afar, Ethiopia Somali, and Benishangul-Gumuz (KPI 4) to support pastoral students and students in emerging regions; and (iii) improve school participation of children with special needs (IRI 4.3).

### Increased student enrollment in disadvantaged areas

The AF will incentivize the expansion of the school network to bring schools closer to communities, which is particularly important for girls. The AF will contribute to an increase in the number of upper primary and middle school spaces through the construction of new classrooms that meet minimum infrastructure standards. The minimum infrastructure package will be developed based on the school construction and maintenance strategy (which is to cover the number of classrooms/students; adequate WASH facilities, especially important for girls; multi-purpose science labs, electricity, and so on) and minimum construction standards, to be agreed upon with the World Bank. This minimum package will be designed to ensure minimum infrastructure standards are met in existing schools (upgrades), and new schools to be constructed. The AF will support more resilient and safe schools that result from proper building locations and sound construction. It also aims to provide a conducive disability-friendly learning environment and support girls' and boys' successful completion of education.

### Enrollment of children with disabilities and special needs in IERC cluster schools

The AF will scale up the inclusive education initiative of the parent Program. This initiative supports provision of supplementary school grants to transform additional 600 cluster center schools to reach 1,400 IERCs in the country in line with ESDP V aspirations to promote mainstreaming of children with special needs in education. The supplementary grants will be used to: (a) organize awareness raising and training events; (b) purchase equipment for assessing needs (embossers and audiometers) and educational resources for children with special needs (sign language dictionary, slate and stylus and tactile learning materials; and (c) ensure accessible learning environment (minor refurbishment). The AF is informed by the findings from the IERCs diagnostic study, which calls for more attention to strengthening community ownership of IERCs to support education of children with disabilities in mainstream schools. The scale-up of IERCs will be based on the existing guidelines and plans, developed and approved by the Ministry of Education (MoE) including, a Master Plan for Special Needs Education/Inclusive Education in Ethiopia for 2016-2025, Guidelines for Establishing Resource Centers and

Guideline for Identification and Support to Students with Special Needs in Primary Schools and Good Practices in the Implementation of Inclusive Education Resource Centers in Ethiopia. Itinerant teachers in the IERCs supported under AF from the GPE will be trained to provide inclusive education to children with special needs. The training program will rely on the new common course syllabus for teacher education “Inclusive Education in Ethiopian Primary Schools”, developed by the MoE under support of the development partners, and the Embassy of Finland in particular. The proposed GPE AF will also support the O-class preprimary program for students with special needs.

The findings of the recent diagnostic study “Situation Analysis of Inclusive Education Resource Centers (IERCs) in Ethiopia” suggest that there are many encouraging examples of support for the education of students with special educational needs in mainstream schools, and oftentimes IERCs serve as catalysts for mainstreaming inclusive education. Efforts to identify and enroll students with disabilities appear to be a priority in communities where the IERCs exist as confirmed by the interviews and focus group discussions with the beneficiaries. School leadership, qualification and teaching load of the itinerant teacher largely explain the success of IERCs.

The following stretch indicators for the variable part grant will be supported by the AF under Equity domain:

- DLR 3a.3: 25,000 students enrolled in disadvantaged areas (with girls-to-boys ratio of at least 60 percent)
- DLR 4a.2: 21,000 children with disabilities and special needs enrolled in new IERC cluster schools

The construction of model schools in underserved areas with a minimum infrastructure package will improve access, particularly of girls, to upper primary and middle school education. Achievement of DLR 3a.3 will trigger disbursement from the variable part grant because enrollment of students in model schools is the intended outcome of implementing a sustainable strategy for expanding equitable access. The context for DLR 4a.2, indicating that the scaling up of IERC cluster schools benefiting children with disabilities and special needs, will be critical for achieving the national inclusive education goals. A central part of the government’s approach to implementing inclusive education is transforming cluster center schools into IERCs (within the mainstream education) so that they could respond to the diverse needs of all children, which will ensure that they are not just in the classroom but participating and learning. By supporting the government’s efforts to increase the number of adequately equipped IERCs with trained itinerant teachers, the variable part grant will contribute to the transformative mainstreaming special needs education.

## 2. Efficiency

Results Area “Improved Internal Efficiency” (Subprogram 3.2 of ESDP V). This results area focuses on addressing the chronic issue of over-enrollment in grade 1 and promoting progression of children through the early grades for improved internal efficiency of the education system. To improve student progression in the early grades, concerted efforts will be made to: (i) improve school readiness of grade 1 entrants so that they were able to progress to the next grade; and (ii) get children enrolled on time and ensure regular attendance throughout the year (the latter under support of the parent Program).

A study on O-class provision in four regions of Ethiopia, conducted at the time of GEQIP-E preparation, has found that the age profile of O-class teachers ranges from 20 to 59 years. The majority of teachers have completed grade 10 or grade 12, with varying degrees of experience and little training in ECE. Observations of classroom activities show that frontal teaching dominates the classroom interaction, with limited contact encouraged between students. Low teacher competencies and a lack of classroom learning materials were cited as the biggest barriers to ensuring children’s school readiness. This same study found a high level of commitment from parents in supporting their young children’s development and readiness for school. The Government has recognized the importance of investment in the Quality Enhancement and Assurance Program (QEAP) as a key strategic intervention to improve student progression and learning outcomes in later years.

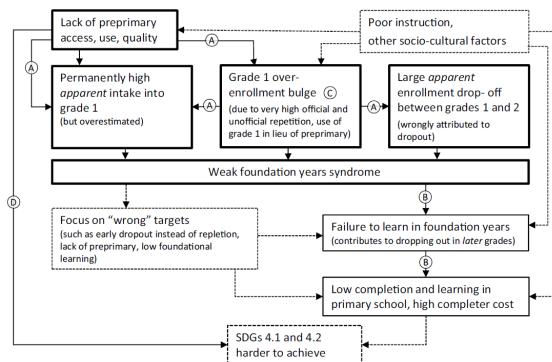
To improve student progression in early years, the parent Program supported a comprehensive Quality enhancement and assurance program (QEAP) for O-Class comprising two key components: Quality



Enhancement (QE) and Quality Assurance (QA). The QE component supports improvement of pedagogical practices in the classroom and includes teacher preparation and professional development, improvements in curriculum and teaching and learning materials for O-Class, and training for management and supervision. The QA component supports creation of a quality assurance mechanism and entails the establishment of national standards, school inspection for O-Class, and quality EMIS data collection for preprimary. Under support of the parent GEQIP-E, the QEAP is implemented in 2,160 Phase 1 schools.

Rigorous evaluations provide strong evidence of the positive effects of pre-school on secondary education completion in Ethiopia. The studies show that preschoolers are 25.7 percent more likely to complete secondary education at the proper age than their non-preschool counterparts (see Annex 2 of the AF program paper). Regional evidence corroborates this finding. Evaluation of a pilot in Uganda shows that exposure to pre-primary schooling reduced the risk of repetition by approximately 50 percent. South Africa, which was able to realize rapid efficiency gains by focusing on pre-primary education, outreach to parents on on-time enrolment, and monitoring of student progression in the early grades stands out as a model to address the main issues facing Ethiopia. Foundation years are also important for improving primary school completion rates (figure 1).

Figure 1 Foundation years



Source: Crouch and others (2020). *Taking Preprimary Programs to Scale in Developing Countries: Multi-source Evidence to Improve Primary School Completion Rates* (IJEC).

The AF from GPE will incentivize the rollout of QEAP to O-Classes of 9,000 Phase 2 schools and 7,000 Phase 3 schools, while ensuring mass re-enrollment of O-class students as schools reopen after disruptions brought by COVID-19. O-class scale-up (phase 2 and phase 3) will be made based on the efficiency indicators (repetition or G2/G1 enrollment ratio); and the number of students to maximize the development impact of the operation. The implementation of QEAP will be verified based on the completion of three activities of the program. The first activity includes in-service training for O-Class teachers. The number of days of training depends on education background and qualification of teachers: there is a 30-day training for teachers with no ECCE training at certificate or diploma level, and a 15-day training for teachers with ECCE certificate or diploma. The second program activity will be to deliver teaching and learning materials to schools. This includes teacher guides, the six-activities book, and conversation cards. The third program activity is capacity-building training for coaching and supervision for O-Classes. This entails a short-term training for school principals and cluster supervisors guided by the O-Class coaching and supervision manual. School inspection will also be conducted for all O-Classes in Phase 2 and Phase 3 schools. Through the school inspection, O-Classes will be classified into four levels of performance based on an aggregate percentage score in the inspection standards introduced for the O-classes.

These efforts will consider the following lessons learned under the RBF project and the parent GEQIP-E Program for Results: (a) there is a need to raise awareness at the Regional Education Bureau (REB) level and provide technical support at that level; (b) good quality data are fundamental, and especially important in providing better estimations of the number of schools with O-classes in the regions (initially underestimated); (c) in addition to training O-Class teachers, there is a need to focus also on principals and other leadership to ensure that O-Class is integrated in the school environment and not seen as a separate program; (d) as a corollary to the previous lesson, school leadership needs to be accountable for O-Class requirements (budgeting, planning, supervising) as part of their responsibilities; (e) attention is required to class size—some schools require more than one O-Class; (d) strong involvement of the Colleges of Teacher Education is needed in training O-Class teachers; and (e) strong community and parental involvement is required to promote participation in O-Class for six-year-old children.

The following stretch indicators for the variable part grant will be supported by the AF under Efficiency domain:

- DLR 1.8: Quality Assurance program implemented in 70 percent of Phase 3 schools
- DLR 1.9: Improvement in G2/G1 enrollment ratio in treatment schools

Scale-up of the QEAP for O-class in Ethiopian schools is supporting the ESDP's target for all children to have access to at least one year of classroom-based preprimary education (ESDP V). DLR 1.8 provides incentives for the government to implement the Quality Assurance program in further 20 percent of schools, which is an important advancement toward 50 percent target and an intermediate result in the Results Chain for improving quality. DLR 1.9 rewards improvement in the grade 2 to grade 1 enrollment ratio, which is an outcome indicating improved progression from grade 1 to grade 2. The stretch indicator refers to about 7,000 phase 2 schools or about 20% of primary schools in the country with estimated 640,000 O-class students.

### 3. Learning outcomes

Results Area 3: Improved Quality (Subprograms 2.1, 2.3, 2.4.2 and 2.5 of the ESDP V). To improve learning outcomes, the parent Program provides support to improve teachers' classroom practices and time-on-task and learning environment in schools. Outcomes in this results area also benefit from efforts in improvements in O-Class quality under Results Area 1 (RA1) which is critical to the acquisition of literacy skills in early primary grades.

The AF will support children's learning and development in O-class program and early grade (in synergies with the parent Program). The initial data collected through Early Learning Partnership (ELP) program in seven regions (Addis Ababa, Amhara, Benishangul Gumuz, Oromia, Southern Nations, Nationalities, and Peoples (SNNP), Somali and Tigray) to support GEQIP-E implementation showed that only about 52 percent of O-class students gave correct responses to the preliteracy test items, with large variations across regions and languages of instruction. Under support of the AF, the MELQO tool, designed to generate data on children's learning and development, and on early learning environments, will be integrated into existing assessments in Ethiopia following its adaptation to national standards. This is essential for identification of the weaknesses in learning and developing appropriate strategies for quality improvements and remediation practices. A standardized approach will allow comparability of data over time. Nationally representative results will be made public and disseminated within regions to allow cascading and appropriation of the results at all levels. MELQO assessment tool will be adapted for local languages of instruction in O-classes in the regions. The report on child development and learning will focus on: (i) pre-literacy, pre-numeracy, socioemotional skills, and use of child- and play-centered strategies by teachers in O-classes; (ii) determinants of learning outcomes and gaps; (iii) lessons learned and good practices; (iv) recommendations and next steps. The findings will inform the development of classroom-based assessments to help teachers improve instruction and help students learn. In addition, EGRA will be adapted to, and pretested in, at least one local language of instruction in the emerging regions of Gambella, Benishangul-Gumuz, and Afar, which are not yet covered by this assessment.

The following stretch indicators for the variable part grant will be supported by the AF under the domain of Learning outcomes:

- DLR 5b.3: MELQO and EGRA reports prepared, published, disseminated and used to guide the development of classroom-based assessments
- DLR 5b.4: Improved child development and learning as measured by the percentage of O-class students which correctly respond to MELQO pre-literacy test items

These DLRs provide incentives for the government to monitor early learning and child development, which will be critical for assessing the impact of investments/policies to improve education quality (e.g. QEAP for O-class, use of mother tongue as the medium of instruction during the early years) on learning outcomes. This ambitious measurement and evidence-based decision making agenda is important to close the data gaps for building foundational skills. DLR 5a.3 is the indicator for an important intermediate result in the results chain beginning with the application of MELQO and EGRA tools to identify weaknesses in pre-literacy and early grade learning, to the development of classroom assessments informed by these findings for improving instruction by teachers and helping children learn. DLR 5a.4 is the outcome level indicator for O-class children who benefited from the quality improvement investments under AF (5 percent improvement on this stretch indicator represents improvements for about 160,000 O-class children).

#### IV.2 Variable Part indicators, targets and means of verification

Please complete the boxes below to state indicators, targets and means of verification. Please add additional boxes as needed.

**The definition of targets under each dimension** should also include the baseline if applicable, exact target(s) with deadline(s) to achieve the target, and amount(s) to be disbursed. For example, if the target for learning outcomes indicator is to increase nationwide the proportion of students in grade 2 who are achieving proficiency in reading as measured by ability to read 40 words per minute; provide baseline if applicable (e.g., 50% of students in grade 2 can read an average of 40 words per minutes in November 2020), exact targets (e.g., increase to 70% the number of students in grade 2 that can read an average of 40 words per minute in grade 2 in November 2021 which triggers a disbursement of US\$XY million and 90% of students in grade 2 reading an average of 40 words per minute in November 2022 which triggers a disbursement of US\$XYZ million). Where applicable, indicate if there is a "grace" period for target attainment.

**NOTE:** According to ESPIG policy, if the grant agent in consultation with the LEG concludes that indicators have been reached, the grant agent will disburse the variable part in accordance with the terms of the application package as approved by the Board. Therefore, it is important that the following information be completed accurately.

##### Dimension:

*Use the drop down below to select a dimension*

Equity

##### Indicator Name / Definition:

Increased student enrollment in disadvantaged areas

##### Definition of targets:

DLR 3a.3 is considered achieved when student enrollment in model schools in disadvantaged areas reaches 25,000 students, with girls-to-boys ratio of at least 60 percent.  
 DLI 4a.2 is considered achieved when: (i) there are 600 additional new IERCs within the cluster center schools; and (ii) 21,000 students with disabilities and special needs in Grades O-12 are enrolled in IERC cluster schools (resource center and satellite schools). The cluster center schools will be: (i) be equipped to set up the IERC in line with SG guidelines, (ii) be staffed with at least one trained itinerant teacher, (iii) have PTA minutes on attendance of participants of community outreach activities (at least two events), and (iv) launch support for children with disabilities or special needs in center and cluster schools (action plan for services to be provided by IERC to children with special needs, teachers, schools and communities; and PTA minutes provided on attendance of participants of at least two visits or meetings with beneficiaries of all schools in the cluster). The supplementary grants will be used to: (i) organize awareness raising and training events; (ii)

purchase reference materials on special needs, equipment for assessing needs, and educational resources for children with special needs (such as sign language dictionary, slate and stylus, and tactile learning materials); and (iii) ensure accessible learning environment (minor refurbishment).

**Disbursement Rule:**

State the conditions which must be met for funding to be disbursed against this target.

Disbursement will be pro-rated based on the number of students.

**Verification Process:**

Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

Attainment of the DLRs will be verified in schools on a sample basis by CSA or an independent verification firm

**Summary of verification and Disbursement Timelines:**

For each indicator, specify indicative month & year for target achievement, verification, and disbursement. Extend and adapt the table to the number of indicators/years as needed.

Indicator		Target	Projected GPE allocation	Projected month & year of target achievement	Projected month & year of target achievement verification	Projected month & year of disbursement	Disbursement rule (see annex 1 for definitions)
Indicator 1	Baseline	0					
DLR 3a.3: 25,000 students enrolled in disadvantaged areas	Year 4	25,000	14,500,000	September 2023	January 2024	March 2024	Disbursement will be pro-rated based on the number of students (US\$ 580 per student up to the ceiling allocated for the DLR)
Indicator 2	Baseline	0					
DLR 4a.2: Enrollment of children with disabilities and special needs in new IERC cluster schools	Year 1	21,000	5,000,000	September 2023	January 2024	March 2024	Disbursement will be pro-rated based on the number of students (US\$ 239 per student up to the ceiling allocated for the DLR)

**Dimension:**

Use the drop down below to select a dimension

Efficiency

**Indicator Name / Definition:**

Quality enhancement and assurance program (QEAP) for O-Class

**Definition of targets:**

DLR 1.8: Quality Assurance program implemented in 70 percent of Phase 3 schools (following the quality enhancement). School inspection of all O-Classes in treatment schools will be conducted as part of this DLR.

DLR 1.9: Improvement in G2/G1 enrollment ratio in treatment schools

**Disbursement Rule:**

State the conditions which must be met for funding to be disbursed against this target.

Disbursement will be pro-rated as clarified in the table below.

**Verification Process:**

Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.

The attainment will be verified in schools on a sample basis by CSA or an independent survey firm based on the MoE/REB's report on implementation of quality enhancement program; inspection reports of O-Classes; EMIS and REB reports.

**Summary of verification and Disbursement Timelines:**

For each indicator, specify indicative month & year for target achievement, verification, and disbursement. Extend and adapt the table to the number of indicators/years as needed.

Indicator		Target	Projected GPE allocation	Projected month & year of target achievement	Projected month & year of target achievement verification	Projected month & year of disbursement	Disbursement rule (see annex 1 for definitions)
Indicator 1 DLR 1.8: Quality Assurance program implemented in 70 percent of Phase 3 schools	Baseline	2,160 schools implemented quality enhancement and assurance program for O-Class					
	Year 4 Target 1	DLR 1.8 Phase-3 schools (7,000). National target is set at 70 percent, scalable starting from 10 percent achievement.	2,500,000	February 2024	April 2024	May 2024	For DLR 1.8: Disbursement will be pro-rated based on the number of schools (US\$ 511 per school up to the ceiling allocated for the DLR)
	Year 4 Target 2 (baseline to be collected)	Enrollment ratio in Phase 2 treatment schools improves by 3 percentage points since the baseline	1,500,000	February 2024	April 2024	May 2024	For DLR 1.9: Disbursement will be pro-rated based on the percentage point increase in G2/G1 enrollment ratio (US\$500,000 per percentage point increase up to the ceiling allocated for the DLR)

**Dimension:**

Use the drop down below to select a dimension

Learning Outcomes

**Indicator Name / Definition:**

Improved child development and learning

**Definition of targets:**

DLR 5b.3: MELQO and EGRA reports prepared, published, disseminated, and used to guide the development of classroom-based assessments. DLR 5b.3 will be considered achieved when: MELQO and EGRA reports are reviewed by

the management council of the MoE (for the accuracy and reliability of results), approved by the Minister or his/her designate, printed, and disseminated to all directorates and REBs for further cascading and appropriation of the results at zones, woredas and schools. MELQO report will focus on: (i) preliteracy, pre-numeracy, and socioemotional skills, and the use of child- and play-centered strategies by teachers in O-Classes; (ii) learning outcomes and gaps; (iii) implications of findings for teaching and learning; (iv) recommendations and next steps. EGRA report refers to a report that is prepared collaboratively by EMIS, Inspection and Assessment directorates by analyzing the integrated EMIS, inspection, NLA, EGRA, and examinations data. The report will focus on: (i) trends and regional variations in student outcomes including learning outcomes and internal efficiency outcomes at the minimum using NLA, EGRA, and EMIS; (ii) determinants of learning outcomes and gaps that relate to inputs and processes at the minimum using EMIS and school Inspection data; (iii) Implications of findings for teaching and learning and recommendations; and (iv) alignment plan to coordinate recommended interventions. The findings will inform the development of classroom-based assessments to help teachers improve instruction and help students learn. The management council of the MoE is chaired by the Minister and includes all state ministers, agency directors, PRMD, communication directorate, reform and good governance directorate, and the office of the Minister as a secretary.

DLR 5b.4: Improved child development and learning as measured by the percentage of O-class students which correctly respond to MELQO preliteracy test items. DLR 5b.4 will be considered achieved when: (i) the second round of nation-wide MELQO assessment is conducted; (ii) MELQO report as per above-mentioned criteria developed, validated and approve; and (iii) the percentage of O-class students which correctly respond to MELQO pre-literacy test items increase. The details of the pre-literacy test items score calculation will be specified in the updated Program Operations Manual.

**Disbursement Rule:**

*State the conditions which must be met for funding to be disbursed against this target.*

Disbursement will be pro-rated as clarified in the table below.

**Verification Process:**

*Describe the verification process for this indicator, including the responsible party, the data source, and the indicative timing of validation by the local education group.*

DLR 5b.3: the attainment will be verified by CSA or an independent survey firm based on the documentation and evidence of dissemination (including minutes of the relevant meetings and posts on the official web-sites). This is following the verification of attainment of DLI on nation-wide baseline data by CSA or an independent survey based on: (i) review of MELQO and EGRA raw scores for completeness and use of methodology developed by NEAEA; and (ii) validation of the accuracy of calculations of the nationally-representative baseline data. For DLR 5b.4: attainment will be verified by CSA or an independent survey firm based on the MELQO report with children’s preliteracy scores.

**Summary of verification and Disbursement Timelines:**

*For each indicator, specify indicative month & year for target achievement, verification, and disbursement. Extend and adapt the table to the number of indicators/years as needed.*

Indicator		Target	Projected GPE allocation	Projected month & year of target achievement	Projected month & year of target achievement verification	Projected month & year of disbursement	Disbursement rule (see annex 1 for definitions)
Indicator 1	Baseline	To be collected in Year 2 with nationwide MELQO assessment introducing under AF					
DLI 5b: Improved child development and learning	Year 3	MELQO and EGRA reports prepared, published, disseminated, and used to guide the development of classroom-	2,000,000	March 2023	April 2023	May 2023	Disbursement will be pro-rated (50 percent for MELQO and 50 percent for EGRA)

		based assessments					
	Year 4	Improved child development and learning as measured by the percentage of O-class students which correctly respond to MELQO preliteracy test items	12,000,000	March 2024	March 2024	May 2024	Disbursement will be pro-rated (US\$2.4 million for each percentage points increase up to the ceiling allocated for the DLR)

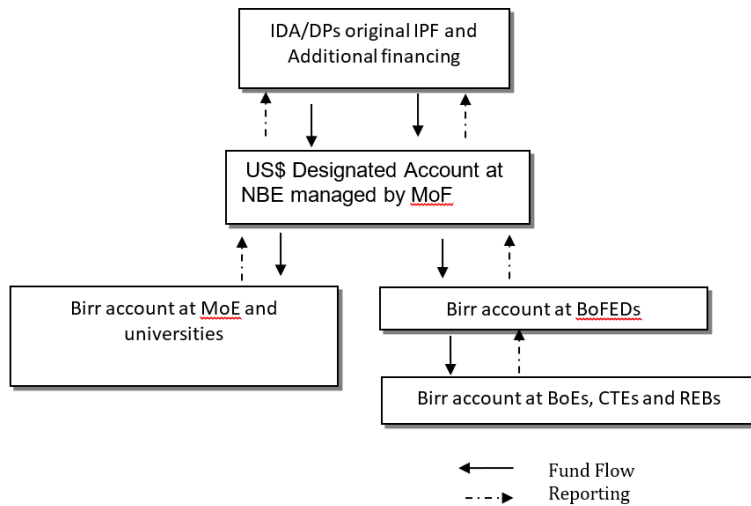
**IV.3 Disbursement Mechanism: Briefly state the disbursement mechanism.**

*Into what mechanism will variable part financing be disbursed?*

Fund flow to the program (PforR part); Program funds will continue to be channeled to MoF from IDA and MDTF. The money will be deposited into an already opened designated account at the National Bank of Ethiopia for this program. Further disbursement to the implementing agencies will be made from this account through an account maintained at the MoF.

Fund flow and disbursement arrangements (IPF part): The Project will continue to follow Channel 1 fund flow mechanism of the Government. The project fund will be deposited to the already opened designated account by the MoF at the National Bank of Ethiopia (NBE). Fund flow arrangements for the IPF part are shown in figure 2 below.

**Figure 2: Funds flow arrangement**



## V. INCLUSIVE APPROACH

### V.1 Development Partners

Please include as an annex to this application a list of the development partners in the local education group (LEG) that were consulted in the development of this application.

- ➔ **Submission:** The coordinating agency submits the full ESPIG application package (see ESPIG Guidelines for details) on behalf of the government and the local education group via email at [gpe\\_grant\\_submission@globalpartnership.org](mailto:gpe_grant_submission@globalpartnership.org), with copy to the grant agent, the ministry focal point and the country lead within the Secretariat.
- ➔ See page 2 for information on disclosure of ESPIG documents.



**Annex I:** A list of the development partners in the local education group (LEG) that were consulted in the development of this application

All development partners participating in the Education Technical Working Group (LEG) were consulted in the development of this application.

**ETWG Co-chairs:**

- Dr Sai Väyrynen, Counsellor, Education, Embassy of Finland in Addis Ababa
- Richard Arden, Human Development Team Leader, Senior Education Adviser, DFID Ethiopia

**Participants:**

- Vigdis Cristofoli, Counsellor, Education, Royal Norwegian Embassy, GPE Coordinating Agency
- Sonjai Reynolds-Cooper, Chief, Office of Education and Youth, USAID Ethiopia, GPE Coordinating Agency
- Hugh Delaney, Chief of Education, UNICEF Ethiopia
- Rona Bronwin, Education Adviser, Ethiopia, DFID
- Sewit Getachew Desta, Education Advisor, DFID Ethiopia
- Girma Woldetsadik, Senior Education Specialist, World Bank
- Hiroshi Saeki, Senior Economist, World Bank
- Kimanzi Muthengi, Chief of Education and Adolescents, UNICEF
- Bernard Batidzirai, Education Specialist, UNICEF
- Workaferahu Eshetu, Special Adviser, Embassy of Finland
- Aurore Dorélien, Deputy Education and Youth Officer, USAID Ethiopia
- Takeshi Miyazaki, Mathematics and Science Education Advisor, JICA
- Ketema Biruk Zenebe, Program Officer, JICA
- Wakai Madaki, JICA representative
- Samuel Asnake, Education Programme Coordinator, UNESCO
- Demissew Lemma, Project Officer, UNESCO Addis Ababa
- Albert Mendy, Education Coordinator, UNESCO Addis Ababa
- Nicola Demme, Program Manager for Sustainable Training Education Program (STEP) in the German Agency for International Cooperation (GIZ)
- Sileshi Legessie, ANFAE Ethiopia, Quality 'Extended Basic Education' for Disadvantaged Children in Ethiopia
- Askale Teklu, School Feeding Program, Manager, World Food Programme
- Hala Suleiman, Decentralized Evaluation, World Food Programme
- Mesfin Mekuria, World Food Programme
- Berhanu Geneti, Education Officer, UNHCR
- Tesfaye Weldemichael Gebreselassie, Ethiopian Teachers Association
- Oscar Diaz, ODI Fellow

## DEFINITIONS

The definitions below explain how certain terms used in the template should be understood within the context of the ESPIG:

### Relating to funding modalities

<b>Budget support</b>	This modality is fully aligned with country Public Financial Management Systems and the funding is indistinguishable from the domestic resources in the National Budget.
<b>Sector Pooled</b>	This refers to a scenario of diverse group of grant or credit modalities with varying instruments and mechanisms. The specificity for sector pooled funds is that multiple contributing partners deliver funds in a coordinated fashion to support implementation of the national education plan, or specific parts thereof. Under this modality, country systems are normally used for procurement, financial management, M&E and reporting.
<b>Project pooled / Co-financed</b>	This refers to a scenario where the funding mechanism is made up of different source agency funds to support a common project.
<b>Project/ Stand-alone</b>	This refers to a scenario where the funding mechanism is unilateral, or in other words, not pooled with any other sources of financing.

### Relating to key indicators

<b>Number of textbooks purchased and distributed</b>	This indicator tracks the number of school textbooks that were purchased and distributed through the Program during the reporting period. Textbooks are books designed for instructing pupils in specific subject areas. The requested data should include textbooks that have been distributed to schools and have either been distributed to pupils on loan or kept in schools for use in the classroom. The data on textbooks should exclude books in school libraries as well as novels and books for use by teachers (such as curriculum guides, syllabi and teacher guides). The data of textbooks can include textbooks in stock but not currently in use by pupils and should include all languages of instruction.
<b>Number of teachers trained</b>	This indicator tracks the number of teachers who received and completed formal training, according to national standards, through the Program during the reporting period. The requested data refers to formal teacher training (pre- or in-service) designed to equip teachers with the knowledge, attitude, behavior, and skills required for teaching at the relevant level and perform their tasks effectively. Teachers are comprised of professional teaching/instructional personnel who are directly involved in teaching students. They include classroom teachers; special education teachers; and other teachers who work with students as a class in a classroom, in small groups in a resource room, or in one-to-one teaching inside or outside a regular classroom. Teaching/ instructional staff excludes non-professional personnel who support teachers in providing instruction to students, such as teachers' aides and other paraprofessional personnel.
<b>Number of classrooms built or rehabilitated</b>	This indicator tracks the number of classrooms that were built and/or rehabilitated through the Program during this reporting period. Data on classrooms should be reported upon completion of the building or rehabilitation during the reporting period. Classrooms comprise rooms in which teaching or learning activities can take place. They are semi-permanent or permanent physical structures and may be located in a school.

### Relating to disbursement rules

<b>Binary</b>	All or nothing (Yes or No).  A country may propose the approval of Continuous Professional Development (CPD) policy on teachers. If it is approved as planned and on time, then, 100% payment will be paid, if not, there will be 0% payment.
---------------	---

	<p>A country may propose training of 1,000 teachers – if 1,000 teachers are trained as planned and on time, 100% payment will be paid. If not (e.g. if 999 or less teachers are trained), there will be 0% payment</p>
<p><b>Scalable (or pro-rated)</b></p>	<p>The associated amounts for each level of achievement are clearly stated.</p> <p>A country may propose US\$200,000 for every 1 percentage point decrease in the primary school dropout rate, up to US\$1 million (a 5-percentage point decrease at maximum). For example, if the country decreased dropout rate by 4 percent, US\$800,000 will be disbursed.</p>
<p><b>Binary and roll over</b></p>	<p>Roll over unspent funds into future years of the program.</p> <p>Criteria for the allocation of teachers is developed – a country may use this as Year 1 target with US\$500,000 payment. If this target is not achieved in Year 1, the unspent funds (US\$500,000) can be carried over to Year 2. If the target is achieved in Year 2, then US\$500,000 will be paid.</p>
<p><b>Scalable and roll over</b></p>	<p>Scalable payment with roll-over provision.</p> <p>A country may propose integration of gender-focused activities in Local Government (LG) Annual Work Plan (AWP). Year 1 target is an integration in 100 LG's AWP. Planned payment amount is US\$100,000 per LG with minimum payment from 50 LG (US\$5,000,000) (Scalable).</p> <p>Year 2 target is an integration in another 100 LG's AWP (in total 200). If the target for Year1 is not fully met (e.g. 80 out of 100 LG), 20 can be rolled over to Year 3. If in total of 120 LG integrated gender-focused activities in Year 3, then US\$12,000,000 (US\$100,000*120 LG) can be paid.</p>