

**AFGHANISTAN RECONSTRUCTION TRUST FUND (ARTF)  
SECOND EDUCATION QUALITY IMPROVEMENT PROGRAM (EQUIP II)**

**PROPOSAL FOR THE MANAGEMENT COMMITTEE:  
MARCH 10, 2009**

<b>Applicant:</b>	Islamic Republic of Afghanistan
<b>Brief Description:</b>	<p>The Second Education Quality Improvement Program (EQUIP II) is a follow-on program to the Education Quality Improvement Program (EQUIP I). The EQUIP II widens the scope of its education sector investments to a national—multi donor supported—project that is fully aligned with the vision and goals set out in the National Education Strategic Plan (NESP). EQUIP II seeks to: (i) increase access to schooling from Grades 1-12; (ii) strengthen the management capacity of communities to better manage teaching-learning activities; (iii) promote institutionalized district based teacher training activities nationwide; and, (iv) prioritize education for girls through a household scholarship scheme and the provision of high school teachers in underserved schools.</p> <p>Institutionally, EQUIP II seeks to consolidate the following implementation systems: (i) the community and school-based management education system; (ii) the supervision and monitoring systems through the Provincial and District Education Departments teams; and (iii) the systems, procedures and skills within key departments of the Ministry of Education (MOE) to continue to guide education services in a systematic and result-oriented approach.</p>
<b>Project Development Objective:</b>	The project development objective is to increase equitable access to quality basic education especially for girls through school grants, teacher training and strengthened institutional capacity with support from communities and private providers.
<b>Performance Indicators:</b>	<p><b>Outcome Indicators</b> (1386/2007 Baseline):</p> <ul style="list-style-type: none"> <li>• 35% increased girls enrollment over 2007 Baseline</li> <li>• 14% increased boys enrollment over 2007 Baseline</li> <li>• Improved student learning outcome: literacy and numeracy assessment</li> </ul> <p><b>Output Indicators</b></p> <ul style="list-style-type: none"> <li>• 11,900 schools with SMCs and Quality Grants (cumulative EQUIP I and II)</li> </ul>

	<ul style="list-style-type: none"> <li>• 1,575 total new schools (cumulative EQUIP I and II: updated from original 1,120 target)</li> <li>• 65,000 teachers trained on INSET I and 100,000 trained on INSET II</li> <li>• 7,000 Principals Trained</li> <li>• 5,000 Female In-Service Teacher Training Scholarships</li> </ul> <p><b>Institutional Indicators</b></p> <ul style="list-style-type: none"> <li>• Functioning Monitoring and Evaluation Framework: Students, Teachers and Principals Disaggregated Data; EQUIP Outputs, Processes and Outcome Monitoring (Surveys and Evaluations Undertaken).</li> <li>• Integrated Provincial and District Education Offices Teams (School Supervision, Infrastructure, and Community Mobilizers), with specific work program agreements and periodic performance evaluations.</li> <li>• Strategic Strengthening Plans implemented by the MOE Departments receiving EQUIP II Support.</li> <li>• Annual EQUIP Implementation Plans (aligned to NESP and costs based on annual budget, financial flows, and procurement plans)</li> <li>• Improved and integrated financial management and procurement systems (for IDA and ARTF funds): simplified procedures, reduced delivery time, contract performance management, and appropriate reporting and liquidation of funds.</li> </ul>		
<b>Sector:</b>	Primary & Secondary Education		
<b>Location:</b>	Nation-wide		
<b>Total Project Cost:</b>	Total: US\$210 million Breakdown: IDA US\$ 30 million; USAID US\$22 million; and ARTF blanket proposal for US\$ 158 million with <b>current request for US\$35 million.</b>		
<b>Implementing Agencies</b>	Ministry of Education		
<b>Implementing Period:</b>	January 31, 2008 – September 1, 2012		
<b>Contact for further information</b>	<table style="width: 100%; border: none;"> <tr> <td style="width: 60%;">Mr. Shafiq Qarizada EQUIP Coordinator <a href="mailto:saqarizada@hotmail.com">saqarizada@hotmail.com</a> 0700-016121</td> <td style="width: 40%; text-align: right;">Joel E Reyes Task Team Leader <a href="mailto:Jreyes@Worldbank.org">Jreyes@Worldbank.org</a> 0700-875-360</td> </tr> </table>	Mr. Shafiq Qarizada EQUIP Coordinator <a href="mailto:saqarizada@hotmail.com">saqarizada@hotmail.com</a> 0700-016121	Joel E Reyes Task Team Leader <a href="mailto:Jreyes@Worldbank.org">Jreyes@Worldbank.org</a> 0700-875-360
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## 1. Strategic Context and Rationale

### A. Key Development Issues

Improving the quality of education is a critical ingredient for human capital development, poverty alleviation and economic growth in Afghanistan. Since 2002, the Government of Afghanistan has focused on reviving the primary-secondary education sub sector. Today, over 10,000 education institutions are operating, reaching 6.1 million students of which 35% are girls.

Grade 1-12 Enrollment in Afghanistan											
School Year and Gender											
1380 (2001)			1381 (2002)			1382 (2003)			1383 (2004)		
Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1,134,745	0	1,134,745	1,663,160	674,095	2,337,258	1,942,579	1,055,958	2,998,532	2,652,751	1,321,953	3,974,704
1384 (2005)			1385 (2006)			1386 (2007)			1387 (2008)		
3,211,794	1,682,921	4,894,715	3,564,432	1,929,739	5,494,172	n.a	n.a	5,675,951	3,930,073	2,182,380	6,112,453

Source: Ministry of Education of Afghanistan, EMIS

The Afghan Constitution (SY1382) mandates free and compulsory education from Grade 1 to Grade 9 and a free education to Grade 12. The Ministry of Education (MOE) is responsible for provision of schools; teachers and materials; regulation of private education providers; development of curriculum; standards setting and monitoring; training of teachers other than in universities; technical and vocational education; and pre-primary and special education. The MOE employs approximately half the entire civil service of the Afghanistan – there are an estimated 143,000 teachers, and an additional 38,000 administrative staff.

Beyond the major achievement of enrolling more than six million children in school, the challenges remain daunting. A massive skills deficit cuts across all institutions in Afghanistan, from Principals to teachers, and from managers to skilled labor force needed for the bulk of the reconstruction work and its maintenance. Increasing conflict in the country undermines further education access, quality and institutional capacity; these issues are analyzed below.

**School Access:** Demand for schools continues to grow, as basic education expands by approximately 500,000 new students each year; 30,000 to 50,000 students graduate from high school yearly and only one third of them are admitted to universities. Almost half of the school age population remains out of school with significant gender and provincial disparities. Only 57% of schools have usable buildings (42,003 out of 73,200 active schools). In addition, almost 700 schools were burned or closed due to violence and terrorism in the past 18 months. EQUIP I contributed with the construction of 822 schools—both through community contracted buildings as well as through national firms competitively selected.

Even with the increase in girls' enrollment from almost nil in 2001 to more than 2 million in 2008, boys' enrolment in primary schools is nearly twice that of girls and three times higher in grades 7-9. Boys are almost four times more likely than girls to be enrolled at the higher secondary level, and ten times as likely to be enrolled in post-primary education. In rural areas, girls' participation declines precipitously and female teachers are rare, especially in secondary education. Overall, only 28% of teachers are female and mostly located in urban centers. Yet, community-based education programs in Afghanistan (by NGOs and EQUIP I) have shown that increased community awareness and involvement is positively correlated to increased education for girls. Today, the MOE is engaged with local communities in insecure regions to reopen schools closed due to violence and to increase school enrollment and completion by girls.

There are still major constraints on assembling accurate indicators for the Afghan education sector, in particular the lack of a census. However, as more detailed education data becomes available (including indicators disaggregated by income quintiles, rural/urban setting, and ethnicity), a more informed and contextualized education delivery system could be designed and implemented. For now, the MOE seeks to implement differentiated school access strategies at least for rural vs. urban districts and for insecure vs. secure regions.

**Teaching and Learning Quality:** Critical factors contributing to low education quality include: the lack of teachers with thorough knowledge of curriculum subjects; poor teaching methods; the lack of safe, conducive learning spaces; and the lack of quality teaching and learning materials. EQUIP I supported the development of a new secondary school curriculum but books for all grades and subjects are still often unavailable. Existing classroom-based methods are not effective in developing the critical thinking and analytical skills of students. While the number of teachers increased in the country, only 22% have the minimum qualification of Grade 14; most teachers lack a thorough knowledge of the curricula's subject areas. The initial centralized design for teacher training was not effective in reaching the high number of highly dispersed teaching staff. A newly developed decentralized in-service teacher training strategy (with support of NGOs and district teams) is expected to contextualize training services across different regions of Afghanistan, including insecure and hard-to-reach rural areas.

**Institutional Capacity:** The MOE's governance and management structure is still developing. At the central level, teaching and administrative civil servants need to increase their skills and performance. Thus, proposed Pay and Grade reforms have required new job descriptions for each civil servant position, and a new MOE organizational structure ("tashkil"). The MOE is also in the process of rationalizing and improving the effectiveness of its Technical Assistance, to better support civil servants and the MOE line departments.

At the sub-national level, the Ministry of Education is organized through Provincial Education Departments (PEDs) and District Education Departments (DEDs). Nonetheless, PEDs and DEDs have limited autonomy to plan and implement education services, and financial resources are not decentralized. Increased autonomy and decision making for PEDs and DEDs is also being considered by the MOE. At the community level, the MOE supported the organization of 8,600 School Management Committees (SMCs), and provided grants (for self-management) to almost 4,000 schools. The MOE now seeks to strengthen the SMCs to continue to support the provision of education services nationwide, especially in rural and hard-to-reach rural areas.

With support from EQUIP I and other donor programs, an Education Management Information System (EMIS) was established to collect general education sector information (enrollments, number of teachers, number of schools, etc). At the project level, EQUIP has developed improved strategies to collect and monitor project progress at the provincial and district level (especially infrastructure and quality grants). However, in general, the MOE needs to continue to improve its planning, management and monitoring systems.

Financial resources are still very limited given the immense reconstruction needs of the education sector. Recurrent funds barely cover salaries and operating costs. Despite continuous international efforts, the reconstruction and revitalization of the education sector in Afghanistan still demands major investments, at a minimum for infrastructure, hiring and training of an increasing teaching force, and for basic pedagogical materials and textbooks.

## **B. Government Education Development Strategy**

The Afghanistan Compact Benchmarks identify specific benchmarks to be reached by 2010. To achieve the Millennium Development Goals in education, these benchmarks were: (i) 60% and 75% net enrollment in primary school for girls and boys, respectively; (ii) a new operational curriculum for secondary schools; (iii) 50% increase in female teachers; (iv) 70% of teachers with passing grades in a competency test; and (v) a national testing system for students. The Afghanistan Compact Benchmarks were ambitious especially in light of the emergency context in the country—and will not be achieved by 2010. Nonetheless, they still guide the development efforts of the MOE, and are reflected in the National Education Strategic Plan (NESP). The NESP (2006-2010) was a participatory process to agree on a road map for immediate educational development activities, divided in eight programs: literacy, curriculum, teacher education, construction, public administration and management, vocational education and general education. For 2010, a new 5-year NESP will be unveiled, and a monitoring and evaluation framework developed. EQUIP has aligned and will continue to align more closely to the NESP.

## **C. Rationale for Afghanistan Reconstruction Trust Fund (ARTF) Involvement**

The ARTF has been a major contributor to the reconstruction and development of the education sector, through both its recurrent costs window and investment window. The recurrent cost window supports the financing of teacher salaries and operational costs. Through the investment window, the ARTF made available US\$ 44 million for EQUIP I (first phase)—contributing to the construction of more than 800 schools; the organization of more than 8,000 School Management Committees and the financing of more than 2,500 school improvement plans (SIPs), through quality grants managed directly by schools. In addition, EQUIP I trained approximately 45,000 teachers and provided technical assistance to the MOE for curriculum and textbook development, infrastructure designs and quality controls, community awareness and mobilization, and improved fiduciary (financial and procurement) management. **Annex 2** presents the EQUIP I 2006-2008 targets and results financed by IDA and ARTF funds.

The Government of Afghanistan (GoA) considers continued ARTF support a critical contribution to the NESP goals and to ensure sustainability of education investments. EQUIP II—as a national program implemented over 5 years (2008-2012)—identified an overall financial need of approximately US\$210 million. With International Development Association (IDA) and USAID resources, EQUIP II initiated its implementation during 2008. IDA has already provided US\$ 30 million for EQUIP II and USAID, bilaterally, is financing at least US\$22 million for the implementation in 11 provinces of the same teacher training program to be supported by EQUIP II. Today, a financial gap of US\$158 million exists for the last 4 years of implementation, for which ARTF support has been requested by the Ministry of Finance.

*Harmonization with Development Partners (DPs):* In addition to the alliance between IDA, USAID and ARTF donors, there are other bilateral donors and NGOs providing assistance to MoE in different education areas, including community mobilization, teacher training, textbooks and educational materials, student assessment (basic literacy and numeracy) and infrastructure. The MOE is developing a strategic framework to integrate education support by all these programs and DPs, especially at the provincial and district level. For example, infrastructure activities financed by different agencies and DPs will be included and updated in the MOE's database—segregated by province and district—and supported through MOE's provincial and district teams (including EQUIP coordination and supervision teams). Also, the MOE's National Program on In-Service Teacher Training (NPITT) has incorporated lessons learned from the USAID-funded teacher training program: Building Education Support to Teacher Training

program (BESST). In general, the MOE seeks to provide overall cohesion and strategic guidance for national programs supported by DPs.

Finally, in line with the harmonization efforts of donors working in Afghanistan, the EQUIP II proposal was circulated (through the Education Development Board) to donors and some NGOs working in the education sector. Technical comments received have been already incorporated into the ARTF EQUIP II proposal and have been valuable to the MOE.

## **II PROGRAM DESCRIPTION**

### **A. Project Development Objective and Key Indicators**

The project development objective is to increase equitable access to quality basic education especially for girls through school grants, teacher training and strengthened institutional capacity with support from communities and private providers.

The EQUIP II builds on the current IDA and ARTF funded EQUIP I. The program aims at (i) increasing access to schooling from Grades 1-12; (ii) strengthening the management capacity of communities to better manage teaching-learning activities; (iii) promoting institutionalized district based teacher training activities nationwide; and, (iv) prioritizing education for girls through a household scholarship scheme and the provision of high school teachers in underserved schools. The specific indicators to be monitored are included in the data sheet to this proposal. EQUIP II is operationalized through three integrated components detailed next (**Annex 4** presents the Annual Implementation Plan for 1388 (2009), already prepared for each project component).

### **B. Project Components**

#### **Component 1: School Grants (IDA US\$8.7 million, ARTF US\$92.89 million)**

There are two complementary objectives of the school grants component: a) to support the improvement of teaching and learning by facilitating the creation of enabling school environments; and b) support the improvement of basic school facilities at existing government registered primary, middle and secondary schools with teachers on payroll. This component has been tried and tested in EQUIP I and in the first IDA-funded emergency education projects in Afghanistan; lessons learned have been incorporated into the present design.

Intensive social mobilization will be carried out by MoE and information on school grants will be disseminated through the communication campaign, PEDs, DEDs and with the support of NGOs where appropriate. This component will require: (a) technical and social facilitators; (b) active school and community representation in the form of School Management Committees (school *shuras*), which include at least one member of Community Development Councils (CDCs); (c) a process of technical review of the School Improvement Plans (SIPS) and provision of technical assistance during its implementation; (d) support to the school for financial management, procurement and implementation management; (e) full transparency, through a proactive program of social audit—verbal and written disclosure (financial information posted in school and another community building); (f) an efficient, reliable and rapid system for local-level disbursements; and (g) a third party review and monitoring of progress, transparency and community participation and decision making.

**Sub-Component 1.1: School Grants for Quality Enhancement**  
(IDA US\$5.7 million, ARTF US\$14.1 million)

The objective of the quality enhancement grant is to develop healthy linkages between schools, communities and local government while supporting and empowering schools and communities as local education managers.

The quality enhancement grants will be given based on SIP prepared by the School Shura and where relevant, the PTA. The concerned PEDs, DEDs, and NGOs will provide technical and institutional support to the School Shura to prepare a SIP based on agreed upon criteria which can be referred to in the Project Implementation Manual (PIM). The grant will mainly finance activities such as education materials and supplies, supplementary readers, toolkits, expenditures for workshops, seminars, meetings and transportation for teachers and School Shura/PTA members to participate in appropriate meetings.

Under the project, there will be two types of grants: first and second generation grants. The first generation grant will be for schools who did not receive any quality grants under EQUIP I. The formula for the first generation grants remain the same as in the first phase of EQUIP. The second generation grant will be given to schools that have successfully utilized the first generation grants and are eligible based on a per capita formula and the development of a follow up SIP.

**Sub-Component 1.2: School Grant for Infrastructure**  
(IDA US\$ 2.1 Million, ARTF US\$75.39 million)

The objective of this sub-component is to rehabilitate and construct schools using community participation and community-based decision making.

Standard cost-effective designs with upgraded local technology and earthquake resistant features already developed and being used in EQUIP will be adopted. The infrastructure grants sub-component is a repeater and based on the experiences accruing from EQUIP I and other infrastructure investments within NESP. It has been agreed that under this sub-component, there will be an increased emphasis on rural schools using cost-effective standard options as developed during EQUIP I and other community managed construction programs.

School Grants for infrastructure development will be provided, based on priority criteria for new construction of school facilities or as a replacement of damaged and unusable facilities for schools already registered with MOE. Priority will be given to: (i) girls' schools; (ii) schools with both boys' and girls' section shifts; and (iii) boys schools which plan to open up section shifts for girls. The communities may choose appropriate options of school design and construction methods to suit the material and skill availability based on the catalogue of designs developed by the Department of Construction (DOC) of the MOE. The communities in remote areas may follow traditional approaches to school design and construction methods. Support to communities for the use of an improved designed and appropriate technology will be provided by DOC through its central office or its sub-units placed in the PEDs.

The MOE is supporting the re-opening of more than 650 schools that were closed in the Southern region of Afghanistan due to violence. An additional US\$15.5 million dollars to contribute to school infrastructure needs of re-opened schools have been included in the costing of this component.

### **Sub-Component 1.3: Social Awareness and Mobilization**

(IDA US\$0.9million, ARTF US\$3.4 million)

The main objective of this sub component is to mobilize and strengthen school *shuras* to manage their schools based on local priorities. It will finance: (i) social mobilization activities for communities to implement the project components with NGO support where relevant; (ii) development of training for school *shuras* and communities; (iv) community mobilization training and support to DEDs, PEDS, and Provincial Department of Construction (P-DOCS) and MoE; and, (iii) the organization of community and provincial level dissemination of program information, results and social audits.

### **Component 2: Teacher and Principal Training and Education**

(IDA US\$16.7 million, ARTF US\$55.4 million, and USAID US\$22 million)

The objective of this component is to create sustainable systems which will increase the level of professional knowledge and skills of educators throughout Afghanistan. This component will provide much needed training to teachers and principals. As the project proceeds, training efforts will focus more on the creation and development of local professional networks which will allow educators to share ideas, problems, and solutions with their peers. This component will be delivered in partnership with the USAID-funded Building Education Support to Teacher Training program (BESST) and will have national coverage. USAID funding, bilaterally through the BESST program, will cover eleven provinces and the proposed project will cover the remaining twenty three.

Teacher training and follow-on sessions will be delivered at the district level by a newly established group of trainers known as the District Teacher Training Teams (DT3s). For principals, training will be delivered by NGOs who will also facilitate crucial follow-on activities and tasks that will contribute to the development of professional principals' networks. By targeting teachers and principals at the district level and supporting them to meet with their peers to tackle challenges as a group, the component will meet urgent training needs and simultaneously contribute to the growth of professional networks that are both local and sustainable. There is also a provision to increase the numbers of females entering Teacher Training Colleges (TTCs) and as High School teachers.

#### **Sub-Component 2.1: District Teacher Training**

(IDA US\$11 million; ARTF US\$41 million; USAID US\$22 million bilateral financing of DT3 in 11 Provinces)

The DT3 scheme will be implemented by NGOs with institutional support from DEDs at the district level and oversight from the Teacher Education Department (TED) at the center. The design of the DT3 program is as follows. Each district will have a team of trainers led by a team leader. The number of trainers will be based on the number of primary school teachers in each district with sessions having a 45:1 teacher-to-trainer ratio. Each team leader will receive intensive, specialized training. He or she will then train other team members in formal sessions and through on-the-job coaching. Trainers will then begin delivering training to clusters of teachers in their districts. These trainers will also provide mobile training to schools that could not be included in cluster areas due to remote location or security concerns. While the TED will provide overall national guidance to the DT3 program, it will directly implement the program in 23 provinces, while the USAID-funded BESST program will implement it in the remaining 11 provinces.

DT3s will deliver three types of training to primary school teachers: pedagogy and basic knowledge training (INSET-I); content-knowledge training (INSET-11); and training to educate under-qualified female teachers (Accelerated Learning-AL). Each of the three training sessions will include follow-on work in individual schools and clusters to ensure that training is effective and relevant. Over time, follow-on activities will evolve to support the creation and development of teacher networks.

Under the DT3 scheme in addition to the training described above, the members of the DT3 team with a Bachelor's degree will also – where possible – teach in under-served high schools in specific districts around the country. While primary schooling remains a national priority, students in many areas are without secondary schools. There are currently only 216 high schools for girls in the country matched by 908 for boys. Moreover in some cases where secondary schools are functioning, a shortage of qualified teachers means that some subjects – most notably science and math – are not available. The placement of the teachers in high schools strives to increase the quality of and access to secondary education with an emphasis on girls. The DT3 scheme will place a priority on placing teachers where girls are enrolled. These teachers will also provide coaching sessions for other teachers at their assigned schools.

This sub component will also support the rehabilitation and construction of the offices of the District Education Departments (DEDs) in order to provide for appropriate facilities in support of the DT3s.

Monitoring will be the responsibility of the NGOs. Evaluation will be conducted by a third party. Monitoring and Evaluation is integral to the design and to the success of the program. With systematic monitoring and process evaluation, NGOs can best learn lessons from experience and adjust their overall strategy as well as customize implementation in insecure or remote districts.

**Sub-Component 2.2: Principal Training**  
(IDA US\$1.14 million, ARTF US\$1.3 million)

The two objectives of this sub-component are: a) to equip principals in government-registered schools, approximately 9,500 in number, with the most needed administrative and leadership tools for improving schools today; and b) to establish a system of professional development networks which will support the longer-term MoE reform strategy for better quality teaching and learning.

Principal training, to be implemented by NGOs across Afghanistan and delivered to all principals, will have two phases. The first phase is geared to assist teachers with their day to day responsibilities and introduce them to strategies for education leadership. In this phase, NGOs will use a modified version of the piloted school management training curricula that was researched and piloted by Save the Children-USA as part of the USAID-funded BESST project.

The second phase will be the creation of professional networks which will allow principals to share best practices and disseminate solutions to education and administrative challenges among themselves. Building on the knowledge gained and relationships forged in phase one, phase two will bring clusters of principals together to discuss reform topics and generate and exchange ideas for improving teaching and learning in schools. All training and follow-on activities will be closely aligned with the MOE's strategic plan and teacher training being conducted by the DT3s. Monitoring will be carried out by the NGO and program evaluation by a third party.

### **Sub-Component 2.3: Increasing Female Teachers**

(IDA US\$4.56 million, ARTF US\$13.11 million)

The objective of this sub-component is to increase female enrollments in TTCs, through: (i) a program that hires and places qualified individuals to teach in under-served TTCs around the country, and (ii) a nation wide household scholarship program for girls entering TTCs.

The placement of the teachers in TTCs strives to increase the quality of and access to pre-service teacher education with an emphasis on girls. The MOE will implement a nationwide drive to recruit individuals with Bachelor degrees (at least) to teach in TTCs where there is need for TTC professors—especially as a result of increased female enrollment due to the household scholarship scheme. Where applicable, these teachers will also work with DT3 teams to provide coaching sessions for other teachers at their assigned schools. The sub-component also proposes incentives for females willing to enter two year pre-service programs in TTCs nationwide. It is proposed that the incentive scheme includes a monthly stipend (maximum US\$40) and free accommodation (or an accommodation stipend of US\$20). Attempts will be made to place entering females in TTCs in their home provinces or at least as close as possible to their home provinces (depending on which TTC they are placed in), and seek employment as a government salaried teacher upon completion of the program. As an incentive to join the teaching profession, the teachers will also receive a bonus at the end of their first year as teachers in the public system. The conditions for continued benefits to the enrolled female TTC students are that they have to maintain average scores of 50%, 75% attendance, and serve in a government school as a teacher for at least two years after graduation.

A third party implementing agency will be used to recruit qualified individuals as teachers for TTCs and administer the scholarships to the families of each female student, monitor compliance with the conditions of passing grade and attendance, and timely disbursement of funds. Based on monitoring female enrollment changes in TTCs, a tailored qualitative micro-study may be conducted to illustrate why and how the initiative was successful. While each province and TTC is unique, the project hopes that rich process information will assist in determining how and to what extent replication should proceed.

The sub-component will also partially support MoE's plans to have fully equipped TTCs by providing for the construction of classrooms in provinces where no TTCs exist or there are gaps in funding, with a priority on classrooms for females. Currently full TTC complexes (including dormitories for females and males) are being constructed through USAID and KFW financing. The proposed project will be used to fund gaps in financing for TTC classroom space only.

The target beneficiaries of this program (800 during the first year and 5000 in all) will be encouraged to participate through intensive media and mobilization campaigns. The campaigns and outreach program will target parents, religious leaders, community elders and already existing structures of community structures such as the Community Development Councils (CDCs) and the school *shuras*.

### **Component 3: Project Management, Monitoring and Evaluation**

(IDA US\$4.6million, ARTF US\$9.7 million)

The objective of this component is to (a) build on and support the existing structure for EQUIP in MoE and (b) establish and implement a practical monitoring and evaluation system for the project so that lessons can be drawn in a timely fashion to facilitate project improvement as well as policy making. It is expected that MOE capacity building to manage EQUIP through its line

technical and fiduciary (financial and procurement management) departments will permeate MOE capacity to manage other education investment programs.

### **Sub-component 3.1: Project Management and Coordination**

(IDA US\$2.5million, ARTF US\$7.6 million)

The objective of this sub-component is to support the MOE structure for the management and implementation of EQUIP and other investment programs.

EQUIP will continue to be managed under the structure which has evolved and has been tried and tested during implementation of the first phase of the program, with an increased emphasis on institutionalized management by MOE's own technical and fiduciary departments. Under this sub-component, project management capacity will be enhanced through technical assistance, coordination meetings, trainings and workshops in-country and regionally.

At the national level, the EQUIP Coordination Unit established in MOE, and headed by a Coordinator (EQUIP Coordinator), will be directly responsible for the integration of decisions, information, and to facilitate the day-to-day implementation of the project. The MOE's own line departments will plan and monitor the components under their responsibility, and will harmonize with other related programs of the MOE and DPs. The MOE's fiduciary departments will keep track of related activities for the project such as all procurement, financial management and physical progress reporting as well as will maintain project budget, financing and procurement related coordination with the line departments and the EQUIP Coordination Unit. DOC and its relevant project staff (engineers and architects) will be supported by this sub-component.

Project implementation and the make up of the EQUIP Coordination teams in the regions, provinces, district and school levels is described below. All EQUIP Coordination teams will respond to the management structure of the MOE, PEDs and DEDs, and will not function as a separate or parallel team. For regional coordination of the EQUIP, there will be four Regional Coordinators with each Regional Coordinator being responsible for two regions (Afghanistan is divided into eight regions). They will be located in the EQUIP unit at the MOE. The PEDs will be responsible for the overall management and implementation of the project in each of their respective provinces. The PEDs will be supported by the EQUIP team consisting of one EQUIP Officer, two Social Mobilization Officers, two Engineers (as part of the DOC) and one Financial Management Officer. At the district level, the DED will oversee the implementation of the project activities and report to the PED. Where relevant, and especially with regards Component 2, the DED will be supported by NGOs. Provincial and District teams will coordinate with technical staff of Development Partners to harmonize investment and development efforts.

### **Sub-component 3.2: Monitoring**

(IDA US\$1.6 million, ARTF US\$1.6 million)

The objective of this sub-component is to measure if—and to what extent—monitoring Key Progress Indicators (KPIs) have been achieved. This information will be used in the third party evaluation and will also be utilized for ongoing project improvement.

To the extent possible, communities (through school *shuras*) and NGOs will monitor their own activities gathering information as activities are implemented. This strategy addresses the difficulty in accessing remote schools in several provinces and districts while at the same time empowering communities to assess and ultimately own EQUIP activities. Information, however, does not remain in the schools and NGOs. All data is reported to the DED, which reviews the

information and forwards it to the PED who will direct data to the MOE. All data will ultimately flow to the national EQUIP Unit, located within the MOE, and be entered into the EMIS. Technical and fiduciary line departments of the MOE will also share information with the EQUIP unit as a hub of project data, easily accessible. This strategy ensures that information is available at a central location and allows for tracking at the national, provincial, and district levels. Use of monitoring results can be used not only to identify shortcomings and provide additional assistance but also to uncover successes and encourage sharing of best practices.

The project will be monitored as follows:

- For school grants, school *shuras* will continue to use checklists to ensure that grants are being used for appropriate purposes. In addition, they will monitor social mobilization activities and progress. Findings will be publicly posted to facilitate a social audit. Technical support for monitoring will be provided by the DED and the monitoring team at the EQUIP Coordination Office. Additional pictorial manuals and checklists will continue to be developed by the EQUIP office for this purpose.
- Regarding teacher and principal training, NGOs and their DT3s will collect and report the names, sex, and attendance of participants as well as dates, location, and types of training sessions. In addition, NGOs will monitor for participant satisfaction and learning through questionnaires, pre/post tests, or observation checklists. Monitoring will later will be transferred to the school *shuras*. NGOs will submit quarterly reports to the Teacher Training Department, with copied to the EQUIP Coordinator. Information will then be forwarded to the all appropriate levels of the project.
- Support to increase female teachers will be tracked by TED and shared with the EQUIP Coordination Unit. For scholarships for TTC students, monitoring will be conducted by the implementing NGO. Means of verification will be a two-year letter of commitment signed by the head of household. Information on student enrollment and numbers of teachers will be collected by the NGOs and disaggregated by sex, district, and school. This data will be shared periodically with the EMIS, Provincial EQUIP Offices, PEDs, DEDs, school *shuras*, and school principals as well as any other relevant departments in MOE. A data capture format and monitoring protocols will be designed by the M&E team and provided to NGOs, school *shuras*, DEDs, and PEDS.

### **Sub-component 3.3: Evaluation**

(IDA US\$0.5 million, ARTF US\$0.5 million)

The objective of this sub-component is to verify the monitoring information and to measure achievement of KPIs. Independent third party evaluators will be used to assess all components as well as the project as a whole. Because of diversity, inaccessibility and remoteness of many areas of the country, select districts will be assessed with a focus on identifying major trends associated with the project. The evaluation will not be representative but instead will provide a snapshot of project progress in select provinces and districts. In a country where so much is unknown, a thorough evaluation of a few districts will provide crucial information not only on what occurred but what is possible. It will also allow for better planning and programming as EQUIP is scaled-up. A detailed Scope of Work will be developed. The evaluation will include:

- Verification, organization and analysis of: (i) baseline data, (ii) School Grants monitoring data; (iii) Teacher and Principal Training data, (iv) TTC scholarship data; and (v) disbursement of funds in the household scholarship scheme.

- Project evaluation focusing on: (i) Teacher and Principal training with a focus on school change; (ii) School Grants component with a focus on community empowerment and percentages of grants being used effectively; (iii) female TTC student recruitment and retention in the teaching force; and (iv) EQUIP lessons learned and success stories.
- Verification of outcome (key performance) data: (i) enrollment by gender, province and districts; and (ii) student learning (literacy and numeracy) in first 3 primary grades.

### C. Project Costs by Component

The table below shows total project costs for EQUIP II (**Annex 3** presents a detailed year by year breakdown of costs and disbursements).

<b>EQUIP II Costs by Component (US\$m)</b>					
<b>Component / Subcomponent</b>	<b>Total Estimated Cost</b>	<b>IDA</b>	<b>USAID</b>	<b>ARTF</b>	<b>ARTF %</b>
<b>1: School Grants</b>					
1.1 Quality Enhancement Grants	19.8	5.7		14.1	71%
1.2 Infrastructure Development Grants	77.5	2.1		75.4	97%
1.3 Social Awareness and Mobilization	4.3	0.9		3.4	79%
<b>Subtotal (1)</b>	<b>101.6</b>	<b>8.7</b>	<b>0.0</b>	<b>92.9</b>	<b>91%</b>
<b>2: Teacher Education</b>					
2.1 District Teacher Training	74.0	11.0	22.0	41.0	55%
2.2 Principal Training	2.4	1.1		1.3	53%
2.3 Increasing Female Teachers	17.7	4.6		13.1	74%
<b>Subtotal (2)</b>	<b>94.1</b>	<b>16.7</b>	<b>22.0</b>	<b>55.4</b>	<b>59%</b>
<b>3: Project Management, Monitoring &amp; Evaluation</b>					
3.1 Project Management & Coordination	10.1	2.5		7.6	75%
3.2 Monitoring	3.2	1.6		1.6	50%
3.3 Evaluation	1.0	0.5		0.5	50%
<b>Subtotal (3)</b>	<b>14.3</b>	<b>4.6</b>	<b>0.0</b>	<b>9.7</b>	<b>67%</b>
<b>Grand Total (1+2+3)</b>	<b>210.0</b>	<b>30.0</b>	<b>22.0</b>	<b>158.0</b>	<b>75%</b>

The updated total cost for EQUIP II (US\$210 million) differs by US\$23.3 million from the one presented at time of appraisal and approval of the IDA grant (US\$186.7). The increased amount includes contributions (added to Component 1) for additional infrastructure needs and to re-open schools due to violence. The implementation plans for the additional infrastructure will be presented for subsequent ARTF tranche approvals. The USAID contribution is bilateral investments by the BESST program for the District Teaching Training Teams (DT3) Program in 11 provinces of Afghanistan (while the MOE will cover the remaining 23 provinces, through IDA and ARTF financing).

### III. IMPLEMENTATION

#### A. Institutional and Implementation Arrangements

**Alignment to MOE Policies and Programs:** EQUIP II is a national program reaching all 34 provinces. While building appropriate education delivery mechanisms for the specific needs of different regions (including different security contexts), EQUIP II will contribute the following national processes and outputs, in line with the NESP objectives:

- (i) Empower local communities by establishing school level participatory process to improve access and quality of education, and a special focus on girl's education;
- (ii) Finance new school infrastructure and refurbishments, both through decentralized (provincial level) bidding processes and through community participation;
- (iii) Finance nationwide teacher training, with support of NGOs, and provide inputs to build an integrated system for teacher professional development;
- (iv) Provide strategic support—including scholarships and other incentives—to promote female participation at the higher secondary education level, in teacher training colleges, and in newly to be available teaching posts;
- (v) Institutionalize MOE implementation of EQUIP-provided education services by strengthening program management systems, procedures and tools; and
- (vi) Support the alignment of external aid to the National Education Strategic Plan, through a common Monitoring and Evaluation framework and harmonized donor support to the NESP.

**Special Implementation Strategies Included in the Second Phase of EQUIP (II):** This second phase of ARTF will support the MOE to move from its earlier “emergency” phase to a more “institutionalized” phase of education service provision (in line with the July 2008 Paris Conference for Afghanistan). Service delivery of EQUIP II will be contextualized to different regions of Afghanistan, especially in insecure areas. Additional details on these institutionalized and contextualized implementation strategies, mainstreamed across all components of EQUIP II, are presented next.

*Institutionalized Program Management:* EQUIP II's objectives, indicators, targets and investments will be aligned to the corresponding NESP programs. The Ministry of Education (MOE) continues to be responsible for the overall implementation of the EQUIP program, leveraging the support of the MOE's technical, fiduciary, provincial and district departments. In 2008 (1387), MOE initiated its implementation of EQUIP II with funds approved and provided by IDA. **Annex 3** provides the overall program implementation plan (2008-2012); **Annex 4** shows the Annual Implementation Plan and financial need for FY 2009 (1388). Institutionalized management of EQUIP by the MOE—and its derived capacity building—will benefit, as well, the capacity of the MOE to manage other education investments.

The Provincial Education Departments (PED) and the District Education Departments (DED) will increasingly play a leading role in community mobilization, school-based management, facilitation of stakeholders' support for safe access and girls participation, technical assistance and supervision of EQUIP investments. A specialized unit within the MOE will be responsible for developing policies, procedures and tools for community-based management of schools; for aggregating indicators data on community supported schools; and for providing pertinent information on community participation and its impact to MOE management and donors.

At the community and schools levels, school *shuras* will continue to be the primary units responsible for the planning and execution of their School Improvement Plans (SIPs). Some school *shuras* may decide to integrate efforts with other schools or with their Community Development Councils (CDCs), allowing certain communities to implement larger projects benefiting various communities (for example related to safety of students and teachers).

*Community Based Management of Schools.* EQUIP II will support the MOE to institutionalize the following key lessons learned of community participation in schools: (i) community mobilization and support, (ii) local decision making and school inputs, (iii) fiduciary aspects and accountability of public funds transferred at the community/school levels; (iv) monitoring and evaluation of community participation; and (v) social accountability. Initially, the MOE will conduct an internal assessment of the School Improvement Planning (SIP) process, led by the Social Mobilization Team of EQUIP. The objective is to assess the planning process, participation of stakeholders, and congruence between funds provided and approved list of materials/equipment needed. The improved SIPs would also address the diverse quality improvement needs of schools, including those of newly established/registered schools, and will be integrated more closely with the teacher training program. It is expected that quality grants can provide schools and teachers the needed resources to implement newly learned pedagogical and subject content teaching strategies.

*Local Supervision and Technical Assistance.* EQUIP I provided technical assistance at the provincial and district level to support community mobilization, school construction, and education quality grants. EQUIP II will integrate the local technical assistance and supervision teams within the management structure of the Provincial Education Departments (PEDs) and the District Education Departments (DEDs). Provincial and District teams will work together with other Development Partners (DPs) locally based to monitor and support EQUIP II activities.

*Delivery of Education Services in Insecure Regions of Afghanistan.* The delivery of education services in insecure provinces of Afghanistan require special strategies to protect the well being of students, teachers and education sector staff. EQUIP II will support such special strategies which may include: (i) improve mobilization and support of communities to improve and negotiate security of their schools; (ii) work with community and district stakeholders, including community and religious leaders, local government and municipalities, and NGOs to agree on a “security strategy” for their children, youth and schools; and (iii) identify, as much as possible, more secured school locations and designs.

*Safer Education Access for Girls and Female Teachers.* Recently, threats and violence against female students and teachers have increased in certain areas of the country. This issue requires special attention and culturally appropriate strategies to support girls’ sustained enrolment, and girl’s security to, from and within schools. EQUIP II will support concerned stakeholders to define strategies to provide safe education access for girls in Afghanistan.

*Scale Up of the Decentralized Teacher Training System.* EQUIP I initially intended to support teacher training through a centralized delivery strategy, which proved not effective for the present heterogeneous and security context of Afghanistan. Thus, the MOE developed a more decentralized strategy for teacher training, with support of NGOs, already implemented by USAID’s BESST program. To increase the MOE management capacity for a cost-effective and sustainable decentralized in-service training, EQUIP II will support the transfer of lessons learned from BESST to the MOE, including: (i) strategic, technical and implementation systems; (ii) capacity building of MOE staff and NGOs to manage the program; and (iii) methods and tools for

monitoring and evaluation of the training courses and of the application of new knowledge and skills by teachers in the classroom.

## **B. Procurement Arrangements**

The Ministry of Education, MOE will have over all responsibility of the procurement actions financed under the grant. Procurement will be done in accordance with the World Bank's "Guidelines: Procurement under IBRD Loans and IDA Credits" (dated May 2004; revised October 2006); "Guidelines: Selection and Employment of Consultants by World Bank Borrowers" (dated May 2004; revised October 2006); and the provisions stipulated in the Development Grant Agreement. The Bank's Standard Bidding Documents, Requests for Proposals, and Forms of Consultant Contract will be used. In case of conflict/contradiction between the Bank's procurement procedures and any national rules and regulations, the Bank's procurement procedures will take precedence. A detailed procurement plan has been prepared by the MOE indicating description of the packages, estimated prices, method of procurements, requirement of Bank review, expected bids/proposal opening, etc in **Annex 6** .

Procurement management processes and thresholds will follow existing procedures for the ongoing implementation of EQUIP I and those already approved for the implementation of IDA funds for EQUIP II (see **Annex 1**: IDA Project Paper for the Second Education Quality Improvement Project).

The procurement arrangements that apply to the ARTF financing will be similar to those applicable to IDA Grants. The Procurement Plans will be based on a general strategic plan for each component supported by EQUIP; specific capacity building plans for MOE departments, PEDs and DEDs; and by an annual implementation plan stating the activities to be carried out each fiscal year, its costs, and the responsible management units. All procurement activities and physical progress will be mapped to the monitoring and evaluation system of EQUIP, to assess the impact of investments to be carried out.

Part of the grant funds will also be granted to communities through School Management Committee for construction/rehabilitation of schools and materials for quality improvement and procurement shall be done in accordance with the provision of the grant agreement and details provided in the Project Implementation Manual. This manual has been approved by the Bank, and currently in use for EQUIP I and EQUIP II (IDA). As needed, the manual will be reviewed and any updates by the MOE would be agreed with the World Bank. The plan will include a specific section on liquidation of grant resources and a community monitoring and accountability strategy.

Procurement through community participation will be made in accordance with the paragraph 3.17 of the procurement guidelines and procedures elaborated in the Project Implementation Manual.

The works undertaken in the project under Community Participation is to mobilize and pay labor. A small value of works may need to be procured through the methods described below.

- (a) execute the works themselves by employing labor and by procuring the needed materials and technical assistance; or
- (b) award the whole or part of work to qualified domestic contractors after inviting at least three quotations in response to a written invitation. The invitation shall include a detailed

description of the works, including basic specifications, the required completion date, a basic form of agreement acceptable to the Association, and relevant drawings, where applicable. The award shall be made to the contractor who offers the lowest evaluated price quotation for the required work, and who has the experience and resources to complete the contract successfully; or

(c) Award the whole or part of work to qualified local contractors after inviting competitive bids from local bidders through local advertisement. The invitation shall include a detailed description of the works, including basic specifications, the required completion date, a basic form of agreement acceptable to the Association, and relevant drawings, where applicable. The award shall be made to the contractor who offers the lowest evaluated price bid for the required work, and who has the experience and resources to complete the contract successfully.

### **C. Financial Management Arrangements**

**Financial Management, Disbursement and Audit Arrangements.** A PFM performance rating system has been recently developed for Afghanistan by the Public Expenditure and Financial Accountability (PEFA) multi-agency partnership program, which includes the World Bank, IMF, EC, and other agencies. Afghanistan's ratings against the PFM performance indicators portray a public sector where financial resources are, by and large, being used for their intended purposes as authorized by a budget that is processed with transparency and has contributed to aggregate fiscal discipline.

Financial management and audit functions for the proposed project will be undertaken through the agents contracted under the Public Administration Capacity Building project and the Public Financial Management Reform project. This is the primary instrument for continuing to strengthen the fiduciary measures put in place for ensuring transparency and accountability of funds provided by the Bank and other donors. Under these contracts, two advisers—Financial Management and Audit—are responsible for working with the government and line ministries to carry out these core functions. The Financial Management Adviser (FMA) is responsible for helping the MOF maintain the accounts for all public expenditures, including IDA-financed projects and for building capacity within the government offices for these functions.

At the project level, the Ministry of Education Finance department will be responsible for the financial management of the project, it will ensure that all FM requirements are met as and when due. The financial management responsibility will include processing of consultants and contractors invoices for payments i.e. preparation of M-16 forms (payment orders), maintaining relevant accounting records, preparation of required monthly, quarterly and annual reports, liaising with SDU to ensure that the Designated Account is replenished as at when due and be responsible for responding to project audits. The MoE Finance Department will work in an integrated approach with other departments of the MOE supporting the implementation of EQUIP II, mainly the EQUIP Coordination Unit and the Planning Department.

The financial management arrangements at the MoE Finance Department have recently been assessed by the Bank for the purpose of this grant and EQUIP II as a whole, it was found to be adequate; however, an action plan was agreed for the strengthening of the department to meet all Bank FM requirements.

Quarterly Interim Unaudited Financial Reports will be prepared by MoE. Consolidated project reports will be prepared, reviewed, and approved by the MOF, supported by the FMA.

A Designated Account (DA) will be opened at Da Afghanistan Bank (DAB, Central Bank) or at an agreed commercial Bank in Kabul. The DA will be maintained by the MOF. Withdrawal applications for replenishment will be submitted monthly.

**Funds Flow.** Fund management for the Project will follow existing procedures. As with all public expenditure, all payments under the project will be routed through MOF. The FM Adviser will assist the MOF in executing and recording project payments. In keeping with current practices for other projects in Afghanistan, a new segregated DA, with a ceiling of US\$ 5 million, will be operated by the Special Disbursement Unit (SDU) in the Treasury Department of MOF. Requests for payments from DA funds will be made to the SDU by the project. In addition to payments from DA funds, the project can also request the SDU to make direct payments to consultants or consulting firms, and special commitments for contracts covered by letters of credit. Such requests will follow World Bank procedures. All withdrawal applications to IDA, including replenishment, reimbursement, and direct payment applications, will be prepared and submitted by MOF.

**Accounting and Reporting.** The project will establish a project financial management system in accordance with standard Afghan government policies and procedures. This will include use of the Chart of Accounts developed by the Treasury to record project expenditure. Project accounts will be consolidated centrally in MOF, through the SDU and supported by the FMA. Consolidated Project Financial Statements will be prepared for all sources and uses of project expenditures.

**Disbursement Method.** Disbursements from the ARTF grant will make use of advances, reimbursement, direct payment, and payments under Special Commitments.

**Audit of Project Funds.** The Auditor General, supported by the Audit Agent, is responsible for auditing the accounts of all ARTF-financed projects. Annual audited project financial statements will be submitted within six months of the close of GOA's fiscal year.

The project (EQUIP) has over due audit report for Afghan solar year 1386 (March 20th 2008). The audit report was due for submission to the Bank by September 22nd 2008, but it is yet to be submitted till date. This was because of delay in recruiting an audit consultant for supporting the Control and Audit Office (CAO), which is responsible for carrying out audits. This issue has affected all projects in Afghanistan. A waiver of the Bank's remedy for over due audit reports has been obtained. An audit consultant has since been recruited, and June 30, 2009 has been set as the target date for submission of outstanding audit reports for 1386.

#### **D. Monitoring and Reporting**

The MOE is increasing its capacity for monitoring and evaluation (M&E). Thus the M&E for EQUIP II will include a systemic and participatory approach to assess: (i) Monitoring of Financial and Physical Progress, (ii) Evaluation of Processes and Outputs, and (iii) Impact evaluations in some subcomponents (for example, the teacher training component). Other areas to be monitored and evaluated would be service provision in insecure areas and improvement in participation of girls, as well as the impact of the specialized implementation strategies proposed by EQUIP II.

For monitoring of inputs and outputs, the PED and DED integrated technical and supervision teams, with support of schools *shuras*, will carry out implementation monitoring, focusing on

inputs received, local implementation processes, outputs and physical progress. For identifying outcomes evaluation, PEDs, DEDs and the MOE Planning Department will collect and monitor education indicators (enrollment, completion, number of teachers, gender, learning assessments, etc.) to measure expected improvements in provinces and districts supported by EQUIP. Monitoring reports from PEDs and DEDs will be sent to the EQUIP coordination unit who, with support of the Planning Department, will prepare quarterly progress reports. An impact evaluation for the overall outcomes and impact of both phases of EQUIP (I and II) will be subcontracted to a third party.

Below is a table of various planned and ongoing studies and the dates they are expected to be completed. These tentative dates may be revised based on planning and M&E technical assistance to be contracted within EQUIP II.

M&E System Design	August 2009
Impact Evaluation Design	October 2009
Baseline data collection	December 2009
Study of Gender Equity	September 2010
Ex-post Monitoring Data Collection	Late 2011
Impact Evaluation (third party)	June 2012
On-Going Output and Process Monitoring	June 2009-June 2012

#### E. Sustainability and Updated Critical Risks

The following table summarizes the update of potential risks and proposed mitigation measures based on the implementation of EQUIP I and EQUIP II/IDA financing (to see the analysis of risks at the time of EQUIP II approval by the World Bank, January 2008, please see Annex 1, pp. 28-30 of the IDA EQUIP II Project Paper):

<i>Type of risk</i>	<i>Risk Rating</i>	<i>Brief description</i>	<i>Measures to mitigate risk</i>	<i>Residual Risk Rating</i>
<b>Country Inherent Risk</b>	High	Afghanistan is still a Fragile Country with a nascent policy environment in which long-term planning is risky.	<ul style="list-style-type: none"> <li>Tying EQUIP II objectives and components to the National Education Development Strategy will provide a key anchor for project investments.</li> <li>As much as possible milestones and country-wide objectives related to the EQUIP program will be included in broader dialogue and agreement with the Government (pay and grade reform, teacher competency assessment, TA effectiveness and rationalization, etc.).</li> </ul>	Substantial
<b>Increased Insecurity</b>	High	Afghanistan security is deteriorating rapidly, especially in regions of the south and closer to Kabul.	<ul style="list-style-type: none"> <li>Implementation of EQUIP II will continue to find innovative strategies to provide education services in insecure regions. Working through communities has proven to mitigate the risk of violence. Ongoing dialogue with community, district and provincial stakeholders in order to reduce the risk of violence against schools, NGOs, Education Staff and other stakeholders.</li> </ul>	Substantial
<b>Financial Management</b>	High	Low capacity plus clientelistic	<ul style="list-style-type: none"> <li>EQUIP II will be implemented within an integrated program for improved planning, monitoring,</li> </ul>	Substantial

<b>and Accountability Vulnerability</b>		processes risks may yield EQUIP II vulnerable to non-transparent procedures and financial leakages.	<p>accountability and performance evaluation.</p> <ul style="list-style-type: none"> <li>• The institutionalized phase of education services (moving away from the just-in-time emergency phase) will improve transparency, management capacity and data and results based decision making.</li> <li>• More rigorous fiduciary controls and audits (financial management and procurement) will improve capacity and accountability.</li> </ul>	
<b>Delays in school grant disbursements and liquidation</b>	Substantial	<p>Grant Transfers and installments may be delayed due to bureaucratic process or weak budget planning.</p> <p>Liquidation of grants may be delayed by DEDs, PEDs, and <i>mostofiats</i></p>	<ul style="list-style-type: none"> <li>• Integrated planning between budget and financial resources available during a specific implementation period to comply with full disbursement commitment to schools and communities</li> <li>• On-going monitoring of implementation and financial processes, physical progress and outputs will identify delays and find timely corrective measures.</li> <li>• On-going dialogue with the Ministry of Finance, Provincial <i>mostofiats</i>, and school <i>shuras</i> will continue to improve the School and Community-Based Management System.</li> </ul>	Modest
<b>Low Implementation Capacity at Provincial and District Levels</b>	Substantial	PEDs and DEDs may not have the capacity to support and monitor EQUIP activities at the local level.	<ul style="list-style-type: none"> <li>• PEDs and DEDs will continue to be supported by EQUIP I, through individual technical assistance.</li> <li>• Donor representatives at the provincial and district level will also support formally and informally the EQUIP II planning, implementation and monitoring support of PEDS and DEDs.</li> </ul>	Modest
<b>Inequitable regional/ethnic coverage</b>	Substantial	Some regions may receive larger investments than others, based on capacity, accessibility and donor preferences.	<ul style="list-style-type: none"> <li>• EQUIP II will continue to plan for education services at the national level, while monitoring equity indicators to close existing education investment and development gaps across regions.</li> <li>• EQUIP II will complement support of donors in specific regions of the country, through a national program with a contextualized focus for regional education needs.</li> </ul>	Modest
<b>Low Integration of EQUIP Components</b>	Substantial	Silos within the Ministry of Education may prevent integrated planning and delivery of EQUIP II components and services.	<ul style="list-style-type: none"> <li>• EQUIP II will require that an annual implementation plan be prepared in an integrated fashion by all MOE directors, to support the integration of infrastructure, quality grants, teacher training, and capacity building investments.</li> <li>• At the local level, PEDs, DEDs and School Committees will monitor that the different EQUIP II services are integrated at the district and school levels.</li> </ul>	Modest

#### **IV. ENVIRONMENTAL AND SOCIAL SCREENING AND ASSESSMENT FRAMEWORK**

As in the case of the EQUIP I, the EQUIP II will also include support for rural communities, female students and teachers, and ethnic diversity (including minority groups). Thus, an environmental and social screening and assessment framework was developed during the design and appraisal of EQUIP II (See **Annex 1**, Project Paper for the Second Education Quality Improvement Project, pp. 54-76). As IDA and ARTF funds will finance the overall EQUIP II program, this IDA-GoA agreed framework will be used to monitor, as well, ARTF investments.

EQUIP II community contracted infrastructure comprises mostly small-scale civil works; these projects did not have significant negative environmental impacts in EQUIP I. However, when larger infrastructure is required, the respective environmental assessment will be conducted by the MOEs Infrastructure Department and included in the specifications for bidding by construction firms. The EQUIP II operational manual includes the screening process to identify potential environmental impacts, as appropriate.

#### **ANNEXES**

1. International Development Association, Project Paper: Second Education Quality Improvement Project
2. EQUIP I Results Summary and Detailed School Construction by Region (A & B)
3. EQUIP II Summary of Estimated Program Costs
4. EQUIP II 1388 (2009) Annual Implementation Plan
5. EQUIP II Infrastructure Program
6. EQUIP II Summary 1388 Annual Procurement Plan

Joel E. Reyes  
C:\Documents and Settings\wb88971\My Documents\Afghanistan Program\Key Report and Management Tools\EQUIP II ARTF  
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