Combined Project Information Documents / Integrated Safeguards Datasheet (PID/ISDS)

Appraisal Stage | Date Prepared/Updated: 05-Jun-2017 | Report No: PIDISDSA21988

BASIC INFORMATION

A. Basic Project Data

Country	Project ID	Project Name	Parent Project ID (if any)
Ethiopia	P163608	Ethiopia Education Results Based Financing Project	
Region	Estimated Appraisal Date	Estimated Board Date	Practice Area (Lead)
AFRICA	05-Jun-2017	26-Jun-2017	Education
Financing Instrument	Borrower(s)	Implementing Agency	
Investment Project Financing	Federal Democratic Republic of Ethiopia	Ministry of Education	

Proposed Development Objective(s)

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

Components

Component 1: Improving Learning Conditions in Primary Schools in Targeted Regions
Component 2: Strengthening Equity and Inclusion in Education
Component 3: Improving Internal Efficiency of Primary Schools in SNNP Region

Financing (in USD Million)

Financing Source	Amount
Education for All Supervising Entity	30.00
Total Project Cost	**30.00**

Environmental Assessment Category

C - Not Required

Decision

The review did authorize the preparation to continue

B. Introduction and Context

Country Context

Ethiopia is a large, landlocked and diverse country with more than 90 ethnic and linguistic groups and a population of over 99 million (World Bank, 2015). With an annual growth rate of 2.5 percent, Ethiopia's population is expected to reach 130 million by 2025. The country has experienced fast economic growth over the past decade. According to official data, real GDP growth averaged 10.9% annually (8% per capita) in 2004-14. The recent El Niño drought slowed growth in 2015-16, but even in this year GDP growth was estimated at 8.5%, a rate that still places Ethiopia among the fastest-growing economies in the world. Nonetheless, Ethiopia remains the 13th poorest country in the world. More than 80% of the population lives in rural areas, although urbanization is increasing as workers move from agriculture towards manufacturing and services jobs.

The country has achieved impressive progress in economic, social and human development areas that is important to sustain. Ethiopia is among the countries that have made the greatest progress toward achieving the Millennium Development Goals (MDGs): primary school enrollments have quadrupled, child mortality has been cut in half, and the number of people with access to clean water has more than doubled. The central objective of Ethiopian national strategies is to progress to a lower middle-income economy by 2025. Strong and robust economic growth and development will necessarily have to rely on the country's human capital. The Government recognizes the importance of education and is implementing the Education Sector Development Program V 2016-2020 (ESDP V) aimed to ensure quality education equitably across all levels and to provide schooling that is aligned with the needs of Ethiopia economy in line with the country's middle income status aspirations.

Sectoral and Institutional Context

Since 2009 the Ethiopian Government has worked to put into place the elements critical to improving students' learning outcomes and completion rates. Funded by multiple donors, a comprehensive program to improve quality (the General Education Quality Improvement Program, or GEQIP) has supported this effort. The focus of this program has been to increase the supply and deployment of qualified teachers; provide teacher training, textbooks, and learning materials; and disburse school grants. Student-input ratios and the quality of inputs have improved markedly. Equally significantly, learning outcomes at the primary level have modestly improved. Both achievements are commendable, especially given the huge increases in enrollments. Ethiopia has avoided the deteriorating education quality that often accompanies a rapid expansion of access. Inevitably, progress has not been uniform. In some critical areas, problems, although in some cases diminishing over time, have persisted for years (for example, dropouts in particular in early grade, gender and regional inequities).

C. Proposed Development Objective(s)

Development Objective(s) (From PAD)

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

Key Results

The following PDO-level results indicators, which reflect the priority areas of learning outcomes, equity and efficiency in line with the ESDP V targets, have been identified by the government and agreed at national consultative workshops and follow-up meetings with participation of the development partners, and will be monitored under the project:

- Proportion of low performing primary schools (Level 1 in inspection standards) in the region with highest share of these school decreased from 46.5 to 25.7 percent;
- At least 90 percent of O-class teachers in in Benishangul-Gumuz region (> 447) and Gambella (> 160) are trained on newly developed accelerated ECE curriculum package;
- Additional 3,046 trained female primary school principals appointed[1];
- Each region receives and utilizes 4 percent on top of their regional school grant allocation to specifically support children with special needs;
- Grade 1 dropout rate decreased to 13 percent in SNNPR[2].

D. Project Description

Project Results Areas

The proposed grant is an Investment Project Financing (IPF) with a results based financing modality under which disbursements will be linked to the achievement of agreed indicators which target the three pillars/dimensions of: (i) learning outcomes; (ii) equity; and (iii) efficiency in line with the ESDP V and requirements of the GPE new funding model. The proposed project (using the results-based financing approach) and the sister operation GEQIP-II (under traditional disbursement method) complement each other to strengthen the results for the overall sector, while maintaining clearly markable results attributable to each project. The following are the results areas that will support achievement of the development objectives of the project.

Results area 1: Reducing the proportion of low performing primary schools (Level 1 in inspection standards) in the region with highest share of these school

The project will support a comprehensive intervention model to turn around 80 low performing primary schools in the Afar region over the two-year period. Afar was selected as a region which has one of the highest share of low performing primary schools in the country according to the 2006-2007 Ethiopian calendar inspection data. To achieve this target, School Improvement Plans for Level 1 schools will be collected and analyzed to identify and implement actions in order to turn around their performance on standards that were identified as weak in the inspection results of 2015/16. This includes improving performance on inputs, process and output standards such as lesson planning;

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[1] to reach 6,210 females primary school principals in the country;
[2] the region with the highest grade 1 dropout rate

assessment and feedback to students; monitoring of the school plan implementation; support for female and special-need students etc. The aim of the pilot in one of the most educationally disadvantaged regions of the country is to design the comprehensive intervention model to upgrade level 1 schools nationally.

Results area 2. Improving the learning environment of preprimary O-classes in two emerging regions by increasing the capacity of O-class teachers to deliver an early childhood education curriculum package

This results area will support implementation of newly developed pre-primary class curriculum in the targeted O-class settings in Benishangul-Gumuz and Gambella regions. An analysis of results of a post-training assessment of preprimary teachers in Benishangul-Gumuz region on newly developed ECE curriculum package and implementation of new curriculum in the targeted O-class settings will be conducted under the proposed project with lessons to be applied in Gambella region. Piloting this activity in two emerging regions will provide important lessons to other emerging regions and to the nation as a whole. The selection of Benishangul-Gumuz region and Gambella regions has also been made in light of their strong engagement and efforts to date in the design and implementation of formal and non-formal ECCE services, and has been endorsed by the Education Technical Working Group (ETWG) and the GPE Board.

Results area 3. Addressing the gender balance in school leadership by increasing the number of trained female primary school principals

This results area will focus on increasing female school principals as a means of demonstrating an equitable education profession and a gender inclusive system. This is considered a transformational target in light of the societal barriers which women face in the education profession in Ethiopia and will directly support the commitments to improve gender balance articulated in the ESDP V and Growth and Transformation Plan 2. Increasing the number of female principals is expected to provide girls with role models to motivate them to excel in their studies as well as aspire to hold leadership positions. It is also expected to make schools more sensitive to gender specific needs and provide girls with additional support. The Government believes that there are capable female teachers currently in schools who could be promoted to hold leadership positions, once supported with effective short-term leadership training. Regional governments are also committed to supporting and achieving this goal. The efforts towards greater gender balance in school leadership will be promoted through prioritization of female applicants for school leadership training as well as their deployment/placement for new openings of school principal positions.

Results area 4. Encouraging more inclusive learning environments by increasing the School Grant allocation to support children with special needs

Under this results area, the proposed grant will aim to create and to support more inclusive learning environment by providing critically needed financial support for special needs education at the school level. This intervention will provide an increased amount of special needs school grant, that is an additional top-up 4% of the overall per-capita school grant to each region in 2017/18 academic year. Increasing this top-up to 4% in 2017/18 is expected to provide regions with additional funding allowing them to meaningfully support special needs students with a view to stimulate a positive trend in the enrollment and retention of children with special needs and in the attitudinal change among students and parents, teachers and school leaders .

Results area 5. Reducing Grade 1 dropout rates in the region with the highest Grade 1 dropout rate

The DLI stretch target for the end of the 2017/18 academic year is to reduce the Grade 1 dropout rate in SNNP regions to 13% in line with the ESDP V national target. A number of strategies will be supported through this grant to help improve attendance including sensitization of communities on the importance of student participation/attendance in early years of schooling and improvement of education quality through teacher training . The project will also strengthen the linkages between the School Improvement Programme and the inspectorate system, thereby reinforcing a focus on student learning outcomes through improved school attendance/completion. School inspectorate results will be analyzed and utilized, with a particular focus at the Woreda and School level, to implement specific actions required across the different school community contexts in SNNPR region. The final intervention model and the processes of implementation and monitoring are expected to be useful and informative to the Government and other regions in their effort to reduce dropout rate in early primary grades.

E. Implementation

Institutional and Implementation Arrangements

Project implementation will be mainstreamed in the Ministry of Education (MoE) using existing structures; and activities under the Project will be part of the everyday work of its staff. The MoE works closely with the Ministry of Finance and Economic Cooperation (MoFEC) responsible for project financial coordination. At the federal Level, the MoE has established the task forces to supervise the work for the attainment of DLIs (Annex 2). Task Force 1, led by the School Improvement Program (SIP) Directorate, is in charge of activities required to achieve DLIs 1, 4 and 5. The Task Force 2, led by the Teacher Development Directorate together with the Curriculum Directorate, is in charge of the efforts under DLIs 2 and 3.

In each of Ethiopia's nine regions and two city administrations, the project will be implemented by the Regional Education Bureaus, the Regional Bureaus of Finance and Economic Developmnet (BoFEDs), and Colleges of Teacher Education (CTEs). At Woreda level, it will be implemented by Woreda Education Offices (WEOs), by Woreda offices of Finance and Economic Cooperation (WoFECs), and by schools. Some Regions also have Zonal Education Offices (ZEOs) and Zonal offices of Finance and Economic Development (ZOFEDs) with oversight of Woreda-level implementation on behalf of the Regional administrations. All of these offices are responsible for implementing specific project activities in order to achieve the agreed DLI targets. The MOE will develop and adopt the POM satisfactory to the Association.

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F. Project location and Salient physical characteristics relevant to the safeguard analysis (if known)

The proposed project grant will be implemented in pastoral and agro-pastoral areas of Ethiopia including National Regional State of Afar, Gambella, Benishangul Gumuz and Southern Nations Nationalities and Peoples Regions.

G. Environmental and Social Safeguards Specialists on the Team

Chukwudi H. Okafor,Samuel Lule Demsash,Yacob Wondimkun Endaylalu

SAFEGUARD POLICIES THAT MIGHT APPLY

Safeguard Policies	Triggered?	Explanation (Optional)
Environmental Assessment OP/BP 4.01	No	
Natural Habitats OP/BP 4.04	No	
Forests OP/BP 4.36	No	
Pest Management OP 4.09	No	
Physical Cultural Resources OP/BP 4.11	No	
Indigenous Peoples OP/BP 4.10	No	
Involuntary Resettlement OP/BP 4.12	No	
Safety of Dams OP/BP 4.37	No	
Projects on International Waterways OP/BP 7.50	No	
Projects in Disputed Areas OP/BP 7.60	No	

KEY SAFEGUARD POLICY ISSUES AND THEIR MANAGEMENT

A. Summary of Key Safeguard Issues

1. Describe any safeguard issues and impacts associated with the proposed project. Identify and describe any potential large scale, significant and/or irreversible impacts:
Social assessment undertaken during preparation of the sister project GEQIP-II, which finances complementary activities in the same areas as the proposed grant, assessed the potential impact of GEQIP-II on the more vulnerable and disadvantaged groups and the emerging regions in Ethiopia, and identified strategies for mitigating the risks.

Conclusions and recommendations of the social assessment will be adhered to and implemented under the proposed grant. This includes, inter alia, supporting provision of pre-primary education in local languages in pastoral and agro-pastoral areas of Ethiopia and building teachers' capacity accordingly, supporting equitable access to education for girls through appointment of female school principals as well as providing support to children with special needs. The proposed grant does not introduce new social risks; and foreseen impacts are likely to be positive. It will not involve any physical works, civil works or rehabilitation, or land acquisition.

2. Describe any potential indirect and/or long term impacts due to anticipated future activities in the project area:

3. Describe any project alternatives (if relevant) considered to help avoid or minimize adverse impacts.

4. Describe measures taken by the borrower to address safeguard policy issues. Provide an assessment of borrower capacity to plan and implement the measures described.
Institutional capacity on social safeguards implementation and reporting mechanism will be strengthened. A dedicated safeguards focal person for the project will be hired in partnership with the ongoing GEQIP-II. The latter is currently conducting Social Management Plan Implementation Performance Assessment. Actions identified and proposed by the performance assessment will be also supported by the proposed grant to address any social risks (the proposed grant will provide technical support in this area).

5. Identify the key stakeholders and describe the mechanisms for consultation and disclosure on safeguard policies, with an emphasis on potentially affected people.

B. Disclosure Requirements

C. Compliance Monitoring Indicators at the Corporate Level (to be filled in when the ISDS is finalized by the project decision meeting)

The World Bank Policy on Disclosure of Information

Have relevant safeguard policies documents been sent to the World Bank's Infoshop?
NA

Have relevant documents been disclosed in-country in a public place in a form and language that are understandable and accessible to project-affected groups and local NGOs?
NA

All Safeguard Policies

Have satisfactory calendar, budget and clear institutional responsibilities been prepared for the implementation of measures related to safeguard policies?
Yes

Have costs related to safeguard policy measures been included in the project cost?
Yes

Does the Monitoring and Evaluation system of the project include the monitoring of safeguard impacts and measures related to safeguard policies?
Yes

Have satisfactory implementation arrangements been agreed with the borrower and the same been adequately reflected in the project legal documents?
Yes

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APPROVAL

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