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INTERNATIONAL DEVELOPMENT ASSOCIATION

PROJECT APPRAISAL DOCUMENT

ON A

PROPOSED CREDIT

IN THE AMOUNT OF US$100 MILLION

TO THE

DEMOCRATIC SOCIALIST REPUBLIC OF SRI LANKA

FOR A

GENERAL EDUCATION MODERNIZATION PROJECT

April 5, 2018

Education Global Practice
South Asia Region

ABBREVIATIONS AND ACRONYMS

AG	Auditor General
ASA	Advisory Services and Analytics
CERC	Contingent Emergency Response Component
CPF	Country Partnership Framework
DA	Designated Account
DLI	Disbursement-Linked Indicator
DLR	Disbursement-Linked Result
DP	Development Partner
DST	Deputy Secretary to the Treasury
EEP	Eligible Expenditure Program
EGMA	Early Grade Mathematics Assessment
EGRA	Early Grade Reading Assessment
ELLE	English Language Learning Enhancement
EMIS	Education Management Information System
EPD	Education Publications Department
EPSI	Enhanced Program for School Improvement
ESDFP	Education Sector Development Framework and Program
ESMF	Environmental and Social Management Framework
FM	Financial Management
FY	Financial Year
GCE A-level	General Certificate of Education Advanced Level
GCE O-level	General Certificate of Education Ordinary Level
GDP	Gross Domestic Product
GEM	General Education Modernization
GFDRR	Global Facility for Disaster Reduction and Recovery
GoSL	Government of Sri Lanka
GRS	Grievance Redress Service
HIC	High-Income Country
HRD	Human Resource Development
IBRD	International Bank for Reconstruction and Development
IDA	International Development Association
IO	Intermediate Outcome Indicator
IPF	Investment Project Financing
IRR	Internal Rates of Return
ISA	In-Service Adviser
IUFR	Interim Unaudited Financial Report

LKR	Sri Lankan Rupee
LMIC	Lower-Middle-Income Country
MDG	Millennium Development Goal
MIC	Middle-Income Country
MLC	Minimum Learning Competency
MoE	Ministry of Education
MoF	Ministry of Finance
MPCLG	Ministry of Provincial Councils and Local Government
NCOE	National College of Education
NEC	National Education Commission
NEREC	National Education Research and Evaluation Center
NIE	National Institute of Education
NPA	National Procurement Agency
NPC	National Procurement Commission
NPD	National Planning Department
NPV	Net Present Value
OM	Operations Manual
OMST	Operations and Monitoring Support Team
OP	Operational Policy
PAD	Project Appraisal Document
PDO	Project Development Objective
PEA	Provincial Education Authority
PERU	Peace and Reconciliation Unit
PISA	Programme for International Student Assessment
POTS	Program Operations and Technical Support
PP	Procurement Plan
PPSD	Project Procurement Strategy for Development
PRACTICE	Problem Solving, Resilience, Achievement motivation, Control, Teamwork, Confidence, Initiative and Ethics
PSI	Program for School Improvement
SBLEG	School-Based Learning Enhancement Grant
SBM	School-Based Management
SBPTD	School-Based Professional Teacher Development
SBTD	School-Based Teacher Development
SCD	Systematic Country Diagnostic
SDC	School Development Committee
SDR	Special Drawing Right
SEN	Special Education Needs
SHNP	School Health and Nutrition Program
SIMF	Social Impact Management Framework
SLEAS	Sri Lanka Education Administrative Service
SLEIS	Sri Lanka Education Inspection Service
SLTES	Sri Lanka Teacher Education Service
SMC	School Management Committee
SMHP	School-Based Mental Health Program
STEP	Systematic Tracking of Exchange in Procurement
TA	Technical Assistance
TC	Teacher Center

TIMSS	Trends in International Mathematics and Science Study
TOR	Terms of Reference
TPVA	Third-party Verification Agency
TSEP	Transforming School Education System as the Foundation of a Knowledge Hub Project
TTL	Task Team Leader
UMIC	Upper-Middle-Income County

BASIC INFORMATION

Is this a regionally tagged project?	Country(ies)	Financing Instrument
No		Investment Project Financing

[ ] Situations of Urgent Need of Assistance or Capacity Constraints

[ ] Financial Intermediaries

[ ] Series of Projects

Approval Date	Closing Date	Environmental Assessment Category
26-Apr-2018	30-Jun-2024	B - Partial Assessment
Bank/IFC Collaboration		
No		

Proposed Development Objective(s)

Enhance quality and strengthen stewardship of the general education system

Components

Component Name	Cost (US$, millions)
Enhancing Quality and Strengthening Stewardship of Primary and Secondary Education	90.00
Project Operations and Technical Support	10.00
Contingent Emergency Response Component	0.00

Organizations

Borrower :	The Democratic Socialist Republic of Sri Lanka
Implementing Agency :	Ministry of Education

PROJECT FINANCING DATA (US$, Millions)

[✓] Counterpart Funding	[ ] IBRD	[✓] IDA Credit	[ ] IDA Grant	[ ] Trust Funds	[ ] Parallel Financing

Total Project Cost:	Total Financing:	Financing Gap:
2,900.00	2,900.00	0.00
	Of Which Bank Financing (IBRD/IDA):	
	100.00	

Financing (in US$, millions)

Financing Source	Amount
Borrower	2,800.00
IDA-62280	100.00
Total	**2,900.00**

Expected Disbursements (in US$, millions)

Fiscal Year	2018	2019	2020	2021	2022	2023	2024
Annual	0.00	15.60	16.88	16.88	16.88	16.88	16.88
Cumulative	0.00	15.60	32.48	49.36	66.24	83.12	100.00

INSTITUTIONAL DATA

Practice Area (Lead)
Education

Contributing Practice Areas

Climate Change and Disaster Screening

This operation has been screened for short and long-term climate change and disaster risks

Gender Tag

Does the project plan to undertake any of the following?

a. Analysis to identify Project-relevant gaps between males and females, especially in light of country gaps identified through SCD and CPF

Yes

b. Specific action(s) to address the gender gaps identified in (a) and/or to improve women or men's empowerment

Yes

c. Include Indicators in results framework to monitor outcomes from actions identified in (b)

Yes

SYSTEMATIC OPERATIONS RISK-RATING TOOL (SORT)

Risk Category	Rating
1. Political and Governance	● Moderate
2. Macroeconomic	● Moderate
3. Sector Strategies and Policies	● Moderate
4. Technical Design of Project or Program	● Substantial
5. Institutional Capacity for Implementation and Sustainability	● Moderate
6. Fiduciary	● Moderate
7. Environment and Social	● Moderate
8. Stakeholders	● Moderate
9. Other	
10. Overall	● Moderate

COMPLIANCE

Policy

Does the project depart from the CPF in content or in other significant respects?

[ ] Yes   [✔] No

Does the project require any waivers of Bank policies?

[ ] Yes   [✔] No

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

Legal Covenants

Sections and Description
Institutional Arrangements (Section I.A, Schedule 2): The Recipient shall maintain, and cause to be maintained, throughout the period of implementation of the Project, the following structures, all with functions, composition and staffing acceptable to the Association: (1) the Project steering committee; (2) the Project consultative group; and (3) Project technical teams in MOE and each PEA.

Sections and Description
Implementation Agreements (Section I.B, Schedule 2): To facilitate the carrying out of the Project at the provincial level, the Recipient shall make part of the proceeds of the Credit available to each PEA under an agreement between the Recipient, through the MOE, and that PEA.

Sections and Description

Operations Manual (Section I.C, Schedule 2): The Recipient shall ensure that the Project is carried out in accordance with the arrangements and procedures set out in the Operations Manual.

Sections and Description
Annual Works Plans and Budgets (Section I.D, Schedule 2): The Recipient shall furnish to the Association, no later than November 30 of each year, an annual work plan and budget for the Project for the following fiscal year for approval by the Association, and implement the Project in accordance with such plan and budget.

Sections and Description
Safeguards (Section I.E, Schedule 2): The Recipient shall ensure the Project is implemented in accordance with the requirements of the ESMF, SIMF and other safeguard instruments to be prepared in accordance with the ESMF and SIMF.

Sections and Description
Contingent Emergency Response (Section I.F, Schedule 2): The Recipient shall adopt an Emergency Response Manual (ERM) for Component 3 of the project and, in the event of an eligible crisis or emergency, ensure that the activities under said Component are carried out in accordance with such Manual and all relevant safeguard requirements.

Conditions

Type	Description
Disbursement	Disbursement Condition for DLI component (Section I.B, Schedule 2): The Recipient may not withdraw the proceeds of the Credit allocated to Component 1 unless it has furnished evidence that it has achieved the respective Disbursement-Linked Results and incurred the respective Eligible Expenditure Programs (EEPs).
Disbursement	Disbursement Condition for Contingent Emergency Response component (Section I.B, Schedule 2): The Recipient may not withdraw the proceeds of the Credit as may be allocated to Component 3 unless an Eligible Crisis or Emergency has occurred, all related safeguards instruments and requirements have been completed, the emergency response implementing entities have adequate staff and resources, and the Recipient has adopted the Emergency Response Manual, acceptable to the Association.

PROJECT TEAM

Bank Staff

Name	Role	Specialization	Unit
Harsha Aturupane	Team Leader(ADM Responsible)	Economics	GED06
Mari Shojo	Team Leader	Education	GED06
G. W. Anjali U. Perera Vitharanage	Procurement Specialist(ADM Responsible)	Procurement	GGOPZ
Dassanayake Mudiyanselage Anul Harasgama	Financial Management Specialist	Financial Management	GGOIS
Alejandro Welch	Team Member	Program Assistant	GED06
Alistair Forbes Marquis	Team Member	Education	GED05
Anita Lakshmi Fernando	Team Member	Administration and Client Services	SACSL
Bandita Sijapati	Social Safeguards Specialist	Social Development	GSU06
Bernadeen Enoka Wijegunawardene	Team Member	Financial Management	GGOIS
Don Upul Jayasiri Sonnadara	Team Member	Education	GED06
Junko Funahashi	Counsel	Legal	LEGES
Kamani Madhya Jinadasa	Team Member	Gender	GSU06
Makendrarajan Muttiah	Team Member	Education	GED06
Manush A. Hristov	Counsel	Legal	LEGES
Michael Gibson	Team Member	Education	GED05
Mokshana Nerandika Wijeyeratne	Environmental Safeguards Specialist	Environment	GEN06
Pius Fernando	Team Member	Education	GED06
Rehana Wijesinghe Manathunga	Team Member	Education Technology	GED06
Roshini Mary Ebenezer	Team Member	Education	GED06
Satish Kumar Shivakumar	Team Member	Disbursement	WFACS
Subrata Pradhan	Team Member	Disbursement	WFALA
Thu Ha Le	Counsel	Legal	LEGES

| Vidya Narasimhan | Team Member | Disbursement | WFACS |
| Visaka Udeni Karalliadde Dissanayake | Team Member | Education | GED06 |

Extended Team

| Name | Title | Organization | Location |

SRI LANKA
GENERAL EDUCATION MODERNIZATION PROJECT

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I. STRATEGIC CONTEXT

A. Country Context

1.   **Sri Lanka is a lower-middle-income country (LMIC) with a gross domestic product (GDP) per capita of US$3,835 in 2016 and a total population of 21.2 million people.** Since the end of the 26-year civil war in 2009, Sri Lanka's economy has enjoyed rapid growth at an average rate of approximately 6.2 percent between 2010 and 2016, reflecting a peace dividend and a determined policy thrust toward reconstruction and growth, although there were some signs of a slowdown in the last three years. The economy is transitioning from a previously predominantly rural-based economy toward a more urbanized economy, oriented around manufacturing and services. Social indicators rank among the highest in South Asia and compare favorably with those in middle-income countries (MICs). The current Government, which came to power in 2015, envisions promoting a globally competitive, export-led economy, with an emphasis on governance and inclusion.

2.   **Sri Lanka already shares some demographic and economic characteristics of upper-middle-income countries (UMICs).** Both its low annual population growth rate (0.92 percent) and low birth rate (1.6 percent) are well below those recorded in LMICs and are closer to those observed in UMICs such as Brazil and Turkey. The structure of the economy is also moving away from its traditional agricultural foundation toward manufacturing and services, with services and the industrial sector accounting for 57 percent and 27 percent of GDP, respectively.

3.   **Human development indicators are impressive by regional and LMIC standards.** Sri Lanka ranks 73 of the 188 countries ranked on the 2015 Human Development Index scale and outperformed nearby country comparators on most of the Millennium Development Goals (MDGs). The literacy rate is 93 percent, and the life expectancy rate is 78 years for women and 72 years for men, respectively, which is on par with UMICs. About 96 percent of its citizens have completed primary school, and 87 percent have finished secondary school. Gender parity in education is high in general education, with a gender parity ratio of 1:1 in primary education and 1.05:1 in secondary education. Maternal and infant mortality rates are very low at 30 per 100,000 live births and 8 per 1,000 live births, respectively. However, Sri Lanka faces a problem of population aging with a rise in noncommunicable diseases and need for geriatric care.

4.   **Promoting human development and equitable growth is at the heart of the Government's development plan.** The Government of Sri Lanka (GoSL) is seeking to transform Sri Lanka into a UMIC through an open and export-oriented economic environment and the promotion of higher value-added industries and services. The GoSL is also awarding human capital accumulation a central role in its development strategy.

B. Sectoral and Institutional Context

5.   **General education in Sri Lanka encompasses primary (grades 1–5) and secondary education (grades 6–13).** At the national level, the Ministry of Education (MoE) is responsible for education policy, planning, and monitoring; curriculum development; and assessment and examinations. The country is divided into nine provinces. General education is a devolved subject where the Provincial Education Authorities (PEAs) play an important role in the delivery of education services. The PEAs are responsible for formulating and implementing provincial education development plans consistent with national

policy. The provinces are divided into about 98 zones for the purposes of education administration. An education zone has an average of around 100 schools. Students in grade 11 (age 16) take the General Certificate of Education Ordinary Level (GCE O-level). The GCE O-Level is an entry requirement for formal sector jobs as well as for vocational training and technical education. At grade 13 (age 18), students take the General Certificate of Education Advanced Level (GCE A-level), which is needed to proceed on to higher education.

6. **Sri Lanka has made impressive progress in expanding access to education.** Universal access to primary education has been achieved and the net enrollment rate for secondary education (84 percent in 2014) is higher than the average of LMICs (62 percent) and UMICs (79 percent). This high enrollment performance is due to a combination of demand- and supply-side policies. The demand for education is stimulated through a policy of free education in government schools and free textbooks and school uniforms for children from grade 1 to grade 11. On the supply side, the country has a complete network of public schools covering all towns and villages.

7. **Despite this significant progress achieved in recent decades, the Sri Lankan education system now faces a major set of challenges as the country seeks to reach UMIC status.** The country lags in terms of learning outcomes which are critical for the high-level industrial and service sector activities of a UMIC. Learning outcomes in key subjects have been rising in recent years, but from a low base and slowly. Among grade 4 students, over 2013–2015, (a) average learning outcomes in mathematics increased from 60 percent to 62 percent and (b) average English language learning outcomes increased from 52 percent to 54 percent. Among grade 8 students, over 2014–2016, (a) average learning outcomes in mathematics increased from 51.11 percent to 51.87 percent and (b) average English language learning outcomes increased from 35.23 percent to 35.81 percent.

8. **There are also significant regional variations in learning outcomes.** Among grade 4 students in 2015, average English language learning outcomes ranged between 59 percent in the Western Province and 46 percent in the Uva Province. Mathematics learning outcomes among these students range between 65 percent in the North-Western Provinces and 56 percent in the Eastern Province. Among grade 8 students in 2016, average English language learning outcomes ranged between 42 percent in the Western Province and 29 percent in the Northern and Eastern Provinces. Average mathematics learning outcomes varied between 56 percent in the Southern Province and 46 percent in the Uva Province.

9. **The general education system needs to be better oriented to the production of socio-emotional skills, such as problem solving, resilience, achievement motivation, control, teamwork, confidence, initiative, and ethics (PRACTICE) that are important for students to become good citizens in adult life and to be productive in the modern global economy.** Currently, the curriculum, teaching-learning, and assessment in Sri Lanka are not adequately focused on the promotion of socio-emotional skills. The general education system needs to be developed to reflect modern international trends which seek to increase both learning outcomes and the socio-emotional skills of students.

10. **Assessments of learning outcomes need to be benchmarked against learning levels of other MICs and high-income countries (HICs).** Sri Lanka needs to participate in international assessments of learning outcomes such as the Trends in International Mathematics and Science Study (TIMSS) and/or the Programme for International Student Assessment (PISA). This will enable international benchmarking of student learning relative to the group of MICs and HICs that Sri Lanka aspires to join. In addition, the

country could include TIMSS or PISA modules in the annual curriculum-referenced national assessments of learning outcomes so that progress against international standards can be monitored continuously.

11. **The general education sector needs substantial development to meet the special educational needs of children with physical and mental learning difficulties.** This is especially important when promoting participation among the last 10 percent or so of the school-aged population. There is also a growing awareness of the physical and mental health challenges faced by children. These include physical problems such as child obesity and acute and chronic stress-related challenges. Schools have a vital role in promoting the physical and mental health and well-being of children, as these are extremely important for cognitive learning and the development of socio-emotional skills, as well as future physical well-being.

12. **Although the quality of teachers is critical to the performance of schools, there is a shortage of teachers with adequate knowledge in key subjects such as mathematics and science, and especially English language.** Preservice teacher education institutions lack adequately qualified academic staff. For instance, considerably less than half the teacher educators have a master's degree from a reputable overseas university. Although the preservice teacher education curricula revision was made in 2010, some of the curricula are still not competency based or not well designed to meet the needs in teaching and learning in a knowledge-based global economy. The country has a system of school-based teacher development (SBTD) which has been useful and popular in schools. This now needs to be upgraded to a system of school-based professional teacher development (SBPTD) with a key focus on high-level teaching skills and performance.

13. **Sri Lanka needs to implement a quality assurance and enhancement system.** This requires quality assurance and enhancement over a broad domain such as general management, physical and human resources, curriculum implementation, cocurricular activities, student achievements, student welfare, and school-community interactions. Initially, school stakeholders need to implement a system of internal quality self-reviews across these domains. Subsequently, this needs to be supplemented by external quality reviews by education officials from outside the school. Special attention needs to be given to quality assurance and enhancement of rural and estate sector schools.

14. **School-based management (SBM) needs to be deepened and strengthened.** The current SBM initiative known as the Program for School Improvement (PSI) has been popular and effective. The PSI has contributed to improved school attendance and student learning. It has also strengthened ties between schools and local communities. In the future, SBM needs be further strengthened through the systematic provision of financial resources to improve learning and socio-emotional skills, combined with greater budgetary authority, for schools.

15. **Sri Lankan policy makers are aware of these challenges and appreciate the importance of a developing a high-performing general education system to promote equitable economic growth and human development.** Education policy makers recognize that a high-quality general education system plays a vital role in orienting students to the world of work. This includes direct entrance to the labor market after secondary school completion, channeling youth to vocational training and technical education, and preparing young people for higher education, depending on their aptitudes and preferences. In addition, policy makers place strong emphasis on the role of general education in promoting good citizenship. The values and ethics required for a modern, well-functioning liberal democracy in the context of a multi-ethnic and multi-religious country need to be promoted through the

general education system. This is especially important given the ethnic-based secessionist conflict that Sri Lanka experienced for about 30 years. The GoSL is preparing a multiyear education sector development framework and program (ESDFP) to address these challenges.

C. Higher Level Objectives to which the Project Contributes

16.   **Consistency with the Country Partnership Framework (CPF).** Recognizing the importance of developing the general education sector to enable Sri Lanka's transition from an LMIC to a UMIC, the World Bank has proposed, as part of the CPF FY17–20[1], to provide assistance through a new general education sector operation. The General Education Modernization (GEM) Operation is fully aligned with the CPF Pillar 2: Promoting Inclusion and Opportunities for All. Improving the quality and relevance of the general education system will ensure that all children have the opportunity to gain the foundational skills needed to participate in Sri Lanka's economic growth.

17.   **The World Bank has been one of the key development partners (DPs) in the education sector in Sri Lanka, through the Transforming School Education System as the Foundation of a Knowledge Hub Project (TSEP).** The TSEP supported the country to (a) increase the survival rate of students from grades 1–11 (ages 6–16) to over 87 percent, (b) introduce a regular cycle of national assessments of learning outcomes, and (c) introduce SBM to support the administration of schools in all zones. This SBM initiative was also supported through a program that introduced SBTD in all zones. In addition, the TSEP helped the central MoE and the provinces collaborate and prepare a unified general education development plan as a multiyear rolling plan. The TSEP also assisted the strengthening of the capacity of the decentralized tiers of education administration, the education zones, and divisions. GEM will build on the experience and lessons learned from TSEP, to strengthen the World Bank's support for the general education sector.

18.   **Contribution to poverty reduction and shared prosperity.** The project is expected to contribute to greater acquisition of human capital by supporting the general education system. Sri Lanka is seeking to promote economic growth and reduce poverty. The expansion and development of human capital is vital for the achievement of this goal. The project has the potential to equip children with knowledge and competencies that make them more productive and capable of higher earnings. The knowledge and competencies obtained through the education system is expected to affect poverty reduction and shared prosperity at the country level.

II. PROJECT DEVELOPMENT OBJECTIVES

A. PDO

19.   The Project Development Objective (PDO) is to enhance quality and strengthen stewardship of the general education system.

B. Project Beneficiaries

20.   **The proposed project is expected to significantly expand and improve the performance of the general education sector.** The main beneficiaries of the project will be school students. A further

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[1] World Bank (2016). Country Partnership Framework for the Democratic Socialist Republic of Sri Lanka for the Period of FY17-20.

important set of direct beneficiaries will be the academic and managerial staff of the schools. In addition, over the medium term, the project will benefit technical education and vocational training institutions and higher education institutions, as these will get better prepared entrants into their institutions. In the long term, public and private sector employers will also benefit as they will be able to employ better-educated individuals. Finally, the project will also benefit the industries and firms that provide goods and services under the project.

C. PDO-Level Results Indicators

21.   The success of the project in terms of achieving the PDO will be measured by the following key outcome indicators:

- Improved English language learning outcomes

- Improved mathematics learning outcomes

- School-based professional teacher development (SBPTD) programs results achieved

- Enhanced Program for School Improvement (EPSI) results achieved

22.   **GEM also has a set of intermediate outcome indicators to reflect the key milestones of the GoSL education development program (see section VII. Results Framework and Monitoring and annex 1).** The disbursement-linked indicators (DLIs) are selected as a combination of outcomes and intermediate outcome indicators (see annex 2). The Results Chain is given in annex 3.

III. PROJECT DESCRIPTION

A. Project Components

23.   **GEM will support the GoSL to modernize the primary and secondary education system in line with international developments in middle-income and high-income education systems.** The project will build on the current World Bank TSEP to broaden and deepen the World Bank's assistance for the general education sector. GEM will be organized into two components, as outlined in the following paragraphs. The World Bank's engagement will be broadened through support for new and innovative education development initiatives. The World Bank's engagement will be deepened through assistance to strengthen and scale up initiatives that have been successful in the past. These are summarized in Box 1 on page 33.

Component 1: Enhancing Quality and Strengthening Stewardship of Primary and Secondary Education (US$90 million)

24.   Component 1 will support the implementation of activities aimed at enhancing quality and strengthening stewardship of primary and secondary education and grouped under six sub-components, through the financing of eligible expenditure programs (EEPs) upon the achievement of pre-defined DLIs. Under this component there are sub-components, as described below, with indicative allocations. These

indicative allocations can be re-allocated between sub-components, as the project evolves, based on performance and need.

Subcomponent 1: Curriculum Modernization and Diversification (Indicative cost US$25 million)

25. **The objective of this subcomponent is to modernize and diversify the curriculum of general education to make students' learning experiences more compatible with the changes in Sri Lanka's society and economy.** This will include placing greater emphasis on strategic subjects for economic development such as English language and mathematics. It will also support the broadening of choices in the GCE A-level grades so that students have flexibility to select subjects from among the arts, management, science, technology, and vocational streams. This will require a strategic focus on career guidance for children after the GCE O-level examination, which from 2017 onwards will no longer be a pass/fail examination but will instead be used to enable students to select the GCE A-level curriculum streamed most in line with their aptitudes and abilities. The country is introducing digitally enabled learning material into the school curriculum, as modern children use digitally enabled instruments such as mobile phones and have digital aptitude. The project will assist the country to develop digitally enabled learning material for English language and mathematics, with a focus on children from schools located in more disadvantaged regions.

Improving English Language Learning

26. **English-language skills are widely acknowledged as central to success in the competitive global knowledge economy.** The GoSL is strongly committed to English Language Learning Enhancement (ELLE) in schools. Accordingly, GEM will prioritize support for the development of a strong and effective ELLE program for primary and secondary grades. The objective of this component is to ensure that students leave the general education system with an adequate level of proficiency in the key language skills of vocabulary, reading, and writing. GEM will support ELLE to implement the following activities in schools: (a) create an English language immersion environment to produce an acquisition-rich environment for students to learn the language, where day-to-day conversation and extracurricular and cocurricular activities would be in English during at least a part of the school week; (b) encourage and affirm students who read books in the English language and engage with English language technology, as appropriate to their ages; (c) encourage families to create an environment at home which fosters English language learning, including English language reading material and TV programs, and discussion and conversation in English at home; (d) promote cocurricular and extracurricular activities such as English literary, drama, and debating societies; and (e) other innovative activities to facilitate English language learning. Initially, GEM will support the ELLE program in a selected set of schools. Based on the experience of ELLE in these schools, the program will be fine-tuned and expanded to more schools. The initial set of schools selected will include schools which send substantial numbers of arts and management students to universities. The school-based activities of ELLE would be supported through school management committees (SMCs) under the EPSI. School-based learning enhancement grants (SBLEGs), which will be a key part of the EPSI, would assist the activities to improve English language skills. The amount of resources provided to schools through SBLEGs would be increased, over time, as an incentive and reward for schools that perform better in improving the English language skills of their students.

27. **GEM would also support the MoE and the National Institute of Education (NIE) to undertake a review/revision of the English language syllabus, textbooks, and teaching materials for primary and**

secondary grades. Current implementation feedback suggests that the English syllabus is not sufficiently aligned with textbooks and teaching materials, which impedes the English teaching and learning process. The syllabus and textbooks will undergo a thorough review process to check for quality as well as internal consistency. Another broad area of support would be for English teacher training. This would include support for preservice and in-service teacher training and development programs as well as the capacity building of Regional English Support Centers to deliver high-quality in-service teacher training. GEM will support activities aimed at improving English in the most disadvantaged communities. This would include targeted remedial interventions for students in rural and estate schools.

Improving Mathematics Learning

28.   **Fundamental mathematics skills are crucial for high performance in many sectors of the modern workplace.** These skills are also essential for success in everyday life. Foundational mathematical skills must be developed at early stages of the education system and once this window of opportunity is missed, it is difficult to remedy at later stages of the education system. GEM will support schools to (a) improve their mathematics teaching-learning environments through the provision of equipment and technology; (b) assist Teacher Centers (TCs) to design and implement high-quality in-service mathematics teacher coaching and training programs, based on the subject content and pedagogical training needs of teachers; and (c) provide support to develop effective remedial programs for early grade mathematics, to ensure that all children leave the primary education stage with a strong grasp of fundamental mathematics. Special attention would be targeted at remedial interventions for students in rural and estate schools where mathematics outcomes are especially low. In addition, special support would be provided to GCE A-level arts and management students who take mathematics as a subject. This would improve their employment and higher education opportunities. The SBLEGs would assist the activities to improve mathematics skills. The quantity of funds provided to schools through these grants would be increased, over time, as an incentive for schools that improve the mathematics learning outcomes of their students.

Strengthening Career Guidance

29.   **Career guidance is important for students as expert guidance on future academic and career choices.** GEM will assist schools to develop a distinct cadre of career guidance teachers. The career guidance provided in schools will focus on the range of activities needed to better equip students to plan well for life within senior school and the post-school labor market, in line with their aptitudes, competencies, and interests. It will include activities such as (a) career information and provision of advice, (b) competency assessment, (c) mentoring, (d) supporting career decision making, and (e) developing career management skills. GEM will support the development of tools to help students identify their talents/interests relating to possible future career pathways. In addition, principals, teachers, students, and parents will be assisted to develop an understanding of the important role career guidance and career education can play in students' lives. Consideration will be given to having civic education teachers become career guidance teachers, where feasible, as they already deliver career education. GEM will also assist the NIE staff to train career guidance teachers and the career guidance unit through the development of a diploma in career guidance. Annual 'career fairs' for students from grade 9 upwards, also open to parents, will feature in all nine provinces.

Promoting Digital Learning Material

30.   **GEM will support the Education Publications Department (EPD) to produce high-quality, learner-friendly digital learning resources, such as smart textbooks, with special emphasis on English and mathematics.** In these subjects, the EPD will produce both print versions of textbooks and interactive e-books which are attractive for students and enable teachers to engage in novel teaching methods. Particular attention would be given to e-textbooks and reading material for children with special learning needs. These digitalized books could be copied to DVDs and distributed to students. Students could access them in school or elsewhere. GEM would also support the EPD with the preparation of books in cross-cutting topics such as mental health, reproductive and sexual health, and psychosocial health education. GEM would also support the EPD with human resource development (HRD) of young staff members in textbook writing and designing and publishing of digital learning resources.

Subcomponent 2: Teacher Development (Indicative cost US$25 million)

31.   **Teacher development and education will be a strategic component supported by the project.** GEM will support the continuous improvement of the competencies, skills, and knowledge of the stock of teachers through on-site school-based and off-site institutions-based continuing teacher development programs. In addition, GEM will also support the preservice teacher education of teachers by strengthening the NIE and National Colleges of Education (NCOEs). Three specific initiatives will be supported under this subcomponent.

School-based Professional Teacher Development

32.   **SBPTD is internationally recognized as the most effective form of continuing teacher development.** GEM will support the GoSL to develop the current SBTD framework to a more advanced program. Under SBPTD, teachers will be encouraged to continuously improve their pedagogical skills and competencies based on their everyday teaching experiences at the classroom level and through the sharing of knowledge and experiences with teacher colleagues. SBPTD seeks to produce the following results: (a) link teacher development activities, including subject knowledge and pedagogical skills, to student learning needs; (b) encourage teachers to implement innovative teaching-learning methods to promote the socio-emotional skills of students; and (c) more closely integrate teacher development needs within the processes of annual school planning under the EPSI and feedback from the quality assurance activities of the MoE. The MoE and Provincial Education Authorities (PEAs) will support the process by strengthening the monitoring and support mechanisms to ensure that SBPTD activities are conducted effectively to target the key teaching-learning needs of schools and that existing resources for SBPTD are fully utilized by schools. Schools will set aside a minimum of six days per year, two days per term, for SBPTD activities. These SBPTD activities will be conducted within the school holidays and close to the commencement of the next school teaching term. Resources for the SBPTD would be provided to schools through SBLEGs. The schools that perform well in achieving the results of the SBPTD program would receive more resources over time, as an incentive and reward for good performance.

Teacher Centers

33.   **The project will promote the academic and professional competencies of teachers through teacher education institutions such as TCs.** There are about 105 TCs, approximately one per zone. These

TCs support continuous teacher training through (a) continuous teacher training programs to improve and update the subject content knowledge of teachers, (b) facilitating in-service teacher training programs to strengthen teaching skills and methods, (c) supporting school-based professional development programs based on demand from schools, (d) conducting vocational counselling programs, (e) providing a meeting place for teachers, (f) serving as a resource center for teachers, (g) providing residential interactive experiences for teachers who have been trained only through distance-learning mode, and (h) providing opportunities for field training of student teachers. Under GEM, the TCs would especially support in-service teacher training in key subjects and areas including civic education, social sciences, primary education, counselling, and career guidance. GEM will support (a) the capacity building of administrators and academic staff of TCs, (b) the improvement of their teaching-learning environments through the provision of equipment and technology, (c) the TCs to design and implement high-quality in-service training programs based on the training needs of teachers, (d) the development of standards and guidelines for TCs, and (e) the establishment of a mechanism to enable the TCs to function effectively by granting them financial autonomy and converting them to cost centers.

Preservice Teacher Education

34.   **GEM will assist the development of the preservice teacher education institutions, specifically the NIE and NCOEs, to modernize courses and programs, especially in the use of technology for teaching and learning.** Currently, there are 19 NCOEs which annually produce around 3,300 diploma holders (trained teachers) who are qualified to teach at either primary (grades 1–5) and junior secondary (grades 6–9) level. The curricula and the syllabi of NCOEs are developed by the NIE. The curriculum consists of an academic component, a professional component, and a general component, which are implemented over a two-year period, followed by a one-year internship in schools. The syllabi consist of details about the competencies, competency levels, subject content, methodology, time, and assessment processes. Activities supported by GEM would include (a) modernizing the preservice teacher education curricula; (b) HRD of young teacher educators to obtain master's degrees from reputable overseas universities; and (c) strengthening the equipment, technology, and facilities of the NCOEs. The project will place special emphasis on the NCOEs training teachers in subjects such as English, civic education, social sciences, primary education, counselling, and career guidance.

Subcomponent 3: System Level Quality Assessment (Indicative cost US$7 million)

Quality Assurance

35.   **GEM will support the GoSL to undertake impartial quality assurance of the school system, through the Quality Assurance of the MoE,** and also through the future development of a Sri Lanka Education Inspection Service (SLEIS). GEM will assist the development of policies, protocols, guidelines, working practices and tools, procedures that comply with best international practice in the external evaluation of schools. The role that stakeholders—including students, teachers, and community representatives such as parents, past pupils, and local well-wishers through the SMCs and school development committees (SDCs)—can play in supporting school self-evaluations will be a key focus. In addition, GEM will assist the quality assurance system to deliver services that contribute to the nurturing and development of schools, with special attention to the more disadvantaged schools. the Quality assurance criteria will be open and procedures transparent. Quality assurance will take full account of a school's self-evaluation. Greater focus will be given to delivering qualitative rather than quantitative

evaluations. In all quality assurance matters, the same six-point scale and terms, as used in each school's self-evaluation, will be applied to evaluate practice, as this aids consistency and understanding. GEM will assist in the initial training of quality assurance reviewers drawn from school principals and other relevant provincial and zonal officers. The thrust of quality assurance will be on supporting schools through school improvement, including identifying best practice and sharing this widely; identifying aspects for improvement; and reporting openly to schools, parents, and the community. In addition to the quality assurance of individual establishments, the quality assurance process will review schools and report on specific themes. Quality assurance reports will enable the MoE, NIE, provinces, zones, and schools to improve practice and thus raise the quality of leadership, teaching, students' learning experiences, and achievements.

Modernized Assessment of Learning Outcomes

36.   **The assessment of learning outcomes is extremely important for policy makers and education technocrats.** These assessments provide policy makers with information on how well students are learning, on disparities in learning outcomes between geographical areas or population subgroups, factors associated with learning levels, and changes in learning outcomes over time. GEM will support the GoSL to conduct a series of learning assessments reflecting modern international practices. GEM will assist Sri Lanka to enrich the regular national assessments of learning outcomes through the incorporation of international modules from the PISA. This will enable schools to adapt their curriculum implementation activities to the learning framework of the PISA. GEM will also support the country as it seeks to qualify for the next PISA which will be conducted in 2021. This will help benchmark learning levels in Sri Lanka to international standards. In addition, GEM will support the country to implement the Early Grade Reading Assessments (EGRA) and Early Grade Mathematics Assessments (EGMA). These will provide tools for the assessment of foundational early grade competencies in reading and mathematics. The assistance from GEM will cover the HRD and capacity building of staff in the MoE, NIE, and the universities, to undertake international quality assessments, analyze and report on the information from the various types of assessments, and use the findings and conclusions from these assessments for policy and program development. The range of assessments supported under GEM will be useful for policy makers and technocrats in areas such as curriculum development, preservice teacher education, continuing teacher development and in the production of educational material, including textbooks. The variety of learning assessments will also provide feedback to the PEAs on the performance of the education systems in the provinces. The assessments will be designed to enable comparisons across provinces and by other groupings, thereby enabling education policy makers to identify areas and groups that are lagging behind in terms of achievement and to design strategies to address the special requirements of these lagging regions and/or groups.

Subcomponent 4: Enhanced Program for School Improvement (Indicative cost US$20 million)

37.   **GEM will support the strengthening of school-based development activities and their management through the EPSI.** The EPSI will help schools conduct a regular SBM cycle of planning, implementation, school self-review, reporting of results, and further fine-tuning and updating the school plans. School-level activities, including the SBPTD program, will be supported through the EPSI. Under the EPSI, there will be greater budgetary provision for schools through SBLEGs. The SBLEG will be given to schools based on a formula which aims to give more support to disadvantaged schools. The SBLEG can be used by schools for activities that promote learning outcomes and socio-emotional skills of students and

for teacher development under the SBPTD program. Schools will have greater authority to manage funds with wider spending thresholds. There will also be better accountability to local school communities through school self-evaluation reports. These reports will describe the degree of attainment of the school's performance targets against the school improvement plan for that year. The self-evaluation reports will also provide the basis for the external reviews from the the quality assurance system. The reports would be made available to the public, including parents and students. The information provided in the self-evaluation report is also expected to improve school-level planning and implementation. The new EPSI model will have a special focus on achieving the following results: (a) facilitating the participation of key stakeholders from the local communities, such as parents, past pupils, and local well-wishers, in priority school development activities, especially through SMCs and/or SDCs engaging in activities to improve learning outcomes and/or socio-emotional skills of students; and (b) using SBLEGs to empower and enable schools to make decisions and implement and monitor innovative activities to improve teaching and learning, with a key focus on improving learning outcomes and socio-emotional skills of students. Socio-emotional skills could be promoted by either curriculum based activities or extra- or co-curricular activities or any combination or all of the above. The SBLEGs will also be used as an incentive for better school performance, as schools which show good progress on key outcomes over time would be rewarded with greater resources. SDCs with wider school communities will develop budget estimates, formulate school improvement plans, and make arrangements for implementation of school decisions. SDCs will also undertake annual reviews of school performance and report to the wider stakeholders and the Zonal Director of Education. SMCs will have teams which focus specially on implementation of SBPTD, ELLE, the promotion of good citizenship education, and the promotion of socio-emotional skills of students.

Subcomponent 5: Strengthening Education Leadership and Management (Indicative cost US$5 million)

38.   **School leadership has become a priority in the international education policy agenda.** School principals play a vitally important role in improving school outcomes through a variety of activities, including ensuring a favorable learning environment in schools, positively influencing the motivation and capabilities of teachers, and promoting collaboration between the school and local communities. In the past, many school principal positions have been occupied by unqualified acting principals. The MoE has initiated a program to replace these with properly qualified principals. GEM will assist the MoE to implement this program. Important leadership and management skills that principals will be expected to acquire, under GEM, are the abilities to (a) clearly articulate the vision and educational goals of schools; (b) organize schools to implement the curriculum effectively; (c) match the pedagogical competencies of teachers to the classroom and cocurricular needs of schools; (d) appraise staff, especially teachers, and progressively improve their competencies and skills; (e) motivate staff and students toward high performance; (f) provide leadership for school management and administration, especially in the optimum utilization of human, physical, and financial resources to promote school goals; (g) develop close ties with community organizations, including parent-teacher associations and past pupils associations; and (h) maintain high visibility and accessibility to pupils, teachers, parents, and other community members. GEM will support the MoE to redefine the school leadership and management responsibilities and build the capacities of school principals and section heads for school leadership and management. The specific capacity-building needs of principals of primary schools compared to secondary principals will be given special attention. This capacity building will also help implement the EPSI. This will be especially needed as greater management responsibility and financial powers are devolved to schools.

39.   **GEM will assist the MoE and PEAs to develop the human resources of young officials in the Sri Lanka Education Administrative Service (SLEAS), Sri Lanka Teacher Education Service, and curriculum developers in the NIE.** Young staff from these institutions will be supported through scholarships for master's degrees, in relevant subjects, in internationally recognized universities abroad. This will contribute to succession planning so that when current highly trained staff retire, there is a cadre of equally highly trained, experienced staff ready to take their place. SLEAS staff will be given opportunities for master's degrees in Education Planning and in Education Administration and Management. NIE curriculum developers and teacher educators will be given opportunities for master's degrees in subjects relevant for their disciplines. Special emphasis will be given to subjects such as English, civic education, social studies, and primary education.

40.   **GEM is an ambitious and wide-ranging project, and as the reforms unfold, further capacity building, especially organizational and technical capacity, will be critical for successful implementation of the reform program.** In particular, the MoE and the provinces (including zones and divisions) will require capacity building in the use of modern equipment and technology for managerial tasks, information retrieval and processing, efficient forward planning of routine services, logistics handling and administration, and English language fluency and competence. This capacity building will be supported under GEM, drawing on resources available in the country, as well as strategically selected institutions overseas.

Subcomponent 6: Promoting Social Equity and Inclusion through Education (Indicative cost US$8 million)

41.   **Developing good citizens is an important dimension of a general education system.** In the context of Sri Lanka, which experienced a 30-year ethnic-based civil war, promoting a favorable environment for a modern, liberal, multi-ethnic, multi-religious democracy is extremely important. This subcomponent will support the GoSL in implementing appropriate initiatives in this direction. This subcomponent will also promote inclusion to respond to the diversity of needs among all students, especially children who are at risk of being excluded, marginalized, or otherwise disadvantaged in their pursuit of educational opportunity.

Supporting Social Cohesion through Education

42.   **In Sri Lanka, the stated aim of civic education is to help achieve a sustainable peace in the country.** The history taught in secondary schools also plays a crucial role in shaping national identity. As such, there are obvious synergies between the objectives of the civic education and history syllabi and the efforts of the Peace and Reconciliation Unit, which is a unit tasked with promoting social cohesion through education. GEM will support the promotion of social cohesion through the development and implementation of the civic education and history curricula. GEM support for the broader social cohesion agenda will focus on the development and implementation of effective approaches to teaching civics and history in ways that promote respect for diversity and social inclusion. GEM support in this area will focus more specifically on the developing those aspects of the curriculum that contribute to sustainable social cohesion efforts. This will include support for reviewing and strengthening the social cohesion aims of the curriculum and textbooks, sensitization of teachers, in-service advisers (ISAs), school principals on the crucial role of education in the promotion of social cohesion, and the training of teachers to teach the relevant areas of the curriculum. Exchange programs, cocurricular activities, and extracurricular activities,

such as literary events, drama, and music and artistic events, among schools with different ethnic and religious populations, will be supported.

Strengthening Inclusive Education

43.   **Inclusive education is concerned with providing appropriate responses to the broad spectrum of learning needs.** There is growing evidence that schools with an inclusive approach are the most effective at combating discriminatory attitudes, building an inclusive society, and achieving learning for all. GEM will support the development of an inclusive approach to education in schools. This approach should be guided by a strong policy on inclusion, which describes Sri Lanka's vision for inclusive education and explains how the capacity of the education system can be strengthened to include all learners in education and to help them achieve their full potential. Specifically, GEM will support teacher training in special education needs (SEN), mainly through certificated programs from the NIE, with a view to providing schools with access to teachers with specific training in SEN. Such a teacher would be able to assist other teachers in the school, advise on, and coordinate provision for children with SEN as well as acting as a resource to support other children at risk of being marginalized in the system. Through all these support activities, GEM will aim to help all teachers acquire the knowledge and skills to provide for students with SEN in an inclusive environment.

Strengthening School Health, Counselling and Well-being

44.   **GEM will support the development of a School-based Mental Health Program (SMHP), which would be embedded into the School Health and Nutrition Program (SHNP).[2]** This expanded SHNP, including the SMHP, will promote a two-tiered approach to mental health through universal and targeted interventions for students. Universal services would be aimed at promoting resilience among students by developing their socio-emotional skills and creating a safe social environment for children through (a) programs to sensitize the school community to the importance of mental health and well-being, (b) the training of teachers and other school staff in the identification of mental health issues and measures to prevent further escalation, and (c) cross-cutting approaches and strategies that contribute to the development of a healthy psycho-social environment for children. An effective SMHP will require a strong school-based counselling program, not only to provide targeted interventions for students at risk because of mental health issues but also to play a coordinating role in the delivery of SMHPs. As such, GEM will also support the development of school-based counselling services. This will include the establishment of counselling centers in schools and the training of school-based mental health focal points/counsellors. These school-based counselling units will work collaboratively with the mental health professionals under the Ministry of Health (MoH), building on existing mechanisms for coordination between the MoE and MoH.

Component 2: Project Operations and Technical Support (US$10 million)

45.   **The Project Operations and Technical Support (POTS)** will provide traditional input-based financing to assist the MoE to coordinate, implement and monitor the GEM Project component through operational and technical assistance (TA). The POTS will cover operations and monitoring support, TA, project coordination, capacity building, policy research and evaluation, and communication. There will be

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[2] The official name of the SHNP in Sri Lanka is the School Health Promotion Program.

an Operations and Monitoring Support Team (OMST) in the MoE to implement the POTS. The OMST will be staffed by education experts linked to the subcomponents of GEM. These will be experts with high-quality expertise and a proven track record of performance in the relevant areas. In addition, the OMST will have managerial and administrative staff. The managerial and administrative staff will be recruited under the GoSL circular applicable for Cadre and Remuneration Management of Projects. Consultants needed will be recruited under the World Bank Procurement Regulations.

46.   **The POTS component will finance goods and consultant and non-consultant services.** This will include equipment, software, staff payments of OMST and other incremental operating costs, rental of space for the OMST office, workshops, conferences, symposia, resource persons, transport, and office furniture for the OMST. All activities under the POTS component will be subject to technical prior review and no objection by the World Bank's general education task team. This will include the prior review of the Terms of References (TORs) for studies and consultancies and the consultants selected and all overseas HRD programs.

Component 3: Contingent Emergency Response Component (CERC) (US$0)

47.   **This component will allow for rapid reallocation of project proceeds in the event of a natural or man-made disaster or crisis that has caused or is likely to imminently cause a major adverse economic and/or social impact.** To trigger this component, the GoSL would need to declare an emergency, a state of a disaster, or provide a statement of fact justifying the request for the activation of the use of emergency funding. To allocate funds to this component, the GoSL may request the World Bank to reallocate project funds to support response and reconstruction. If the World Bank agrees with the determination of the disaster and associated response needs, this proposed component would draw resources from the categories financing Components 1 and 2 and/or allow the Government to request the World Bank to recategorize and reallocate financing from other project components to cover emergency response and recovery costs. This component could also be used to channel additional funds should they become available as a result of an emergency. Disbursements would be made against a positive list of critical goods or the procurement of works, and consultant services required to support the immediate response and recovery needs. The re-allocation of funds should be done in such a way to achieve the key performance outcome indicators of the GEM. An Emergency Operations Manual will apply to this component, which will be part of the project operations manual (OM), detailing financial management (FM), procurement, safeguards, and other necessary implementation arrangements.

B. Project Cost and Financing

48.   **Project cost and lending instrument.** The IDA financing is US$100 million. The overall GoSL's wide program to which GEM contributes over the project period is estimated at approximately US$2.8 billion. The project cost by component, including contingencies, is presented in Table 1. The project will mainly use a results-based financing modality, an IPF approach with DLIs. A standard IPF was considered and rejected as the human development operations in Sri Lanka, including the current TSEP, are chiefly using results-based financing approaches, which provide incentives and rewards for good performance. A Program-for-Results (PforR) instrument was also considered. A higher education operation, approved by the Board in FY17, is the first and thus far the only PforR in Sri Lanka. However, the experience of implementing the higher education PforR suggests that this instrument is new for Sri Lanka, and the systems for such an operation are still being developed in the country. In addition, GEM supports both

the MoE and the nine PEAs through a subnational agreement. This would make a PforR extremely complex, as it would need to be implemented at both the national and the nine subnational levels. Given these considerations, an IPF with DLIs was selected.

49.   Component 1 of GEM, for US$90 million, will be results based, and funds will be disbursed against agreed EEPs on the achievement of agreed DLI targets. Using this approach will deepen the focus on results. Component 2, for US$10 million, will follow the traditional input-based financing IPF modality and disburse against specified eligible expenditures. Component 3, if activated, will also follow the standard IPF input-based financing modality.

Table 1. Project Cost and Financing

Project Components	Total Cost	IDA Financing	Counterpart Funding
Enhancing Quality and Strengthening Stewardship of Primary and Secondary Education	US$2,890 million	US$90 million	US$2,800 million
Project Operations and Technical Support	US$10 million	US$10 million	0
Contingent Emergency Response	0	0	0
Total Costs	US$2,900 million	US$100 million	US$2,800 million

Note: The total cost includes the front-end fee of US$0.25 million to be financed from the IDA Credit.

50.   **EEPs.** GEM contributes to the overall GoSL's primary and secondary education program. The EEPs selected for GEM comprise of non-procurable items from both the development and recurrent budgets. The EEPs selected are from budget heads 126, 212 and 213: (a) personnel emoluments (1001 - salaries and wages, 1002 - overtime and holiday pay, and 1003 - other allowances), (b) travelling expenses (1101 - domestic travelling and 1102 - foreign travelling), (c) 142 - postal and communication, (d) 1403 - electricity and water, and (e) 2401 - capacity building including staff training, and corresponding budget heads and codes of the PEAs.

51.   **DLIs.** There are nine DLIs, which are described in detail in annex 2. The DLIs are a set of intermediate outcome and outcome indicators for the project as a whole. They reflect priority education development initiatives supported by the project. In the early years of the project, the emphasis is on the commencement and implementation of development processes. In the later years of the project, the emphasis is on results and outcomes. The DLIs have been selected based on their capacity to clearly reflect significant progress in implementing the project and to lead to unambiguous decisions regarding disbursements. The project's OM will further elaborate content that needs to be included in the DLIs progress report. The expected project years for each DLI's achievement is indicative, and can be carried forward if not met in the targeted year. All DLIs are scalable, that is, there will be disbursement of financing proceeds proportional to progress towards achieving the DLI. All DLIs do not have minimum threshold, that is, minimum value or share of the target to trigger disbursement under each period. Disbursements will be capped to the annual DLI values, irrespective of any potential overachievement of the annual targets.

52.   **DLI verification**. The achievement of DLIs, except for disbursement-linked results (DLRs) listed under Year 0 and DLRs under DLI 5, will be verified and recommended to the World Bank by an independent research agency, with relevant education expertise, before the disbursement of funds. This third-party verification agency (TPVA) will be hired under the POTS component of GEM. The World Bank will review the TOR and contract award process, and provide a no-objection each year for the recruitment of this TPVA. TPVA's reports are to be submitted to the World Bank by no later than February 28 of the relevant year. Evidence of the achievement of DLRs listed under Year 0 and DLRs under DLI 5 will be data collected by the MoE and submitted to the World Bank for verification. See annex 2 for details.

C. Lessons Learned and Reflected in the Project Design

53.   **The design of the operation will build on the lessons learned from the previous education project called the TSEP.** Four key lessons learned are the following:

- Implementation is most effective when the principle of subsidiarity, where power is devolved as far as possible to the unit of administration closest to the final beneficiaries, is followed. In particular, authority for education development activities needs to be devolved to the maximum extent possible to schools.

- Performance can vary significantly across provinces. Central agencies such as the MoE and PEAs need to provide extra support for the weaker provinces. In addition, mechanisms through which weaker provinces learn and benefit from the stronger provinces are very useful.

- Complex and challenging initiatives are best introduced in stages across education zones. This gives time to learn lessons from the zones which implement the initiatives early so that the program can be fine-tuned and strengthened as it is rolled out to all zones over time.

- A good communications strategy, where the objectives and performance of the project are communicated widely to policy makers, stakeholders, and beneficiaries, is very helpful to strengthen commitment and understanding of the project among the general public.

IV. IMPLEMENTATION

A. Institutional and Implementation Arrangements

54.   The implementation arrangements contain three mutually reinforcing structures at the central and provincial levels: (a) policy direction, establishment of norms and standards, and monitoring and oversight; (b) management and implementation; and (c) technical support.

Policy Direction and Oversight for GEM

55.   **The National Education Commission (NEC).** The NEC has the responsibility to advise the President on national education policy. Within the overarching policy framework recommended by the NEC and agreed by the President, the formulation of operational policy and the establishment of national norms and standards is the responsibility of the central MoE. PEAs have the authority, at the provincial level, to

develop and adopt education policies, standards, and norms to suit their regional needs, subject to the condition that these are within and consistent with national policies, norms, and standards.

56.   **GEM will have a Steering Committee at the national level for policy direction and oversight.** The composition of the steering committee will be as described in the following paragraph.

57.   **Steering Committee.** A Steering Committee for GEM will be established no later than one month after GEM becomes effective. It will be chaired by the Secretary, MoE. The other members of the Steering Committee will be the Director General, NIE; Commissioners-General for Education Publications and Examinations, respectively; Additional Secretaries of the MoE; and representatives from the Ministry of Provincial Councils and Local Government (MPCLG) and representatives from the PEAs, the Finance Commission, and the Departments of National Planning, External Resources, Project Management and Monitoring, Treasury Operations, and National Budget. The Steering Committee will review the overall performance of GEM and decide on important policy aspects to facilitate the achievement of outcomes and results. This will include making adequate budget provisions for GEM funds. The Planning Branch of the MoE will coordinate the Steering Committee.

58.   **Consultative group.** A consultative Group will be established no later than one month after GEM becomes effective. The consultative group will be chaired by the Additional Secretary, Planning and Performance Review Division, MoE. The other members of the consultative group would include all Additional Secretaries, MoE; a representative of the NEC; a representative of the Finance Commission; Director General, Department of Census and Statistics; Director, National Education Research and Evaluation Center (NEREC); all Provincial Directors of Education; and education academics, researchers, representatives of schools, employers, representatives of civil society, a representative from the Department of the Auditor General (AG), and a representative from the Department of Public Finance of the Ministry of Finance and Mass Media. The consultative group will periodically discuss the implementation of the project to identify areas for support, observe important emerging issues, and assist the central and provincial education agencies to resolve problems and strengthen project performance.

Management and Implementation of GEM

59.   GEM will be managed and implemented at the national level by the MoE (including the Department of Examinations, EPD, NIE) and at the provincial level by the PEAs.

60.   To establish consistency and coherence between national and provincial systems, the division of responsibilities between the national and PEAs for ESDFP 2018–2025 will be as described in the following paragraphs.

61.   **National level.** The MoE is responsible for the following functions: establishing of national policies, norms, and standards; system development; publishing and distributing of textbooks and accreditation of any textbooks produced by the private sector; public examinations; administration of national schools; national sectoral planning; monitoring, evaluation, and research; and overall quality assurance. The NIE, which is an agency under the MoE, is responsible for formulating the school curriculum and the preservice teacher education curriculum and administering professional development programs and courses for school principals, section heads, and teachers. The NIE works closely with other education departments in the MoE and with the provinces.

62.   **Provincial level.** PEAs are responsible for the following functions: developing and implementing the provincial education sector development plans; managing the provincial school system; managing human resources and development of education administrators, school principals, and school teachers at the provincial level; implementing continuing teacher development programs; implementing special and non-formal education programs; and provincial-level monitoring and evaluation.

63.   **Provincial consultative groups.** There will be provincial consultative groups chaired by the respective Provincial Chief Secretaries and include the Provincial Education Secretary, Provincial Deputy Chief Secretaries, and Provincial Education Director. The planning agencies of the Provincial Departments of Education will coordinate these provincial consultative groups. This provincial consultative group will ensure that the overall polices and plans of the PEAs will facilitate the implementation of GEM at the provincial level. The purpose of these province-level consultative groups will be to ensure that GEM activities within the province are supported under the overall provincial plans and budgets.

64.   **Sub-provincial level (zone and division levels).** The PEAs will provide support to the zonal and divisional education authorities, which are responsible for monitoring school-level education activities. The zonal and divisional offices will provide academic and managerial support to schools. ISAs based in zones and divisions will provide guidance and support to schools, especially teachers, on areas such as instructional methods, lesson preparation, classroom practice, curriculum competencies, and school-based assessment of student performance.

65.   **School level.** Schools will be responsible for planning and implementing and monitoring school-based activities. Each school has an SDC, which is chaired by the principal and with representatives from the zonal office, teachers, parents, past pupils, and local community well-wishers. SDCs help develop school budget estimates, formulate school improvement plans, and make arrangements for the implementation of school decisions. SDCs also help undertake annual reviews of school performance and report to the wider stakeholders. Each school also has an SMC, consisting mainly of teachers. SMCs have teams which focus specially on implementation of SBPTD, ELLE, the promotion of good citizenship education, and socio-emotional skills of students.

The Technical Support System

66.   **The technical team.** There will be a technical team in the OMST to manage the implementation and monitoring of GEM at national and provincial levels. The national technical team will be established no later than one month after GEM becomes effective. It will be will be chaired by the Additional Secretary, Planning and Performance Review Division, MoE. The other members of the technical team will be the Additional Secretary, Education Quality Development, MoE; the Provincial Directors of Education and relevant directors of the MoE and Deputy Directors of the Provinces in charge of the various project themes and components; and relevant management and administration staff of the MoE and PEAs. The Director of Planning, MoE, will be the Secretary of the technical team. There will be full-time staff recruited under the GEM to support national and provincial monitoring, procurement, financial management, environmental and social safeguards. Full time staff can also be recruited for education areas where needed.

67.   **The provincial technical team will be chaired by the Education Secretary of the province.** Other members of the technical team will be the Provincial Director of Education, relevant Deputy Directors of

Education for GEM components, Zonal Directors of Education, and Deputy Directors in zones that cover GEM activities.

68. **The national technical team will periodically review the implementation of the project to identify areas for support, observe important emerging issues, and assist the provincial education agencies to resolve problems and strengthen project performance.** The provincial technical teams will periodically review the implementation of the project to identify areas for support, observe important emerging issues, and assist the zonal and divisional education agencies to resolve problems and strengthen project performance.

69. The lead agencies within the MoE to lead the implementation of the project components and subcomponents are summarized in table 2.

Table 2. Project Components and Implementation Agencies of the GEM

Components	Agencies with Implementation Responsibilities
Component 1: Enhancing Quality and Strengthening Stewardship of Primary and Secondary Education	
Subcomponent 1: Curriculum Modernization and Diversification	MoE NIE EPD Schools
Subcomponent 2: Teacher Development	MoE NIE Schools
Subcomponent 3: System Level Quality Assessment	MoE
Subcomponent 4: Enhanced Program for School Improvement	Schools
Subcomponent 5: Strengthening Education Leadership and Management	MoE NIE
Subcomponent 6: Promoting Social Equity and Inclusion through Education	NIE EPD Schools
Component 2: Project Operations and Technical Support	
Operational and Technical Support for the Provinces	MoE

Note: Facilitating analysis of Provincial Budgetary Education Expenditures will be done by the MPCLG and Finance Commission.

Operations Manual

70. **An Operations Manual (OM) has been prepared for the operation.** This manual contains a description of the project, the implementation arrangements and plan, the Results Framework and monitoring arrangements, and planned technical support and capacity-building activities. The OM also contains the criteria and guidelines for key activities of the project, such as guidelines for the allocation of SBLEG, guidelines for the selection of scholarships for the HRD of the SLEAS, and a detailed schedule and plans for Sri Lanka's participation in the international assessments of learning outcomes. The OM presents an implementation plan, with a time sequence of key actions in each component of the project and implementation responsibilities among the various agencies, budgets, and expected results. The OM

also describes the fiduciary and safeguards arrangements for the project. It also contains the TOR for the key positions of the OMST that will be established in the MoE. The OM will be periodically updated during the project implementation, with the agreement of the World Bank.

B. Results Monitoring and Evaluation

71.   **GEM will have a strong focus on the monitoring and evaluation of results and outcomes.** The monitoring and evaluation activities will focus on inputs, processes, DLIs, and outcomes. A detailed framework for monitoring and evaluation has been worked out. The final outcome and intermediate outcome indicators for GEM are derived from the ESDFP Results Framework. These indicators have annual targets set in the ESDFP Results Framework. Performance indicators will be used to follow the progress of the education system in terms of the core outcomes, intermediate outcomes, and DLIs.

72.   **The Education Management Information System (EMIS) of the MoE and PEAs provides information that can be used to monitor and evaluate performance at national and provincial levels.** GEM will also support various types of monitoring and evaluation studies, including assessments of learning outcomes, that will, among other things, help understand the strengths and weaknesses of the Sri Lankan education system and benchmark Sri Lanka with other MICs. The results of monitoring and information from various sources will be shared and used at both central and provincial levels to strengthen the implementation of interventions (for example, teacher development, curriculum implementation) and for program development and strategic planning. The project progress report will be submitted to the World Bank semi-annually.

73.   **The monitoring system will follow a cascade model.** The MoE and the Department of Project Management and Monitoring will monitor the implementation of GEM at the national level and in the provinces. The provinces will monitor the implementation of GEM in the zones. The zones will monitor the implementation of the project in the divisions and the schools.

74.   Project monitoring, evaluation, and research will be undertaken through a technical support system at the central, provincial, and zonal levels.

75.   **Central level.** The MoE will be supported by national-level education institutions such as the NEC, the NIE, the NEREC, and universities, to undertake monitoring, evaluation, policy studies, and research activities. In addition, the MoE has access to a variety of national research organizations and firms that can evaluate and provide independent feedback on the implementation and results of GEM. Resources for regular monitoring, evaluation, research, and studies have been built into the budget and will be supported by the project.

76.   **Province level.** Central agencies such as the MoE will provide support to the PEAs to monitor and evaluate provincial education development activities. Provinces will also be able to draw on public universities and private institutions for skills building and for monitoring and evaluation activities.

77.   **Zonal level.** The PEAs will provide support to the zonal and divisional education authorities to monitor school-level education activities. This will include training and guiding zonal and divisional education staff, making provision to strengthen and build capacity in zonal and divisional offices, and providing management and technical support to improve service delivery at the zonal and divisional levels.

78.   **These institutional arrangements are the Government's own institutional framework for the delivery of education services.** Institutions at all levels of the education system will able to draw on expertise, both national and international, and from either the Government sector, the private sector, or civil society, to strengthen the quality and results of GEM.

79.   **The World Bank will support the monitoring and implementation of GEM through careful supervision of the project and through Advisory Services and Analytics (ASA).** The ASA support can include impact evaluations, policy research and studies, and TA. The ASA will be done in consultation with the MoE, National Planning Department (NPD) and other relevant agencies. The project will cover a range of activities, including goods, consultant services, TA, training, workshops, conferences, seminars, monitoring, evaluation, research, and studies. The World Bank will provide implementation support and supervision, including fiduciary and safeguards oversight. All overseas training, capacity building, and academic studies will require prior review and no-objection by the World Bank. Implementation support and supervision missions will be carried out twice each year during the project implementation period. A Mid-term Review of the project will be held by October 31, 2021.

C. Sustainability

80.   **Country commitment to and ownership for the activities of the project are strong.** There is a strong alignment of the project with the national education program of the country. GEM supports the overall ESDFP and the GoSL's development priorities. Program design is flexible with built-in incentives for performance. GEM supports the ESDFP which has a flexible program design based on a rolling plan. The ESDFP takes an incremental approach to the promotion of complex reforms in the initial years and provides scope for fine-tuning and on-course updating of policies in the light of fresh information and new circumstances. The rolling plan of the ESDFP also provides flexibility for provinces and to individual education institutions to update and improve development plans and actions periodically to respond to new circumstances. Moreover, there are strong technical foundations and national consensus on policy measures to improve primary and secondary education. The technical contents of the ESDFP and GEM are supported by international evidence of good practices and rigorous analytical work on Sri Lanka's education system. In addition, the ESDFP has been prepared through an extensive process of nation-wide consultation, covering policy makers, technocrats, officials, and staff from all provinces; zonal and divisional education staff; ISAs; and principals, teachers, students, parents, academics, employers, civil society representatives, and local community members. All the elements discussed above support the sustainability of the project's objective.

D. Role of Partners

81.   **GEM will not have any pooled, parallel, or cofinancing arrangements with DPs.** DPs, such as the Asian Development Bank, support certain elements of the general education sector. United Nations agencies such as the United Nations Educational, Scientific, and Cultural Organization and United Nations Children's Fund are also active in the sector, mainly through TA activities. Although the funding modalities may be different, the World Bank and the DPs will work in support of the overall ESDFP and will make every effort to harmonize their work with each other.

V. KEY RISKS

A. Overall Risk Rating and Explanation of Key Risks

82.   **The overall risk of the project is considered Moderate.** Key risks that could adversely affect the achievement of the PDO and the sustainability of results are as described in the following paragraphs.

83.   **Technical design of project.** This risk is assessed as Substantial. This project is complex with various components and subcomponents and implementation at both the national and provincial level. However, the project design is technically sound and based on considerable experience from education projects in Sri Lanka as well as other World Bank education projects in other countries. The project design relies on strong coordination and harmonization among various education agencies, as the project activities will be undertaken by Government education agencies, such as the MoE and the PEAs. To mitigate this risk, the project will ensure personnel dedicated at the MoE to oversee project coordination and implementation of activities at provincial level. The project will pay special attention to collaboration and coordination, capacity building, and organizational strengthening, particularly in weaker provinces and schools.

84.   **Environment and social.** This risk is assessed as Moderate. The project is designed to yield considerable positive social benefits. While the IDA credit will not directly finance civil works that requires land acquisition or lead to involuntary resettlement, the government program supported by the project may include such activities. The project will therefore trigger World Bank policy on involuntary resettlement. On environmental risks, the project's link to the Government's program, which will include construction activities that may result in potential environmental impacts during the construction phase, will be managed with inbuilt due diligence within the GoSL's education program. These physical interventions, however, will involve small- to medium-scale works within schools; therefore, the project is less likely to have significant large scale irreversible environmental impacts. The impacts expected will also be site-specific and will have no potential for strong cumulative impacts. As safeguards risk mitigation measure, the project has prepared an Environmental and Social Management Framework (ESMF), including a Social Impact Management Framework (SIMP), to guide project implementation arrangements for safeguards management and ensure that good due diligence is practiced in line with both World Bank Policies and national regulatory requirements. The respective government education agencies have adequate knowledge of safeguards requirements and procedures, built during the implementation of TSEP. In order to strengthen the existing capacity and ensure effective implementation of the project's ESMF, training will be provided to strengthen stakeholders' capacity to monitor and report on impacts. Furthermore, the project will also have provision for safeguards specialist support to provide guidance to the program on safeguards implementation and conduct monitoring.

VI. APPRAISAL SUMMARY

A. Economic and Financial Analysis

85.   **Economic analysis.** The economic analysis presents an assessment of the benefits and costs associated with GEM. It uses the approach of comparing net benefits in two scenarios, one with the project and one without (the counterfactual). Economic costs include total project costs and private costs

that comprise direct household outlays as well as opportunity costs for schooling. The benefits are taken to be those changes in the quantity, quality, and reduction in internal inefficiency of education produced over the period as a result of the project. Although there are different types of benefits expected by GEM's interventions, the cost-benefit analysis focuses on economic benefit. The PDO of GEM is to enhance quality and strengthen stewardship of the general education system. Economic benefits are composed of the following elements: (a) increased lifetime earnings and improved labor productivity of beneficiary students from the interventions under Component One (developing systems to enhancing the quality of general education) and (b) efficiency gains and improved capacity of the sector agencies from the interventions under Component Two (strengthening the stewardship of general education). The sensitivity analysis using various scenarios[3] shows a net present value (NPV) for the project benefits, at a 10 percent discount rate, varies between US$32 million and US$99 million. Similarly, the internal rates of return (IRR) remain positive, ranging from 12.1 percent in the low case scenario to 16.6 percent in the high case scenario. These results clearly suggest that the funds invested under GEM will produce high economic benefits and the GEM investment is largely justified. In fact, these are conservative lower bound estimates, given that they do not account for potential nonmonetary benefits, including the social benefits of education and externalities.

86.   **Fiscal sustainability.** GEM is expected to add US$100 million over the project period. Under different scenarios, the share of GEM in the total general education budget ranges from 0.9 percent to 1.4 percent, which indicates that the allocations of GEM will have a limited fiscal impact on the overall education sector budget, and it will not be a burden for the Government to maintain expenditures when the project closes.

B. Technical

87.   **The strategic relevance for GEM lies in the GoSL's own education development strategy, encapsulated in ESDFP 2018–2025.** This strategy centers on a set of measures to improve the quality and governance of the general education sector in Sri Lanka, with a view to equipping students with the knowledge, skills, behaviors, and attitudes required for success in the 21st century economy. Since Sri Lanka has largely achieved the goal of equitable access to education, with universal enrollment at the primary level and enrollment rates at the secondary level approaching 90 percent, ESDFP 2018–2025 is largely focused on improving the quality of the general education system. Accordingly, its education strategy aims to improve the quality and relevance of the curriculum particularly in subject areas that are relevant to the labor market, such as English and science, technology, engineering, and mathematics (STEM), and to improve governance of the education sector to ensure optimal results in the quality of the education service delivery and education outcomes.

88.   **GEM aims to support those elements of Government's strategy and reform program that are most strongly aligned with global best practices in education policy.** These include (a) SBM, that is,

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[3] A base case is built on the following key assumptions. First, the benefit stream is calculated over a 20-year time frame (a 1-year period with a 5-year lag after project started). Annual growth rate in wage is close to the average annual growth rate in GDP. Discount rate of 10 percent is assumed to calculate NPV of project benefits. Average employment rates one year after completion of secondary education is assumed to be lifted by 5 percentage points from the current rate and reach 66 percent. The premium expected from the improvements brought by the GEM intervention is assumed to yield an additional 10 percentage points (compared to the currently observed wage differential between secondary education completers and non-completers in a situation with the project interventions) and reach 15 percent. Efficiency gains are estimated as 0.5 percent of recurrent budget from Year 3 and 5 and 1.0 percent of recurrent budget thereafter.

empowering schools to plan, manage, and implement education services; (b) improving the system for school quality assurance; (c) improving the assessment of learning outcomes system in line with global standards; (d) improving the quality of general education teaching force; and (e) improving the curriculum in areas relevant to the modern economy, that is, English, mathematics, and civics and socio-emotional skills. There is ample global evidence that each of these initiatives contribute significantly to the quality of a country's general education system. In the area of SBM, GEM builds on TSEP's successful efforts to lay the foundations for SBM in Sri Lanka and also draws on lessons learned from good practice in countries such as Brazil, India, El Salvador, and Mexico on the strengthening of service delivery in the education sector. For the implementation of a system of school quality assurance, GEM has drawn on the experience of well-performing systems such as those in Scotland and England. In line with international best practices in the assessment of learning outcomes, GEM is supporting Sri Lanka to participate in international assessments, such as PISA.

89.   **The strategic relevance for GEM is also supported by a wealth of knowledge gained through the World Bank research into the global education policy landscape broadly, as well as Sri Lanka's own education system.** In the area of assessments of learning outcomes, the program design draws on the 'System Approach for Better Education Results (SABER) Student Assessment Report on Sri Lanka' (2012), which provides an overview of Sri Lanka's enabling environment for student assessment, as well as system alignment and the quality of student assessment in the country. In response to the findings of this report, the project focuses on improving the weakest areas of Sri Lanka's student assessment system. The design was also informed by the recently published 'Sri Lanka Education Sector Assessment: Achievements, Challenges and Policy Options' (2017), which provides a salient snapshot of the issues and challenges facing the education sector in Sri Lanka. In addition, a recent report titled 'Sri Lanka's Underperforming Boys: The Gender Dimensions of the Educational Access and Achievement' sheds light on emerging challenges to gender equity in the education system in Sri Lanka. Findings from this report also serve to fine-tune the project design.

90.   **Finally, Sri Lanka has had a very positive experience of the education sector program under ESDFP 2012–2016, supported by the World Bank's TSEP, and the current project design builds on the success of the previous program (see box 1).** The links between the two programs further confirms the strategic relevance of GEM's design and approach.

Box 1. The Relationship between the Proposed GEM and the Current TSEP

The proposed GEM will build on the achievements of the TSEP to broaden and deepen the scope of the World Bank's engagement in the general education sector in multiple ways. First, GEM will support new and innovative education development initiatives which are not part of the TSEP. These will include (a) the modernization of the curriculum toward outcome-based education, (b) the diversification of the curriculum to include a vocational stream in senior secondary education, (c) the development of preservice teacher education offered by NCOEs and Teacher Training Institutions, and (d) the promotion of in-service teacher training to improve subject content knowledge through TCs. Second, GEM will expand and build on successful initiatives under the TSEP. This will include (a) introducing a regular system of international assessments of learning outcomes that extend the system of national assessments of learning outcomes developed under TSEP, (b) strengthening the empowerment of local school communities by deepening the model of SBM introduced under the PSI supported by the TSEP, and (c) expanding school-based teacher professional development building upon the SBTD program assisted under the TSEP.

C. Financial Management

91.   **Taking forward the experience of the TSEP, the FM team of the World Bank together with the Procurement team conducted a joint fiduciary review of the education sector with the primary objective of updating the functioning of country systems and identifying current opportunities for greater use of country systems for the project.** The proposed overall FM procedures and practices for the project are satisfactory to meet the GoSL's and the World Bank's fiduciary requirements according to OP 10.00 (Investment Project Financing). Given the MoE's and provinces' experience with DLI-based IPFs, during the implementation of the ESDFP and subsequently the TSEP, the project is given a Moderate FM risk rating. The GoSL's Financial Regulations and applicable circulars will be used as the basis for exercising appropriate controls over program activities and transactions. The regulations will be supplemented by the OM for GEM, which will include a detailed description of project components, funds flow and operations procedures based on results, implementation arrangements and agreed guidelines for different project components, project costs as applicable, a Procurement Plan (PP), FM guidelines, procedures and FM arrangements, monitoring and evaluation arrangements, reporting arrangements, and risk mitigation measures. There are no current outstanding audit reports or ineligible expenditures under the MoE and the PEAs.

92.   **The overall responsibilities for FM elements for activities under the central education agencies will rest with the MoE.** The FM elements for activities under the provincial education agencies will be managed primarily by the PEAs, including the compliance with the financial covenants of the Legal Agreement. The MoE and other relevant education sector institutions including schools will be strengthened to carry out the program-related FM arrangements. The MoE will have assigned staff including an FM specialist and any other supporting staff assessed as necessary, satisfactory to the World Bank, to manage and coordinate the overall FM arrangements related to the project.

93.   **The MoE and PEAs will have budgetary allocations for the entire project.** Under Component 1, all project activities will have to be pre-financed by the GoSL and accordingly the disbursement method will be on a reimbursement basis supported by financial reports. Two sets of interim unaudited financial reports (IUFRs) will be prepared by the MoE for Component 1 and Component 2 separately.

94.   **Reimbursements of funds by the World Bank, related to Component 1, will be made to the consolidated fund of the GoSL, based on IUFRs and fulfillment of agreed DLIs.** Component 1 would follow the GoSL systems of funds flow for the project operation. The GoSL would be responsible for channeling the required funds in adequate amounts to the respective education sector institutions from the consolidated funds. A cash flow indicator is suggested to be used to monitor the funds flows against the requests being made by the education sector institutions. The IUFR for Component 1 will include expenditure incurred under the EEP and the withdrawal claim will be restricted to the cumulative expenditures under the EEP. The disbursement amount will be based on the lower of the (a) incurred expenditures for the EEP and (b) the amount assigned to the DLIs achieved and validated. In any period, the unutilized amounts from the two aspects can be rolled over for disbursement in subsequent reporting periods. The format in the Disbursement Letter will be designed to track both these separately, to prevent excess claims. The disbursements under Component 1 will be made once a year, normally around January of each year, based on achievement of DLIs.

95.   **The project will have a Designated Account (DA) opened at the Central Bank and administered by the MoE for activities managed under Component 2 of the project.** Replenishment of the DA would be report based, made as advances into a dedicated DA. Replenishment of the DA will be based on the IUFR prepared quarterly for Component 2. Actual expenditure incurred will be tracked and recorded in this IUFR. The relevant withdrawal application containing the request of IDA funds and documentation of expenditure will need to be prepared by the OMST of the MoE and submitted to the World Bank for disbursements along with the IUFR related to Component 2 on a regular basis. The IUFRs would be due within 45 days of the end of the reporting period. The MoE will prepare two sets of annual financial statements, one each for Component 1 and Component 2 of the project, within three months of the end of the Government financial year.

96.   **The internal audit of the project is expected to be carried out by the internal audit units of the MoE and PEAs.** The external audit of the project will be performed by the AG of Sri Lanka. For the proposed program, the AG will carry out project-related audits of the MoE and PEAs and issue two audit reports, one each for Component 1 and Component 2, within six months of the end of the Government financial year. For Component 1, a consolidated audit report, including an audit opinion on the consolidated financial statements, will be prepared reflecting education sector expenditure incurred by central-level institutions and also reflecting the provincial-level education sector expenditures. The consolidated financial report will reflect the education sector expenditures, including those selected under the EEPs, from all sources of funds. The objective of the consolidated audit report is for the World Bank to obtain assurances that the consolidated financial reports present a true and fair view of the education sector expenditures and free from material misstatements. For Component 2, an audit report including an audit opinion on the project financial statements, will be prepared.

97.   **The budgeting and fund flow arrangements will be fully aligned with the existing systems of the Government.** Figure 1 and Figure 2 show the funds flow arrangements applicable for the two components of the project. The division of funds between the MoE and PEAs will be discussed annually with the Bank as part of the budget preparation process. It is expected that at least 72 percent of the total Project funds will be allocated for the PEAs. The distribution of funds among the PEAs will follow the formula for resource allocation used by the Finance Commission.

Figure 1. Component 1 Flow of Funds
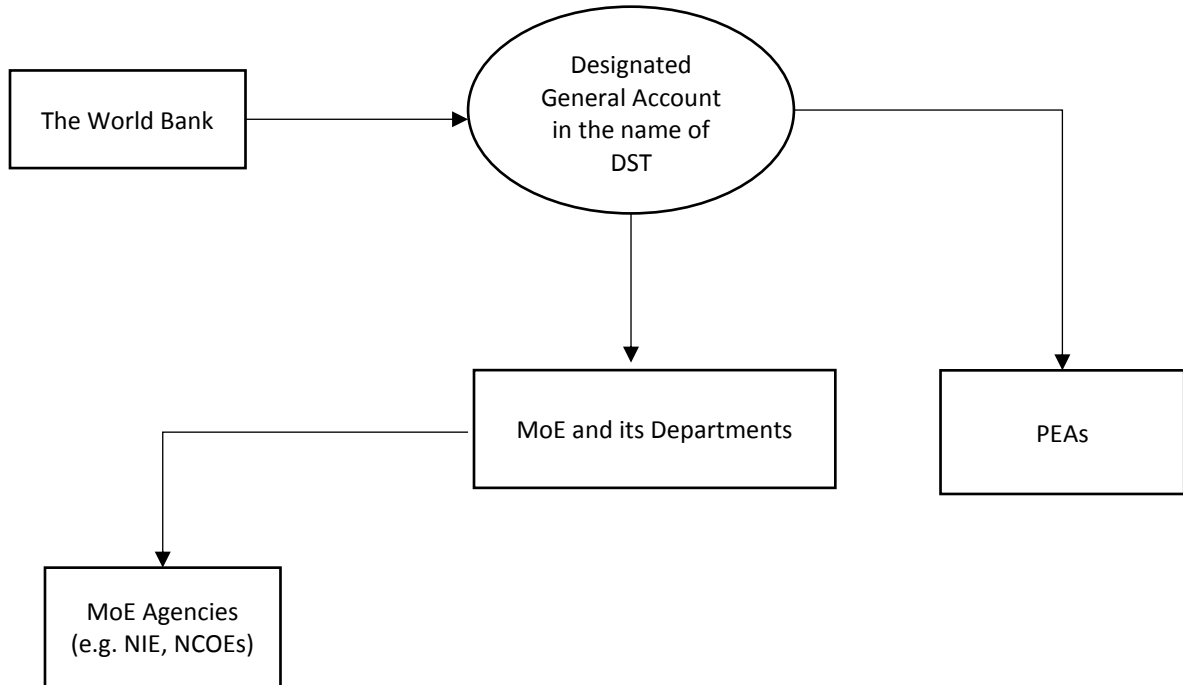
Note: DST = Deputy Secretary to the Treasury.
The funds will flow from the DST account to the Provinces based on the recommendations of the MoE.

Figure 2. Component 2 Flow of Funds

D. Procurement

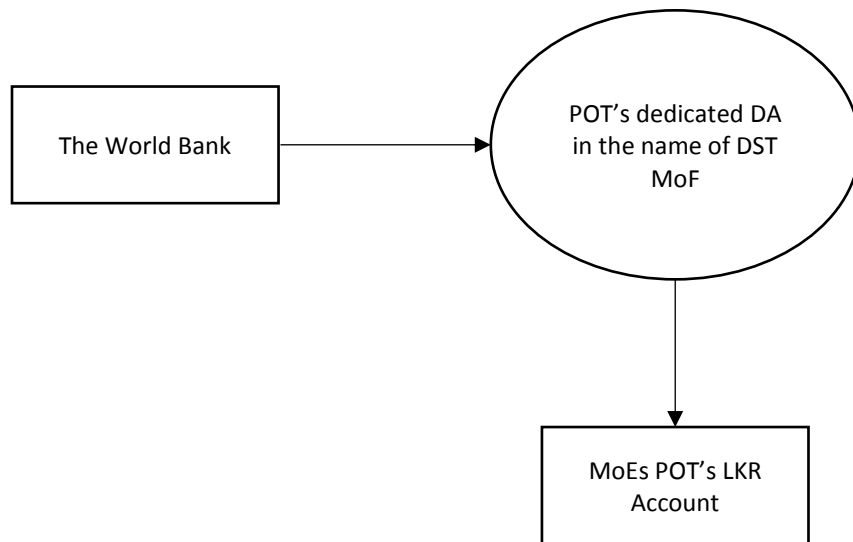98.   The Procurement Regulations for IPF Borrowers (July 2016, revised November 2017) will be used for carrying out project procurements under Component 2.

99.   **Project Procurement Strategy for Development (PPSD) and a PP have been agreed with the World Bank for the Project.** The PP will be created using the online procurement management system-Systematic Tracking of Exchange in Procurement (STEP) and updated as required, to reflect the actual project implementation needs in agreement with the World Bank. The PP will be prepared/consolidated by the implementing agencies and approved by the World Bank by negotiations.

100.   **Component 1 will make disbursements against the achievement of the agreed DLIs.** The World Bank will not fund any contracts under this component and therefore the provisions of the Regulations will not apply.

101.   **However, the achievement of these DLIs may be contingent upon the efficient and transparent execution of procurement under the GoSL procurement guidelines.** While the World Bank does not aim to supervise these procurements, an assessment of the risk associated with such procurements has been carried out in terms of the Section II-General Considerations-Clause 2.3 of the Regulations, and the risks described in table 3 have been identified with the corresponding suggestions for mitigation.

Table 3. Risks and Mitigation

Risk Description	Description of Mitigation
Lack of knowledge on procurement procedures particularly at provincial levels	Strengthen the OMST with procurement skills to carry out the expected advisory and monitoring functions in the PEAs.
High staff turnover and staff transfers have adversely affected the momentum of the project procurement.	A well-structured capacity building program should be designed covering all the tiers involved in procurement and particularly strengthen the capacity at the OMST to be able to disseminate the knowledge to the next tiers.
Although planning processes are in place and time schedules are realistic, lack of technology support has adversely affected effective monitoring.	Implementation of proper procurement planning mechanism
Non-availability of proper standard documents for small works contract under Shopping method	Agreeing on acceptable standard documents for small works

102.   Procurement in Sri Lanka is governed by the National Procurement Guidelines (NPA), and country specific Standard Bidding Documents (SBDs). With the establishment of an independent National Procurement Commissions (NPC) under the 19th Amendment to the Constitution, the oversight functions of the public procurements are now entrusted to NPC. Procurement of Goods and Small Works, as agreed in the PPSD and PP, may be carried out using national procurement procedures of the Government of Sri Lanka.

103.   All procurements**, as agreed in the PPSD and PP, may be carried out using national procurement procedures of the GoSL.** Procurement in Sri Lanka is governed by the National Procurement Guidelines of the NPA and country-specific Standard Bidding Documents. With the establishment of an independent National Procurement Commission (NPC) under the 19th Amendment to the Constitution, the oversight functions of public procurements are now entrusted to the NPC.

104.   **The detailed procedures applicable to the project are stipulated in the procurement section of the Operations Manual prepared by the MoE.** The detailed PPST is also annexed to the Operations

Manual. Details of procurement arrangements at the school level are spelled out in the ED/3/32/6/134 circular. At the provincial level, Provincial Ministries of Education, Provincial Directors of Education, zonal offices, and schools will be the responsible executing agencies. In addition, Engineering Departments of the provinces are responsible for civil works contracts.

105.   **The Procurement Unit in the MoE will oversee the procurement activities which take place in the MoE and the three departments under its direct oversight; the unit will also provide advisory and broader capacity-building support to the nine provinces.** These agencies have had operational engagement with the World Bank in the past through the TSEP operation; hence, they are familiar with the World Bank's procurement systems.

106.   To ensure smooth and efficient procurement support, a Senior Procurement Officer will be placed in the OMST, assisted by Procurement Officers with experience of procurement in projects financed by international agencies.

107.   Considering the risks identified and the mitigation measures put in through the previous DLI operation, a Moderate procurement rating has been assigned.

E. Social (including Safeguards)

108.   **Social safeguards.** The project is expected to contribute to the GoSL's general education program through the Government budget. While the IDA credit will not directly finance civil works that require land acquisition or lead to involuntary resettlement, the wider Government program supported under the project may include such activities. Because of the linked nature of the project, the World Bank's OP/BP 4.12 (Involuntary Resettlement) is triggered under the project. To ensure due diligence on social safeguards management, an ESMF, including a Social Impact Management Framework (SIMF), has been prepared to strengthen the GoSL's overall capacity for safeguards management. The SIMF and the ESMF include guidelines to support the identification of risks and prepare and implement appropriate risk mitigation measures, implementation arrangements for safeguards management, and mechanisms for monitoring during implementation of the project. A social development specialist responsible for overseeing the safeguards procedures as well as managing the broader social development objectives of the project, including gender and citizen engagement, will be included in the project's OMST.

109.   **Gender.** Promoting gender development through education is important for the country. The project will support the GoSL to address key gender-related issues that have been identified as priorities. While about 70 percent of teachers within the current system are female, most of these teachers use traditional teaching methods with relatively little use of technology and electronic resources. The proposed education reforms seek to make teachers more competent in the use of technology for teaching-learning, including in STEM subjects, and ensure that at least 50 percent of these new teachers are female. This is expected to encourage female students to adopt more technologically advanced learning methods. The upcoming World Bank report "*Sri Lanka's underperforming boys: the gender dimensions of educational access and achievement in Sri Lanka*" indicates that boys are less likely to transition and more likely to drop out than girls, particularly at higher levels of the education system. This is partly fueled by longstanding gendered attitudes, behaviors and perceptions that persist, which for example make boys feel that pursuing senior secondary education is not important to them due to masculine norms. In the same manner it is important to understand and address limiting attitudes and

behaviors of girls which lead them forego employment after graduating from secondary education and opting to stay at home. As the World Bank report "*Getting to Work-unlocking Women's potential in Sri Lanka's Labor Force*" found, reasons for this choice are mainly the gendered roles and expectations of girls to either focus on raising a family or caring for other dependents, such as the elderly, in the household. Therefore, addressing gender norms and stereotyping in a manner which helps girls and boys change their perceptions and attitudes so that they will continue to enroll and gain benefits from higher education is important.

110.   These aspects will be addressed through two quantitative indicators which are DLIs. The target for DLI 5 is to add 20,000 new, professionally qualified teachers into the education system. Out of these at least 10,000 new teachers need to be female. The target for DLI 8 is that at least 300 Masters' degree need to be awarded for the human resource development of academic and administrative staff in the education system, of whom at least 275 need to complete by the end of the Project. Among these beneficiaries of scholarships for Masters' degree   at least 50 percent need to be female. In addition, a number of other gender related activities are included in the Project. The NIE will be assisted to review and revise the curriculum to address gender stereotyping and behaviors that negatively influence boys' and girls' attitudes, especially in the context of good citizenship in youth and adulthood. These components will be included in the "good citizenship" indicator. The project will also support the MoE and NIE to review and strengthen the counselling services which have been integrated into schools. These services will be important to help both girls and boys address issues related to gendered attitudes and experiences that arise over the course of the psychosocial development stages of schoolchildren. Reports state that most service providers are not trained to respond to the SRH and Mental health needs of boys and young men which decreases their uptake of services. This aspect will be addressed when developing the School-based Mental Health Program. Further sanitation infrastructure can be poor in rural schools and girls who are menstruating are less likely to attend school due to the lack of toilet facilities and menstrual hygiene material during that period. This is compounded in co-education schools (most public schools are co-education) as the girls are afraid of staining their clothes when menstruating. The project will also assist schools to promote a better understanding of sexual and reproductive health and strengthen menstrual hygiene management systems, especially among adolescents. This is especially important for adolescent children in rural and estate schools, who usually come from households with less awareness of the complexity of these issues for teenagers.

111.   **Citizen engagement.** The project has extensive provision for citizen engagement, including consultations, collaboration, collection of stakeholder feedback, community participation in planning and decision making, and grievance redressal mechanisms. The project provides opportunities for stakeholders, such as the principal, teachers, students, parents, and the local community, to participate in planning and implementation of school development plans. In addition, the quality assurance process is based on school self-evaluations conducted by the school stakeholders including principal, teachers, parents and local community. The results of the quality assurance process will feed back into the school development plan. The quality assurance reports will be publicly available online. The analysis of stakeholders' feedback will also examine gender related issues, so that timely action can be taken where needed. The students, staff and stakeholder needs and management responses will also be incorporated in the national and provincial education development plans. The relevant information on the implementation of these plans will be shared with the stakeholders. Therefore, in the project's results framework, the citizen engagement approaches will be captured under two indicators: (i) DLI 7 (PDO4): EPSI results achieved. This DLI is designed to measure the effective implementation of the EPSI program.

Engagement of school community in planning, decision making and implementation of school activities is a key part of the EPSI strategy. (ii) DLI 6 (IO3): National system for school quality assurance established. School community based quality assurance self-reviews will be conducted and the reports will be publicly available. These indicators capture and monitor citizen engagement.

F. Environment (including Safeguards)

112. **The project is categorized as Environmental Category B.** While the IDA credit will not directly finance civil works, which have safeguards implications on the environment, the project will contribute to the GoSL's overall general education program through the Government budget. The wider Government program may involve the rehabilitation of existing infrastructure and/or the construction of medium-scale infrastructure, such as school buildings and classroom units, based on needs identified by the program. These rehabilitations of existing infrastructure/construction of new infrastructure are thus related to the activities financed by the World Bank and are considered as linked activities to the Bank financed project. Therefore, due diligence requirements will have to meet the safeguard policy requirements under OP/BP 4.01 (Environmental Assessment) which will also incorporate policy requirements of OP/BP 4.04 (Natural Habitats) and OP/BP 4.11 (Physical Cultural Resources), which are triggered on a precautionary basis.

113. **It is expected that these activities will take place on existing school lands and the nature of these interventions will be small to medium scale, further reducing the likelihood of potential significant environmental impacts.** While construction/rehabilitation activities may have potential site-specific environmental impacts during the construction phase, these can be managed with built-in due diligence, and thus the program will not contribute to significant large-scale irreversible environmental impacts. As the exact locations and nature of any possible physical interventions will be known only during implementation, as a risk mitigation measure and to have stringent mechanisms for environmental safeguards due diligence in place, the GoSL has prepared an ESMF to guide project implementation. The project OMST will include an Environmental Specialist to guide the implementation agencies on the ESMF and facilitate the implementation of safeguard procedures with in the program. The ESMF will include guidance on conducting environmental screening, preparing environmental assessments and management plans, and monitoring, which will be key elements in ensuring sound environmental practices during the implementation of physical interventions in schools. The ESMF was disclosed by the GoSL and by the World Bank on January 29, 2018.

114. **Climate and disaster risk screening.** The project was screened for climate and disaster risk. Emerging evidence from various sources and the experience over the past decade shows that Sri Lanka is highly vulnerable to the adverse effects of climate change. The most frequent disaster events in Sri Lanka are floods, droughts, landslides, storm surge, and cyclones. Sri Lanka is also vulnerable to high-impact, low-frequency events such as the 2004 Indian Ocean tsunami. Recent natural disasters in Sri Lanka led to significant economic, fiscal, and social impact. The floods and landslides of May 2016 and May 2017 cumulatively caused damages and losses in excess of US$1.1 billion and killed more than 300 people. In addition, these two events damaged approximately 130,000 houses. The drought that prevailed over 2016 and 2017 affected approximately 2 million people and caused significant economic losses and livelihood impacts.

115. To reduce the increasing disaster-related losses, a special emphasis should be placed when designing and implementing development projects and programs. Appropriate risk reduction measures

should be integrated into both physical and soft investments. Under GEM, direct financing of civil works is not envisaged. The project focuses on improving the quality of the general education, and the funds will be disbursed against DLIs. Therefore, the climate and disaster impacts on the project investments are negligible. However, the project will provide technical support to the MoE and PEAs to mainstream climate change adaptation and risk reduction into education infrastructure. To this end, the resources from the Global Facility for Disaster Reduction and Recovery (GFDRR) guidance note on safer schools will be used as appropriate.

116.   **Climate co-benefits.** Disaster risk reduction has been incorporated into Sri Lanka's education sector though multiple means and at different levels. At the national level, the ESDFP provides a base for having safe schools. GEM is not expecting to directly finance physical infrastructure, but will support soft interventions related to climate change adaptation or disaster risk mainstreaming. (for example, activities including training, awareness raising, and curriculum improvement on climate change and disaster risks adaptation). Under SBPTD (DLI4), GEM will support the improvement of knowledge of the stock of teachers on climate change adaptation, disaster risk management and school safety. The project will also support training and awareness raising activities to help school communities acquire knowledge related to climate change adaptation and disaster risk management and develop school disaster safety planning and monitor its implementation and evaluation at their schools through the national system for quality assurance (DLI6) and EPSI (DLI7). In addition, GEM will support strengthening of school health, counselling and well-being (DLI9). School-based counselling units can work collaboratively with health focal points/counsellors to support traumatized students after a disaster or traumatic event. Strengthening disaster risk management at the school level will help reduce the impact of disaster and enhance commitment of the education community. The project will also provide technical support to the MoE and PEAs to integrate climate change adaptation and risk reduction into education infrastructure. To this end, the resources from the Global Facility for Disaster Reduction and Recovery (GFDRR) guidance note on safer schools will be used as appropriate. In addition, the disaster resistant school building designs developed under the coordination of the Disaster Management Center (DMC) will be promoted in future construction of school buildings. Also, the project carries a Contingent Emergency Response Component (CERC) that will allow the Government to efficiently respond to disasters during the project period and this also will contribute to climate co-benefits.

G. World Bank Grievance Redress

117.   **Communities and individuals who believe that they are adversely affected by a World Bank's supported project may submit complaints to existing project-level grievance redress mechanisms or the World Bank's Grievance Redress Service (GRS).** The GRS ensures that complaints received are promptly reviewed in order to address project-related concerns. Project affected communities and individuals may submit their complaints to the World Bank's independent Inspection Panel which determines whether harm occurred, or could occur, as a result of World Bank non-compliance with its policies and procedures. Complaints may be submitted at any time after concerns have been brought directly to the World Bank's attention, and Bank Management has been given an opportunity to respond. For information on how to submit complaints to the World Bank's corporate GRS, please visit http://www.worldbank.org/GRS. For information on how to submit complaints to the World Bank Inspection Panel, please visit www.inspectionpanel.

VII. RESULTS FRAMEWORK AND MONITORING

Results Framework
COUNTRY : Sri Lanka
General Education Modernization Project

Project Development Objectives

Enhance quality and strengthen stewardship of the general education system

Project Development Objective Indicators

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Name: Improved English language learning outcomes		Text	English language learning enhancement (ELLE) program designed	English language learning outcomes of at least 80 percent of students in the 500 target schools improved	Annual	MoE, and agency responsible for the testing (NEREC, or OPEN university or NIE)	MoE, and agency responsible for the testing (NEREC, or OPEN university or NIE)

Description: This indicator is designed to measure progress in the design and implementation of a new and improved English language program to enhance the English language skills of students in the general education system.

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Initially, progress will be measured in terms the number of target school which benefit from direct interventions to improve the English language skills of their students. The improvements in English language learning will be measured through annual assessments of learning outcomes for grades 4 and 8. These assessments will be based on international modules of PISA and curriculum referenced learning outcomes. The improvement is defined as achieving the minimum learning competencies (MLCs) in the curriculum framework for children below the MLCs. Where children are above the MLCs, it will mean rising at least one level higher on the scale of learning competencies. Note: The targets are cumulative numbers and cumulative percentages.							

| **Name:** Improved mathematics learning outcomes | | Text | Mathematics learning enhancement (MLE) program designed | Mathematics learning outcomes of at least 80 percent of students in the 500 target schools improved | Annual | MoE, and agency responsible for the testing (NEREC, or OPEN university or NIE) | MoE, and agency responsible for the testing (NEREC, or OPEN university or NIE) |

Description: This DLI is designed to measure the effective implementation of an upgraded mathematics learning program.

Initially, this target will be met when students in the agreed-upon target number of schools benefit from direct interventions to improve their mathematics skills. The improvements mathematics learning will be measured through annual assessments of learning outcomes for grades 4 and 8. These assessments will be based on international modules of PISA and curriculum referenced learning outcomes. The improvement is defined as achieving the minimum learning competencies (MLCs) in the curriculum framework for children below the MLCs. Where children are above the MLCs, it will mean rising at least one level higher on the scale of learning competencies.

Note: The targets are cumulative numbers and cumulative percentages.

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Name: School-based professional teacher development (SBPTD) programs results achieved		Text	SBTD program has been designed and implemented	Schools in at least 75 percent of zones achieve the SBPTD results	Annual	MoE and Provinces	MoE and Provinces

Description: This DLI is designed to measure the effective implementation of the SBPTD, which is measured against a set of agreed-upon results specified in the OM.

This indicator will be met when the SBPTD program results are achieved in at least 90% of schools in the percent of zones in the agreed target. Due to SBPTD activities, there should be improvement in teacher knowledge, pedagogical skills, teacher motivation, or classroom management skills or any combination or all of the above. This will be assessed through beneficiary feedback surveys.

Note: The target is a cumulative percentage.

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Name: Enhanced Program for School Improvement (EPSI) results achieved		Text	EPSI defined and policy circular completed	Schools in at least 75 percent of zones achieve the EPSI results	Annual	MoE and Provinces	MoE and Provinces

Description: This DLI is designed to measure the effective implementation of the EPSI program, which is measured against a set of agreed-upon results, specified in the OM.

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection

This indicator will be met when the EPSI program results are achieved in at least 90% of schools in the percent of zones in the agreed target: SMCs and/or SDCs engaged in activities to improve learning outcomes and/or socio-emotional skills of students. Socio-emotional skills should be promoted by either curriculum based activities or extra- or co-curricular activities or any combination or all of the above. This will be assessed through stakeholder feedback surveys.

Note: Engagement of school community in planning, decision making, and implementation of school activities is a key part of the EPSI strategy. Thus, this indicator captures and monitors citizen engagement. The target is a cumulative percentage.

Intermediate Results Indicators

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Name: Promotion of digitally enabled books for English language and mathematics learning		Text	Production of digitally enabled books for English language and mathematics learning in schools commenced	English language digitally enabled books for grades 3-11, and mathematics digitally enabled books for grades 1–11 made available to schools	Annual	EPD Evidence will be data provided by the EPD. A TPVA will be contracted to verify the availability of DVDs/CDs in a scientific random sample of schools	EPD

Description: This indicator is designed to measure progress in the implementation of digitally enabled learning material for mathematics and English language learning.

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Description: This indicator will be met when the digitally enabled learning materials are made available to the target grades in all schools. This will include posting on the EPD website, and supplying a DVD/CD of the book to all children in the relevant grades each year.							
Name: Increase in the quantity of new professionally qualified teachers		Text	Zero	20,000 additional professionally qualified teachers (at least 50% of those are female)	Annual	MoE, NIE and NCOEs	MoE, NIE and NCOEs
Description: This DLI is designed to measure the increase in the number of professionally qualified teachers in the school system, who obtained professional qualification required to enter the teacher service. This indicator will be met when the target number of additional professionally qualified teachers are appointed into the school system in a given year. At least 50% of those should be female. Note: The target is a cumulative number.							
Name: National system for school quality assurance established		Text	Framework for a school community-based quality assurance	School community-based quality assurance self-	Annual	MOE	MoE

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
			and external review, new protocols, and guidelines developed, policy circular issued	reviews and external reviews completed and publicly reported in at least 5,000 schools			

Description: This indicator is designed to measure progress in the establishment of a national system for school quality assurance.

The indicator will be met when school community-based quality assurance self-reviews and external reviews are completed in accordance with the quality assurance protocols and guidelines, and publicly reported in the number of schools in agreed target.

Note: This target is a cumulative number. The quality assurance process is based on school self-evaluations conducted by the school stakeholders. These results of the quality assurance process feed back into the school development plan. The quality assurance reports will be publicly available online, including to the school stakeholders.

Note: The target number is a cumulative number.

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Name: Human resource development of education academic and administrative service staff		Text	Zero	At least 275 master's degrees completed by teacher educators,	Annual	MoE and Provinces	MoE and Provinces

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
				curriculum developers, and education administrators (at least 50% of those are female)			

Description: This indicator measures progress in the number of master's degree enrollments are awarded and the degree studies completed by teacher educators, curriculum developers and education administrators. The targets are cumulative. At least 50% of those should be female.

Note: By "awarded" we mean that the target number of candidates have been given scholarships and have enrolled in their studies.

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Name: Promoting good citizenship engagement		Text	Good citizenship program and guidelines defined	Good citizenship program implemented in at least 75 percent of zones	Annual	MoE and Provinces	MoE and Provinces

Description: This indicator is designed to measure progress in the development and implementation of the good citizenship program.

Note: The indicator will be met when citizenship program is implemented in at least 90% of schools in the percent of zones in the agreed target. The program implementation parameters will be defined in the Operations Manual.

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Name: Inclusive education program developed and implemented		Text	Inclusive education program and guidelines defined	Inclusive education program available within schools in at least 75 percent of zones	Annual	MoE and Provinces	MoE and Provinces

Description: This indicator is designed to measure progress in the development and implementation of the inclusive education program.

Note: The indicator will be met when inclusive education program is implemented in at least 90% of schools in the percent of zones in the agreed target. Implementation will consist of the following: a) availability of a teacher with a post-graduate diploma in special education in every school and; b) the availability of other special education services as outlined in the operations manual.

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Name: Expanded school health and nutrition program developed and implemented and results achieved		Text	School health and nutrition program expanded to include psycho-social well-being of students	Expanded school health and nutrition program implemented and results achieved in at least 1,000 schools	Annual	MoE and Provinces	MoE and Provinces

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection

Description: This indicator is designed to measure progress on the implementation of the expanded school health and nutrition program, which will include mental health and well-being. Progress will be measured in terms of the number of schools implementing the expanded program and achieving the results specified in the OM.

This indicator will be achieved when students in the target number of schools have benefitted from counseling and school health inspection services.

Note: The target number is cumulative.

Indicator Name	Core	Unit of Measure	Baseline	End Target	Frequency	Data Source/Methodology	Responsibility for Data Collection
Name: Adequate and timely release of treasury funds requested to education sector program		Text	Inconsistent release of requested funds to education sector program	At least 90% of requested funds released	Annual	MoE and Provinces	Ministry of Education and Ministry of Finance

Description: This indicator is designed to measure the timely transfer of funds from the Treasury to the Education Sector Program.

Target Values

Project Development Objective Indicators

Indicator Name	Baseline	YR1	YR2	YR3	YR4	YR5	End Target
Improved English language learning outcomes	English language learning enhancement (ELLE) program designed	Students in at least 100 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes	Students in at least 250 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes.	English language learning outcomes of at least 40 percent of students in the 250 target schools improved Students in at least 500 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes	English language learning outcomes of at least 60 percent of students in the 500 target schools improved	English language learning outcomes of at least 80 percent of students in the 500 target schools improved	English language learning outcomes of at least 80 percent of students in the 500 target schools improved
Improved mathematics learning outcomes	Mathematics learning enhancement	Students in at least 100 schools benefit from direct	Students in at least 250 schools benefit from direct	Mathematics language learning outcomes of at	Mathematics learning outcomes of at least 60	Mathematics learning outcomes of at least 80	Mathematics learning outcomes of at

Indicator Name	Baseline	YR1	YR2	YR3	YR4	YR5	End Target
	(MLE) program designed	interventions under the MLE program to improve mathematics learning outcomes	interventions under the MLE program to improve mathematics learning outcomes	least 40 percent of students in the 250 target schools improved Students in at least 500 schools benefit from direct interventions under the MLE program to improve mathematics language learning outcomes	percent of students in the 500 target schools improved	percent of students in the 500 target schools improved	least 80 percent of students in the 500 target schools improved
School-based professional teacher development (SBPTD) programs results achieved	SBTD program has been designed and implemented	Schools in at least 15 percent of zones achieve the SBPTD results	Schools in at least 30 percent of zones achieve the SBPTD results	Schools in at least 45 percent of zones achieve the SBPTD results	Schools in at least 60 percent of zones achieve the SBPTD results	Schools in at least 75 percent of zones achieve the SBPTD results	Schools in at least 75 percent of zones achieve the SBPTD results
Enhanced Program for School Improvement (EPSI) results achieved	EPSI defined and policy circular completed	Schools in at least 15 percent of zones achieve the EPSI results	Schools in at least 30 percent of zones achieve the EPSI results	Schools in at least 45 percent of zones achieve the EPSI results	Schools in at least 60 percent of zones achieve the EPSI results	Schools in at least 75 percent of zones achieve the EPSI results	Schools in at least 75 percent of zones achieve the EPSI

Indicator Name	Baseline	YR1	YR2	YR3	YR4	YR5	End Target
							results

Intermediate Results Indicators

Indicator Name	Baseline	YR1	YR2	YR3	YR4	YR5	End Target
Promotion of digitally enabled books for English language and mathematics learning	Production of digitally enabled books for English language and mathematics learning in schools commenced	English language digitally enabled books for grade 6 and mathematics digitally enabled books for grades 6 and 10 made available to schools	English language digitally enabled books for grade 7 and mathematics digitally enabled books for grades 7 and 11 made available to schools	English language digitally enabled books for grades 8-9 and mathematics digitally enabled books for grades 1, 8-9 made available to schools	English language digitally enabled books for grades 10-11, and mathematics digitally enabled books for grades 2–3 made available to schools	English language digitally enabled books for grades 3-5, and mathematics digitally enabled books for grades 4–5 made available to schools	English language digitally enabled books for grades 3-11, and mathematics digitally enabled books for grades 1–11 made available to schools
Increase in the quantity of new professionally qualified teachers	Zero	4,000 additional professionally qualified teachers (at least 50% of those are female)	8,000 additional professionally qualified teachers (at least 50% of those are female)	12,000 additional professionally qualified teachers (at least 50% of those are female)	16,000 additional professionally qualified teachers (at least 50% of those are female)	20,000 additional professionally qualified teachers (at least 50% of those are female)	20,000 additional professionally qualified teachers (at least 50% of those are female)

Indicator Name	Baseline	YR1	YR2	YR3	YR4	YR5	End Target
National system for school quality assurance established	Framework for a school community-based quality assurance and external review, new protocols, and guidelines developed, policy circular issued	School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 1,000 schools	School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 2,000 schools	School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 3,000 schools	School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 4,000 schools	School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 5,000 schools	School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 5,000 schools
Human resource development of education academic and administrative service staff	Zero	150 master's degree enrollments awarded for teacher educators, curriculum developers and education administrators (at least 50% of those are female)	300 master's degree enrollments awarded for teacher educators, curriculum developers and education administrators (at least 50% of those are female)	At least 100 master's degrees completed by teacher educators, curriculum developers and education administrators (at least 50% of those are female)	At least 200 master's degrees completed by teacher educators, curriculum developers and education administrators (at least 50% of those are female)	At least 275 master's degrees completed by teacher educators, curriculum developers and education administrators (at least 50% of those are female)	At least 275 master's degrees completed by teacher educators, curriculum developers, and education administrators (at least 50% of those are female)
Promoting good citizenship engagement	Good citizenship program and guidelines defined	Good citizenship program implemented in at least 15 percent of	Good citizenship program implemented in at least 30 percent of	Good citizenship program implemented in at least 45 percent of	Good citizenship program implemented in at least 60 percent of	Good citizenship program implemented in at least 75 percent of	Good citizenship program implemented in at least 75

Indicator Name	Baseline	YR1	YR2	YR3	YR4	YR5	End Target
		zones	zones	zones	zones	zones	percent of zones
Inclusive education program developed and implemented	Inclusive education program and guidelines defined	Inclusive education program available within schools in at least 15 percent of zones	Inclusive education program available within schools in at least 30 percent of zones	Inclusive education program available within schools in at least 45 percent of zones	Inclusive education program available within schools in at least 60 percent of zones	Inclusive education program available within schools in at least 75 percent of zones	Inclusive education program available within schools in at least 75 percent of zones
Expanded school health and nutrition program developed and implemented and results achieved	School health and nutrition program expanded to include psycho-social well-being of students	Expanded school health and nutrition program completed in at least 100 schools	Expanded school health and nutrition program completed in at least 250 schools	Expanded school health and nutrition program completed in at least 500 schools	Expanded school health and nutrition program completed in at least 750 schools	Expanded school health and nutrition program completed in at least 1000 schools	Expanded school health and nutrition program implemented and results achieved in at least 1,000 schools
Adequate and timely release of treasury funds requested to education sector program	Inconsistent release of requested funds to education sector program	At least 80% of requested funds released	At least 80% of requested funds released	At least 85% of requested funds released	At least 85% of requested funds released	At least 90% of requested funds released	At least 90% of requested funds released

ANNEX 1: Results Framework Matrix

PDO Level Indicators Matrix

Results Indicators	Core	Unit of Measure	Baseline (2018)	Target Values (January 1-Decembr 31)					
				Year 1 (2019)	Year 2 (2020)	Year 3 (2021)	Year 4 (2022)	Year 5 (2023)	End Target (June 2024)
PDO Indicator 1: Improved English language learning outcomes	X	Text (Cumulative number/percentage)	ELLE program designed	Students in at least 100 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes	Students in at least 250 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes	English language learning outcomes of at least 40 percent of students in the target schools improved Students in at least 250 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes	English language learning outcomes of at least 60 percent of students in the 500 target schools improved	English language learning outcomes of at least 80 percent of students in the 500 target schools improved	English language learning outcomes of at least 80 percent of students in the 500 target schools improved
PDO Indicator 2: Improved mathematics learning outcomes	X	Text (Cumulative number/percentage)	Mathematics learning enhancement (MLE) program designed	Students in at least 100 schools benefit from direct interventions under the MLE program to improve mathematics learning outcomes	Students in at least 250 schools benefit from direct interventions under the MLE program to improve mathematics learning outcomes	Mathematics learning outcomes of at least 40 percent of students in the 250 target schools improved Students in at least 500 schools benefit from direct interventions under the MLE program to improve mathematics	Mathematics learning outcomes of at least 60 percent of students in the 500 target schools improved	Mathematics learning outcomes of at least 80 percent of students in the 500 target schools improved	Mathematics learning outcomes of at least 80 percent of students in the 500 target schools improved

Results Indicators	Core	Unit of Measure	Baseline (2018)	Target Values (January 1-Decembr 31)					
				Year 1 (2019)	Year 2 (2020)	Year 3 (2021)	Year 4 (2022)	Year 5 (2023)	End Target (June 2024)
						language learning outcomes			
PDO Indicator 3: School-based professional teacher development (SBPTD) programs results achieved		Text (Cumulative percentage)	SBTD program has been designed and implemented	Schools in at least 15 percent of zones achieve the SBPTD results	Schools in at least 30 percent of zones achieve the SBPTD results	Schools in at least 45 percent of zones achieve the SBPTD results	Schools in at least 60 percent of zones achieve the SBPTD results	Schools in at least 75 percent of zones achieve the SBPTD results	Schools in at least 75 percent of zones achieve the SBPTD results
PDO Indicator 4: Enhanced Program for School Improvement (EPSI) results achieved[a]		Text (Cumulative percentage)	EPSI defined and policy circular completed	Schools in at least 15 percent of zones achieve the EPSI results	Schools in at least 30 percent of zones achieve the EPSI results	Schools in at least 45 percent of zones achieve the EPSI results	Schools in at least 60 percent of zones achieve the EPSI results	Schools in at least 75 percent of zones achieve the EPSI results	Schools in at least 75 percent of zones achieve the EPSI results

Note: a. Engagement of school community in planning, decision making, and implementation of school activities is a key part of the EPSI strategy. Thus, this indicator captures and monitors citizen engagement.

Intermediate Outcome Indicators Matrix

Intermediate Outcome Indicator	Baseline (2018)	Year 1 (2019)	Year 2 (2020)	Year 3 (2021)	Year 4 (2022)	Year 5 (2023)	End Target (June 2024)
Intermediate Outcome Indicator 1: Promotion of digitally enabled books for English language and mathematics learning	Production of digitally enabled books for English language and mathematics learning in schools commenced	English language digitally enabled books for grade 6 and mathematics digitally enabled books for grades 6 and 10 made available to schools	English language digitally enabled books for grade 7 and mathematics digitally enabled books for grades 7 and 11 made available to schools	English language digitally enabled books for grades 8-9 and mathematics digitally enabled books for grades 1, 8-9 made available to schools	English language digitally enabled books for grades 10-11, and mathematics digitally enabled books for grades 2–3 made available to schools	English language digitally enabled books for grades 3-5, and mathematics digitally enabled books for grades 4–5 made available to schools	English language digitally enabled books for grades 3-11, and mathematics digitally enabled books for grades 1–11 made available to schools
Intermediate Outcome Indicator 2: Increase in the quantity of new professionally qualified teachers	0	4,000 additional professionally qualified teachers (at least 50% of those are female)	8,000 additional professionally qualified teachers (at least 50% of those are female)	12,000 additional professionally qualified teachers (at least 50% of those are female)	16,000 additional professionally qualified teachers (at least 50% of those are female)	20,000 additional professionally qualified teachers (at least 50% of those are female)	20,000 additional professionally qualified teachers (at least 50% of those are female)
Intermediate Outcome Indicator 3: National system for school quality assurance* established	Framework for a school community-based quality assurance and external review, new protocols, and guidelines developed, policy circular issued	School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 1,000 schools	School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 2,000 schools	School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 3,000 schools	School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 4,000 schools	School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 5,000 schools	School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 5,000 schools

Intermediate Outcome Indicator	Baseline (2018)	Year 1 (2019)	Year 2 (2020)	Year 3 (2021)	Year 4 (2022)	Year 5 (2023)	End Target (June 2024)
Intermediate Outcome Indicator 4: Human resource development of education academic and administrative service staff	0	150 master's degree enrollments awarded for teacher educators, curriculum developers, and education administrators (at least 50% of those are female)	300 master's degree enrollments degrees awarded for teacher educators, curriculum developers, and education administrators (at least 50% of those are female)	At least 100 master's degrees completed by teacher educators, curriculum developers, and education administrators (at least 50% of those are female)	At least 200 master's degrees completed by teacher educators, curriculum developers, and education administrators (at least 50% of those are female)	At least 275 master's degrees completed by teacher educators, curriculum developers, and education administrators (at least 50% of those are female)	At least 275 master's degrees completed by teacher educators, curriculum developers, and education administrators (at least 50% of those are female)
Intermediate Outcome Indicator 5: Promoting good citizenship engagement	Good citizenship program and guidelines defined	Good citizenship program implemented and results achieved in at least 15 percent of zones	Good citizenship program implemented and results achieved in at least 30 percent of zones	Good citizenship program implemented and results achieved in at least 45 percent of zones	Good citizenship program implemented and results achieved in at least 60 percent of zones	Good citizenship program implemented and results achieved in at least 75 percent of zones	Good citizenship program implemented and results achieved in at least 75 percent of zones
Intermediate Outcome Indicator 6: Inclusive education program developed and implemented	Inclusive education program and guidelines defined	Inclusive education program implemented and results achieved within schools in at least 15 percent of zones	Inclusive education program implemented and results achieved within schools in at least 30 percent of zones	Inclusive education program implemented and results achieved within schools in at least 45 percent of zones	Inclusive education program implemented and results achieved within schools in at least 60 percent of zones	Inclusive education program implemented and results achieved within schools in at least 75 percent of zones	Inclusive education program implemented and results achieved within schools in at least 75 percent of zones

Intermediate Outcome Indicator	Baseline (2018)	Year 1 (2019)	Year 2 (2020)	Year 3 (2021)	Year 4 (2022)	Year 5 (2023)	End Target (June 2024)
Intermediate Outcome Indicator 7: Expanded school health and nutrition program developed and implemented	School health and nutrition program expanded to include psychosocial well-being of students	Expanded school health and nutrition program implemented and results achieved in at least 100 schools	Expanded school health and nutrition program implemented and results achieved in at least 250 schools	Expanded school health and nutrition program implemented and results achieved in at least 500 schools	Expanded school health and nutrition program implemented and results achieved in at least 750 schools	Expanded school health and nutrition program implemented and results achieved in at least 1,000 schools	Expanded school health and nutrition program implemented and results achieved in at least 1,000 schools
Intermediate Outcome Indicator 8: Adequate and timely release of treasury funds requested to education sector program	Inconsistent release of requested funds to education sector program	At least 80% of requested funds released	At least 80% of requested funds released	At least 85% of requested funds released	At least 85% of requested funds released	At least 90% of requested funds released	At least 90% of requested funds released

Note: The quality assurance process is based on school self-evaluations conducted by the school stakeholders. These results of the quality assurance process feed back into the school development plan. The quality assurance reports will be publicly available online, including to the school stakeholders.

ANNEX 2: DLIs Matrix

Note: The text in bold denotes the disbursement linked indicator results (DLRs).
         Year 0 is from the date of signing to December 31, 2018. DRLs for Year 1-5 cover from January 1 up to December 31 of each year.
         The expected project years for each DLI's achievement is indicative, and can be carried forward if not met in the targeted year. All DLIs are scalable, that is, there will be disbursement of financing proceeds proportional to progress toward achieving the DLI. All DLIs do not have minimum threshold, that is, minimum value or share of the target to trigger disbursement under each period. Disbursements will be capped to the annual DLI values, irrespective of any potential overachievement of the annual targets.

DLIs	Total Financing Allocated to DLI	DLR for Year 0 (2018)	DLR for Year 1 (2019)	DLR for Year 2 (2020)	DLR for Year 3 (2021)	DLR for Year 4 (2022)	DLR for Year 5 (2023)
DLI 1: Improved English language learning outcomes	**US$12 million**	**ELLE program commenced in at least 50 schools**	**Students in at least 100 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes**	Students in at least 250 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes	**English language learning outcomes of at least 40 percent of students in the 250 target schools improved** **Students in at least 500 schools benefit from direct interventions under the ELLE program to improve English language**	English language learning outcomes of at least 60 percent of students in the 500 target schools improved	**English language learning outcomes of at least 80 percent of students in the 500 target schools improved**

DLIs	Total Financing Allocated to DLI	DLR for Year 0 (2018)	DLR for Year 1 (2019)	DLR for Year 2 (2020)	DLR for Year 3 (2021)	DLR for Year 4 (2022)	DLR for Year 5 (2023)
					learning outcomes		
DLI 1 Value:		**US$2 million**	**US$3 million**		**US$4 million**		**US$3 million**
DLI 2: Improved mathematics learning outcomes	**US$12 million**	**Mathematics learning enhancement (MLE) program commenced in at least 50 schools**	**Students in at least 100 schools benefit from direct interventions under the MLE program to improve mathematics learning outcomes**	Students in at least 250 schools benefit from direct interventions under the MLE program to improve mathematics learning outcomes	**Mathematics learning outcomes of at least 40 percent of students in the 250 target schools improved** **Students in at least 500 schools benefit from direct interventions under the MLE program to improve mathematics learning outcomes**	Mathematics learning outcomes of at least 60 percent of students in the 500 target schools improved	**Mathematics learning outcomes of at least 80 percent of students in the 500 target schools improved**
DLI 2 Value:		**US$2 million**	**US$3 million**		**US$4 million**		**US$3 million**
DLI 3: Promotion of digitally enabled books for English language and mathematics learning	**US$9 million**		**English language digitally enabled books for grade 6 and mathematics digitally enabled books**	**English language digitally enabled books for grade 7 and mathematics digitally enabled books**	English language digitally enabled books for grades 8-9 and mathematics digitally	**English language digitally enabled books for grades 10-11, and mathematics digitally**	English language digitally enabled books for grades 3-5, and mathematics digitally

DLIs	Total Financing Allocated to DLI	DLR for Year 0 (2018)	DLR for Year 1 (2019)	DLR for Year 2 (2020)	DLR for Year 3 (2021)	DLR for Year 4 (2022)	DLR for Year 5 (2023)
			for grades 6 and 10 made available to schools	for grades 7 and 11 made available to schools	enabled books for grades 1, 8-9 made available to schools	enabled books for grades 2–3 made available to schools	enabled books for grades 4–5 made available to schools
DLI 3 Value:			US$3 million	US$3 million		US$3 million	
DLI 4: School-based professional teacher development (SBPTD) programs results achieved	**US$11 million**	**SBPTD program commenced in at least 15 percent of zones**	Schools in at least 15 percent of zones achieve the SBPTD results	**Schools in at least 30 percent of zones achieve the SBPTD results**	Schools in at least 45 percent of zones achieve the SBPTD results	**Schools in at least 60 percent of zones achieve the SBPTD results**	**Schools in at least 75 percent of zones achieve the SBPTD results**
DLI 4 Value:		**US$3 million**		**US$2 million**		**US$3 million**	**US$3 million**
DLI 5: Increase in the quantity of new professionally qualified teachers	**US$9 million**		4,000 additional professionally qualified teachers (at least 50% of those are female)	**8,000 additional professionally qualified teachers (at least 50% of those are female)**	**12,000 additional professionally qualified teachers (at least 50% of those are female)**	16,000 additional professionally qualified teachers (at least 50% of those are female)	**20,000 additional professionally qualified teachers (at least 50% of those are female)**
DLI 5 Value:				**US$3 million**	US$3 million		**US$3 million**
DLI 6: National system for school quality assurance established	**US$9 million**	**Quality assurance new protocols and guidelines pilot tested in a sample of 100 schools**	School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 1,000	**School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 2,000**	**School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 3,000**	**School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 4,000**	School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 5,000

DLIs	Total Financing Allocated to DLI	DLR for Year 0 (2018)	DLR for Year 1 (2019)	DLR for Year 2 (2020)	DLR for Year 3 (2021)	DLR for Year 4 (2022)	DLR for Year 5 (2023)
			schools	schools	schools	schools	schools
DLI 6 Value:		US$2 million		US$3 million	US$2 million	US$2 million	
DLI 7: Enhanced Program for School Improvement (EPSI) results achieved	**US$11 million**		**Schools in at least 15 percent of zones achieve the EPSI results**	**Schools in at least 30 percent of zones achieve the EPSI results**	Schools in at least 45 percent of zones achieve the EPSI results	**Schools in at least 60 percent of zones achieve the EPSI results**	**Schools in at least 75 percent of zones achieve the EPSI results**
DLI 7 Value:			US$3 million	US$2 million		US$3 million	US$3 million
DLI 8: Human resource development of education academic and administrative service staff	**US$9 million**	**HRD for teacher educators, curriculum developers, and education administrators developed and professionally notified**	150 master's degree enrollments awarded for teacher educators, curriculum developers, and education administrators (at least 50% of those are female)	**300 master's degree enrollments awarded for teacher educators, curriculum developers, and education administrators (at least 50% of those are female)**	**At least 100 master's degrees completed by teacher educators, curriculum developers, and education administrators (at least 50% of those are female)**	**At least 200 master's degrees completed by teacher educators, curriculum developers, and education administrators (at least 50% of those are female)**	At least 275 master's degrees completed by teacher educators, curriculum developers, and education administrators (at least 50% of those are female)
DLI 8 Value:		US$3 million		US$2 million	US$2 million	US$2 million	
DLI 9: Expanded school health and nutrition program developed and implemented	**US$8 million**	**Expanded school health and nutrition program developed and officially notified**	**Expanded school health and nutrition program implemented and results achieved in at least 100 schools**	Expanded school health and nutrition program implemented and results achieved in at least 250 schools	Expanded school health and nutrition program implemented and results achieved in at least 500 schools	**Expanded school health and nutrition program implemented and results achieved in at least 750 schools**	Expanded school health and nutrition program implemented and results achieved in at least 1,000 schools
DLI 9 Value:		US$3 million	US$3 million			US$2 million	

DLI Verification Protocol Table

Note: The text in bold denotes the disbursement linked indicator results (DLRs).

Year 0 is from the date of signing to December 31, 2018. DRLs for Year 1-5 cover from January 1 up to December 31 of each year.

The expected project years for each DLI's achievement is indicative, and can be carried forward if not met in the targeted year. All DLIs are scalable, that is, there will be disbursement of financing proceeds proportional to progress toward achieving the DLI. All DLIs do not have minimum threshold, that is, minimum value or share of the target to trigger disbursement under each period. Disbursements will be capped to the annual DLI values, irrespective of any potential overachievement of the annual targets.

DLI	Definition/Description of Achievement	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
			Data Source/Agency	Verification Entity	Procedure
DLI 1: English language learning outcomes improved	**Definition:** This indicator is designed to measure progress in the design and implementation of a new and improved English language program to enhance the English language skills of students in the general education system. **Description:** Initially, progress will be measured in terms the number of target school which benefit from direct interventions to improve the English language skills of their students. The improvements in English language learning will be measured through annual assessments of learning outcomes for grades 4 and 8. These assessments will be based on international modules of PISA and curriculum referenced learning outcomes. The improvement is defined as achieving the minimum learning competencies (MLCs) in the curriculum framework for children below the MLCs. Where children are above the MLCs, it will mean rising at least one level higher on the scale of learning competencies. *Note*: The targets are cumulative numbers and cumulative percentages. **DLI achievement triggers:**	Yes	MoE, and agency responsible for the testing (NEREC, or OPEN university or NIE)	MoE/TPVA	Evidence will be through a TPVA agency responsible for assessing English language learning outcomes (NEREC, OPEN university, or NIE), using a scientific random sample of the schools.

DLI	Definition/Description of Achievement	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
			Data Source/Agency	Verification Entity	Procedure
	• **Y0:** ELLE program commenced in at least 50 schools • **Y1:** Students in at least 100 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes • **Y3:** Students in at least 500 schools benefit from direct interventions under the ELLE program to improve English language learning outcomes English language learning outcomes improved for at least 40 percent of students in schools in which the program has been implemented (targeted 250 schools) • **Y5:** English language learning outcomes improved for at least 80 percent of students in schools in which the program has been implemented (targeted 500 schools)				
DLI 2: Mathematics learning outcomes improved	**Definition:** This DLI is designed to measure the effective implementation of an upgraded mathematics learning program. **Description:** Initially, this target will be met when students in the agreed-upon target number of schools benefit from direct interventions to improve their mathematics skills. The improvements mathematics learning will be measured through annual assessments of learning outcomes for grades 4 and 8. These assessments will be based on international modules of PISA and curriculum referenced learning outcomes. The improvement is defined as achieving the minimum learning competencies (MLCs) in the curriculum framework for children below the MLCs. Where children are above the MLCs, it will mean rising at least one level higher on the scale of learning competencies.	Yes	MoE, and agency responsible for the testing (NEREC, or OPEN university or NIE)	MoE/TPVA	Evidence will be through a TPVA agency responsible for assessing Mathematics learning outcomes (NEREC, OPEN university, or NIE), using a scientific random sample of the schools.

DLI	Definition/Description of Achievement	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
			Data Source/Agency	Verification Entity	Procedure
	Note: The targets are cumulative numbers and cumulative percentages. **DLI achievement triggers:** • **Y0 (2018):** Mathematics learning enhancement (MLE) program commenced in at least 50 schools • **Y1:** Students in at least 100 schools benefit from direct interventions under the MLE program to improve mathematics learning outcomes • **Y3:** Students in at least 500 schools benefit from direct interventions under the MLE program to improve mathematics learning outcomes Mathematics learning outcomes improved for at least 40 percent of students in schools in which the program has been implemented (targeted 250 schools) • **Y5:** Mathematics learning outcomes improved for at least 80 percent of students in schools in which the program has been implemented (targeted 500 schools)				
DLI 3: Promotion of digitally enabled learning material for mathematics and English language learning	**Definition:** This indicator is designed to measure progress in the implementation of digitally enabled learning material for mathematics and English language learning. **Description:** This indicator will be met when the digitally enabled learning materials are made available to the target grades in all schools. Made available will include posting on the EPD website, and supplying a DVD/CD of the book to all children in the relevant grades each year.	Yes	EPD	EPD, TPVA	Evidence will be data provided by the EPD. A TPVA will be contracted to verify the availability of DVDs/CDs in a scientific random sample of schools.

DLI	Definition/Description of Achievement	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
			Data Source/Agency	Verification Entity	Procedure
	DLI achievement triggers: • **Y1:** English language digitally enabled books for grade 6 and mathematics digitally enabled books for grades 6 and 10 made available to schools • **Y2:** English language digitally enabled books for grade 7 and mathematics digitally enabled books for grades 7 and 11 made available to schools • **Y4:** English language digitally enabled books for grades 10-11, and mathematics digitally enabled books for grades 2–3 made available to schools				
DLI 4: SBPTD programs results achieved	**Definition:** This DLI is designed to measure the effective implementation of the SBPTD, which is measured against a set of agreed-upon results specified in the OM. **Description:** This indicator will be met when the SBPTD program results are achieved in at least 90% of schools in the percent of zones in the agreed target. Due to SBPTD activities, there should be improvement in teacher knowledge, pedagogical skills, teacher motivation, or classroom management skills or any combination or all of the above. This will be assessed through beneficiary feedback surveys. *Note*: The target is a cumulative percentage. **DLI achievement triggers:** • **Y0 (2018):** SBPTD program commenced in at least 15% of zones • **Y2:** Schools in 30% of zones achieve SBPTD results • **Y4:** Schools in 60% of zones achieve SBPTD results • **Y5:** Schools in 75% of zones achieve SBPTD results	Yes	MoE and provinces	MoE/TPVA	Evidence will be data collected by the MoE and provinces. A TPVA will be contracted to confirm the accuracy of the data provided by the MoE and provinces, using beneficiary feedback surveys in a scientific random sample of the schools.
DLI 5: Increase in the	**Definition:** This DLI is designed to measure the increase	Yes	MoE, NCOEs, and NIE	MoE	Evidence will be the

DLI	Definition/Description of Achievement	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
			Data Source/Agency	Verification Entity	Procedure
quantity of new professionally qualified teachers	in the number of professionally qualified teachers in the school system, who obtained professional qualification required to enter the teacher service. **Description:** This indicator will be met when the target number of additional professionally qualified teachers are appointed into the school system in a given year. At least 50% of those should be female. *Note*: The target is a cumulative number. **DLI achievement triggers:** • **Y2:** 8,000 additional professionally qualified teachers • **Y3:** 12.000 additional professionally qualified teachers • **Y5:** 20,000 additional professionally qualified teachers				data collected by the MoE, based on its annual data collection and reporting mechanisms for teacher certification and placement in schools.
DLI 6: National system for school quality assurance established	**Definition:** This indicator is designed to measure progress in the establishment of a national system for school quality assurance. **Description:** The indicator will be met when school community-based quality assurance self-reviews and external reviews are completed in accordance with the quality assurance protocols and guidelines, and publicly reported in the number of schools in agreed target. *Note*: This target is a cumulative number. The quality assurance process is based on school self-evaluations conducted by the school stakeholders. These results of the quality assurance process feed back into the school	Yes	MoE	MoE/TPVA	Evidence will be data collected and reported by the MoE. A TPVA will be contracted to confirm the accuracy of the data provided by the MoE, using a random sample of the schools.

DLI	Definition/Description of Achievement	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
			Data Source/Agency	Verification Entity	Procedure
	development plan. The quality assurance reports will be publicly available online, including to the school stakeholders. *Note*: The target number is a cumulative number. **DLI achievement triggers:** • **Y0 (2018):** Quality assurance new protocols and guidelines pilot tested in a sample of 100 schools • **Y2:** School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 2,000 schools • **Y3:** School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 3,000 schools • **Y4:** School community-based quality assurance self-reviews and external reviews completed and publicly reported in at least 4,000 schools				
DLI 7: Enhanced Program for School Improvement (EPSI) results achieved	**Definition:** This DLI is designed to measure the effective implementation of the EPSI program, which is measured against a set of agreed-upon results, specified in the OM. **Description:** This indicator will be met when the EPSI program results are achieved in at least 90% of schools in the percent of zones in the agreed target: SMCs and/or SDCs engaged in activities to improve learning outcomes and/or socio-emotional skills of students. Socio-emotional skills should be promoted by either curriculum based activities or extra- or co-curricular activities or any combination or all of the above. This will be assessed through stakeholder feedback surveys.	Yes	MoE and provinces	MoE/TPVA	Evidence will be data collected by the MoE and provinces. A TPVA will be contracted to confirm the accuracy of the data provided by the MoE and provinces, using stakeholder feedback surveys in a scientific random sample of the schools.

DLI	Definition/Description of Achievement	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
			Data Source/Agency	Verification Entity	Procedure
	Note: Engagement of school community in planning, decision making, and implementation of school activities is a key part of the EPSI strategy. Thus, this indicator captures and monitors citizen engagement. *Note*: The target is a cumulative percentage. **DLI achievement triggers:** • **Y1:** Schools in 15% of zones achieve EPSI results • **Y2:** Schools in 30% of zones achieve EPSI results • **Y4:** Schools in 60% of zones achieve EPSI results • **Y5:** Schools in 75% of zones achieve EPSI results				
DLI 8: Human resource development of education academic and administrative services	**Definition:** This indicator consists of the number of master's degrees completed by teacher educators, curriculum developers, and education administrators. **Description:** This indicator will be met when the agreed number of master's degree enrollments are awarded and the degree studies completed by teacher educators, curriculum developers, and education administrators. At least 50% of those should be female. *Note*: The targets for master's degree enrollments awarded and degrees completed are cumulative. **DLI achievement triggers:** • **Y0 (2018):** HRD program for teacher educators, curriculum developers, and education administrators developed and officially notified • **Y2:** 300 master's degree enrollments awarded to teacher educators, curriculum developers, and	Yes	MoE and provinces	MoE/TPVA	Evidence will be based on records provided by the MoE. A TPVA will be contracted to confirm the accuracy of the data provided by the MoE, using a random sample of the beneficiaries of the masters' degree scholarship program.

DLI	Definition/Description of Achievement	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
			Data Source/Agency	Verification Entity	Procedure
	education administrators (at least 50% of those should be female) • **Y3:** At least 100 master's degrees completed by teacher educators, curriculum developers, and education administrators (at least 50% of those should be female) • **Y4:** At least 200 master's degrees completed by teacher educators, curriculum developers, and education administrators (at least 50% of those should be female)				
DLI 9: Expanded school health and nutrition program developed and implemented	**Definition:** This indicator is designed to measure progress on the implementation of the expanded school health and nutrition program, which will include mental health and well-being. Progress will be measured in terms of the number of schools implementing the expanded program and achieving the results specified in the OM. **Description:** This indicator will be achieved when students in the target number of schools have benefitted from counseling and school health inspection services. *Note*: The target number is cumulative. **DLI achievement triggers:** • **Y0 (2018):** Expanded school health and nutrition program developed and officially notified • **Y1:** Expanded school health and nutrition program implemented and results achieved in at least 100 schools • **Y4:** Expanded school health and nutrition program	Yes	MoE, provinces	MoE, provinces, and TPVA	Evidence will be based on records provided by the MoE. A TPVA will be contracted to confirm the accuracy of the data provided by the MoE, using a random sample of schools.

DLI	Definition/Description of Achievement	Scalability of Disbursements (Yes/No)	Protocol to Evaluate Achievement of the DLI and Data/Result Verification		
			Data Source/Agency	Verification Entity	Procedure
	implemented and results achieved in at least 750 schools				

ANNEX 3: Results Chain

Components	Intermediate Outcomes	PDO-level Outcomes	PDO

Component 1: Enhancing Quality and Strengthening Stewardship of Primary and Secondary Education

Quality
- Curriculum Modernization and Diversification
- Teacher Development
- Strengthening Education Leadership and Management
- Promoting Social Equity and Inclusion through Education

Stewardship
- System Level Quality Assessment
- Enhanced Program for School Improvement

Component 2: Project Operations and Technical Support
- Coordination and implementation of the GEM component through operational and TA

Quality
- Promotion of digitally enabled books for English language and mathematics learning
- Increase in the quantity of new professionally qualified teachers
- Human resource development of education academic and administrative service staff
- Promoting good citizenship engagement
- Inclusive education program developed and implemented
- Expanded school health and nutrition program developed and implemented

Stewardship
- National system for school quality assurance established

Quality
- Improved English language learning outcomes
- Improved mathematics learning outcomes
- School-based professional teacher development programs results achieved

Stewardship
- Enhanced Program for School Improvement results achieved

To enhance quality and strengthen stewardship of the general education system